

[C061/SQP024]

Higher
Italian
Paper I
Reading
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

30 marks are allocated to this paper. The value attached to each question is shown in the margin after each question.

You may use an Italian dictionary.

1. In this article from an Italian magazine you will read about the rise of the fast food industry in Italy and the problems associated with it.

Read the article carefully, then answer **in English** the questions which follow it.

I RISTORANTI VELOCI STANNO INVADENDO L'ITALIA

Tra l'una e le due dopo mezzogiorno, eserciti di affamati escono dagli uffici, e si mettono in fila davanti a un banco. Dopo quindici secondi, ragazzi in costume gli porgono un vassoio con sopra un pacchettino. Dentro c'è pane e bistecca tritata. L'hamburger è l'elemento base della ristorazione veloce o "fast food", inventato dagli americani trent'anni fa ed esportato nel mondo. Nei ristoranti rapidi tutto ruota¹ intorno alla polpetta universale, di peso standard, di qualità controllata, di sapore uniforme come si conviene a un prodotto che esce dalla catena di montaggio.

Il successo dei ristoranti veloci

L'idea del panino a colazione nasce più di trent'anni fa dalla brevità dell'intervallo di mezzogiorno e più ancora da una filosofia tipica del mondo americano: mangiare è una necessità noiosa, una seccatura² che dobbiamo sopportare per ragioni biologiche. Non potendo evitarla, occorre almeno ridurre l'impatto sulla vita quotidiana. Il fast food raggiunge appunto questo scopo. Se il cibo è uniforme, importa poco. Ma è questo l'esempio che gli italiani vogliono imitare?

Secondo il dottor Manfredini, amministratore delegato di *Burghy*, una delle due maggiori catene italiane, però, «il successo dei ristoranti veloci nasce da una serie di fatti: la lontananza dell'abitazione dal luogo di lavoro, la mancanza della mensa sul posto di lavoro, i prezzi convenienti e la buona qualità dei fast food».

Davanti al fast food, gli italiani hanno infatti tre differenti atteggiamenti filosofici. Chi ama il cibo sano lo detesta. Chi vive di corsa, passa la giornata a divorare gli hamburger e le patate fritte dure come matite. Moltissimi dicono che mangiano sano, ma poi li vedete, pieni di rimorsi, riempirsi nei fast food.

Il problema dell'igiene 50

Nei punti di vendita fast food i vassoi devono scorrere, anche nelle ore di punta, con la fluidità della fabbrica. Il cliente viene servito in quindici secondi. Ma il tempo di cottura di un hamburger è di 5 minuti e allora i ragazzi che li preparano devono lavorare d'anticipo mettendo in cottura più carne dei panini ordinati. Così, in certe ore del giorno, qualche hamburger rimane invenduto. Però, la sosta non è lunga. Dopo 15 minuti i fast food affermano di buttare via i panini che rimangono. «Il problema dell'igiene», dice Manfredini, «esiste nei 70 mila bar convenzionali che danno da mangiare a mezzogiorno a milioni di italiani». Nei bar vecchio stile preparano panini la mattina, e li ammucchiano³ in bella vista per attirare clienti ma anche, senza volerlo, i batteri e i germi. Invece di cucine moderne, il vecchio bar ha spesso posti non adatti alla preparazione del cibo. Una pulizia dunque incontestabile, ma il mangiare sano comporta altri elementi.

Nei ristoranti veloci, si mangia davvero? 70

La domanda che si dovrebbero fare tutti gli italiani è: «Si mangia davvero,

80 o si fa finta?». Secondo il professor Aldo Mariani, il pasto al fast food può
 accompagnare ma non sostituire il mangiare casalingo. «Il principio
 numero uno della nutrizione», dice
 85 Mariani, «è la varietà. Abbiamo le prove che, variando gli alimenti,
 otteniamo una dieta completa. Al contrario, l'alimentazione senza
 varietà espone⁴ a gravi rischi.
 90 Mangiare americano significa, insomma, assumere molti grassi e
 proteine e troppo poche fibre indigeribili e vitamine».

Il ristorante *Wendy's* ha cercato di rimediare a questa dieta incompleta, 95
 offrendo insieme agli hamburger il "salad bar", un self-service di vegetali
 che è già un miglioramento rispetto alla singola foglia di lattuga inserita nel
 panino. L'insalata, però, piace poco ai 100
 giovani. Sono peraltro proprio i giovani a frequentare più spesso i fast food e a
 mangiare lì l'unico loro pasto. Qui sta l'errore più serio: scambiare il fast
 food, che è e deve rimanere un "fuori 105
 pasto", per il vero pasto.

¹ruotare = to revolve

³ammucchiare = to pile up

²una seccatura = a nuisance

⁴esporre = to expose

QUESTIONS

Marks

1. (a) In paragraph 1, how does the author show the popularity of the hamburger? **3 points**
 - (b) In lines 15–16 the author describes the hamburger as "an assembly line product". Why? **1 point**
 2. (a) In paragraph 2, the author considers the rise of the fast food industry. How does he account for the rise of the fast food industry in America? **2 points**
 - (b) What reasons does Doctor Manfredini give for the success of the fast food industry? **3 points**
 3. In paragraph 4, the author describes the attitude of Italians to fast food. To what extent do Italians have mixed feelings towards fast food? **3 points**
 4. In paragraph 5, the standards of hygiene between the old and the new style of snack-bar are compared.
 - (a) Which does Doctor Manfredini consider more hygienic? **1 point**
 - (b) In what ways do the standards of hygiene differ? **2 points**
 5. (a) «Si mangia davvero, o si fa finta?» (lines 79–80). What are professor Aldo Mariani's views on fast food? **2 points**
 - (b) What does the last paragraph reveal about young people's eating habits? **2 points**
 6. What is the author's attitude to fast food? **1 point**
- (20 points)**
= 20 marks
7. Translate into English:
 "Il cliente . . . ordinati." (lines 54–59) **10**

(30)

[END OF QUESTION PAPER]

Page three

[C061/SQP024]

Higher
Italian
Paper I
Reading
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

I RISTORANTI VELOCI STANNO INVADENDO L'ITALIA

Acceptable answers

- 1 a** In paragraph 1, how does the author show the popularity of the hamburger?
he talks about:
- * the **number** of people who eat them/
armies of people eat them
 - * people queue up for them
(armies of people queue up for them – 2 points)
 - * everything revolves around the hamburger/it is the basis of fast food
 - * hamburgers/fast food restaurants are exported all over the world
(*any 3*)

- b** In lines 15-16 the author describes the hamburger as “an assembly line product”. Why?

- * all hamburgers are identical/standardised/of standard weight/quality controlled/same smell, taste

Unacceptable answers/Marker's notes

3 points

- no idea of a **large** number
- people queue at the **bank** (ie misunderstanding of *banco*)
- it is the basis of **some** fast food restaurants
(ie misunderstanding of *della ristorazione*)

1 point

Acceptable answers

- 2 a** In paragraph 2, the author considers the rise of the fast food industry. How does he account for the rise of the fast food industry in America?
- * because of the shortness of the lunch break
 - * they feel eating is something that has to be put up with/is only a biological necessity (**negative** attitude to food)
 - * fast food can reduce the impact of eating on our lives
- (*any 2*)

Unacceptable answers/Marker's notes

2 points

- b** What reasons does Doctor Manfredini give for the success of the fast food industry?

- * the distance people live from their work
- * the lack of works' canteens
- * the reasonable/low price and good quality of the food

3 points answers to question 2 (a) not acceptable here

convenient price unless accompanied by "low"

Acceptable answers

3 In paragraph 4, the author describes the attitude of Italians to fast food. To what extent do Italians have mixed feelings towards fast food?

3 points

- * **some** hate the idea/**those who** like healthy food hate it
- * **some**(are happy to/spent the day) eat(ing) hamburgers (and hard chips)
- * **many say** they eat healthily but also eat hamburgers (guiltily)

Unacceptable answers/Marker's notes

some love it, some hate it
they/italians hate it (ie misunderstanding of *chi*)

Acceptable answers

4 In paragraph 5, the standards of hygiene between the old and the new style of snack-bar are compared.

a Which does Doctor Manfredini consider more hygienic?

1 point

* **new style/fast food bars**

b In what ways do the standards of hygiene differ?

2 points

* in fast food bars prepared/left-over food is thrown away **quickly/after 15 minutes**

* in old style bars food lies around/is prepared early/collects germs

* old style bars don't have suitable kitchens

(*any 2*)

fitted/adapted kitchens (ie misunderstanding of *adatti*)

Unacceptable answers/Marker's notes

Acceptable answers

5 a «Si mangia davvero o si fa finta?» (lines 79-80)
What are Professor Aldo Mariani's views on fast food? **2 points**

- * fast food is OK but can't replace real food
- * variety is necessary for a complete diet/the first principle of nutrition

or

- * fast food provides too much fat/(and) protein and too little fibre/(and) vitamins

American food/the American diet/fast food is fattening
(ie misunderstanding of *assumere molti grassi*)

b What does the last paragraph reveal about young people's eating habits? **2 points**

- * young people don't like/don't eat salad/
young people prefer fast food to salad
- * they still tend to make a hamburger their only meal of the day

few young people like salad/salad bars
(ie misunderstanding of *piace poco*)

Unacceptable answers/Marker's notes

Acceptable answers

6 What is the author's attitude to fast food?

* has a **negative** attitude/calls it a serious mistake

or

* thinks it should remain an "extra"

Unacceptable answers/Marker's notes

1 point

a meal **out**/ an **outside meal** (ie misunderstanding of *fuori pasto*)

TOTAL = 20 points
= 20 marks

7 Translation

Translation

Sense Units:

- | | | |
|---|--|--|
| 1 | Il cliente viene servito in quindici secondi. | The customer is served in 15 seconds. |
| 2 | Ma il tempo di cottura di un hamburger è di 5 minuti | But it takes 5 minutes to cook a hamburger/the cooking time for a hamburger is 5 minutes |
| 3 | e allora i ragazzi che li preparano | and so the young people who prepare them |
| 4 | devono lavorare d'anticipo | have to work in advance |
| 5 | mettendo in cottura più carne dei panini ordinati | cooking more meat than rolls ordered/cooking more meat than necessary for the rolls ordered. |

Each sense unit to be awarded 2, 1 or 0 marks, according to the descriptions of performance in Translation provided in the Arrangements Document.

[END OF MARKING INSTRUCTIONS]

[C061/SQP024]

Higher
Italian
Paper II
Directed Writing
Specimen Question Paper

Time: 40 minutes

NATIONAL
QUALIFICATIONS

15 marks are allocated to this paper.

You may use an Italian dictionary.

Write 150–180 words **in Italian** on the following situation.

At Easter, you and some of your student friends went to Perugia in Italy where you attended an international course at the University for young people who are studying Italian. You have been asked to write an account of the trip for the University magazine.

You must include the following information and **you should try to add** other relevant details:

- how you travelled
- where you stayed and what you thought of your accommodation
- what new friends you made
- what you did during the day/in the evening
- what you liked/disliked about your stay
- if you found it difficult to speak Italian and if your Italian has improved
- if you think other people studying Italian in your school/college should go on the course
- if you will use your knowledge of Italian in the future

[END OF QUESTION PAPER]

[C061/SQP024]

Higher
Italian
Paper II
Directed Writing
Specimen Marking Instructions
(See note on Page 2)

NATIONAL
QUALIFICATIONS

This paper will be assessed according to performance descriptors and pegged marks. Full details will be issued in due course.

[C061/SQP024]

Higher
Italian
Paper III
Listening Transcript
Specimen Question Paper

NATIONAL
QUALIFICATIONS

This paper must not be seen by any candidate.

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

Instructions to reader(s):

The dialogue below should be read in approximately 3¹/₂ minutes. On completion of the first reading, pause for two minutes, then read the dialogue a second time.

Where special arrangements have been agreed in advance to allow the reading of the material, those sections marked (P) should be read by a female speaker and those marked (M) by a male.

Paola and Marco are talking about part-time work.

M Sei studente in Italia, Paola, però lavori anche part-time come devono fare tanti studenti qui in Gran Bretagna?

P In Italia è molto più difficile per gli studenti trovare dei lavori part-time o temporanei, . . . molto più difficile di quanto non lo sia qui . . . in Gran Bretagna . . . Questo succede perché forse in Italia, non so, c'è più disoccupazione o . . . e poi tutti i mestieri, anche il mestiere di cameriere, il mestiere di commesso, il mestiere di di . . . di donna delle pulizie, generalmente gli studenti sono esclusi da questi . . . non li possono fare perché sono tutti mestieri professionali, fatti da persone . . . che hanno bisogno di questi lavori proprio per vivere, per mantenersi . . .

M Che cosa fanno gli studenti, allora?

P Di solito i lavori più comuni sono quelli di dare lezioni private . . . è abbastanza facile trovare questo perché in Italia ci sono sempre tanti ragazzi che hanno paura di essere bocciati a scuola . . . di non superare gli esami . . . ho dato anch' io lezioni private.

M Quando?

P Appena cominciato l'università dopo essere tornata dal mio primo anno all'estero . . . in Inghilterra . . . ho cominciato a dare lezioni d'inglese a ragazzini la cui età andava da . . . dagli undici ai diciotto anni di solito . . . Erano persone . . . erano ragazzi che avevano dei problemi a scuola . . . erano stati malati, oppure avevano bisogno di qualcuno che li aiutasse a fare i compiti o che spiegasse loro le cose che non riuscivano a capire in classe . . .

M Hai fatto altre cose?

P Oltre a quello ho fatto ogni tanto delle traduzioni dall'inglese all'italiano. Questo ho trovato abbastanza interessante e stimolante. Però alle volte devo ammettere che mi annoiavo a farlo . . . Ed ho anche insegnato inglese in una scuola privata la sera dopo cena per persone, . . . non so, ragionieri, o che altro? . . . insomma professionisti che volevano imparare l'inglese di solito per motivi di lavoro perché l'inglese è una lingua molto importante in Italia.

[END OF TRANSCRIPT]

FOR OFFICIAL USE

Centre No.	Subject No.	H	Paper No.	Group No.	Marker's No.
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Examiner's Marks	
A	
B	

[C061/SQP024]

Total
Mark

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Higher
Italian
Paper III
Listening/Writing
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of school or college

--

Town

--

First name and initials

--

Surname

--

Date of birth

Day Month Year

--	--	--	--	--	--	--	--	--	--

Candidate number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Number of seat

--

Do not open this paper until told to do so.

Answer Section A in **English** and Section B in **Italian**.

Section A

Listen carefully to the tape with a view to answering, in **English**, the questions printed in this answer book. Write your answers **clearly** and **legibly** in the spaces provided after each question.

You will have 2 minutes to study the questions before hearing the tape.

The tape will be played **twice**, with an interval of 2 minutes between the two playings.

You may make notes at any time but only in this answer book. **Draw your pen through any notes before you hand in the book.**

Move on to Section B when you have completed Section A: you will **not** be told when to do this.

Section B

Do not write your response in this book: **use the 4 page lined answer sheet.**

You will be told to insert the answer sheet inside this book before handing in your work.

You may consult an Italian dictionary at any time during **both** sections.

Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.

Marks

Section A

Paola and Marco are talking about part-time work.

1. Paola talks about the possibility of working part-time in Italy and Britain.

(a) What comparison does she make between Italy and Great Britain?

1 point

(b) What reason does she give for this?

1 point

2. She mentions some jobs that are not open to students.

(a) Name **two** of them.

2 points

(b) Why are students not able to take these jobs?

1 point

3. (a) What kind of work do students do?

1 point

(b) Why are they able to find this kind of work?

1 point

Marks

- | | | | |
|----|-----|--|---|
| 4. | (a) | When did Paola start giving English lessons? | 2 points |
| | (b) | How old were the people she taught? | 1 point |
| | (c) | Why did they need her help? | 3 points |
| 5. | (a) | Apart from teaching English, what other kind of work has Paola done? | 1 point |
| | (b) | What did she think of it? | 2 points |
| 6. | | She also taught in a private school. | |
| | (a) | When? | 1 point |
| | (b) | Whom did she teach there? | 1 point |
| | (c) | Why did these people want to learn English? | 2 points |
| | | | (20 points)
= 20 marks |

[Turn over for Section B]

Section B

Avete mai pensato di cercare un lavoro temporaneo? Quali sono i vantaggi e gli svantaggi?
Scrivete 120–150 parole per esprimere la vostra opinione.

10
(30)

[*END OF QUESTION PAPER*]

[C061/SQP024]

Higher
Italian
Paper III
Listening /Writing
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Section A

Acceptable answers

1 Paola talks about the possibility of working part-time in Italy and Britain.

a What comparison does she make between Italy and Great Britain?

* it's harder to find part-time work in Italy

b What reason does she give for this?

* higher unemployment in Italy

Unacceptable answers

1 point

1 point

Acceptable answers

Unacceptable answers

2 She mentions some jobs that are not open to students.

a Name **two** of them.

2 points

* waiter, shop assistant, cleaner
(cleaning lady)

(*any 2*)

b Why are students not able to take these jobs?

1 point

* they are professional jobs

or

* they are done by people who need them
(to earn a living)

Acceptable answers

Unacceptable answers

3 a What kind of work do students do?

1 point

* give private lessons

b Why are they able to find this kind of work?

1 point

* people are afraid of failing at school

Acceptable answers

Unacceptable answers

4 a When did Paola start giving English lessons? **2 points**

- * when she started University
- * after her first year abroad

b How old were the people she taught? **1 point**

- * from 11 to 18

c Why did they need her help? **3 points**

- * they had problems at school
- * they had been ill
- * they needed help with homework
- * they needed someone to explain things they didn't understand in class

(any 3)

Acceptable answers

Unacceptable answers

5 a Apart from teaching English, what other kind of work has Paola done?

1 point

* translation from English into Italian

b What did she think of it?

2 points

* interesting/stimulating

* can be boring

Acceptable answers

Unacceptable answers

6 She also taught in a private school.

1 point

a When?

* in the evening

b Whom did she teach there?

1 point

* accountants/professional people

c Why did these people want to learn English?

2 points

* for their work

* because English is an important language in Italy

Section B

This section will be assessed according to performance descriptors and pegged marks. Full details will be issued in due course.

[END OF MARKING INSTRUCTIONS]