



2009 Italian

Higher – Listening/Writing

Finalised Marking Instructions

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Marking Instructions

Questions/Acceptable answers	Unacceptable answers	Markers' notes
Anna talks about her future plans.		
1. Anna has decided to go to Africa.		
(a) When is she going?	1 point	
<ul style="list-style-type: none"> In 6 months 	When she finishes university Any wrong number For 6 months	Ignore additional references to finishing university if candidate also has correct answer
(b) What is she going to do there?	1 point	
<ul style="list-style-type: none"> Voluntary/volunteer work 	References to school/children/nursery/with the poor/children's home	
(c) Where exactly is she going?	2 points	
<ul style="list-style-type: none"> An isolated village/A small village/An isolated town/A small town/place or area + adjective 	A town/A village/A (small) country Any wrong compass points (including north-west) negates 'coast' mark Island City	No possibility of transferred mark for "isolated village"
<ul style="list-style-type: none"> On the coast/to the coast/near the coast/in the west/West Africa/on the west coast 		

	Questions/Acceptable answers		Unacceptable answers	Markers' notes
2.	She talks about the experiences her sister, Francesca, and her sister's friend had.			
(a)	What did Francesca do in South America?	1 point		
	<ul style="list-style-type: none"> Worked/helped/in an orphanage/with orphans/worked (in a nursery/school) with <u>abandoned/poor</u>/children/kids/babies 		Worked/looked after children Sick/disadvantaged children In an area where children lived in poverty	Ignore references to two/one year(s) Reference to sick/disadvantaged children etc. does not negate "worked in an orphanage" "Worked" may be implicit 'Orphanage' alone is not enough
(b)	How did she feel about this work?	2 points		
	<ul style="list-style-type: none"> (sometimes) down/sad/unhappy/demoralised/low (on morale)/depressed 		(very) enthusiastic mistranslation of 'giù di morale' that clearly implies 'moral(s)' negates the mark she felt sorry for the children	
	<ul style="list-style-type: none"> She felt/it gave her (great) satisfaction/fulfilment (she knew)she <u>helped/made a difference to</u> the children/she knew <u>how to help</u> the children/she felt fulfilled/satisfied/it was a satisfying job 		'dissatisfied/dissatisfaction' negates the second bullet point it was a great experience/it was great she enjoyed it	"She had great satisfaction helping abandoned children" – award one mark to question 2b, transfer one mark to question 2a if mark not already awarded

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>(c) Why did her sister's friend decide to work in a hospital in China?</p> <p>1 point</p> <ul style="list-style-type: none"> She (had) studied/was studying/studies/is studying <u>medicine</u> 	<p>An indication that studies in medicine are yet to be started: To study medicine (at university) She wanted to study medicine She wants/wanted to be a doctor She studied medicine <u>there/in China</u></p>	<p>An indication that <u>medical studies</u> have already begun or have been completed should normally get the mark</p>
<p>(d) What did she do there?</p> <p>2 points</p> <ul style="list-style-type: none"> She accompanied/went with/observed the doctors/a doctor She taught/offered/gave (nurses) English/language (lessons)She helped people to speak English(at the infirmary) 	<p>Helped/assisted doctors (negates 'went with' etc) Accompanied/observed staff/nurses (to learn the language-negates point)</p> <p>She taught <u>the</u> language/languages She taught patients/doctors/teachers</p>	<p>Ignore poor translation of 'visite' (as long as there is no contradiction of the text)</p> <p>Ignore mistranslations of 'infermieri' as infirmary Ignore ref. to speaking Chinese</p> <p>Ignore present tense</p>

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>3. Anna tells us she has three things to prepare for her trip.</p> <p>(a) What must she do first? 1 point</p> <ul style="list-style-type: none"> Contact the company/meet the person that is <u>organising</u> her journey/everything/contact the <u>travel</u> company/agent/contact company she is travelling with <p>(b) What must she do next and why? 2 points</p> <ul style="list-style-type: none"> Find a job/work (here/in Italy) (note: in Africa negates the point) To save money/to get money/to fund herself/to pay for her trip/to pay her travel costs/she will get very little pay in Africa <p>(c) What is the last thing she needs to do and why? 2 points</p> <ul style="list-style-type: none"> Get/do a (medical) check-up/check(s)/control/a medical <u>Get/discuss/speak about/learn about/be aware of</u> (medical) information/advice about(necessary) precautions (for the journey)/dangers of travelling/what is necessary for a trip like this 	<p>She is organising/has to organise the trip</p> <p>Find a job <u>there/in Africa</u></p> <p>Get jabs/inoculations Take/get precautions Get treatment</p>	<p>Implication must be that organisation/trip/journey is done by or with a company. 'Get in touch with the organisers' is not sufficient</p> <p>Needs to be clear that it's medical check/examination Ignore references to check up in hospital</p>

Questions/Acceptable answers	Unacceptable answers	Markers' notes
<p>4. Anna admits that she is feeling nervous about the trip.</p> <p>What does she say about her family? 2 points</p> <ul style="list-style-type: none"> The biggest problem will be/it will be a real problem to leave (her family) She is <u>close</u> to her grandfather Her grandfather is the one who listens to her (when she has a problem)/helps her with her problems/she goes to/speaks to him <p style="text-align: right;">(any two)</p>	<p>She will miss her family Being far away from her family She has never left her family before</p> <p>Grandmother/grandparents (She will miss) especially her grandfather It's especially hard to leave her grandfather Grandfather is always there</p>	<p>Where a penalty is incurred in this point for using 'grandmother/grandparents' do not penalise this again in point 3.</p>
<p>5. She talks about her new way of life in Africa.</p> <p>What three things will she have to get used to? 3 points</p> <ul style="list-style-type: none"> Climate/weather/the heat/temperature Eating food/things she has never tasted/eating <u>new/strange</u> food/<u>different</u> food/food they eat in Africa Having to sleep with /sharing accommodation/room/bed with(two) other girls/(young) people/not having space to herself/enough privacy 	<p>Way of life/lifestyle</p> <p>Eating things she doesn't like The food.</p> <p>Children/boys/guys Ignore wrong number of other people</p>	

Higher Writing

Task: Short essay

Assessment Process: • With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> The topic is covered fully, in a balanced way, including a number of complex sentences. Some candidates may also provide additional information. A wide range of verbs/verb forms and constructions is used. There may also be a variety of tenses. Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. The language flows well.
Good	8	<ul style="list-style-type: none"> The topic is addressed, generally quite fully, and some complex sentences may be included. The candidate uses a reasonable range of verbs/verb forms and other constructions. 	<ul style="list-style-type: none"> The candidate generally handles verbs and other parts of speech accurately but simply. There may be some errors in spelling, adjective endings and, where relevant, case endings. Use of accents may be less secure. Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> There may be less variety in the verbs used. Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. At times the language may be more basic than might otherwise be expected at this level. Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The topic may not be fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted eg I go the town. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the present tense of most verbs. • A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg My friend is reliable. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	4	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be</i>, <i>to have</i>, <i>to play</i>, <i>to watch</i>. • While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> The content and language may be very basic. However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> Many of the verbs are incorrect or even omitted. There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in spelling and word order. Prepositions are not used correctly. The language is probably inaccurate throughout the writing. Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”. Verbs used more than once may be written differently on each occasion. The candidate has a very limited vocabulary. Several English or “made-up” words may appear in the writing. There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> The content is very basic. 	<ul style="list-style-type: none"> (Virtually) nothing is correct. Most of the errors are serious. Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> The candidate copes only with “have” and “am”. Very few words are correctly written in the foreign language. English words are used. There may be several examples of mother tongue interference. There may be several examples of serious dictionary misuse.

What if....?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]