



National
Qualifications
2024

2024 Italian

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

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General marking principles for Advanced Higher Italian Reading and Translation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Award a mark to each answer. Marks are not transferable between questions.
- (e) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

Marking instructions for each question

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.			- they were tired/shattered - they hadn't slept all night - more than half slept for less than 7 hours - some slept even 5 or 3 hours Any 1 from 4	1	not had enough sleep.
2.			(between the ages of 13 and 19) the brain needs many hours of sleep/important amount of sleep - for this reason at this age teenagers sleep a lot - past this age you have more of a physical resistance and you can stay awake until much later/or suffer less from tiredness - to sleep less than five (or seven) hours a day is bad for you Any 3 from 4	3	
3.	(a)		to change the school start time from 7:50 to 8:45 in the morning	1	
	(b)		- they hope it will improve the quality of the students' sleep - but also improve their attendance and performance in class and school	2	
	(c)		due to the changes taking place in their biological clock which happen during puberty	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(d)		- they will be a real step forward - they will be able to regain their last phase of sleep which they need - however, these students are still not sleeping the recommended (average of) 9 hours a night	3	
4.			- the amount of time young people spend online has risen (drastically/tremendously/a hundredfold) in the last 10 years - if in (the middle of) the noughties it was one hour a day now (recent data suggests) the hours spent on online/on internet/on social networks/sending messages/gaming are (at least) 6 (hours)	2	
5.	(a)		- they slept with their phones (next to them/under their cushion/ under the mattress /to hand) - they checked the social networks and watched videos before going to bed/sleep - and they reached for their phones as soon as they woke up - the phone was the last thing they looked at at night, and the first thing in the morning that they saw - if they woke up in the middle of the night, they looked at their phones Any 4 from 5	4	
	(b)		- it disrupts sleep and can cause nightmares - it has possible negative impact on eyes/can damage the eyes and may cause neurological effects	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
6.	(a)		- to start/to maintain/to keep in contact/to have relationships with their peers - they have an emotional function Any 1 from 2	1	
	(b)		- the true problem is relationships - online games are a way to communicate/spend time with people the same age/their peers - for many teenagers the people that they meet on these forums are their only friends - they don't have any alternatives Any 3 from 4	3	

Question			Expected response(s)	Max mark	Additional guidance	
7.			The writer's overall purpose is to inform the reader of the increasing problem of teenage insomnia due to their excessive use of technology. The writer starts the piece by talking about his own personal experience when he used to be a teacher as this is when he first noticed the problem. The use of the first person and humour "<i>Non dormiva per noia - o insomma, non credo</i>" engages the reader and initially gives the article a light-hearted tone. The writer then goes on to use quotes from experts - <i>David Banponte and Hora and Horacio de la Iglesia</i> in the field who have been studying the problem of teenage insomnia. The scientific explanation and formal language used such as "<i>ci sono sicuramente delle costanti; una volta superata questa fase si acquisisce una resistenza fisica tale</i>" give more weight and credibility to the argument whilst at the same time informing the reader. Figures are also cited by the author "<i>Se a metà degli anni duemila era un'ora al giorno, i dati più recenti suggeriscono che le ore sono almeno sei</i>" to reinforce the point that compared to the past the use of technology amongst teenagers has increased drastically. The writer gives examples of initiatives used in American schools to tackle the problem of sleepless nights of teenagers "<i>per cercare di risolvere questo problema dell'insonnia giovanile alcune scuole americane hanno avviato un'iniziativa</i>" This highlights that the issue is widespread throughout the world and not just present in Italy or Europe.	7	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 Expected response(s) column, or any other equally appropriate response.
					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.

Question			Expected response(s)	Max mark	Additional guidance
			The rhetorical questions used at the start of paragraph six: “<i>Ma perché oggi giorno i ragazzi non riescono a mettere giù i propri telefonini?</i>” Encourages the reader to engage with the topic and to stop and reflect on the issue at hand. The author maintains an unbiased and neutral tone throughout and only express his opinion at the end of the article. He does not condemn teenagers for their excessive use of technology, instead he believes it is simply a way for them to socialise with each other.		

Section 2 – Translation

Question			Expected response(s)	Max mark	Additional guidance
8.			Translate into English: (lines 44-49) <i>Ma perché oggi giorno . . . con i vostri amici</i>	20	The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows: 2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 1 mark - satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English. 0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Ma perché oggi giorno i ragazzi non riescono a</i>	But why is it that young people nowadays are not able to		
Unit 2 <i>mettere giù i propri telefonini?</i>	put down their mobiles?		
Unit 3 <i>È, senza dubbio, l'ansia di perdersi quello che fanno gli altri</i>	It is, without a doubt, the anxiety of missing out on what others are doing/do/are up to		
Unit 4 <i>e la paura di esserne tagliati fuori.</i>	and the fear of being left out/cut out/missing out.		
Unit 5 <i>Immaginate se la maggior parte della vita sociale dei vostri amici sia online:</i>	Imagine if the majority of your friends' social life is/were/was/were to be online:	major part	

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 <i>nelle chat di gruppo o durante partite con altri</i>	in group chats or in/during matches/games with others		
Unit 7 <i>e immaginate se tutto questo avvenga la sera tardissimo,</i>	and imagine if all of this happens very late at night,		
Unit 8 <i>quando tutti sono già a letto.</i>	when everyone is already in bed.		
Unit 9 <i>Se voi vi addormentate alle undici ,</i>	If you fall asleep at eleven,		
Unit 10 <i>perderete ore di chiacchiere e giochi con i vostri amici.</i>	you will miss hours of chats and games with your friends.	lose hours of sleep	

[END OF MARKING INSTRUCTIONS]