



National
Qualifications
SPECIMEN ONLY

S842/77/12

**Italian
Listening and Discursive Writing**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 70

SECTION 1 — LISTENING — 30 marks

Attempt ALL questions.

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 number you are attempting.

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question.

Write your answer clearly, in **Italian**, in the answer booklet provided. In the answer booklet you must clearly identify which question 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 8 4 2 7 7 1 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. | |
| (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. | |

[Turn over

SECTION 2 — DISCURSIVE WRITING — 40 marks

Attempt ONE question

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]



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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

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a)** Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b)** If a 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.
- (c)** Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d)** Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Listening

Item 1

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|------|--|----------|---|
| 1. | (a) | | <ul style="list-style-type: none"> Almost 23,000 | 1 | Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer. |
| | (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 | |
| | | (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>Any 3 from 4</p> | 3 | |

Item 2

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|------|---|----------|--|
| 2. | (a) | | <ul style="list-style-type: none"> It's his parents' 50th wedding anniversary Only one week | 2 | <p>Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses.</p> <p>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 | |
| | | (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>Any 2 from 3</p> | 2 | |

| Question | | | Expected response(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 | Use your professional judgement, subject knowledge and experience, and understanding, to award marks to candidate responses. Ignore extraneous material that does not contradict the answer. |
| | (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 | |
| | | (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>Any 2 from 4</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 | |
| | (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

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
 - (i) content
 - (ii) accuracy
 - (iii) language resource.
- (d) Using the pegged marks table 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 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 available marks.
- (e) If you 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) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.
- (h) Markers should support candidates' use of their preferred use of gender-neutral nouns, pronouns and adjectives when referring to themselves and others in the assessment of writing. Using gender-neutral pronouns, nouns and adjectives, whether by adding punctuation, asterisks or using alternative spellings is now a common feature of inclusive language.

A candidate can opt to use masculine, feminine or gender-neutral adjective agreements throughout their writing or performance-talking assessment(s), where appropriate to the language. It is important to note that candidates must use their preferred pronouns and adjectives in a consistent manner and adhere to associated conventions of adjectival agreement where appropriate. Where gender-neutral nouns, pronouns and adjectives are used, it is important that candidates are marked on this based on its consistent use.

If you are uncertain or have queries about how to assess specific aspects of candidate response, you must seek guidance from your team leader or Principal Assessor.

| Mark | Content | Accuracy | Language resource |
|-------------------------|---|---|---|
| | The candidate: | | |
| 40 or 36 | <ul style="list-style-type: none"> writes in a well organised and structured way uses content which is relevant to the title readily adapts learned material as appropriate to the task addresses the stimulus fully presents different arguments or viewpoints and draws a conclusion produces a comprehensive, competent, well thought-out response in which the language flows well. | <ul style="list-style-type: none"> demonstrates a very good degree of grammatical accuracy corresponding to the level uses a comprehensive range of verbs accurately and tenses are consistent and accurate demonstrates confident handling of all aspects of grammar and spelling may make some minor errors which do not detract from the overall very good impression. | <ul style="list-style-type: none"> uses complex and sophisticated language throughout uses a wide range of structures and vocabulary appropriate to Advanced Higher uses a comprehensive range of verbs/verb forms and tenses demonstrates good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order makes very good use of co-ordinating conjunctions and subordinate clauses throughout may demonstrate some flair. |
| 32 or 28 | <ul style="list-style-type: none"> writes in an organised and structured way uses content which is mostly relevant to the title may use learned material but not always appropriately addresses the stimulus presents different arguments or viewpoints and draws a conclusion produces a competent, well thought-out response. | <ul style="list-style-type: none"> demonstrates a good degree of grammatical accuracy corresponding to the level uses a range of verbs accurately and tenses are mostly consistent and accurate may make a few serious errors in spelling and/or punctuation which occasionally detract from the overall impression. | <ul style="list-style-type: none"> mostly uses complex and sophisticated language uses a range of structures and vocabulary appropriate to Advanced Higher uses a range of verbs/verb forms and tenses makes good use of co-ordinating conjunctions and subordinate clauses throughout may occasionally repeat structures, verbs, etc. |

| Mark | Content | Accuracy | Language resource |
|-------------------------|--|--|---|
| | The candidate: | | |
| 24 or 20 | <ul style="list-style-type: none"> • writes with some sense of structure • uses content which is mostly relevant to the title • may rely on the use of learned material • attempts to address the stimulus • attempts to present different arguments or viewpoints and to draw a conclusion • produces a competent response. | <ul style="list-style-type: none"> • demonstrates an adequate degree of grammatical accuracy corresponding to the level • mostly uses verbs accurately and tenses are generally consistent and accurate • demonstrates spelling and punctuation which are generally correct • makes errors, some of which may be serious, in some parts of speech — personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion • produces more correct language than incorrect. | <ul style="list-style-type: none"> • attempts to use complex and sophisticated language • attempts to use a range of vocabulary and structures appropriate to Advanced Higher • uses a few different verbs/verb forms and tenses • attempts to use co-ordinating conjunctions and subordinate clauses. • may repeat structures, verbs, etc • may demonstrate some dictionary misuse. |
| 16 or 12 | <ul style="list-style-type: none"> • produces writing which is lacking in structure • uses content which lacks relevance to the title • may rely heavily on the use of learned material • addresses the stimulus in a limited way • may find it difficult to present different arguments or viewpoints and to draw a conclusion. | <ul style="list-style-type: none"> • demonstrates an inadequate degree of grammatical accuracy corresponding to the level • may not be able to use verbs and form tenses accurately • may use basic structures accurately but control of the language can deteriorate significantly • makes errors, many of which are serious and may impede communication • demonstrates an inadequate degree of accuracy in spelling and, where appropriate, word order • overall produces more incorrect than correct language. | <ul style="list-style-type: none"> • uses a limited amount of complex and sophisticated language • uses a limited range of structures and vocabulary appropriate to Advanced Higher • may use few co-ordinating conjunctions and subordinate clauses • may use language which is largely repetitive • may demonstrate unidiomatic translation from English and/or examples of dictionary misuse. |

| Mark | Content | Accuracy | Language resource |
|--------------|---|---|--|
| | The candidate: | | |
| 8 or 4 | <ul style="list-style-type: none"> • produces writing which is unstructured and lacks organisation • uses content which lacks relevance to the title • may not address the stimulus • presents few arguments or viewpoints and has difficulty drawing a conclusion. | <ul style="list-style-type: none"> • demonstrates serious grammatical inaccuracies corresponding to the level • may not be able to use verbs and form tenses accurately • does not use basic structures accurately and control of the language deteriorates significantly • makes frequent errors, many of which are serious and impede communication throughout • demonstrates an insufficient degree of accuracy in spelling and, where appropriate, word order. | <ul style="list-style-type: none"> • uses a very limited amount of complex and sophisticated language • uses a very limited range of structures and vocabulary appropriate to Advanced Higher • may not cope with more than one or two basic verbs/verb forms and tenses • uses language which is largely repetitive • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse. |
| 0 | <ul style="list-style-type: none"> • produces writing which is unstructured • uses content which is irrelevant to the title • is unable to address the stimulus • is unable to present arguments or viewpoints and/or draw a conclusion. | <ul style="list-style-type: none"> • demonstrates little or no evidence of grammatical accuracy corresponding to the level • has great difficulty in spelling most words correctly and, where appropriate, demonstrates little or no knowledge of word order • makes many serious errors which impede communication throughout. | <ul style="list-style-type: none"> • does not use complex and sophisticated language • makes little or no use of structures, verbs/verb forms and other language features • demonstrates unidiomatic translation from English, other language interference and/or examples of serious dictionary misuse. |

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Marking Instructions: General marking principles for Advanced Higher Italian Discursive Writing – new addition (h)