



National
Qualifications
2016

Italian Reading

National 5

Finalised Marking Instructions

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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.

Detailed Marking Instructions for each Question – Reading

Question			Expected Answer(s)	Max Mark	Unacceptable Answers
1.	(a)	(i)	<ul style="list-style-type: none"> It is not a good idea to start studying <u>two days before the/a/my/first exam(s)</u> 	1	
		(ii)	<ul style="list-style-type: none"> Your brain needs to rest/relax/You will make your brain tired <p>OR</p> <ul style="list-style-type: none"> (at a certain point) you don't learn anymore/remember as much/your brain won't take it in 	1	<p>Your brain needs a day off You need to rest</p> <p>Hard to remember</p>
		(iii)	<ul style="list-style-type: none"> Make up/construct/organise/plan a timetable/schedule to organise study hours/time/time for studying/organise hourly routine/organise your time/make a study plan <p>OR</p> <ul style="list-style-type: none"> Decide how much time to allocate/dedicate to each/per subject 	1	<p>Study for an hour Study every day Gradually build up your study time Organise your studying Time to organise information</p>
	(b)	(i)	<ul style="list-style-type: none"> To recharge/refill/refresh your energies/refuel/reload so you have enough energy (idea of getting energy back) <p>OR</p> <ul style="list-style-type: none"> To return to work refreshed 	1	Freshen up
		(ii)	<ul style="list-style-type: none"> Spend (a couple of hours) time in the <u>gym</u>/go to the <u>gym</u> <p>OR</p> <ul style="list-style-type: none"> <u>Cook/make/prepare</u> + something nice/good/for dinner/tea 	1	<p>Exercise Gym on its own</p> <p>Cook on its own Go get something to eat Eat a good dinner</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
(c)	(i)	<ul style="list-style-type: none"> You won't feel/be/working (so) alone/lonely Being with others/students can give the motivation to study/it's motivating to study because there are other students/There will be somebody to motivate you 	2	Quiet/no distractions/noise Every student is motivated to study It (the library) motivates you to study Being with other students who are motivated
	(ii)	<ul style="list-style-type: none"> (Perhaps) you will concentrate (better)/(more)/it's a (calm) place to concentrate/forces you to concentrate/focus 	1	
(d)		You have the opportunity to <ul style="list-style-type: none"> Exchange/swap/share ideas/study tips/answers/brainstorm/you can come up with ideas share anxieties/worries/stress share fears/confide fears Any 2 from 3	2	Help each other
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
2.	(a)	<ul style="list-style-type: none"> Assistance/be an assistant Welcoming/(work at) reception(ist)/greet tourists As a tourist guide/guiding tourists (Organise) sports activities <p>Any 2 from 4</p>	2	Assistant animator To get guests in shape
	(b)	<ul style="list-style-type: none"> To keep the guests fit [Box 2] 	1	
	(c)	<ul style="list-style-type: none"> To be available (for the guests)/at the disposal of guests/be there (for the guests)/look after the guests/help the guests 	1	To make arrangements for the guests To be a good host
	(d)	<ul style="list-style-type: none"> a good <u>written/spoken</u> knowledge/understanding of (at least one of) a/the main foreign/European language(s)/speaking a foreign language in Europe/a second language 	2	
	(e)	<ul style="list-style-type: none"> put/send in/prepare an application/CV (and photo)/you need to apply be available (for work) for (at least) four (consecutive) months/work for four months 	2	ignore mistranslation of <i>propria</i>
	(f)	<ul style="list-style-type: none"> Advantage: earn/gain <u>more/a lot of</u> money/good money/loads of money/good salary Disadvantage: (to have to/see to/take care of/do) all the more/most difficult administrative work/the administrative work is <u>more</u> difficult/the paperwork is more difficult 	2	Management work is more difficult The work of a manager is more difficult
			10	

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
3.	(a)	<ul style="list-style-type: none"> • Rubbish/waste/litter • Separate/collect paper/plastic/recycling • <u>Respect</u> for/of nature/natural environment • <u>Respect</u> for public places <p>(note only need respect once if both nature and public places are given together)</p> <p>Any 3 from 4</p>	3	<p>Pollution on its own</p> <p>Nature on its own</p>
	(b)	<ul style="list-style-type: none"> • The importance of the environment/be involved in the environmental campaign • For young people/kids/children/young people/teenagers/youth/youngsters are getting involved/helping 	2	<p>The environment</p> <p>The young people</p>
	(c)	<ul style="list-style-type: none"> • Clean the park/raking the park (clean)/preserving the park • Attend/have/get/go to/participate in a lesson about recycling • Write stories/an essay • Write poems • Getting gloves/rakes <p>Any 2 from 5</p>	2	<p>Washing the park</p> <p>Write a letter</p>

Question		Expected Answer(s)	Max Mark	Unacceptable Answers
	(d)	<ul style="list-style-type: none"> • <u>clean</u> the cycle/bike path/track/lanes/trail • treasure hunt (in the gardens of Piazza Mosca)/ hunt(ing) for treasure/treasure game • clean the beach <p>Any 2 from 3</p>	2	
	(e)	<ul style="list-style-type: none"> • To raise awareness of environmental issues and how young people can help. [Box 2] 	1	
			10	

[END OF MARKING INSTRUCTIONS]



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Italian Writing

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General Marking Principles for National 5 Italian Writing

This information is provided to help you understand the general principles that 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 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.
- (b) 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. 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>	<p>Overall, there is more correct than incorrect.</p>	<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 MARKING INSTRUCTIONS]



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Italian Listening

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General Marking Principles for National 5 Italian Listening

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- (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) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (e) The answers for each question must come from the item.
- (f) The assessment of overall purpose is always a supported question (for example, a grid) in Item 1.

There are a number of supported marks across the two items. Where there are supported marks in the form of a grid, award zero marks where a candidate ticks all boxes.

Detailed Marking Instructions for each Question

Question			Answer	Max Mark	Unacceptable Answers
1.	(a)	(i)	<ul style="list-style-type: none"> • True 	1	
		(ii)	<ul style="list-style-type: none"> • TV news is always influenced by politics/too involved with politics • TV is not independent/TV is biased • Internet is (more) independent/not all politics/you can read independent news (journals)/can avoid politics • You never know the truth/You can verify news on the internet • On the internet you can avoid politics/the internet does not influence you politically <p>Any 1 from 5</p>	1	<p>Look up what you want</p> <p>TV is independent Internet is dependent The internet influences politics The internet has more variety</p>
	(b)	(i)	<ul style="list-style-type: none"> • Too many adverts/too much publicity • Programmes are stupid/nonsense • Programmes are not very/un/educational <p>Any 2 from 3</p>	2	Too publicised
		(ii)	<ul style="list-style-type: none"> • She can't stand the people (on it) • People shout/moan/fight • The people never get along with each other <p>Any 1 from 3</p>	1	Mistranslation of "grida"

Question		Answer	Max Mark	Unacceptable Answers
	(c)	(i) <ul style="list-style-type: none"> • It taught people to read/write • Helped them with the language/with Italian • They had to read/write <p>Any 1 from 3</p>	1	
		(ii) <ul style="list-style-type: none"> • Speak/learn <u>Italian</u>/Speak/learn <u>the</u> language (instead of dialect)/helped them with Italian/learn/speak the Italian way • Helped to get rid of regional dialects/accents <p>Any 1 from 2</p>	1	Learn languages/learn a language
	(d)	<ul style="list-style-type: none"> • C: she thinks there is not enough variety of programme [Box 3] 	1	
			8	

Question			Answer	Max Mark	Unacceptable Answers
2.	(a)	(i)	<ul style="list-style-type: none"> Stimulating/exciting/engaging/enjoyable They made you think <p>Any 1 from 2</p>	1	Relaxing
		(ii)	<ul style="list-style-type: none"> There are many channels There is <u>always</u> something (interesting) to see/watch/ an interesting programme <p>Any 1 from 2</p>	1	The programmes are interesting
	(b)	(i)	<ul style="list-style-type: none"> They had (a bit of) talent/were talented 	1	
		(ii)	<ul style="list-style-type: none"> People with talent should have the possibility to become famous/lets/helps people become famous/ gives a chance/possibility to become famous/can showcase their talent 	1	
		(iii)	<ul style="list-style-type: none"> These programmes are successful/popular because so many people watch them (must be an idea of lots of) 	1	
	(c)	(i)	<ul style="list-style-type: none"> Children/teenagers/babies watch TV <u>all day</u> (instead of playing or going outside)/all the time/the whole day 	1	Watch TV for 2-3 hours a day Watch TV everyday Too much TV People watch TV all day
		(ii)	<ul style="list-style-type: none"> Space History/ historic <u>Life</u> in other countries/towns/places/in the world/on earth/lifestyles of different cultures Educational Informative <p>Any 2 from 5</p>	2	"Life" on its own

Question		Answer	Max Mark	Unacceptable Answers
	(d)	(i)	1	They are not appropriate
		(ii)	1	Understand things/situations
		<ul style="list-style-type: none"> • To understand the problems of/in life/in the world • To resolve difficulties in personal relationships/with other people • Helps with the problems young people have • Cope with personal problems • Showing/allowing to understand problems and how to solve them <p>Any 1 from 5</p>		
	(e)	(i)	1	
		(ii)	1	Enjoy TV shows Enjoy what you watch
			12	

[END OF MARKING INSTRUCTIONS]