



National
Qualifications
SPECIMEN ONLY

SQ26/H/01

**Italian
Reading and Directed Writing**

Date — Not applicable

Duration — 1 hour and 40 minutes

Total marks — 40

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 — DIRECTED WRITING — 10 marks

Choose ONE scenario and write your answer clearly, in **Italian**, in the answer booklet provided. In the answer booklet you must clearly identify the scenario 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 Q 2 6 H 0 1 *

SECTION 1 — READING — 30 marks

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

The article discusses a survey about dream jobs.

Il lavoro dei sogni

La più grande rete professionale del mondo, con più di 4 milioni di membri in Italia, ha condotto un sondaggio per sapere quello che sognavano i professionisti italiani quando erano bambini. L'organizzazione ha intervistato più di 9.000 professionisti in tutto il mondo per identificare i desideri professionali più comuni da bambini e il numero di
5 professionisti che attualmente svolgono il lavoro dei propri sogni.

Ci sono delle differenze abbastanza importanti tra il lavoro dei sogni dei ragazzi e delle ragazze italiani. Se da un lato i sogni di molti ragazzi sono più “scientifici”, le ragazze hanno tendenza a “pensare in maniera creativa” fin da piccole. La maggior parte degli uomini voleva, da bambino, diventare o ingegnere o scienziato. Il lavoro di medico
10 appare al terzo posto, seguito dal desiderio di essere pilota. Si posiziona solo al decimo posto il sogno di fare l'astronauta, un tipo di lavoro che quasi tutti i bambini affermano di voler fare, ma che in realtà pochi riescono a fare. Nel caso delle ragazze, invece, la professione più desiderata è quella dal medico, seguita dall'insegnante. Sembra che, ancora nel ventunesimo secolo, le donne si sentono responsabili nei confronti dei più
15 piccoli e deboli della società. Queste professioni sono poi seguite dalla stilista di moda, e dalla scrittrice o giornalista.

Abbiamo chiesto a Adriano se gli piace il suo lavoro: “Faccio il cuoco, ma scrivo anche libri di cucina. Ciò che mi piace oltre ogni cosa nel mio lavoro è che mi dà la possibilità di esprimere me stesso. Amo scrivere la mattina presto, e cucinare la notte quando gli
20 altri dormono, e visto che amo il lavoro che svolgo sono meno stressato dalla vita quotidiana.”

Per altri, il lavoro dei sogni è ancora più incantevole: Sebastian Smith, un inglese di 22 anni ha trovato il lavoro che sicuramente tutti desiderano: spostarsi da un parco acquatico all'altro per controllare gli scivoli. Guadagna circa 26 mila euro all'anno per
25 visitare piscine in luoghi bellissimi. Il suo compito è quello di fare una classifica degli scivoli basata su livelli di sicurezza e brivido. Fra i luoghi che visita ci sono, la Grecia, e una serie di resort in Turchia e Giamaica. “Sono al settimo cielo. Non posso credere che giro il mondo per testare gli scivoli” ha raccontato dopo la finale del concorso con cui ha vinto il posto. “e la cosa più bella del mio lavoro è che vitto, alloggio e spese di viaggio
30 sono rimborsati.” Il suo predecessore nello stesso posto lo aveva definito “il miglior lavoro del mondo”.

Solo il 10% dichiara di svolgere il lavoro che sognava da bambino. Ma questo non importa, perché quasi i tre quarti degli uomini intervistati dicono che l'aspetto più importante del lavoro è trovare piacevole la propria professione. Le donne italiane invece includono tra
35 gli aspetti più importanti anche un orario di lavoro flessibile e una buona paga. A Monica non piace il proprio lavoro: “Infatti, a causa del lavoro non vado in palestra che 3 volte alla settimana e questo non mi basta; è troppo poco rispetto a 10 ore di noia mortale in ufficio. Mi manca il contatto umano.”

Se il tuo lavoro non è quello dei sogni, non importa. Solo le pietre non cambiano mai.
40 Cercati un nuovo corso di formazione o addirittura un nuovo posto. Potresti anche cambiare l'approccio e il metodo nel lavoro che già hai. Basta volerlo!

Questions

Re-read lines 1–16

- | | |
|---|---|
| 1. Italian professionals completed a survey about jobs. What did the survey aim to find out? | 1 |
| 2. According to the survey, what types of jobs do many young Italians dream of? | 1 |
| 3. What does the article say about becoming an astronaut? Give two details. | 2 |
| 4. Why does the writer suggest that, even in the 21st Century, most girls still want to be doctors or teachers? | 1 |

Re-read lines 17–31

- | | |
|---|---|
| 5. What does Adriano like about his job? List three things. | 3 |
| 6. Sebastian tests water slides.
According to the text, what does his job involve? | 2 |
| 7. What does Sebastian say is the best part of his job? | 1 |

Re-read lines 32–41

- | | |
|--|----|
| 8. Which aspect of their job is most important to men and what aspects of their jobs are most important to women? Give three examples. | 3 |
| 9. What does Monica not like about her job? State any two things. | 2 |
| 10. In the final paragraph, what advice does the writer give? | 2 |
| 11. Now consider the article as a whole. The writer talks about dream jobs. Does he give the impression that many people achieve job satisfaction? Justify your answer with reference to the text. | 2 |
| 12. Translate into English:
“L’organizzazione il lavoro dei propri sogni.” (<i>lines 3–5</i>) | 10 |

Glossary

Scivolo a waterslide

SECTION 2 — DIRECTED WRITING — 10 marks

Choose **one** of the following two scenarios.

SCENARIO 1 — Society

Last summer, you were invited to join Italian friends at a birthday party in Italy.
On your return, you have been asked to write an account of your experience.

You must include the following information and **you should try to add** other relevant details:

- Where you stayed **and** what you thought of the accommodation
- What happened on the day
- What you enjoyed/did not enjoy about the party
- If you intend to keep in touch with the new friends you made in Italy

You should write approximately 120–150 words.

OR

SCENARIO 2 — Learning

Last summer, you spent two weeks staying with an Italian friend and went to school/college with him/her.
On your return, you have been asked to write an account of your experience.

You must include the following information and **you should try to add** other relevant details:

- Where exactly you went **and** how long you stayed
- What you liked/disliked about the Italian school
- What you did in your free time
- If you would recommend a visit to an Italian school/college

You should write approximately 120–150 words.

[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 Higher 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) Award a mark to each answer. Marks are not transferable between questions.
- d) The marks available in this Paper are as follows:
 - i) Questions 1-10 require candidates to provide answers based on comprehension of information from the text. The marks available for each question range between 1-3 marks.
 - ii) Question 11 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of two marks available for reference to the text and detailed comment. 1 mark is given for reference to the text and basic comment. 0 marks will be given where candidates show little or no understanding of the overall purpose of the text.
 - iii) Question 12 is the translation. For this question candidates must translate the underlined section of the text. The section for translation will be divided into five sense units. For each sense unit, 2, 1 or 0 marks will be awarded: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- e) For questions that ask candidates to ‘state . . .’ or ‘give’, candidates must give a brief, accurate response/name.
- f) 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) For live Reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Marking Instructions: Section 1 – Reading

Question		Expected Answer(s)	Max mark	Additional Guidance
1		- The most common childhood ambitions/the jobs people dreamed of doing when they were children. - The number of professionals who are currently doing the job they dreamed of/in their ‘dream job’. <i>Any 1 point from possible 2 for 1 mark</i>	1	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates’ responses. Markers should ignore extraneous material that does not contradict the answer.
2		- Many boys wanted to do more scientific jobs. - Girls tended to want to do more creative ones/ girls tended to think in a more creative way when they were little. <i>Any 1 point from possible 2 for 1 mark</i>	1	
3		- It’s tenth in the list of desired jobs/in tenth place. - Almost all children say they want to be an astronaut but few people achieve this.	2	
4		Women (even in 21st century) feel responsible for the youngest and <u>weakest</u> (in society).	1	
5		- He can express himself. - He likes writing early in the morning and - likes cooking at night/while the others sleep. - He is less stressed by everyday life.	3	
6		- Grading/classifying slides. - On levels of safety/excitement.	2	
7		He gets meals, accommodation and travel expenses (any 2) paid/he gets (all) his expenses paid.	1	

Question		Expected Answer(s)	Max mark	Additional Guidance
8		• (3/4 of) men think that liking your job is the most important thing. • Women think that flexible working hours are (also) important. • Good pay is (also) important.	3	
		• Her job stops her going to the gym as much as she would like to. • She has to be in the office for up to 10 hours a day/She is bored in the office. • She misses human contact. <i>Any 2 points from possible 3 for 2 marks</i>	2	
9		• Her job stops her going to the gym as much as she would like to. • She has to be in the office for up to 10 hours a day/She is bored in the office. • She misses human contact. <i>Any 2 points from possible 3 for 2 marks</i>	2	
10		• Go on a course. • Find a new job. • Change your method or approach to the job you have. <i>Any 2 points from possible 3 for 2 marks</i>	2	

Question		Expected Answer(s)	Max mark	Additional Guidance								
11		The writer seems optimistic that job satisfaction is achievable. Key idea is that few people achieve job satisfaction but that is not important, some people do and can do something to change if not happy. • Survey has identified the most common childhood ambitions, and also found out that very few people actually achieve these. • However, two of the three people interviewed in the article do enjoy their jobs. • The writer encourages readers to take action if they are not happy in their jobs. For example, they could do a training course, change their job or change their approach to their current job. The important thing is to do something. • Although few people achieve their childhood ambitions, many people do enjoy the jobs they eventually do. Even when they are unhappy in their jobs, the writer thinks there are things they can do to change the situation. • The writer seems optimistic that job satisfaction is achievable.	2	Markers must apply the following guidance in addition to the suggested Marking Instruction for this question: <table><tr><th>Marks</th><th>Commentary</th></tr><tr><td>2</td><td>The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘expected response’ column.</td></tr><tr><td>1</td><td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</td></tr><tr><td>0</td><td>The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.</td></tr></table>	Marks	Commentary	2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘expected response’ column.	1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.	0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.
Marks	Commentary											
2	The candidate provides a clear answer, with justification that shows an accurate reading of the text. The answer clearly relates to the advice given in the ‘expected response’ column.											
1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.											
0	The candidate’s answer provides information to be found in the text by simply re-stating answers to previous questions.											

Question		Expected Answer(s)	Max mark	Additional Guidance
12	1	L'organizzazione ha intervistato più di 9.000 professionisti The organisation interviewed more than 9,000 professionals	2	The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.
	2	in tutto il mondo from all over the world	2	
	3	per identificare i desideri professionali più comuni da bambini to identify the most common childhood professional/job ambitions	2	2 - Good: Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English. 1 - Satisfactory: Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
	4	e il numero di professionisti che and the number of professionals who	2	
	5	attualmente svolgono il lavoro dei propri sogni. now do/carry out the job of their dreams	2	0 - Unsatisfactory: The candidate fails to demonstrate sufficient understanding of the essential idea

General Marking Principles for Higher Italian Section 2 – Directed Writing

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) Candidates will write a piece of extended writing in Italian addressing a scenario that has four related bullet points. Candidates must address each bullet point. The first bullet point contains two pieces of information to be addressed. The remaining three bullet points contain one piece of information each. There is a choice of two scenarios and candidates must choose one of these.
- b) Marks for each candidate response must **always** be assigned in line with these General Marking Principles and the specific Marking Instructions for the Directed Writing scenario.
- c) For each of the sections for 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.
- g) Markers must adhere to the following general marking principle in situations where the candidate has not addressed one or more bullet points:
 - i) If a candidate has failed to address one of the bullet points, the **maximum** mark that can be awarded is 6.
 - ii) If a candidate has failed to address two of the bullet points, the **maximum** mark that can be awarded is 4.
 - iii) If a candidate has failed to address three or more of the bullet points, the **maximum** mark that can be awarded is 0.

The table below gives further guidance to markers. If:

the candidate only addresses one part of the introductory, more predictable bullet point.	In such a case the candidate is deemed to have not addressed the bullet point and the maximum mark that can be awarded is 6 .
some bullet points fit into one category but others are in the next, lower category.	It is important to look carefully at which bullet points are better addressed. If the better sections include the more predictable, introductory bullet point, the marker is less likely to be generous than if responses to unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet point, a lower mark must be awarded. It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet point - or even about information that is not covered by any of the bullet points- as for the three remaining bullet points. In such cases, the lower mark being considered should be awarded.
the marker is having great difficulty in deciding whether the writing is good enough to pass.	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than incorrect, it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but contains some possibly serious grammatical errors as a result of using relatively advanced structures combined with a less than confident knowledge of more basic structures.	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate can do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 6.

Mark	Content	Accuracy	Language resource: variety, range, structures
10	- The content is comprehensive. - All bullet points are addressed fully and some candidates may also provide additional relevant information.	- The language is accurate in all four bullets. 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 accurate spelling, although the language may contain a number of minor errors, or even one serious error. - 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.	- 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. - Sentences are mainly complex and accurate. - The language flows well.

Mark	Content	Accuracy	Language resource: variety, range, structures
8	- The content is clear. - All bullet points are addressed clearly. The response to one bullet point may be thin, although other bullet points are dealt with in some detail.	- The language is mostly accurate. 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, where relevant.	- The language used is detailed and complex. - In one bullet point the language may be more basic than might otherwise be expected at this level. - 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. - Sentences are generally complex and mainly accurate. - Overall the writing will be very competent, essentially correct, but may be pedestrian.

Mark	Content	Accuracy	Language resource: variety, range, structures
6	- The content is adequate and may be similar to that of an 8. - Bullet points may be addressed adequately, however one of the bullet points may not be addressed.	- The language may be mostly accurate in two or three bullet points. However, in the remaining one or two, 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, adjective endings and some prepositions may be inaccurate or omitted. There are quite a few errors in other parts of speech - personal pronouns, gender of nouns, adjective endings, cases (where relevant), singular/plural confusion - and in the use of accents (where relevant). - Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses.	- 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. - A limited range of verbs is used to address some of the bullet points. - The candidate copes with the past tense of some verbs. - When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. - Sentences are mainly single clause and may be brief.

Mark	Content	Accuracy	Language Resource: variety, range, structures
4	- The content may be limited and the Directed Writing may be presented as a single paragraph. - Bullet points may be addressed in a limited way. - or - Two of the bullet points are not addressed.	- The language is mainly inaccurate and after the first bullet the control of the language structure may deteriorate significantly. - 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 mother tongue interference.	- There is limited use of detailed and complex language. - 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. - The candidate mainly copes only with simple language. - The verbs “was” and “went” may also be used correctly. - 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	- The content may be basic or similar to that of a 4 or even a 6. - Bullet points are addressed with difficulty.	- The language is inaccurate in all four bullets 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, for instance.	- There is little use, if any, of detailed and complex language. - Verbs used more than once may be written differently on each occasion. - The candidate displays almost no knowledge of the past tense of verbs. - 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.

Mark	Content	Accuracy	Language resource: variety, range, structures
0	• The content is very basic. • The candidate is unable to address the bullet points. • Three or more of the bullet points are not addressed.	• The language is seriously inaccurate in all four bullets and there is almost no control of language structure. • Most errors are serious. • Virtually nothing is correct. • Very little is intelligible to a sympathetic native speaker.	• There is no evidence of detailed and complex language. • The candidate may only cope with the verbs to have and to be. • There may be several examples of mother tongue interference. • English words are used. • Very few words are written correctly in the modern language. • There may be several examples of serious dictionary misuse.

[END OF SPECIMEN MARKING INSTRUCTIONS]