



National
Qualifications
2025

2025 Italian

Reading

Higher

Question Paper Finalised Marking Instructions

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General marking principles for Higher Italian Reading

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Marks are available as follows:
 - (i) The first set of questions (worth 18 marks in total) asks candidates to provide answers based on comprehension of information from the text. There are generally 1-3 marks available for each question.
 - (ii) The penultimate question is the overall purpose question, and candidates must identify the overall purpose of the text and draw meaning from their overall understanding of the text. There is a maximum of 2 marks available for reference to the text and detailed comment. Pegged mark descriptors (2/1/0) and associated commentary are available, along with further guidance, in the detailed marking instructions.
 - (iii) The last question is the translation. For this question, candidates must translate the underlined section of the text. The section for translation is divided into five sense units. For each sense unit, award 2, 1 or 0 marks: 2 marks for a full translation, 1 for partial translation, and 0 for an unsuccessful attempt.
- (e) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question

Question		Expected response(s)	Max mark	Additional guidance
				Do not accept:
1.		<ul style="list-style-type: none"> • over/more than 900,000 Italians stopped smoking • knowledge/awareness about the dangers of smoking grew/the public became more aware/conscious/informed of the dangers of smoking 	2	ignore tense
2.	(a)	<ul style="list-style-type: none"> • the amount of poisonous substances/toxins in a single cigarette (more than sixty) • the thousands of illnesses/diseases they can cause 	2	
	(b)	<ul style="list-style-type: none"> • (his addiction to cigarettes grew so much that) he found it hard to run from one end of the (games) field/pitch to the other • his coach warned him that his place on the team/squad/group was no longer certain/was uncertain 	2	court/playground Put him off the team
	(c)	<ul style="list-style-type: none"> • he felt fitter/more in shape • he felt able/ready/at the level/fit to compete • he won seven competitions/races/matches/games <p>Any 2 from 3</p>	2	his senses are more in shape healthier in/on form in shape to compete
3.		<ul style="list-style-type: none"> • they are three times more addictive • the long-term effects/damage(s) are (still) unknown • they should be avoided (at all costs) 	3	any reference to 'lungs' damage lasts a long time dangers
4.		<ul style="list-style-type: none"> • there are new environmental worries to be addressed • they should be disposed of/thrown away correctly • they should be recycled in the same way as small domestic (electric) appliances/vacuum cleaners and hairdryers • they should never be thrown in a normal bin <p>Any 3 from 4</p>	3	can't be recycled normally

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
5.		(a)	<ul style="list-style-type: none"> • they don't cost a lot/they cost relatively little/less/hardly anything • they are fashionable among the easily influenced they [the young people] are easily influenced • they are fashionable among those who want to follow/fit in with their peers they [the young people] want to follow/fit in with their peers/friends <p>Any 2 from 3</p>	2	
		(b)	<ul style="list-style-type: none"> • they are attracted to the bright/vivid/vibrant/lively colours of electronic cigarettes • colourful packaging 	1	
		(c)	<ul style="list-style-type: none"> • her aunt often sees electronic cigarettes in schoolbags (of children in primary 5/the fifth grade). 	1	her aunt doesn't need to be mentioned but there must be reference to pupils of primary age

Question	Expected response(s)	Max mark	Additional guidance
6.	<p>The writer is against smoking.</p> <p>The title reveals the author’s negative attitude.</p> <p>The smoking ban was beneficial and this starts the article off.</p> <p>The writer only mentions disadvantages and dangers of smoking.</p> <p>The writer’s word choice frequently implies that smoking is a negative thing:</p> <ul style="list-style-type: none"> • “the dangers of smoking” (line 3) • “to avoid them at all costs” (line 18) suggest that there is an urgency about the need to turn away from the temptation to smoke <p>In the last two lines, the writer suggests that the public need protection from the threat that smoking poses</p> <ul style="list-style-type: none"> • “imperative” (line 38) implies that urgent efforts are needed to protect the public from the threat that smoking poses <p>The experts to whom the writer refers in line 15 provide credibility to the opinion that electronic cigarettes are unhealthy.</p> <p>The statistics provide credibility to the opinion that electronic cigarettes are unhealthy.</p> <p>The writer uses a smoking addict as a credible witness for the fact that electronic cigarettes are unhealthy and a waste of money.</p> <p>Laura clearly states that smoking is an unhealthy habit and the reader believes her because she has first hand knowledge.</p> <p>By presenting electronic cigarettes as a threat to children (lines 29-32), the writer plays on the sympathies of the reader who will likely feel protective of children and be persuaded to question the legitimacy of electronic cigarettes.</p>	2	<p>Award 2 marks where the candidate provides a clear answer, with justification that shows an accurate reading of the text.</p> <p>Award 1 mark where the candidate provides an answer which may contain some degree of misreading, but which offers evidence of some justification.</p> <p>Award 0 marks where the candidate simply provides information to be found in the text by simply re-stating answers to previous questions.</p>

Question	Expected response(s)	Max mark	Additional guidance
7.	<p>Translate into English:</p> <p><i>Laura spiega . . . smettere di fumare.</i> (lines 32 - 36).</p>	10	<p>The translation into English is allocated 10 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.</p> <p>Award a mark for each sense unit, as follows:</p> <p>2 marks - good The candidate understands and conveys essential information and relevant details, clearly and accurately, with appropriate use of English.</p> <p>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.</p> <p>0 marks - unsatisfactory The candidate fails to demonstrate sufficient understanding of the essential idea.</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p>Unit 1</p> <p><i>Laura spiega anche come le sigarette elettroniche sono diventate per alcuni adulti una routine quotidiana</i></p>	<p>Laura also explains how (the)e- /electronic cigarettes have become/became a daily/everyday routine/habit for some adults</p>	<p>That</p> <p>Omission of anche says explained</p> <p>A few adults</p>	<p>Laura understands like</p> <p>Mistranslation of anche (as even, again etc)</p> <p>are becoming/become many/any adults</p>
<p>Unit 2</p> <p><i>Benché il fumo sia un'abitudine malsana</i></p>	<p>Although smoking is Despite smoking being an unhealthy habit</p>	<p>The smoking cigarettes can be bad</p> <p>Inclusion of for them</p>	<p>Any tense other than present (the) smoke</p>
<p>Unit 3</p> <p><i>loro sono diventati gradualmente abituati all'aroma del vapore.</i></p>	<p>they have become/they became/they got gradually used to the aroma/smell/fragrance of (the) vapour/smoke/vape(s).</p>	<p>Omission of gradually flavour/taste</p>	<p>artificial</p> <p>are becoming</p> <p>become</p> <p>get used to (any present tense)</p> <p>steam</p>
<p>Unit 4</p> <p><i>Molti hanno provato le sigarette elettroniche inizialmente per curiosità</i></p>	<p>Many (people) (have) tried</p> <p>Lots (of people) (have) tried an/the e-cig/the electronic cigarette</p> <p>(the) electronic cigarettes out of/from/due to/because of curiosity</p> <p>because they were curious at first/initially/at the start</p>	<p>Lots of them/many of them</p> <p>Omission of initially a single electrical/electric electronic cigarette</p> <p>for/by curiosity</p> <p>because they are curious</p>	<p>proved/tested</p> <p>Other tenses</p>

Text	Good - 2	Satisfactory - 1	Unsatisfactory - 0
<p>Unit 5</p> <p><i>ma adesso non possono smettere di fumare</i></p>	<p>but now (they) can't/aren't able to stop/give up/quit smoking/vaping</p>	<p>stop of smoking Omission of di fumare Omission of but smoking them</p>	<p>were not able stop to smoke</p>

[END OF MARKING INSTRUCTIONS]