



National  
Qualifications  
SPECIMEN ONLY

**S842/77/11**

**Italian  
Reading and Translation**

Date — Not applicable

Duration — 1 hour 30 minutes

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**Total marks — 50**

**SECTION 1 — READING — 30 marks**

Attempt ALL questions.

Write your answers clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

**SECTION 2 — TRANSLATION — 20 marks**

Attempt to translate the whole extract.

Write your translation clearly, in **English**, in the answer booklet provided. In the answer booklet you must clearly identify the section 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 1 \*

## SECTION 1 — READING — 30 marks

### Attempt ALL questions

Read the whole article carefully and then answer, in **English**, ALL the questions that follow.

This article is about commuting to your place of work.

#### Vita da pendolari

Nove ore alla scrivania, quasi due per arrivarci. Un'ora per mangiare, sette per dormire e cinque per tutto il resto. Questa è la vita di Renato, 40 anni, impiegato d'ufficio nel cuore di Verona. Ogni istante è studiato nei minimi dettagli perché basta un minuto di ritardo per mandare all'aria un'intera giornata di appuntamenti. A cominciare da quello col vagone del treno che tutti i giorni Renato prende dalla stazione di Vicenza. “Quindici minuti di ritardo — borbotta Renato — anche oggi rincaserò per trovare i bambini già a letto”.

5 Fiorella, 56 anni, impiegata di banca, si appoggia a una colonna in stazione, legge il suo quotidiano e getta un'occhiata nervosa al tabellone delle partenze. “Il pendolarismo influisce molto sulla mia vita, infatti sono gli orari del treno che regolano la mia intera giornata. La vita sociale è quella che ne risente di più: durante la settimana è difficile incontrare gli amici perché il solo pensiero della sveglia del mattino dopo non mi fa mettere il naso fuori di casa. Per fortuna il mio lavoro mi piace e rappresenta una forte motivazione, altrimenti non sarebbe facile sostenere questa vita!”

15 Avanti e indietro proprio come un pendolo. È il monotono destino di chi ogni giorno macina chilometri per arrivare a destinazione. Secondo un recente rapporto i pendolari sarebbero passati dai 13 milioni del 2007 agli oltre 14 milioni di oggi. Se poi si pensa che nel 2001 erano appena 9 milioni, l'incremento in dieci anni è stato enorme. Ma da che cosa dipende un simile aumento? Globalizzazione, sviluppo dei mezzi di comunicazione, ma anche la crisi economica ci ha costretti a una maggiore flessibilità di orari e trasferte di personale senza precedenti. Infine, non dimentichiamo la trasformazione del centro urbano. “Tanti si spostano fuori dal centro per risparmiare sull'affitto o sull'acquisto della casa” spiega Sergio Veroli, vicepresidente di Federconsumatori. Risultato: le città si svuotano, le periferie si espandono e le distanze si allargano. “All'aumento del pendolarismo — continua Veroli — è corrisposta una necessità sempre maggiore di mezzi di trasporto collettivo. Ora, per decongestionare le aree urbane e ridurre costi e inquinamento, serve una politica economica che investa nelle ferrovie. Invece abbiamo treni in calo e vagoni più gremiti. Su certe linee, la mattina è come se si spostassero città intere. Le condizioni igieniche a bordo lasciano a desiderare e le tariffe dei biglietti sono aumentate del 10 per cento. Nonostante tutto questo, il treno resta comunque il mezzo più conveniente per il pendolare”.

20 Per quanto bella, l'idea di raccogliere tutti i pendolari d'Italia nelle ferrovie è, in realtà, un sogno irrealizzabile in quanto sono ancora tanti i posti di lavoro difficili da raggiungere a bordo ai treni. Lo dimostrano queste statistiche: il 60 per cento dei pendolari utilizza l'auto, seguito poi da una minoranza del 5 per cento che opta per ciclomotori e da un 3 per cento che sale in sella alla propria bicicletta. Quella dei lavoratori pendolari su quattro ruote è una categoria alquanto variegata: c'è chi alle spese elevate di carburante e autostrada è oramai rassegnato e chi invece si organizza per economizzare sulle risorse. Un esempio? Un sito web che fa incontrare i pendolari con la stessa destinazione, perché condividano il viaggio e le spese. Così hanno fatto Fabrizio e Sofia: lui commerciante in cerca di un passeggero con cui percorrere la tratta Alessandria-Vercelli, e lei studentessa, che ogni fine settimana cerca un passaggio per Bologna dove vive il fidanzato.

35 Sì, perché — pensandoci bene — si può essere pendolari per lavoro, ma anche per amore.

Qualunque sia il mezzo con cui si muove, ciò che il pendolare deve evitare è la noia. Fabio Palombo, pubblicitario che ogni giorno si sposta tra Saronno e Milano, ha ben presente il rischio.

45 “Ormai il vagone è per me una seconda casa. Col tempo ti affezioni al tuo posto e acquisisci abitudini normali, come la lettura di un libro o la conversazione con un collega. Però non è sempre così con gli altri. A volte avvengono le cose più strane: una donna che si asciuga i capelli nel bel mezzo del vagone, un uomo che legge le pagine di un libro e man mano le strappa, una signora che si fa la *manicure* e raccoglie unghie in un’apposita bustina. Così ho pensato di scrivere un diario di viaggio in cui appunto tutte queste curiosità osservate durante il tragitto in treno. Poi, quattro anni fa ho cominciato a postare il mio diario su Facebook ogni mattina alle 9,30. Da allora ha inserito oltre cinquecento aneddoti e in seguito sono arrivati quasi 7 mila *followers* e un libro”.

55 Ma la sinergia tra pendolari e web non finisce qui e la loro presenza in rete si fa ogni giorno più attiva. Ad esempio, esistono applicazioni per smartphone che dispensano consigli e calcolano itinerari; siti che connettono gli utenti dei mezzi pubblici in ogni parte del mondo; e-book di racconti scritti da pendolari italiani. “Viaggiare molto implica sviluppare nuove connessioni e attivare o espandere la propria rete”, aggiunge Palombo. Dunque, se è vero — come prevedono gli esperti — che il pendolarismo avrà ancora vita lunga, meglio comprarsi un buon portatile e mettersi al passo con la tecnologia!

MARKS

### Questions

Re-read lines 1–29.

1. (a) What effects does Renato’s daily commute have on his work and home life? 2  
(b) State any **two** things Fiorella says about commuting. 2
2. (a) In what ways does the author explain the increase in the number of commuters? 3  
(b) Sergio Veroli is unhappy about the railways. State any **three** things he says. 3

Re-read lines 30–40.

3. (a) What do the statistics confirm? 2  
(b) Which **two** categories of motorists are then identified? 2  
(c) The writer mentions Fabrizio and Sofia. For what reasons does she do this? 2

Re-read lines 41–51.

4. (a) In what ways has Fabio Palombo adapted to commuting by train? 2  
(b) What examples does he give of unusual behaviour by other passengers? Give any **two** examples he mentions. 2  
(c) What did Palombo then do and with what degree of success? 3

[Turn over

## Questions (continued)

Now consider the article as a whole.

5. What is the writer's overall purpose in writing about this subject? Justify your response with close reference to the points made and the language used. 7

## SECTION 2 — TRANSLATION — 20 marks

8. Translate the underlined section into English: (lines 52–58) 20  
*Ma la sinergia tra pendolari e web. . . mettersi al passo con la tecnologia!*

[END OF SPECIMEN QUESTION PAPER]

*Acknowledgement of copyright*

Section 1 Article is adapted from “Vita da pendolari” by Luisa Santinello, taken from *Messaggero di sant’Antonio*, March 2014.



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## Marking Instructions

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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 Reading and Translation

*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) Marks are available as follows:
  - (i) The first set of questions (worth 23 marks) in Section 1 asks candidates to provide answers based on comprehension of information from the text. There are generally 1–4 marks available for each question.
  - (ii) The last question in Section 1 is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for reference to the text and detailed comment. Pegged mark descriptors (5/3/1) and associated commentary are available, along with further guidance, in the detailed marking instructions.
  - (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 is divided into ten sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation and 0 for an unsuccessful attempt.
- (e) 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

Section 1 — Reading

Question		Expected response(s)	Max mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> <li>• Even a minute’s delay can make him miss a whole day of appointments</li> <li>• A fifteen-minute delay means that when he gets home his children will already be in bed</li> </ul>	2	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"> <li>• It has a great effect on her life as train timetables control her entire day</li> <li>• Her social life suffers as it’s difficult for her to meet up with friends</li> <li>• She often stays in as she has to get up early the next day</li> </ul> <p><b>Any 2 from 3</b></p>	2	
2.	(a)	<ul style="list-style-type: none"> <li>• It is due to globalisation, the development in communication systems and the economic crisis</li> <li>• These factors have led to more flexible working and unprecedented movements of labour</li> <li>• Many workers have moved to the suburbs to avoid high rents and house prices</li> </ul>	3	
	(b)	<ul style="list-style-type: none"> <li>• The government is not investing in the railways</li> <li>• There are fewer trains and carriages are more crowded</li> <li>• In the morning on some lines it seems as if entire cities are on the move</li> <li>• There is poor hygiene on board and ticket prices have gone up by 10%</li> </ul> <p><b>Any 3 from 4</b></p>	3	

Question		Expected response(s)	Max mark	Additional Guidance
3.	(a)	<ul style="list-style-type: none"> <li>It is unrealistic to expect all commuters to travel by train</li> <li>Many workplaces are difficult to reach by train</li> </ul>	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)	<ul style="list-style-type: none"> <li>Those who have resigned themselves to the high cost of fuel and motorway tolls</li> <li>Those who take steps to make the best use of their resources</li> </ul>	2	
	(c)	<ul style="list-style-type: none"> <li>They are both examples of commuters who share journeys and costs</li> <li>They have made use of a website that puts commuters in touch with others going to the same destination</li> </ul>	2	
4.	(a)	<ul style="list-style-type: none"> <li>He regards the train as a home from home and has become fond of it</li> <li>He uses this time to read books or converse with a colleague</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>A woman drying her hair in the middle of a carriage</li> <li>A man tearing out the pages of a book after reading them</li> <li>A woman manicuring her hands and then putting the nail clippings in a small bag</li> </ul> <p><b>Any 2 from 3</b></p>	2	
	(c)	<ul style="list-style-type: none"> <li>He started to write a travel diary to note down all the unusual things he saw during train journeys</li> <li>Four years ago he started posting it on Facebook at half past nine each morning</li> <li>He has now posted over 500 anecdotes, has almost 7,000 followers and has also written a book</li> </ul>	3	



Question		Expected response(s)	Max mark	Additional Guidance									
5.		<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>The overall purpose of the article is to consider the pattern of commuting in Italy, with specific reference to some of the individuals involved together with their thoughts and experiences. The reasons for commuting are outlined and information is given regarding the different means of transport involved, with particular reference to the railways. Finally, the author shows how the time spent commuting by train can be used both creatively and usefully.</li> <li>The tone and style of the article are light and conversational. The first two paragraphs catch the reader's attention as they provide snapshots of two individuals during their daily commute, thereby showing the effects commuting has on their personal and professional lives as well as providing the reader with a convenient introduction to the main themes of the article.</li> <li>The writer includes a number of references in her article to two experts in the field. The use of direct quotation from these experts ensures the accuracy and veracity of the information being given, while the fact that these are the views of experts lends authority, credibility and academic validity to the article and helps to convince the reader of the accuracy of the writer's message. The experts also present their opinions in their own words and in a clear and accessible way.</li> <li>The use of precise figures, exemplification and statistics gives weight to the article and reinforces once again the impression the reader has that this is a formal, serious and precise account of the subject matter.</li> </ul>	7	<table border="1"> <thead> <tr> <th>Pegged marks</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>7 OR 5</td> <td>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.</td> </tr> <tr> <td>3 OR 1</td> <td>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.</td> </tr> <tr> <td>0</td> <td>The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.</td> </tr> </tbody> </table>		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.
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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
	<ul style="list-style-type: none"> <li>The writer tries to be neutral in her treatment of her subject so that she can leave her readers to draw their own conclusions, but at several points in the article (eg the beginning of paragraph three and the closing lines of the article) her own views are made clear. There are also a few light-hearted and humorous touches, such as the end of paragraph four and the examples of eccentric behaviour quoted by Palombo. In all, the writer succeeds in providing a balanced, readable and informative examination of her subject.</li> </ul> <p><b>Accept any other pertinent/relevant points.</b></p>		

Section 2 — Translation

Question	Expected response(s)	Max mark	Additional Guidance
8.	<p>Translate the underlined section into English: (lines 19–25)</p> <p><i>“Ma la sinergia tra pendolari e web. . . mettersi al passo con la tecnologia!”</i></p>		<p>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:</p> <p><b>2 marks – good</b> The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p><b>1 mark – satisfactory</b> 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.</p> <p><b>0 marks – unsatisfactory</b> The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Sense unit	Good – 2	Satisfactory – 1	Unsatisfactory – 0
<p><b>Sense unit 1</b></p> <p><i>Ma la sinergia tra pendolari e web non finisce qui e</i></p>	<p>But the synergy between commuters and the Internet does not end here and</p>		
<p><b>Sense unit 2</b></p> <p><i>la loro presenza in rete si fa ogni giorno più attiva.</i></p>	<p>their online presence is increasing daily.</p>		
<p><b>Sense unit 3</b></p> <p><i>Ad esempio, esistono applicazioni per smartphone</i></p>	<p>For example, there are smartphone apps</p>		
<p><b>Sense unit 4</b></p> <p><i>che dispensano consigli e calcolano itinerari;</i></p>	<p>which give advice and calculate routes;</p>		
<p><b>Sense unit 5</b></p> <p><i>siti che connettono gli utenti dei mezzi pubblici in ogni parte del mondo;</i></p>	<p>sites which connect public transport users all over the world;</p>		
<p><b>Sense unit 6</b></p> <p><i>e-book di racconti scritti da pendolari italiani.</i></p>	<p>e-books of stories written by Italian commuters.</p>		
<p><b>Sense unit 7</b></p> <p><i>“Viaggiare molto implica sviluppare nuove connessioni</i></p>	<p>“Travelling a lot allows you to develop new links</p>		

Sense unit	Good – 2	Satisfactory – 1	Unsatisfactory – 0
<p><b>Sense unit 8</b></p> <p><i>e attivare o espandere la propria rete”, aggiunge Palombo.</i></p>	<p>and activate or expand your own network”, adds Palombo.</p>		
<p><b>Sense unit 9</b></p> <p><i>Dunque, se è vero — come prevedono gli esperti — che il pendolarismo avrà ancora vita lunga,</i></p>	<p>So if it’s true — as predict the experts — that commuting will be around for a long time yet,</p>		
<p><b>Sense unit 10</b></p> <p><i>meglio comprarsi un buon portatile e mettersi al passo con la tecnologia!</i></p>	<p>then you had better buy a good laptop and keep up with technology!</p>		

[END OF SPECIMEN MARKING INSTRUCTIONS]