



National
Qualifications
2025

2025 Italian

Reading and Translation

Advanced Higher

Question Paper Finalised Marking Instructions

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General marking principles for Advanced Higher Italian Reading and Translation

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) The marks available in this paper are as follows:
 - (i) The first set of questions (worth 23 marks) in section 1 requires candidates to provide answers based on comprehension of information from the text. The marks available for each question generally range between 1-4 marks.
 - (ii) The last question in section 1 is the overall purpose question. For this question candidates must draw meaning from their overall understanding of the text. There is a maximum of 7 marks available for full reference to the text and detailed comment. Pegged marks of 5/3/1 are given for degrees of reference to the text and comment. 0 marks will be given where candidates show little or no inferential skills or understanding of the overall purpose of the text.
 - (iii) Section 2 is the translation question (worth 20 marks). For this question candidates must translate the underlined section of the text. The section for translation will be divided into 10 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.
- (f) Credit should be given according to the accuracy and relevance of candidates' answers. Candidates may be awarded marks where the answer is accurate but expressed in their own words'.

Marking instructions for each Question

Section 1 - Reading

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
1.	(a)		the opportunity of learning through travel	1	
	(b)		- you can request parental leave within the first 12 years of the child's life - for an overall period of (between the two parents) no more than 10 months	2	
2.	(a)		- before the period of compulsory/obligatory/mandatory schooling (during the three years of nursery school) - when the child is naturally curious about exploring everything that surrounds them	2	
	(b)		(while travelling), try to create/follow a few routine(s) which will reassure the children - the same mealtimes and bedtimes will make them feel more secure	2	
3.	(a)		plan it at least a year in advance/save as much money as possible (in the months and years before)	1	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(b)		• they sold all of the items they no longer used • including a gold watch that Maria inherited from her grandfather • (they sold) the collection of two thousand foreign stamps/a stamp collection that Paolo had started to make at the age of six • they rented out their house (so that they could continue to pay the mortgage) Any 3 from 4	3	
4.	(a)		• they look at a world map/globe and make a list of all the desirable places/places they would like to go to • they weigh up/evaluate the pros and cons of daily costs of food and accommodation and tolls, etc	2	
	(b)		• Maria wanted to retrace the history of her (German) ancestors • who had come to Italy at the start of the nineteenth century • Paolo was born in Spain and still has relatives/family there (that he has never met) • they wanted the children to meet their Spanish uncles/aunts and cousins • and know their roots/heritage Any 4 from 5	4	parents
	(c)		• they have gathered a pile of memories and emotions which will last all their lives • they have learned things about the world which you cannot learn from books	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.	(a)		- they have to face unexpected challenges - they have to overcome their fears	2	
	(b)		- it is a great chance to strengthen/reinforce relationships - and to get to know each other really well/deeply	2	

Question			Expected response(s)	Max mark	Additional guidance								
6.			The writer has written this article in order to show the positive aspects of parents taking a gap year with their children, and to express the advantages to be gained from the generous Italian parental leave which is granted to working parents in Italy. The tone of the article is mainly informal (eg the almost chatty tone of the beginning where the image of a family packing up their vehicle for a holiday) but includes some more formal language too, eg lines 6-12 which give a brief overview of parental leave in Italy. There are two rhetorical questions which have the effect of engaging the reader and inviting him to consider the topic and the advantages of the family gap year. The writer uses the experiences of the Bruni family to show the positives of taking a family gap year. The Bruni’s viewpoint provides first- hand knowledge and is a real eye witness account of the benefits of a family gap year. The effect is to add credibility to the positives of a family gap year and to make the reader believe that what the writer says is true. The Bruni’s viewpoints also show the negative side of taking a family gap year, namely the expense, the degree of organisation necessary in advance. The fact that the writer presents some negatives encourages the reader to believe that the writer is providing a balanced and fair account. Although the writer recounts some negative aspects of a family gap year, the article mainly promotes it. The message one gets is that the pros outweigh the cons, and this is achieved by the use of many positive adjectives and adjectival phrases “un bel tramonto”, “la luce dell’alba” which give quite a lyrical flavour to the article, especially when describing landscapes. The latter also provide very vivid images which lift the tone of the passage and have the effect of encouraging the reader to see the family gap year in a positive light.	7	<table><tr><th>Pegged marks</th><th>Criteria</th></tr><tr><td>7 OR 5</td><td>The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally</td></tr><tr><td>3 OR 1</td><td>The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.</td></tr><tr><td>0</td><td>The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.</td></tr></table>	Pegged marks	Criteria	7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Expected response(s) column, or any other equally	3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.	0	The candidate’s answer simply provides information to be found in the text with no attempt to draw inferences.
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Section 2 – Translation

Question			Expected response(s)	Max mark	Additional guidance
7.			Translate into English: (lines 43 - 49) <i>Il vantaggio di un camper è che ... A chi non piacerebbe?</i>	20	The translation into English is allocated 20 marks. The text for translation is divided into a number of sense units. Each sense unit is worth 2 marks. Award marks according to the quality and accuracy of the translation into English. Award a mark for each sense unit, as follows: 2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English. 1 mark - satisfactory The candidate understands and conveys essential information clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. They convey the key message in spite of inaccuracies and weaknesses in the use of English. 0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 1 <i>Il vantaggio di un camper è che c'è spazio a sufficienza</i>	The advantage of campervans/a campervan is that there is plenty of/sufficient/enough space	camper caravan	
Unit 2 <i>per portare tante attrezzature da casa:</i>	to take so much/lots of equipment from home:		tools
Unit 3 <i>i giocattoli a cui i bambini sono più legati e le nostre biciclette</i>	the toys which the children are most attached to, and our bikes	games	linked to connected to joined to
Unit 4 <i>che abbiamo agganciato sul retro del camper.</i>	which we attached to the back of the campervan.		
Unit 5 <i>In camper, si può viaggiare in lungo e in largo, vivendo il momento,</i>	In the campervan you can travel all over/far and wide,/here and there/wherever, living (in) the moment,		it long and large In long and in wide Wrong tense

Sense Units	Good - 2	Satisfactory - 1	Unsatisfactory - 0
Unit 6 <i>senza dover preoccuparsi di arrivare in anticipo o in ritardo.</i>	without having to worry about arriving early or late.	omission of “having to”	
Unit 7 <i>Per i bambini, svegliarsi ogni mattina in un posto diverso era come un’avventura</i>	For the children, waking up in a different place every morning was like an adventure		
Unit 8 <i>e si sono velocemente abituati a vivere in una casa a quattro ruote.</i>	and they quickly got used to living in a house on four wheels/a four-wheeled house.	adapted to live in	
Unit 9 <i>Per noi la cosa più bella era fermarci all’improvviso</i>	For us, the best thing was being able to suddenly/unexpectedly stop (superlative required)		
Unit 10 <i>se volevamo guardare un bel tramonto o la prima luce dell’alba. A chi non piacerebbe?</i>	if we wanted to watch a beautiful sunset or the first light of dawn. Who wouldn’t like it?		

[END OF MARKING INSTRUCTIONS]