



FOR OFFICIAL USE

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National  
Qualifications  
SPECIMEN ONLY

Mark

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**SQ26/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

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Town

--

Forename(s)

--

Surname

--

Number of seat

--

Date of birth

Day

Month

Year

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Scottish candidate number

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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 question.** 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

Silvana talks about holidays in Italy.

- (a) Silvana works in a travel agency. What does she like about her job? 1

\_\_\_\_\_

- (b) In what way has the economic crisis affected her clients? 1

\_\_\_\_\_

- (c) Silvana talks about the different kinds of holidays Italy can offer. What does she say about:

- (i) mountain holidays? 1

\_\_\_\_\_

- (ii) beach holidays? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (iii) holidays in the countryside? State any **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

- (d) According to Silvana, who comes to see Italy's beautiful countryside? State **one** thing. 1

\_\_\_\_\_



\* S Q 2 6 H 0 3 0 2 \*

Item 2

Antonio and Francesca are discussing Francesca's recent holiday.

- (a) What does Francesca say about Tuscany? 1

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- (b) Francesca says her brother Marco, who is 9, ruined her holiday. State any **three** reasons for this. 3

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- (c) Francesca talks about the car journey. She says Marco started complaining right away. Give any **three** examples of his behaviour. 3

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- (d) Antonio asks how the rest of the family reacted to Marco's behaviour. What does Francesca say about:

- (i) her mum? 1

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- (ii) her dad? 1

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- (iii) herself? 1

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Item 2 (continued)

MARKS DO NOT WRITE IN THIS MARGIN

- (e) Francesca's brother and mother were not happy with their holiday home. Give **one** example of something they did not like.

1

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- (f) What does Francesca intend to do next year?

1

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\* S Q 2 6 H 0 3 0 4 \*





ADDITIONAL SPACE FOR ANSWERS



\* S Q 2 6 H 0 3 0 7 \*

ADDITIONAL SPACE FOR ANSWERS



\* S Q 2 6 H 0 3 0 8 \*



National  
Qualifications  
SPECIMEN ONLY

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**SQ26/H/13**

**Italian  
Listening Transcript**

Date — Not applicable

Duration — 1 hour

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**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 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

Silvana talks about holidays in Italy.

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

- (f) Sono dieci anni che lavoro in un'agenzia di viaggi qui a Roma. È un piacere aiutare la gente ad organizzare il proprio tempo libero. Fortunatamente, l'Italia offre molte opportunità per una vacanza piacevole. In questi tempi di crisi economica, trovo che molti clienti non si possono più permettere una vacanza all'estero. In questi casi offriamo loro la possibilità di scoprire il proprio paese.

Per chi ama l'avventura, le nostre montagne sono rinomate per gli sport invernali. Nel nostro paese, le spiagge sono stupende sia per rilassarsi con gli amici, sia per fare sci nautico e tuffi nel mare. La campagna varia nelle diverse regioni: da colline verdi ed ondulanti a boschi selvatici che sono ideali per la caccia.

I nostri bellissimi paesaggi attraggono molti turisti stranieri di ogni età. Questo, ovviamente, fa bene all'economia italiana. Purtroppo, però, ogni tanto ci si può ritrovare in un posto ideale ma circondati da giovani turisti che sembrano più interessati a bere che ad apprezzare l'ambiente in cui si trovano.

(2 minutes)

(t) Item 2

Antonio and Francesca are discussing Francesca's recent holiday.

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

(m) Francesca, quando sei tornata dalla vacanza?

(f) Siamo tornati a casa tre giorni fa. Eravamo in Toscana e il posto era bellissimo, ma non mi sono divertita per niente!

(m) Come mai? Il tempo non era bello?

(f) No, no. Il tempo era fantastico — è mio fratello, Marco, che ha rovinato tutto. Ha nove anni ma si comporta come se ne avesse quattro. È troppo viziato e mia madre lo tratta da principino. Gli dà tutto quello che vuole e lo ascolta sempre — non ce la faccio più!

(m) Ma che cosa ha fatto per farti arrabbiare così?

(f) Troppe cose! Cominciamo con il viaggio. Siamo andati in Toscana in macchina — lo sai che è un viaggio molto lungo. Da casa nostra ci vogliono otto o nove ore. Appena salito in macchina, Marco ha cominciato a brontolare. Voleva cambiare posto e stare davanti con mio padre. Poi voleva aprire il finestrino anche se c'era già l'aria condizionata. Poi voleva sempre fare delle soste — o per comprare qualcosa da mangiare, o qualcosa da bere, oppure per andare in bagno. Insomma ha creato problemi sin dall'inizio. Per di più, ogni mezz'ora chiedeva quanto tempo mancava per arrivare alla nostra casa delle vacanze. È stato un incubo!

(m) Ma i tuoi genitori come hanno reagito?

(f) Come al solito! Mia madre voleva accontentare Marco a tutti i costi e mio padre cercava di mantenere la calma e risolvere tutti i problemi. Io ho provato ad ascoltare un po' di musica e a leggere, ma era impossibile.

(m) Dopo il viaggio Marco si è comportato meglio?

(f) Macché! Anche quando siamo arrivati ha continuato a lamentarsi. Mio padre aveva trovato una bella casina da affittare. Ma, secondo Marco e mia madre, era troppo isolata. La cucina era sporca e le camere da letto erano troppo piccole. A questo punto, io e mio padre abbiamo fatto una passeggiata fino ad un piccolo paese a due chilometri di distanza — così siamo scappati insieme per un po' di tempo.

(m) Come hai passato i dieci giorni di ferie?

(f) Per fortuna ho conosciuto una ragazza tedesca che era in vacanza anche lei con la sua famiglia. Ho cercato di evitare mio fratello il più possibile. Ovviamente mia mamma non era molto contenta. L'anno prossimo non ho intenzione di andare in vacanza con la mia famiglia. Avrò diciotto anni e mio padre si fida di me e delle mie amiche, secondo lui sono una ragazza responsabile.

(2 minutes)

(t) End of test.

Now look over your answers.

[END OF SPECIMEN TRANSCRIPT]



National  
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SQ26/H/03

Italian  
Listening and Writing

## 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 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.

Marking Instructions: Section 1 – Listening

Item 1

Question			Expected Answer(s)	Max mark	Additional Guidance
1	a		<ul style="list-style-type: none"> <li>Helping people organise <u>their free time</u>.</li> </ul>	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>
1	b		<ul style="list-style-type: none"> <li>They can't afford to go <u>abroad</u>.</li> </ul>	1	
1	c	i	<ul style="list-style-type: none"> <li>Good for winter sports/for those who like adventure.</li> </ul>	1	
		ii	<ul style="list-style-type: none"> <li>Relax.</li> <li>Water ski.</li> <li>Dive.</li> </ul> <p><i>Any 2 of above 3 points for 2 marks</i></p>	2	
		iii	<ul style="list-style-type: none"> <li>Differ from region to region.</li> <li>Green (rolling) hills.</li> <li>Woods (suitable for hunting).</li> </ul> <p><i>Any 2 of above 3 points for 2 marks</i></p>	2	
1	d		<ul style="list-style-type: none"> <li>(Many) foreign tourists/tourists of all ages.</li> </ul>	1	

Item 2

Question		Expected Answer(s)	Max mark	Additional Guidance
2	a	<ul style="list-style-type: none"> <li>Beautiful place/weather fantastic.</li> </ul>	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	b	<ul style="list-style-type: none"> <li>Acts like 4 year old.</li> <li>Spoiled by mother/mother treats him like a prince.</li> <li>Mother always listens to him.</li> <li>Always gives him what he wants.</li> </ul> <p><i>Any 3 of above 4 points for 3 marks</i></p>	3	
2	c	<ul style="list-style-type: none"> <li>Wanted to change seat/sit in front with dad.</li> <li>Wanted to open window (in spite of air con).</li> <li>Wanted to <u>stop</u> to eat/drink/go to toilet.</li> <li>(every half hour) asking how long till they arrived.</li> </ul> <p><i>Any 3 of above 4 points for 3 marks</i></p>	3	
2	d	i	1	
		ii	1	
		iii	1	
2	e	<ul style="list-style-type: none"> <li>Too isolated/kitchen dirty/bedrooms too small.</li> </ul>	1	
2	f	<ul style="list-style-type: none"> <li>Not go on holiday with her family/go on holiday with friends.</li> </ul>	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"> <li>• The content is comprehensive.</li> <li>• The topic is addressed fully, in a balanced way.</li> <li>• Some candidates may also provide additional information.</li> <li>• Overall this comes over as a competent, well thought-out response to the task which reads naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is detailed and complex.</li> <li>• There is good use of adjectives, adverbs, prepositional phrases and, where appropriate, word order.</li> <li>• A comprehensive range of verbs/verb forms, tenses and constructions is used.</li> <li>• Some modal verbs and infinitives may be used.</li> <li>• The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</li> <li>• The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing.</li> <li>• Sentences are mainly complex and accurate.</li> <li>• The language flows well.</li> </ul>

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

Mark	Content	Accuracy	Language Resource: variety, range, structures
6	<ul style="list-style-type: none"> <li>The content is adequate and may be similar to that of an 8 or a 10.</li> <li>The topic is addressed adequately.</li> </ul>	<ul style="list-style-type: none"> <li>The language may be mostly accurate. However, in places, control of the language structure may deteriorate significantly.</li> <li>The verbs are generally correct, but basic. Tenses may be inconsistent, with present tenses being used at times instead of past tenses.</li> <li>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.</li> <li>Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.</li> </ul>	<ul style="list-style-type: none"> <li>There are some examples of detailed and complex language.</li> <li>The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level.</li> <li>The candidate relies on a limited range of vocabulary and structures.</li> <li>There is minimal use of adjectives, probably mainly after “is”.</li> <li>The candidate has a limited knowledge of plurals.</li> <li>The candidate copes with the present tense of most verbs.</li> <li>Where the candidate attempts constructions with modal verbs, these are not always successful.</li> <li>Sentences are mainly single clause and may be brief.</li> <li>There may be some dictionary misuse.</li> </ul>

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

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

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

[END OF SPECIMEN MARKING INSTRUCTIONS]

**Published:** January 2017

**Change since last published:**

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

Amends to marking instructions for Question 1d.