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National
Qualifications
EXEMPLAR PAPER ONLY

Mark

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EP26/H/03

**Italian
Listening and Writing**

Date — Not applicable

Duration — 1 hour



Fill in these boxes and read what is printed below.

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

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--	--

Scottish candidate number

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

Total marks — 30

SECTION 1 — LISTENING — 20 marks.

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 spaces provided.

SECTION 2 — WRITING — 10 marks.

Write your answer clearly, in **Italian**, in the space provided.

Attempt ALL questions. You may use an Italian dictionary.

Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

You are not allowed to leave the examination room until the end of the test.

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

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



SECTION 1 — LISTENING — 20 marks

Attempt ALL questions

MARKS
DO NOT
WRITE IN
THIS
MARGIN

Item 1

You listen to a radio broadcast about young Italians working abroad during the summer.

- (a) (i) Why do so many young Italians want to work abroad? Give any **two** reasons. 2

- (ii) What advice does the speaker give for those considering working abroad? 1

- (b) Apart from hotels and restaurants, what other job possibilities exist? Give any **two**. 2

- (c) Which personal quality should job searchers have? 1

- (d) What does the speaker advise you to do before going abroad? State any **one** thing. 1

- (e) Consider the broadcast as a whole. Overall, which of the following statements best reflects the opinion of the speaker? Tick (✓) **one** statement. 1

Working abroad can be a great experience	
You can always find a summer job abroad	
Searching online is the best way to find a summer job	



* E P 2 6 H 0 3 0 2 *

Item 2

Giovanni and Allegra are discussing the summer break.

(a) Allegra discusses her plans for the summer.

(i) What is Allegra planning to do this summer?

1

(ii) What will she have to do next year?

1

(b) Allegra first became interested in spending her summers this way five years ago. What brought her attention to this possibility?

1

(c) Allegra talks about her experiences in three different countries.

(i) What sort of things did she do? State any **two** things.

2

(ii) She says she found all of her experiences useful. In what way? State any **one** thing.

1

(d) She talks about being in Germany and says that there were elements of her time there that she did not enjoy. What did she find difficult? State any **one** thing.

1



Item 2 (continued)

(e) Allegra says there were positive aspects to her time spent in almost all of the places she visited. What does she say specifically about her stay in:

(i) London?

2

(ii) France?

1

(f) Allegra talks about her plans for this year.

(i) What is she planning to do?

1

(ii) Why is she looking forward to this? State any **one** thing.

1



ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT
WRITE IN
THIS
MARGIN



* E P 2 6 H 0 3 0 7 *

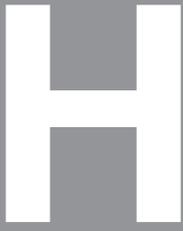
ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* E P 2 6 H 0 3 0 8 *



National
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EXEMPLAR PAPER ONLY

EP26/H/13

**Italian
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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 2 6 H 1 3 *

Transcript — 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

You listen to a radio broadcast about young Italians working abroad during the summer.

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

- (m)** Sono circa ventimila i giovani italiani che ogni anno rinunciano alle vacanze per trascorrere un paio di mesi a lavorare in un Paese straniero – non solo per guadagnare, ma anche per scoprire una nuova cultura e migliorare la conoscenza di una lingua straniera. Per i giovani che vivono con i genitori questo periodo di soggiorno all'estero diventa spesso un modo per essere indipendenti dalla famiglia, anche se temporaneamente. Può essere una bellissima esperienza, ma bisogna prepararsi bene.

Le destinazioni preferite all'estero sono quelle città o località che attraggono la maggior parte dei turisti e che offrono molte possibilità di svago e di divertimento. Qui le opportunità di lavoro estivo sono principalmente negli alberghi e nei ristoranti, ma esistono altre opzioni come animatori nei villaggi turistici o commesse nei grandi magazzini. Chi preferisce lavorare all'aria aperta può aiutare con la raccolta della frutta in campagna.

Per trovare sul posto un lavoro così, serve molto spirito d'iniziativa. Occorre dunque provare e riprovare cercando di parlare direttamente con il responsabile del personale. Un consiglio: prendete sempre tutte le informazioni possibili sul Paese in cui pensate di trasferirvi e scegliete un Paese dove il costo della vita non è troppo alto.

(2 minutes)

(t) Item 2

Giovanni and Allegra are discussing the summer break.

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

(m) Non vedo l'ora di partire in vacanza! Tu che cosa fai quest'estate?

(f) Come al solito partirò all'inizio di giugno. Non è una vacanza, lavorerò per due mesi.

(m) Ma perché? Non hai bisogno di rilassarti?

(f) Certo, ma ho anche bisogno di guadagnare qualcosa perché dovrò affittare un appartamento l'anno prossimo e in questo momento gli affitti sono particolarmente alti.

(m) Allora è la prima volta che fai una cosa simile?

(f) No – sono cinque anni che lavoro durante l'estate. Ho cominciato quando avevo diciassette anni. Ho letto un annuncio sul giornale di un'agenzia che trova lavori estivi all'estero per studenti. Mi interessava questa idea e allora mi ci sono iscritta.

(m) Che tipo di lavoro hai fatto? Ti sono piaciuti tutti?

(f) Be' – per esempio ho lavorato come ragazza alla pari presso una famiglia in Germania, ho fatto la cameriera in un albergo a cinque stelle a Londra e ho perfino insegnato a sciare a bambini sotto i sei anni in Francia. Tutti i lavori sono stati utili perché mi hanno permesso di migliorare la mia conoscenza delle lingue straniere e ho imparato molto su me stessa. Purtroppo, non tutti i lavori erano piacevoli.

(m) Come mai?

(f) Per esempio la famiglia in Germania non mi ha trattato molto bene. Dovevo dormire in una camera con la bambina di quattro anni e così non potevo mai stare da sola. Poi mi facevano lavorare molte ore al giorno – nove o dieci – e mi davano soltanto un giorno libero alla settimana.

(m) E quale lavoro ti è piaciuto di più?

(f) Non saprei Quasi tutti i lavori avevano dei lati positivi, per esempio a Londra, che è una città molto interessante, quando avevo del tempo libero amavo guardare le vetrine dei negozi e vedere tutti i monumenti famosi. Poi, il lavoro in Francia mi ha permesso di praticare molto lo sci, che è una mia passione.

(m) Allora quest'anno quale lavoro hai scelto?

(f) Ah – questa sarà un'esperienza nuova. Lavorerò presso un ostello della gioventù in Svizzera. Visto che so parlare quattro lingue, dovrò aiutare gli stranieri con eventuali problemi e tradurre le lettere e email per il manager quando ne avrà bisogno. Non vedo l'ora perché la paga in Svizzera è veramente alta e mi daranno una bella camera tutta per me!

(2 minutes)

(t) End of test

Now look over your answers.

[END OF EXEMPLAR TRANSCRIPT]



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**Italian
Listening and Writing**

Marking Instructions

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

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General Marking Principles for 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) - (d) 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 1-2 marks.
 - ii) Question (e) from item 1 is the overall purpose question worth 1 mark. This is always a supported question. In this paper the question is presented in the form of a grid. Where a candidate ticks two or more boxes, award zero 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.

Marking Instructions: Listening
Item 1

Question			Expected answer(s)	Max mark	Additional guidance
1	a	i	<ul style="list-style-type: none"> to earn money to discover a new culture to improve knowledge of a foreign language to become independent from one's family <p><i>Any two of the above four points for 2 marks</i></p>	2	<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>
		ii	<ul style="list-style-type: none"> You must prepare well 	1	
1	b		<ul style="list-style-type: none"> organisers in tourist villages assistants in department stores fruit pickers in the countryside <p><i>Any two of the above three points for 2 marks</i></p>	2	
1	c		<ul style="list-style-type: none"> (a lot of) (personal/self) initiative. 	1	
1	d		<ul style="list-style-type: none"> find out about the country you are thinking of moving to choose one (a country) where the cost of living is not too high <p><i>Any one of the above two points for 1 mark</i></p>	1	
1	e		<ul style="list-style-type: none"> working abroad can be a great experience 	1	

Item 2

Question			Expected Answer(s)	Max mark	Additional Guidance
2	a	i	<ul style="list-style-type: none"> work for two months 	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>
2		ii	<ul style="list-style-type: none"> rent a flat 	1	
2	b		<ul style="list-style-type: none"> saw an advert in the newspaper (about an agency) 	1	
2	c	i	<ul style="list-style-type: none"> <i>au pair</i> (with a family in Germany) waitress (in a 5 star hotel in London) ski instructor (with children under six in France) <p><i>Any two of the above three points for 2 marks</i></p>	2	
	c	ii	<ul style="list-style-type: none"> improved language(s) learned (a lot) about herself <p><i>Any one of the above two points for 1 mark</i></p>	1	
2	d		<ul style="list-style-type: none"> family didn't treat her well had to share bedroom (with four year old girl) / was never (able to be) alone worked long hours / 9 or 10 hours a day only one day free <u>per week</u> <p><i>Any one of the above four points for 1 mark</i></p>	1	

Question			Expected Answer(s)	Max mark	Additional Guidance
2	e	i	<ul style="list-style-type: none"> London is a (very) interesting city she <u>liked</u> window shopping (when she had free time) she visited/saw (all the) famous monuments <p><i>Any two of the above three points for 2 marks</i></p>	2	
	e	ii	<ul style="list-style-type: none"> she did a lot of skiing there 	1	
2	f	i	<ul style="list-style-type: none"> work in a youth hostel (in Switzerland) 	1	
	f	ii	<ul style="list-style-type: none"> pay (in Switzerland) is (really) high she will have her own (lovely) room <p><i>Any one of the above two points for 1 mark</i></p>	1	

General Marking Principles for Higher Italian Writing

This information is provided to help you understand the general principles that 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) Candidates will write 120-150 words in a piece of extended writing in Italian addressing a stimulus of two questions in Italian.
- (b) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for the writing task.
- (c) For each of the types of writing (*Directed Writing or Writing*), the marker should select the pegged mark that most closely describes the candidate's performance.
- (d) 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. Marks should be awarded for the candidate's demonstration of ability in the three main characteristics in writing:
 - i) content
 - ii) accuracy
 - iii) language resource - variety, range, structure
- (e) Markers can award the highest pegged mark for writing even if there are minor errors. These should not detract from the overall impression.
- (f) Candidates may display ability across more than one pegged mark descriptor. Markers should recognise the closeness of the pegged mark descriptors and consider carefully the most appropriate overall pegged mark based on the candidate's performance.

The table below gives further guidance to markers. If:

the candidate exceeds the recommended word count	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 120 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
some parts of the writing fit into one category but others are in the next, lower category	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6/4 interface and the Marking Instructions should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

Mark	Content	Accuracy	Language Resource: variety, range, structures
10	<ul style="list-style-type: none"> • The content is comprehensive. • The topic is addressed fully, in a balanced way. • Some candidates may also provide additional information. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The language is accurate throughout. However, where the candidate attempts to go beyond the range of the task, a slightly higher number of inaccuracies need not detract from the overall very good impression. • 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 accurately, although the language may contain a number of minor errors, or even one serious major error. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order. • A comprehensive range of verbs/verb forms, tenses and constructions is used. • Some modal verbs and infinitives may be used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • Sentences are mainly complex and accurate. • The language flows well.

Mark	Content	Accuracy	Language Resource: variety, range, structures
8	<ul style="list-style-type: none"> • The content is clear. • The topic is addressed clearly. 	<ul style="list-style-type: none"> • The language is mostly accurate. However where the candidate attempts to use detailed and complex language, this may be less successful, although basic structures are used accurately. • A range of verbs is used accurately and tenses are generally consistent and accurate. • There may be a few errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure. • Verbs and other parts of speech are used accurately but simply. 	<ul style="list-style-type: none"> • The language used is detailed and complex. • The candidate uses a range of verbs/verb forms and other constructions. • There may be less variety in the verbs used. • The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • Sentences are generally complex and mainly accurate. • At times the language may be more basic than might otherwise be expected at this level. • There may be an example of minor dictionary misuse. • Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> • The content is adequate and may be similar to that of an 8 or a 10. • The topic is addressed adequately. 	<ul style="list-style-type: none"> • The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly. • The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There may be errors in spelling, eg reversal of vowel combinations, adjective endings and some prepositions may be inaccurate or omitted, eg I went the town. There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion - and in the use of accents. • 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 detailed and complex language. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The candidate relies on a limited range of vocabulary and structures. • There is minimal use of adjectives, probably mainly after “is”. • The candidate has a limited knowledge of plurals. • The candidate copes with the present tense of most verbs. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences are mainly single clause and may be brief. • There may be some dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	<ul style="list-style-type: none"> • The content may be limited and may be presented as a single paragraph. • The topic is addressed in a limited way. 	<ul style="list-style-type: none"> • The language used to address the more predictable aspects of the task may be accurate. However, major errors occur when the candidate attempts to address a less predictable aspect. • A limited range of verbs is used. • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing other language interference. • Overall there is more incorrect than correct. 	<ul style="list-style-type: none"> • There is limited use of detailed and complex language and the language is mainly simple and predictable. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as to be, to have, to play, to watch. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are basic and there may be one sentence that is not intelligible to a sympathetic native speaker. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
2	<ul style="list-style-type: none"> • The content may be basic or similar to that of a 4 or even a 6. • The topic is thinly addressed. 	<ul style="list-style-type: none"> • The language is almost completely inaccurate throughout the writing and there is little control of language structure. • Many of the verbs are incorrect or even omitted. There is little evidence of tense control. • There are many errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion. • Prepositions are not used correctly. 	<ul style="list-style-type: none"> • There is little use, if any, of detailed and complex language. • The candidate has a very limited vocabulary. • Verbs used more than once may be written differently on each occasion. • The candidate cannot cope with more than one or two basic verbs. • Sentences are very short and some sentences may not be understood by a sympathetic native speaker. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.

Mark	Content	Accuracy	Language Resource: variety, range, structures
0	<ul style="list-style-type: none"> • The content is very basic. • 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. • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • There is no evidence of detailed and complex language. • The candidate copes only with “have” and “am”. • There may be several examples of other language interference. • Very few words are written correctly in the modern language. • English words are used. • There may be several examples of serious dictionary misuse.

[END OF EXEMPLAR MARKING INSTRUCTIONS]