



National
Qualifications
SPECIMEN ONLY

SQ20/AH/02

**Italian
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour and 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 statement number 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.



* S Q 2 0 A H 0 2 *

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions

Item 1

Listen to the news article about Italians who choose to study abroad and then answer, in **English**, the questions below.

- | | |
|--|---|
| (a) How many more Italian students were studying abroad in 2011 compared with 2008? | 1 |
| (b) How does Brandi explain the previous drop in numbers studying abroad? | 2 |
| (c) Why do many countries encourage foreign students to enrol in their universities? | 2 |
| (d) (i) What is the biggest problem for Italian graduates? Give details. | 2 |
| (ii) Give any three advantages for Italian graduates choosing to stay abroad to work. | 3 |

Item 2

Listen to Filippo and Claudia discussing differences between working at home and abroad and then answer, in English, the questions below.

- (a) Filippo has come back to Italy. What **two** things does he say about this? 2
- (b) (i) Filippo tells Claudia he works in a bank. Give **two** details about his job. 2
(ii) Why is Claudia complaining about her job? 1
- (c) According to Filippo what is the main difference between him and Claudia? 1
- (d) Give any **two** advantages of being a young university graduate in Britain. 2
- (e) Claudia talks about the job market in Italy. What **three** things does she say? 3
- (f) (i) Why did Claudia decide not to go to live abroad? 2
(ii) What is Filippo's reply? 1
- (g) According to Filippo, how does life in England compare to life in Italy? Give any **two** things he says. 2
- (h) What **two** worries does Claudia express about the future of Italy? 2
(i) How does Filippo respond? Give **two** things he says. 2

SECTION 2 — DISCURSIVE WRITING — 40 marks

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

3. Society

Per meglio integrarsi nel paese di accoglienza gli immigrati dovrebbero rinunciare alle loro tradizioni e alle loro credenze.

4. Learning

Con il continuo sviluppo della tecnologia gli insegnanti presto saranno superflui.

5. Employability

Guadagnare molto, è l'aspetto del lavoro che dà la massima soddisfazione.

6. Culture

Non vale più la pena di viaggiare perché adesso su Internet vedi tutto il mondo sullo schermo.

[END OF SPECIMEN QUESTION PAPER]



National
Qualifications
SPECIMEN ONLY

SQ20/AH/12

**Italian
Listening Transcript**

Date — Not applicable

Duration — 1 hour and 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.



* S Q 2 0 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 news article about Italians who choose to study abroad and then answer in **English** the questions below.

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

- (f) Maria Brandi, ricercatrice sulla popolazione, in un articolo recente afferma, «Secondo gli ultimi dati, nel 2011 studiavano all'estero 62.000 universitari, 23.000 in più rispetto al 2008. In passato, il numero degli studenti italiani iscritti nelle università straniere era invece diminuito, probabilmente per l'introduzione in Italia di una nuova laurea che dura soltanto tre anni, la quale ha permesso un inserimento più rapido nel mondo del lavoro».

Dal 2009 il numero di universitari italiani ha ripreso a crescere in molti paesi; in Germania, in Spagna, in Francia, ma in particolare nel Regno Unito, che è di gran lunga la destinazione preferita dai nostri connazionali.

«Questo fenomeno è condizionato dal fatto che molte nazioni incentivano l'iscrizione di studenti stranieri per aumentare il numero dei loro laureati, particolarmente per le scienze e le nuove tecnologie», commenta Brandi. Il più grosso problema è che in Italia tanti laureati non riescono a trovare il lavoro ideale. Il risultato è una grande perdita di risorse investite per la loro formazione. Sono infatti molti gli italiani che scelgono di restare a lavorare all'estero dopo l'esperienza di studio.

«Inoltre, chi lavora all'estero ricopre più spesso posizioni da dirigente, riceve uno stipendio più alto ed è soddisfatto del tipo di contratto e dell'indipendenza professionale,» conclude Brandi.

(3 minutes)

(t) **Item 2**

Listen to Filippo and Claudia discussing working and living abroad and then answer in English the questions below.

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

- (f) Filippo?! Ma sei tornato finalmente in patria? Ero convinta che ormai dovessimo chiamarti Philip. O che comunque ti fossi stabilito in Gran Bretagna a tempo indeterminato.
- (m) Quanto sei spiritosa, Claudia. Veramente sono ancora a Londra, sono tornato in Italia per il cinquantesimo anniversario di matrimonio dei miei genitori, ma purtroppo non mi hanno dato molte ferie quindi sto solo una settimana.
- (f) Ma non mi dire che stai lavorando? Cosa fai, il cameriere o forse sei in un call centre?
- (m) Ma che call centre?! Non ho mica fatto tre anni di università e un anno di Master per lavorare in un call centre. Lavoro in banca. Per essere preciso sono responsabile del settore internazionale e dirigo un gruppo di quindici persone.
- (f) Ma come è possibile? Hai trentadue anni come me. Abbiamo entrambi fatto economia e commercio all'università. Io adesso sto lavorando per una compagnia di pubblicità che non ha niente a che fare con la mia laurea e tu invece sei praticamente un dirigente in banca!
- (m) Lo so Claudia, a volte neanche io ci posso credere, ma sai qual è la differenza tra me e te? Quando abbiamo finito la scuola superiore io ho preso la palla al balzo e ho deciso di lasciare l'Italia ed iscrivermi all'università in Inghilterra e adesso, riflettendoci, credo che sia stata la scelta migliore.
- (f) Perché?
- (m) Ma perché anche se l'università in Inghilterra ha la fama di non essere buona come l'università in Italia, i giovani laureati in Gran Bretagna hanno certi vantaggi. Se i loro capi vedono che lavorano bene, che imparano velocemente, che sono delle persone intraprendenti non ci pensano due volte a dargli una promozione. Quindi anche i giovani fanno carriera e non si trovano solo persone anziane nelle posizioni più alte o di responsabilità
- (f) Sì sì, direi che il mercato del lavoro è proprio diverso qui in Italia. Per le persone della nostra età è una battaglia continua. Molti giovani italiani devono vivere ancora a casa con i genitori. Io quando ho finito l'università l'unica cosa che ho trovato nel campo dell'economia erano lavori non pagati, quindi ho dovuto aspettare molto tempo prima di trovare un lavoro con uno stipendio mensile.
- (m) Ma perché non sei andata all'estero anche tu?
- (f) Cosa ti credi, prendere e lasciare tutto, famiglia, amici, città natale, non è mica una decisione facile. Sai Filippo, il mio livello d'inglese inoltre è pessimo, mi ricordo veramente poco di quello che abbiamo imparato a scuola. Poi per molte persone i cambiamenti causano ansia e insicurezze.

- (m) Dai su Claudia, lo sai benissimo che se vivi in un paese straniero la lingua la impari velocemente, come ho fatto io a Londra.
- (f) Sì, lo so, ma . . .
- (m) Poi guarda che la vita quotidiana in Inghilterra è più semplice. Gli anglosassoni sono un popolo efficiente con la E maiuscola, specialmente per quanto riguarda gli uffici pubblici. Se hai una domanda ti danno subito una risposta, a livello organizzativo l'Italia ha ancora molto da imparare. E poi in Gran Bretagna c'è molto più rispetto per il cliente e più professionalità.
- (f) Forse hai ragione, Filippo. Io so solo che la gente come noi si sta stancando di sgomitare per i pochi lavori che ci sono. Per questo molti, come te, decidono di trasferirsi. Solo che a me rincresce abbandonare il mio paese. Se la nostra generazione di laureati se ne va, chi rimane in Italia? Come fa ad andare avanti l'economia del paese?
- (m) Anche tu hai ragione, ma questo è un problema che deve risolvere il governo. Io so solo che in Italia spesso a fine giornata devi pure ringraziare per avere lavorato gratis!
- (t) End of recording

[END OF SPECIMEN TRANSCRIPT]

Acknowledgement of Copyright

Item 1 Text is adapted from “Giovani italiani all'estero, il rischio brain waste” by Maria Carolina Brandi, taken from Almanacco della Scienza, 30 October 2013.

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**Italian
Listening and Discursive Writing**

Marking Instructions

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

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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) 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 and the answers for each question must come from the Item.
- (e) 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.

Detailed Marking Instructions: Listening

Item 1

Question			Expected answer(s)	Max mark	Additional guidance
a			<ul style="list-style-type: none"> almost 23,000 	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"> the introduction of the three year degree this allowed students to move into work more quickly 	2	
c			<ul style="list-style-type: none"> to increase the number of graduates especially in science and new technologies 	2	
d	i		<ul style="list-style-type: none"> many graduates are unable to find the jobs they want there is a waste of economic resources (put into their education) 	2	

Question			Expected answer(s)	Max mark	Additional guidance
d	ii		<ul style="list-style-type: none"> • they (more often) find jobs as managers • they have higher salaries • they are satisfied with the type of contract • they have professional independence <p><i>Any three of the above four points for a maximum of 3 marks</i></p>	3	

Item 2

Question		Expected answer(s)	Max mark	Additional guidance
a		<ul style="list-style-type: none"> it's his parents' 50th wedding anniversary only one week 	2	<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>
b	i	<ul style="list-style-type: none"> he is responsible for the international branch/sector he manages a team of 15 people 	2	
b	ii	<ul style="list-style-type: none"> she is working for an advertising firm and this job has nothing to do with her degree Filippo is further up the career ladder 	1	
c		<ul style="list-style-type: none"> when they finished secondary school Filippo decided to leave Italy and apply for university in England 	1	
d		<ul style="list-style-type: none"> if their bosses see that they are good workers, that they learn quickly and that they are resourceful they will get promoted even young people manage to climb the ladder/advance in their career it's not only the old/senior/long-serving employees that hold high-ranking positions/positions with responsibility <p><i>Any two of the above three points for a maximum of 2 marks</i></p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
e		<ul style="list-style-type: none"> many young Italians still have to stay with their parents the only job she could find was (unpaid) voluntary work she had to wait a long time for a job with a monthly salary 	3	
f	i	<ul style="list-style-type: none"> leaving everything—family, friends, city of birth, is not an easy decision her level of English is awful, she remembers very little of what she learnt at school 	2	
f	ii	<ul style="list-style-type: none"> by living abroad you pick up/learn the foreign language easily, just like he did when he went to London 	1	
g		<ul style="list-style-type: none"> daily life in England is more simple British people are very efficient, especially as far as government offices are concerned if you have a question you will immediately receive an answer there's more respect for the customer and greater professionalism <p><i>Any two of the above four points for a maximum of 2 marks</i></p>	2	
h		<ul style="list-style-type: none"> if their generation of graduates leaves, who will be left in Italy? how will Italy's economy manage to keep going? 	2	

Question		Expected answer(s)	Max mark	Additional guidance
i		<ul style="list-style-type: none">• this is a problem that the government has to resolve/take care of• the situation in Italy just now is such that you even have to be thankful for working for free	2	

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: 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
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

Mark	Content	Accuracy	Language resource: variety, range, structures
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

Mark	Content	Accuracy	Language resource: variety, range, structures
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 mother tongue interference and serious dictionary misuse
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 mother tongue interference • Very little is intelligible to a sympathetic native speaker • There may be several examples of serious dictionary misuse

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Overall purpose question removed, amendments to General Marking Principles and marks re-allocated.

Amends to marking instructions for Question 1 d ii.