

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**S842/75/01**

**Italian  
Reading**

Date — Not applicable

Duration — 1 hour 30 minutes



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

Scottish candidate number

**Total marks — 30**

Attempt ALL questions.

Write your answers clearly, in **English**, in the spaces provided in this booklet.

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.

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

There is a separate question and answer booklet for Writing. You must complete your answer for Writing in the question and answer booklet for Writing.

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



Total marks — 30  
Attempt ALL questions

Text 1

You are online reading an Italian website for teenagers and you come across an article about taking a gap year.

Dopo il liceo molti giovani prendono una pausa prima di andare all'università o prima di cominciare un lavoro: un po' per conoscere il mondo, ma anche per diventare più indipendenti.



Che cosa è un Gap Year? È il periodo tra la fine della scuola e l'inizio dell'università o il mondo del lavoro, da passare all'estero. Durante questo gap year ci sono possibilità per studiare, fare volontariato, lavorare o semplicemente viaggiare.

L'idea di fare un gap year deriva dalla Gran Bretagna negli anni settanta e ottanta. Il Gap Year è una tradizione tipicamente inglese. Anche alcuni membri della famiglia reale hanno fatto un Gap Year. Il principe Harry, ad esempio, ha deciso di passare tre mesi in un ranch australiano. Poi, è andato a lavorare in un orfanotrofio in Africa. Lì, Harry si è occupato di bambini malati ed ha contribuito alla costruzione di una clinica e di un ponte.

Questions

- (a) Why do many young people take a break before university or starting a job? State **two** things. 2

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- (b) What sorts of activities are possible during a gap year? State any **three**. 3

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- (c) How did the idea of a gap year come about? State **two** things. 2

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MARKS

DO NOT  
WRITE IN  
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**Text 1 questions (continued)**

(d) Prince Harry took a gap year.

(i) Where did he work after being in Australia? Give details.

1

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(ii) What did he do there? State any **two** things.

2

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[Turn over



\* S 8 4 2 7 5 0 1 0 3 \*

**Text 2**

You then read about the experiences of three young people who completed a gap year.

**Carolina, 21 anni**

Dopo il liceo non avevo idee chiare su cosa volevo fare nella vita, allora sono partita a fare un'esperienza all'estero. Così ho scoperto la mia passione per le lingue straniere ed ora studio spagnolo all'università. Per chi vuole imparare una nuova lingua ci sono molte destinazioni che permettono di viaggiare e lavorare in tanti paesi.



**Marco, 19 anni**

Come persona sono cresciuto molto. Mi considero, adesso, più aperto e tollerante. Ho tre amici che hanno fatto un gap year all'estero. Lorenzo è partito da solo per fare il cameriere in un ristorante a Madrid. Paolo ha passato sei mesi come bagnino sulla spiaggia di Cancun nel Messico e Simonetta è andata in Germania per lavorare come ragazza alla pari.

**Loredana, 19 anni**

Le prime settimane in cui ero lontana da casa sono state terribili. Mi mancava la famiglia ma dopo un po' mi sono sentita più contenta di me stessa e del mondo. Ho trovato che era molto facile fare amicizie. Tutto sommato il mio Gap Year è stato un'esperienza veramente unica.

**Questions**

- (a) Why did Carolina choose to go abroad after her exams? 1  
\_\_\_\_\_
- (b) What did she discover while abroad? 1  
\_\_\_\_\_
- (c) What is she studying now? 1  
\_\_\_\_\_
- (d) How has Marco changed as a result of his gap year? State any **one** thing. 1  
\_\_\_\_\_

## Text 2 questions (continued)

- (e) Marco talks about three friends who did a gap year. What did they do? Complete the grid below.

3

Lorenzo	
Paolo	
Simonetta	

- (f) (i) Why were the first weeks of her gap year so difficult for Loredana?

1

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- (ii) How did she feel after a short while?

1

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- (g) What was it easy for her to do during her gap year?

1

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[Turn over



**Text 3**

Finally you read about Giacomo, a scout, who has helped in a camp set up for people made homeless by a recent earthquake in the region of Emilia.

Dopo aver finito la scuola volevo partire in vacanza. Però quando è successo il terremoto ho deciso di aiutare le persone che hanno dovuto lasciare la casa ed andare in un campo. Specialmente perché il terremoto è successo veramente vicino a casa mia.



Sono arrivato al campo poco dopo il terremoto. I soldati sono arrivati prima di noi ed avevano cominciato a costruire il campo.

Quando le persone arrivavano, prendevo il loro nome. Poi, le accompagnavo in tenda. In questo momento ci sono circa 250 persone nel campo. I soldati hanno raggruppato le persone per famiglie e per città d'origine. Abbiamo lavorato molto, ma c'è stata anche occasione di conoscere le persone.

Quello che mi sorprende è che molti bambini non mi sembrano particolarmente tristi a causa di questa tragedia. I bambini la considerano quasi come una vacanza. Tutte le persone al campo sono socievoli. Cercano il contatto con altri, anche solo per parlare un po'.

**Questions**

- (a) Which group of people did Giacomo help after the earthquake? 1

\_\_\_\_\_

- (b) Why, in particular, did Giacomo decide to help? 1

\_\_\_\_\_

- (c) What had the soldiers already started to do when Giacomo arrived? 1

\_\_\_\_\_

- (d) What did Giacomo do when the people started arriving at the camp? State **two** things. 2

\_\_\_\_\_

\_\_\_\_\_

## Text 3 questions (continued)

- (e) The soldiers grouped people together in different ways. How did they group them? State **two** things.

2

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- (f) How do some children treat the experience of being in the camp?

1

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- (g) What does Giacomo say about all the people in the camp? State **two** things.

2

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[END OF SPECIMEN QUESTION PAPER]



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MARKS

DO NOT  
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ADDITIONAL SPACE FOR ANSWERS



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MARKS

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ADDITIONAL SPACE FOR ANSWERS



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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 National 5 Italian Reading

*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.
- (e) For questions that ask candidates to ‘state’ or ‘give’, candidates must give a brief, accurate response/name.

### Detailed marking instructions for each question

Question		Expected response	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> <li>• Get to know the world</li> <li>• Become independent</li> </ul>	2	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
	(b)	<ul style="list-style-type: none"> <li>• Possibilities for Studying</li> <li>• Do voluntary work</li> <li>• Work</li> <li>• Just travel</li> </ul> <p><b>(Any 3 from 4)</b></p>	3	
	(c)	<ul style="list-style-type: none"> <li>• Originated in GB/England</li> <li>• In 70s and 80s</li> </ul>	2	
	(d) (i)	<ul style="list-style-type: none"> <li>• In an orphanage in Africa</li> </ul>	1	
	(ii)	<ul style="list-style-type: none"> <li>• Helped sick children</li> <li>• Helped build a clinic and/or bridge</li> </ul>	2	

Question		Expected response	Max mark	Additional guidance	
2.	(a)	<ul style="list-style-type: none"> <li>Did not know what to do after finishing school</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	
	(b)	<ul style="list-style-type: none"> <li>She loved languages</li> </ul>	1		
	(c)	<ul style="list-style-type: none"> <li>Spanish</li> </ul>	1		
	(d)	<ul style="list-style-type: none"> <li>Grown as a person/more open/tolerant</li> </ul>	1		
	(e)	<ul style="list-style-type: none"> <li>Worked in restaurant/as waiter (Lorenzo)</li> <li>Worked as a lifeguard (Paolo)</li> <li>Worked as an au-pair (in Germany) (Simonetta)</li> </ul>	3		
	(f)	(i)	<ul style="list-style-type: none"> <li>Missed family</li> </ul>		1
		(ii)	<ul style="list-style-type: none"> <li>Happier with herself/the world</li> </ul>		1
	(g)	<ul style="list-style-type: none"> <li>Make new friends</li> </ul>	1		

Question		Expected response	Max mark	Additional guidance
3.	(a)	<ul style="list-style-type: none"> <li>• People who had to leave their homes/go to a camp</li> </ul>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.
	(b)	<ul style="list-style-type: none"> <li>• He lived very near to the earthquake zone</li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>• They had already started to build/ set up the camp</li> </ul>	1	
	(d)	<ul style="list-style-type: none"> <li>• He registered the people</li> <li>• He took them/ accompanied them to their tents</li> </ul>	2	
	(e)	<ul style="list-style-type: none"> <li>• Grouped together in families</li> <li>• By town of origin/ where they come from</li> </ul>	2	
	(f)	<ul style="list-style-type: none"> <li>• They treat it like a holiday/like being on holiday</li> </ul>	1	
	(g)	<ul style="list-style-type: none"> <li>• All really sociable/friendly</li> <li>• Looking for contact with other people/ want to talk with other people</li> </ul>	2	

[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 questions 3a, b, c, d, e, f, g.