2011 Italian

Advanced Higher Reading and Translation

Finalised Marking Instructions

A   **General Procedure**

1   Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

2   **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidates' work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3   **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a marker.)

4   **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to the SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	*Description*
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B   **Detailed Marking Key**

See attached sheets for detailed notes on each question.

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Reading and Translation

1.   **What does the author suggest people need to do nowadays to meet the love of their life?**   **1**

  - Close/shut your fairy tale books/Stop reading fairy tales and take the initiative

2.   (a)   **Which factors have contributed to the popularity of *Facebook*?**   **2**

  - The need for company

  - Curiosity about/the need to find out more about new acquaintances/new people (you meet)

   (b)   **What statistic is quoted in this respect?**   **1**

  - The number of users has increased from 500,000 to six and a half million in six months

   (c)   **Why was *Facebook* formerly regarded with suspicion?**   **2**

  - Young people thought it was only used by people who had no friends

  - Or by those looking for <u>casual</u> relationships

   (d)   **Give any two things the author suggests *Facebook* can be used to do.**   **2**

  - Find out other people's business

  - Chat about matters of no importance

  - Become part of an interest group

  - Talk to ex-classmates and football fans

                                              (Any 2)

3. **(a)** **Why did Mattia Carzaniga originally open his *Facebook* account?** **1**

- He did it because he was curious

OR

- To keep in contact with other people

(b) **Why was he attracted to Francesca's profile?** **1**

- (He thought) she had a sad expression

(c) **How did Mattia feel the first time he met Francesca?** **1**

- It was love at first sight/he was struck by a bolt of lightning

(d) **He then talks about chatting to girls on-line. Give any two things he mentions.** **2**

- It's similar to getting to know a girl in a club

- The difference is that you can lie much more easily on-line

- It worked for himself and Francesca

- You have to use it with care

(Any 2)

4. **(a)** **According to Vincent Nichols, what social skills are being lost through continuous use of *Facebook*?** **3**

- The ability to socialise (with others)

- Being able to read another person's state of mind

- The ability to interpret body language

(b) **How does he describe the world of *Facebook* users? Give any three things he says.** **3**

- Everything moves quickly and is in constant change

- Relationships are determined by the click of a mouse

- You can delete your profile <u>if you don't like it</u>

- You can invent a more suitable profile <u>in a very short time</u>

- You can delete your profile and invent a more suitable one

(Any 3)

(c) **What can happen to those young people who have no experience of a world without *Facebook*? Give any one thing.** **1**

- They have low self-esteem in the real world

OR

- They are more likely to act impulsively

5. **(a)** **What is a priority for today's young people?** 1

- Having a real emotional relationship

(b) **The author states that incurable romantics place their faith in destiny. Give two contemporary examples of this.** 2

- Taking the wrong train

- Sending a text message to the wrong number

6. **Examine the structure of the article and in particular the author's use of paragraphs, then choose any four paragraphs you wish to discuss. What, in your opinion, is the function of each of these paragraphs? What difficulties in style and tone can you identify?**

    Paragraph 1 serves as introduction to article, reader's attention is caught by references to Cinderella and Newton, tone is light-hearted, author poses questions to reader as a way of highlighting main themes of article.

    Paragraph 2 explains fully to the reader the nature of *Facebook*, style is journalistic and factual, author uses statistics to back up facts.

    Paragraph 3 shows the human side of *Facebook*, author quotes true-life story to exemplify points made in previous paragraph, uses direct speech to convey story, style consequently much more informal, vivid and authoritative, author also uses story to highlight possible dangers.

    Paragraph 4 tell us about social function of *Facebook*, quote from university sociologist gives article credibility and academic validity, use of direct quotation once again makes message more immediate.

    Paragraph 5 serves as counterweight and contrast to previous paragraph, giving the opposite view, picks up on dangers hinted at in paragraph 3 but in greater detail, view conveyed once again through direct quotation of an authoritative source.

    Paragraph 6 reassures reader that *Facebook* has not entirely destroyed people's sense of destiny and romance, tone is up-beat and light-hearted (similar to opening paragraph), reference back to Cinderella and Newton gives satisfying sense of conclusion.

Pegged Marks	Criteria
7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the marking instructions.
3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

7. **Translate into English:** 20

   Per i giovani è del tutto normale… è chiaro che fa parte del mondo che si vive. »
   (lines 76–90)

   10 sense units = 20 marks

   Each unit marked 2, 1 or 0

   2 = acceptable translation
   1 = key information communicated despite awkward English and/or minor inaccuracy
   0 = serious inaccuracy in translation

   Suggested translation (other versions are acceptable)

   It's quite normal for young people to meet on the Internet. / This is what Cristina Pasqualini, a sociologist involved in research, says about the matter: / «*Facebook* facilitates social relationships and is a technology used by young people / to set up in an easy and immediate way circles of friendship / which don't exclude face to face relationships. / It is a reality from which it is difficult to escape, / because it has changed the way we get to know one another, / how we communicate and spend time together. / It's not a substitute for reality: it's something more. / Considered in these terms, it's clear that it's part of the world in which we live».

   Total = 50

[END OF MARKING INSTRUCTIONS]