



National
Qualifications
EXEMPLAR PAPER ONLY

EP20/AH/02

**Italian
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Section 1 has two parts. You will hear two items **in Italian**. **Before you hear each item, you will have one minute to study the questions.** You will hear each item twice, with an interval of one minute between playings. You will then have time to answer the questions before hearing the next item. Write your answers clearly, **in English**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write your answer clearly, **in Italian**, in the answer booklet provided. In the answer booklet you must clearly identify which question you are attempting.

You may use an Italian dictionary.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* EP20AH02 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the item about healthy eating amongst young people and then answer, **in English**, the questions given.

- (a) What does the speaker say about children in developed countries? 1
- (b) According to the speaker, what **two** things cause obesity in children? 2
- (c) What do international studies say about the food consumption of western families? 2
- (d) What is wrong with the diet of the majority of school children? State **any one** thing. 1
- (e) According to the speaker, what is essential for the healthy growth of a child? State **any one** thing. 1
- (f) What does the speaker say about weekly consumption of some foods? State **any two** things. 2
- (g) This listening text is about healthy eating amongst young people. What is the writer's overall purpose in writing about this subject? 1
Choose from **one** of the following options:

1	To show that many children are obese and to suggest how they can eat correctly.
2	To urge the Italian government to do more to combat child obesity.
3	To criticise parents of obese children for not feeding them properly.

Write the correct number (1 or 2 or 3) in your answer booklet.

Item 2

Listen to Giuseppe and Luisa talking about healthy eating and then answer, in English, the questions given.

- (a) Luisa and Giuseppe discuss healthy eating in a café.
- (i) What does Luisa say when Giuseppe offers to pay at the bar? 1
 - (ii) Why does he want to pay? 1
 - (iii) Why doesn't Luisa want a cappuccino? 2
- (b) In what way does Luisa respond to Giuseppe's suggestion that a fruit juice is healthy? 2
- (c) Why does Giuseppe think that Luisa must still be hungry? 1
- (d) What does Luisa say about eating well? 2
- (e) What is Luisa's reaction when Giuseppe asks if he should change his habits? Give **any three** details. 3
- (f) Giuseppe talks about putting on weight.
- (i) What does Giuseppe say are the reasons for his putting on weight since he started working in the bank? 2
 - (ii) What does Giuseppe's doctor say about this? Give **any two** details. 2
- (g) Giuseppe and Luisa discuss stopping smoking.
- (i) What does Luisa say about smoking? State **any two** things. 2
 - (ii) What happened to Luisa's friends when they stopped smoking? 1
- (h) Why does Giuseppe decide he will change what he has for breakfast starting from tomorrow? 1

SECTION 2 — DISCURSIVE WRITING — 40 marks

Write an essay, in Italian, of about 250–300 words, discussing one of the following statements.

3. Society

Con i problemi relativi all'aumento continuo della popolazione mondiale e la scarsità di risorse naturali, dobbiamo imporre a ogni famiglia un limite assoluto di un solo figlio.

4. Learning

Gli studi all'università vengono pagati dagli studenti, e non dal governo.

5. Employability

Ognuno ha il diritto di lavorare per tutta la vita, invece di essere costretti ad andare in pensione all'età di 60 o 65 anni.

6. Culture

Con l'arrivo di DVD e la disponibilità di film sull'internet e alla televisione, il cinema è stato reso superfluo.

[END OF EXEMPLAR QUESTION PAPER]



National
Qualifications
EXEMPLAR PAPER ONLY

EP20/AH/12

**Italian
Listening Transcript**

Date — Not applicable

Duration — 1 hours 20 minutes

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



* E P 3 1 A H 1 2 *



Transcript — Advanced Higher

Instructions to reader(s):

For each item, read the English **once**, then read the Italian **twice**, with an interval of 1 minute between the two readings. On completion of the second reading, pause for the length of time indicated in brackets after the item, to allow the candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked **(f)** should be read by a female speaker and those marked **(m)** by a male. Those sections marked **(t)** should be read by the teacher.

(t) Item 1

Listen to the item about healthy eating amongst young people and then answer, in English, the questions given.

You now have one minute to study the questions for Item 1.

- (f) Solo l'1% dei bambini nei Paesi sviluppati mangia correttamente. L'obesità infantile è un problema causato da eccessi nel regime alimentare ma anche da scelte a tavola. Secondo numerosi studi internazionali, il cibo normalmente consumato nelle famiglie occidentali contiene una quantità di proteine pari a 3 o 4 volte il livello ritenuto adeguato per i bambini. Inoltre, i dati registrano un incremento dell'obesità tra i bambini e gli adolescenti. Questa situazione è ulteriormente aggravata dal consumo calorico giornaliero che, nella maggioranza dei bambini in età scolare, è orientato al consumo di grassi e zuccheri invece che di frutta e verdura.

Adottare abitudini alimentari sane e corrette fin dalla giovane età, alternando quotidianamente tutti i principali alimenti, ha un'importanza fondamentale nella crescita in salute di un bambino. La composizione ottimale della dieta di un bambino dovrebbe prevedere un consumo quotidiano di cereali, frutta e verdura, latte e latticini; carne 2 o 3 volte alla settimana; pesce almeno 3 volte, legumi almeno 2 volte, formaggi 2 volte e uova 1 o 2 volte alla settimana. Inoltre, l'apporto calorico quotidiano dovrebbe essere suddiviso su 5 pasti: la colazione, la merenda a metà mattina, il pranzo, la merenda pomeridiana e la cena.

(3 minutes)

(t) **Item 2**

Listen to Giuseppe (male) and Luisa (female) talking about healthy eating and then answer, in English, the questions given.

You now have one minute to study the questions for Item 2.

- (m) Ciao Luisa, cosa prendi? Offro io?
- (f) Ciao Giuseppe. Tocca a me pagare stavolta.
- (m) No, dai, l'hai pagato tu ieri e l'altro ieri. Oggi pago io. Dimmi cosa vuoi. Un cappuccino e un cornetto al cioccolato, o alla marmellata, o con crema?
- (f) Giuseppe, ora sei tu che scherzi. Per me un caffè americano e basta.
- (m) Ma che americano? Un cappuccino la mattina ci vuole.
- (f) No, non per me, grazie lo stesso. Non voglio troppo latte, è molto grasso, anche quello scremato.
- (m) Va bene, un americano. O forse ti piacerebbe un succo di frutta? È molto sano.
- (f) Dipende se è fresco, come una spremuta. Il succo di frutta in bottiglia contiene molto zucchero, più di quanto pensi, e poi ci sono i conservanti. Sarebbe come mangiare tre cornetti al cioccolato.
- (m) Davvero? Non lo sapevo. A proposito di cornetti – cosa vuoi mangiare?
- (f) Niente, grazie. Ho già fatto colazione a casa prima di uscire.
- (m) Sì, ma un cornettino non fa male. Sono piccoli.
- (f) Giuseppe tu sei terribile! Ho già mangiato.
- (m) E allora sei piena? Cos'hai mangiato?
- (f) Una bellissima mela e uno yogurt.
- (m) E non hai fame? Non mi sembra possibile. Perché mangi così poco? Ma non puoi essere a dieta? Sei così in forma, veramente non hai bisogno . . .
- (f) Grazie dei complimenti! No, non sono a dieta, almeno non come lo pensi tu, cioè non è una dieta particolare allo scopo di dimagrire. Però sto molto attenta a quanto e a cosa mangio, soprattutto per motivi di salute. Per stare bene è necessario mangiare bene, che non vuol dire mangiare poco, vuol dire mangiare correttamente.
- (m) Lo so, hai ragione. Allora pensi che io debba cambiare le mie abitudini?
- (f) Senti, è una cosa personale che devi decidere tu. Io non c'entro, non sono tua madre, la tua salute è la tua responsabilità.

- (m) Certo. Da quando ho cominciato a lavorare in banca sono ingrassato perché passo quasi tutto il giorno seduto al computer o allo sportello. La mattina non mi alzo abbastanza presto per preparare una bella colazione a casa.
- (f) Veramente mi preoccupi, Giuseppe. Lavori troppo, che è stressante, mangi male e in fretta, e tu stesso dici che sei ingrassato. Tutto questo fa male alla salute. Il tuo medico che dice?
- (m) Anche lui dice che sono troppo grasso e che dovrei cambiare le mie abitudini per dimagrire. È particolarmente preoccupato per il cuore. Per questo infatti ho smesso di fumare. Non fumo più da otto mesi.
- (f) Davvero? Hai fatto benissimo. Smettere di fumare è molto difficile. Alcune mie amiche hanno provato a farlo senza successo. Meno male che io non l'ho mai fatto.
- (m) Sei fortunata! Anche dopo otto mesi mi viene la voglia di fumare se vedo qualcuno con una sigaretta, o se sento l'odore di tabacco. Non so se mi passerà mai il gusto.
- (f) Poverino. Fai molto bene a continuare a non fumare, però devi badare anche a quanto mangi. Questo può essere particolarmente difficile. Le mie amiche mi hanno detto che quando avevano smesso di fumare volevano mangiare di più. Sembra essere una risposta psicologica abbastanza comune. Tu, hai cominciato a mangiare di più?
- (m) Sì, è vero. Prima mangiavo solo un cornetto al bar la mattina, ma sei mesi fa ho cominciato a mangiarne due quasi ogni giorno, per cui sono ingrassato invece di dimagrire. Però sono così affamato la mattina che ne ho veramente bisogno.
- (f) Ma puoi mangiare altre cose più sane, invece di cornetti se hai fame. I cereali fanno bene alla salute, e sono certamente meno grassi dei cornetti ripieni.
- (m) Che tristezza. Addio cornetti allora, almeno da domani in poi. Per ora ne ho già ordinati due e sarebbe un peccato sprecarli.
- (t) End of recording.

[END OF EXEMPLAR TRANSCRIPT]



National
Qualifications
EXEMPLAR PAPER ONLY

EP20/AH/02

**Italian
Listening and Discursive Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

General Marking Principles for Advanced Higher Italian: Listening

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) Award a mark to each answer. Marks are not transferable between questions and the answers for each question must come from the Item.
- (d) The marks available in this paper are as follows:
 - (i) Questions (a)–(f) from Item 1 and all questions from Item 2 require candidates to provide answers based on comprehension of information from the passage. The marks available for each question range between 1–3 marks.
 - (ii) Question (g) from Item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper three answer options are given. The candidate writes their chosen option in the answer booklet. Where a candidate writes two or all three options award 0 marks.
- (e) For questions that ask candidates to “state” or “give”, candidates must give a brief, accurate response/name.
- (f) The Marking Instructions indicate the essential idea that a candidate should provide for each answer. We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of candidate’s answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (g) The utmost care must be taken when entering and totalling marks. Where appropriate, all summations for totals must be carefully checked and confirmed.
- (h) For live Listening Marking Instructions, there will be a process of illustrating other acceptable answers.

Detailed Marking Instructions: Section 1 – Listening

Item 1

Question	Expected Answer(s)	Max mark	Additional Guidance
a	<ul style="list-style-type: none"> only 1% of children eat properly 	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
b	<ul style="list-style-type: none"> excess/eating too much (bad) choices/choosing the wrong sorts of food 	2	
c	<ul style="list-style-type: none"> normal consumption contains 3–4 times the required amount of protein for children there is an increase in obesity among children and adolescents 	2	
d	<ul style="list-style-type: none"> it contains fats and sugars there is not enough fruit and vegetables <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	
e	<ul style="list-style-type: none"> developing healthy eating habits from a young age/early age/adolescence/as a baby eating a varied diet containing the main foods daily <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	
f	<ul style="list-style-type: none"> meat should be eaten 2 or 3 times a week fish should be eaten at least 3 times a week vegetables should be eaten at least twice a week cheese should be eaten twice a week eggs should be eaten once or twice a week <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	

Question		Expected Answer(s)	Max mark	Additional Guidance		
g		Accept either the correct number or the correct statement or both if both correct <table border="1"> <tr> <td>1</td> <td>To show that many children are obese and to suggest how they can eat correctly</td> </tr> </table>	1	To show that many children are obese and to suggest how they can eat correctly	1	
1	To show that many children are obese and to suggest how they can eat correctly					

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
a	i	<ul style="list-style-type: none"> it's her turn to pay this time/let me pay this time 	1	<p>Markers should use their professional judgment, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>Markers should ignore extraneous material that does not contradict the answer.</p>
a	ii	<ul style="list-style-type: none"> because she paid yesterday and the day before 	1	
a	iii	<ul style="list-style-type: none"> she doesn't want too much milk even skimmed milk is too fatty 	2	
b		<ul style="list-style-type: none"> it depends if it's fresh the bottled juice is full of sugar and/or preservatives it's like eating three chocolate croissants <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
c		<ul style="list-style-type: none"> because she has only had an apple and a yoghurt she has not eaten much <p><i>Any one of the above points for a maximum of 1 mark</i></p>	1	
d		<ul style="list-style-type: none"> it does not necessarily mean eating less/not trying to eat a little it means eating correctly 	2	

Question		Expected Answer(s)	Max mark	Additional Guidance
e		<ul style="list-style-type: none"> • she says that it's personal • she says he should decide • she is not his mother • he is an adult responsible for his own health <p><i>Any three of the above points for a maximum of 3 marks</i></p>	3	
f	i	<ul style="list-style-type: none"> • he spends almost all day sitting down at a computer or at the desk/window • he gets up too late to prepare a proper breakfast 	2	
f	ii	<ul style="list-style-type: none"> • he is overweight or too fat • he has to change his habits to lose weight • he is worried about Giuseppe's heart <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
g	i	<ul style="list-style-type: none"> • he has done well to stop • she has never smoked • it's difficult to stop smoking • some of her friends have tried to stop but were unsuccessful <p><i>Any two of the above points for a maximum of 2 marks</i></p>	2	
g	ii	<ul style="list-style-type: none"> • they wanted to eat more 	1	
h		<ul style="list-style-type: none"> • he has already ordered two croissants and it would be a shame to waste them 	1	

General Marking Principles for Advanced Higher Italian: Discursive Writing

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) Marking should be holistic. There may be strengths and weaknesses in the piece of writing; markers should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Three main aspects of the piece of writing should be considered:
 - (i) Content
 - (ii) Accuracy
 - (iii) Language resource – variety, range, structures
- (d) Using the pegged marks table, the marker should first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified, the assessor should follow this guidance:
 - If the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks.
 - If the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two marks available.
- (e) If markers are in doubt about which of two adjacent rows to select: select the upper row and award the lower pegged mark in that row.
- (f) Markers can award the highest pegged mark (40) for writing even if there are minor errors. These should not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. The general and Detailed Marking Instructions should be applied even where the length of the piece of writing falls outside this range.

Detailed Marking Instructions: Section 2 – Discursive Writing

Mark	Content	Accuracy	Language Resource: variety, range, structures
40 or 36	<ul style="list-style-type: none"> • The essay is well structured and all aspects are relevant to the title • The topic is addressed fully, in a balanced way • Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally 	<ul style="list-style-type: none"> • The language is characterised by a high degree of accuracy and may show some flair • A comprehensive range of verbs is used accurately and tenses are consistent and accurate • There is evidence of confident handling of all aspects of grammar and spelling • Some minor errors need not detract from the overall very good impression 	<ul style="list-style-type: none"> • The language used is mostly complex and sophisticated • There is a wide range of structures and vocabulary appropriate to Advanced Higher • There is a comprehensive range of verbs/verb forms and tenses • There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order • There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing • The language flows well and ideas and opinions are expressed effectively

Mark	Content	Accuracy	Language Resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> • The essay has a good sense of structure and most aspects are relevant to the title • The topic is addressed well • The content is clear and well thought out 	<ul style="list-style-type: none"> • The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher • A range of verbs is used accurately and tenses are generally consistent and accurate • Other parts of speech are used accurately • There are few serious errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • The language used is generally complex and sophisticated • Contains a good range of vocabulary and structures appropriate to Advanced Higher • The candidate uses a good range of verbs/verb forms and tenses • There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing • Ideas and opinions are expressed effectively
24 or 20	<ul style="list-style-type: none"> • The essay has some sense of structure and most aspects have some relevance to the title • The topic is addressed adequately • The content is mostly clear 	<ul style="list-style-type: none"> • The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful • The verbs are generally correct, but the range of verbs and tenses is limited • Spelling and punctuation are generally correct but there may be a few errors in some parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses 	<ul style="list-style-type: none"> • There are some examples of complex and sophisticated language • Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher • There is a limited range of verbs/verb forms and tenses • There are some successful attempts to use co-ordinating conjunctions and subordinate clauses • Ideas and opinions are expressed adequately • There is some dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
16 or 12	<ul style="list-style-type: none"> • The essay is lacking in structure and less than half of the aspects have any relevance to the title • The topic is addressed but in a limited way • The content is limited and may be presented as a single paragraph 	<ul style="list-style-type: none"> • The language is insufficiently accurate to convey meaning clearly and consistently • Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs • Although basic structures are used accurately, control of the language structure at times deteriorates significantly • There are errors in other parts of speech – gender of nouns, cases, singular/plural confusion – and in spelling and, where appropriate, word order. Several errors are serious • Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is limited use of complex and sophisticated language • Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher • There is inconsistency in the use of verbs/verb forms and tenses • There are few successful attempts to use co-ordinating conjunctions and subordinate clauses • There may be examples of unidiomatic translation from English and/or examples of dictionary misuse
8 or 4	<ul style="list-style-type: none"> • The essay is unstructured and few aspects are relevant to the title • The topic is not fully addressed • The content is very limited 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure • Most of the verbs are incorrect. There is little evidence of tense control • Most basic structures are not used accurately and control of the language structure generally deteriorates significantly • There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct 	<ul style="list-style-type: none"> • There is little use, if any, of complex and sophisticated language • The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher • The candidate may not cope with more than one or two basic verbs/verb forms and tenses • Some sentences may not be understood by a sympathetic native speaker • There are examples of other language interference and serious dictionary misuse

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> • The essay is unstructured and/or irrelevant • The candidate is unable to address the topic 	<ul style="list-style-type: none"> • The language is seriously inaccurate throughout the writing and there is almost no control of language structure • Very few words are written correctly in the modern language 	<ul style="list-style-type: none"> • There is no evidence of complex and sophisticated language • There may be several examples of other language interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF EXEMPLAR MARKING INSTRUCTIONS]