

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ24/N5/01

**Italian
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 30 minutes



* S Q 2 4 N 5 0 1 *

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 — 50

SECTION 1 — READING — 30 marks

Read all THREE texts and attempt ALL questions.

SECTION 2 — WRITING — 20 marks

Write your answer in the space provided on Pages nine and ten.

When you are told to do so, open your paper and write your answers clearly, **in English**, in the spaces provided.

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

You may use an Italian dictionary.

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.



* S Q 2 4 N 5 0 1 0 1 *

SECTION 1 — READING — 30 marks

MARKS

DO NOT
WRITE IN
THIS
MARGIN

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? Mention **two** things. 2

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

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



Text 1 Questions (continued)

MARKS

DO NOT
WRITE IN
THIS
MARGIN

(d) Prince Harry took a gap year.

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

1

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

2

Total marks 10



* S Q 2 4 N 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? Mention any one thing. 1
- _____



Text 2 Questions (continued)

MARKS

DO NOT
WRITE IN
THIS
MARGIN

- (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

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

1

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

1

Total marks 10



* S Q 2 4 N 5 0 1 0 5 *

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) Why, in particular, did Giacomo decide to help at the camp? 1

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

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

- (d) The soldiers grouped people together in different ways. How did they group them? Mention any **two** things. 2



Text 3 Questions (continued)

MARKS

DO NOT
WRITE IN
THIS
MARGIN

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

1

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

2

- (g) In your opinion, why did Giacomo write about his experience? Tick (✓) **one** box.

1

He wanted to show off	
He wanted his readers to be sad about the earthquake	
He wanted to describe how the earthquake brought people together	

Total marks 10



* S Q 2 4 N 5 0 1 0 7 *

SECTION 2 — WRITING — 20 marks

You are preparing an application for the job advertised below and you write an e-mail in Italian to the company.

Campo Estivo Marco Polo a Lignano Sabbiadoro

Cerchiamo persone entusiaste e piene di energia per lavorare come capo gruppo nel nostro campo estivo al mare.

E' obbligatorio la conoscenza dell'italiano e dell'inglese.

Per questo lavoro è importante avere un buon rapporto con i ragazzi giovani.

Un capo gruppo deve organizzare giochi, attività sportive e altre attività per un gruppo di dieci bambini dagli 8 ai 12 anni.

Per ulteriori informazioni o per mandarci il curriculum vitae dovete contattare info@marco_polo.com.

To help you to write your e-mail, you have been given the following checklist of information to give about yourself and to ask about the job.

You must include all of these points:

- Personal details (name, age, where you live)
- School/college/education experience until now
- Skills/interests you have which make you right for the job
- Related work experience
- Which games, sports and activities you could help organise
- Your experience of working with young people

Use all of the above to help you write the e-mail in Italian. The e-mail should be approximately 120–150 words. You may use an Italian dictionary.



ANSWER SPACE FOR SECTION 2

MARKS

DO NOT
WRITE IN
THIS
MARGIN



* S Q 2 4 N 5 0 1 0 9 *

ANSWER SPACE FOR SECTION 2 (continued)

MARKS	DO NOT WRITE IN THIS MARGIN

[END OF SPECIMEN QUESTION PAPER]





National
Qualifications
SPECIMEN ONLY

SQ24/N5/01

**Italian
Reading and Writing**

Marking Instructions

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

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on marketing@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Award a mark to each answer. Marks are not transferable between questions.
- (d) For live reading Marking Instructions, there will be a process of illustrating other acceptable answers.

Part Two: Marking Instructions: Section 1 — Reading

Text 1

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

Text 2

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

Text 3

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

Part Three: General Marking Principles for National 5 Italian Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

Candidates will write a piece of extended writing in the modern language by addressing six bullet points. These bullet points will follow on from a job-related scenario. The bullet points will cover the four contexts of society, learning, employability and culture to allow candidates to use and adapt learned material. The first four bullet points will be the same each year and the last two will change to suit the scenario. Candidates need to address these ‘unpredictable bullet points’ in detail to access the full range of marks.

With reference to *Content*, *Accuracy* and *Language resource*, assess the overall quality of the candidate’s response and allocate it to a pegged mark. It is important to assess how candidates have addressed bullet points and detail in relation to this as highlighted in bold in *Content*.

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Very good	20	<p>The job advert has been addressed in a full and balanced way. The candidate uses detailed language.</p> <p>The candidate addresses the advert completely and competently, including information in response to both unpredictable bullet points.</p> <p>A range of verbs/ verb forms, tenses and constructions is used.</p> <p>Overall this comes over as a competent, well thought-out and serious application for the job.</p>	<p>The candidate handles all aspects of grammar and spelling accurately, although the language may contain one or two minor errors.</p> <p>Where the candidate attempts to use language more appropriate to Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression.</p>	<p>The candidate is comfortable with the first person of the verb and generally uses a different verb in each sentence.</p> <p>Some modal verbs and infinitives may be used.</p> <p>There is good use of adjectives, adverbs and prepositional phrases and, where appropriate, word order.</p> <p>There may be a range of tenses.</p> <p>The candidate uses co-ordinating conjunctions and/or subordinate clauses where appropriate.</p> <p>The language of the e-mail flows well.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Good	16	<p>The job advert has been addressed competently.</p> <p>There is less evidence of detailed language.</p> <p>The candidate uses a reasonable range of verbs/verb forms.</p> <p>Overall, the candidate has produced a genuine, reasonably accurate attempt at applying for the specific job, even though he/she may not address one of the unpredictable bullet points.</p>	<p>The candidate handles a range of verbs fairly accurately.</p> <p>There are some errors in spelling, adjective endings and, where relevant, case endings. Use of accents is less secure, where appropriate.</p> <p>Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately.</p> <p>There may be one or two examples of inaccurate dictionary use, especially in the unpredictable bullet points.</p>	<p>There may be repetition of verbs.</p> <p>There may be examples of listing, in particular when referring to school/college experience, without further amplification.</p> <p>There may be one or two examples of a co-ordinating conjunction, but most sentences are simple sentences.</p> <p>The candidate keeps to more basic vocabulary, particularly in response to either or both unpredictable bullet points.</p>
Satisfactory	12	<p>The job advert has been addressed fairly competently.</p> <p>The candidate makes limited use of detailed language.</p> <p>The language is fairly repetitive and uses a limited range of verbs and fixed phrases, eg <i>I like, I go, I play.</i></p>	<p>The verbs are generally correct, but may be repetitive.</p> <p>There are quite a few errors in other parts of speech — gender of nouns, cases, singular/ plural confusion, for instance.</p> <p>Prepositions may be missing, eg <i>I go the town.</i></p>	<p>The candidate copes with the first and third person of a few verbs, where appropriate.</p> <p>A limited range of verbs is used.</p> <p>Sentences are basic and mainly brief.</p> <p>There is minimal use of adjectives, probably mainly after <i>is</i> eg <i>Chemistry is interesting.</i></p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
		<p>The candidate copes fairly well with areas of personal details, education, skills, interests and work experience but does not deal fully with the two unpredictable bullet points and indeed may not address either or both of the unpredictable bullet points.</p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<p>The candidate has a weak knowledge of plurals.</p> <p>There may be several spelling errors, eg reversal of vowel combinations.</p>
Unsatisfactory	8	<p>The job advert has been addressed in an uneven manner and/or with insufficient use of detailed language.</p> <p>The language is repetitive, eg <i>I like, I go, I play</i> may feature several times.</p> <p>There may be little difference between Satisfactory and Unsatisfactory.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p> <p>There may be one sentence which is not intelligible to a sympathetic native speaker.</p>	<p>Ability to form tenses is inconsistent.</p> <p>There are errors in many other parts of speech – gender of nouns, cases, singular/plural confusion, for instance.</p> <p>Several errors are serious, perhaps showing mother tongue interference.</p> <p>The detail in the unpredictable bullet points may be very weak.</p> <p>Overall, there is more incorrect than correct.</p>	<p>The candidate copes mainly only with the personal language required in bullet points 1 and 2.</p> <p>The verbs “is” and “study” may also be used correctly.</p> <p>Sentences are basic.</p> <p>An English word may appear in the writing.</p> <p>There may be an example of serious dictionary misuse.</p>

Category	Mark	Content	Accuracy	Language resource — variety, range, structures
Poor	4	<p>The candidate has had considerable difficulty in addressing the job advert. There is little evidence of the use of detailed language.</p> <p>Three or four sentences may not be understood by a sympathetic native speaker.</p> <p>Either or both of the unpredictable bullet points may not have been addressed.</p>	<p>Many of the verbs are incorrect.</p> <p>There are many errors in other parts of speech — personal pronouns, gender of nouns, cases, singular/ plural confusion, prepositions, for instance.</p> <p>The language is probably inaccurate throughout the writing.</p>	<p>The candidate cannot cope with more than one or two basic verbs.</p> <p>The candidate displays almost no knowledge of the present tense of verbs.</p> <p>Verbs used more than once may be written differently on each occasion.</p> <p>Sentences are very short.</p> <p>The candidate has a very limited vocabulary.</p> <p>Several English words may appear in the writing.</p> <p>There are examples of serious dictionary misuse.</p>
Very poor	0	<p>The candidate is unable to address the job advert.</p> <p>The two unpredictable bullet points may not have been addressed.</p> <p>Very little is intelligible to a sympathetic native speaker.</p>	<p>Virtually nothing is correct.</p>	<p>The candidate may only cope with the verbs <i>to have</i> and <i>to be</i>.</p> <p>Very few words are written correctly in the modern language.</p> <p>English words are used.</p> <p>There may be several examples of mother tongue interference.</p> <p>There may be several examples of serious dictionary misuse.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]