



Course report 2022

Subject	Italian
Level	National 5

This report provides information on candidates' performance. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any appeals.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2022	260
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Statistical information: performance of candidates

Distribution of course awards including grade boundaries

A	Percentage	59.8	Cumulative percentage	59.8	Number of candidates	155	Minimum mark required	74
B	Percentage	9.3	Cumulative percentage	69.1	Number of candidates	25	Minimum mark required	61
C	Percentage	13.5	Cumulative percentage	82.6	Number of candidates	35	Minimum mark required	48
D	Percentage	10.5	Cumulative percentage	93.1	Number of candidates	25	Minimum mark required	35
No award	Percentage	6.9	Cumulative percentage	N/A	Number of candidates	20	Minimum mark required	N/A

You can read the general commentary on grade boundaries in appendix 1 of this report.

In this report:

- ◆ 'most' means greater than 70%
- ◆ 'many' means 50% to 69%
- ◆ 'some' means 25% to 49%
- ◆ 'a few' means less than 25%

You can find more statistical reports on the statistics page of [SQA's website](#).

Section 1: comments on the assessment

Question paper 1: Reading

The reading question paper was comprised of three texts of equal weight (10 marks for each item). There were three supported questions (worth 3 marks in total). The question paper covered the contexts of learning, society and employability.

Each text was accessible to candidates and proved appropriately demanding and produced a good range of responses. There were a few instances of answer booklets being left blank and candidates not attempting any responses.

The question paper performed in line with expectations.

Question paper 1: Writing

The writing question paper (worth 20 marks) required candidates to reply by email to a job advert for the role of a segway tour guide. In the email, candidates included detail in relation to the specified six bullet points, including the two unpredictable bullet points. The unpredictable bullet points required candidates to state 'what you do to stay fit and healthy' and 'to ask for some more information about the job'. These were relevant to the context and allowed candidates the opportunity to demonstrate their skills and knowledge.

Overall, the question paper performed as expected, with some candidates achieving full marks.

Question paper 2: Listening

The listening monologue and dialogue were on the context of society, with 8 marks for item 1 and 12 marks for item 2. In item 1, Alessia spoke about her family and her home town of Livorno. In item 2 Maria and Francesco talked about Maria's family and her life in Porto Ercole.

Many candidates found the question paper to be challenging this year, and it was evident that preparation and practice had been affected by the disruption of the pandemic.

Candidates found the question paper to be more demanding and this was taken into account when setting the grade boundary.

Performance–talking

The performance–talking provided sufficient opportunity for candidates to demonstrate their skill in this area.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper 1: Reading

Overall, candidates engaged well with the topics in each of the three texts.

Text 1 (learning)

- ◆ question (a): most candidates achieved the mark
- ◆ question (b)(ii): relatively well done, with most candidates achieving at least 1 mark
- ◆ question (e): most candidates achieved the mark

Text 2 (culture)

The text focused on traditional Italian festivals and candidates engaged well with the text.

- ◆ question (a): most candidates achieved 1 mark
- ◆ question (c): most candidates gained the 2 marks
- ◆ question (e)(i): most candidates achieved the mark
- ◆ question (e)(iii): many candidates gained the 2 marks

Text 3 (employability)

- ◆ question (a): most candidates were successful in this supported question
- ◆ question (b): most candidates achieved the 2 marks
- ◆ question (c): most candidates achieved at least 1 mark

Question paper 1: Writing

Candidates were able to show they had prepared well for this task by writing sentences with good content, accuracy, and language resource, particularly in the first four bullet points. Most candidates attempted both unpredictable bullet points. Many candidates achieved 12 or more from the 20 marks available, with some achieving full marks.

Question paper 2: Listening

Monologue

- ◆ question (a): many candidates achieved the marks in this supported question
- ◆ question (b)(i): most candidates achieved the mark

Conversation

- ◆ question (a): most candidates achieved the mark

Performance–talking

Candidates were able to demonstrate accurate handling of detailed language as well as a range of tenses appropriate to the level. In the conversation, candidates generally responded well to the interlocutor.

Areas that candidates found demanding

Question paper 1: Reading

Text 1 (learning)

- ◆ question (c): many candidates had difficulty in translating *mattinata*

Text 2 (culture)

- ◆ question (d): a mistranslation of *paese* for *country* led to candidates being unable to achieve the 2 marks

Text 3 (employability)

- ◆ question (f): mistranslation of *buon umore* and failing to mention *spesso* prevented many candidates from achieving the 2 marks
- ◆ question (g): candidates needed to include *di te stesso* for the mark but many wrote *to be confident*, which was insufficient

Question paper 1: Writing (employability)

Some candidates were unable to use and/or construct the language in order to address the unpredictable bullet points in a full and balanced manner.

Question paper 2: Listening (society)

Many candidates found the question paper to be challenging this year, and it was evident that preparation and practice had been affected by the disruption of the pandemic. This was particularly evident in the following questions:

Monologue

- ◆ question (b)(ii): many candidates omitted the superlative and were unable to achieve the mark

Conversation

- ◆ question (b)(i): many candidates were unable to achieve the 2 marks
- ◆ question (b)(ii): many candidates did not have the vocabulary resource to gain the mark
- ◆ question (e): many candidates did not have the vocabulary resource to gain the mark
- ◆ question (f)(ii): many candidates did not achieve the mark

Performance–talking

While the performance–talking assessment task remains the same from year to year, the overall standard of candidate performance was lower than in 2019. Candidates may have experienced disruption due to the pandemic during their preparation for the assessment.

Section 3: preparing candidates for future assessment

Question paper 1: Reading

Teachers and lecturers should ensure candidates:

- ◆ leave time to check over their answers
- ◆ provide a response to all questions
- ◆ answers are clear and make sense
- ◆ are aware that using weak expression will risk missing available marks
- ◆ are aware that using a list of high frequency words and phrases would be advantageous in preparation for this task
- ◆ know that responses written in Italian do not gain any marks

Question paper 1: Writing

Teachers and lecturers should ensure candidates:

- ◆ attempt all six bullet points to access the full range of marks available
- ◆ if using learned material in the first four bullet points, check their spelling carefully and ensure basic information is accurate, for example name, age and numbers

Question paper 2: Listening

The difficult circumstances over the last two years have meant that candidates have often not been able to practise their listening skills on a regular basis. This is a skill that candidates find difficult. Teachers and lecturers should ensure candidates regularly practise this skill and use Italian as often as possible in the classroom and reinforce listening strategies. More practise involving note-taking or phonetic equivalents would help candidates improve their listening skills.

Teachers and lecturers should ensure candidates:

- ◆ practise using cognates as these are used frequently in the listening question paper, and that they are able to understand these in unfamiliar contexts and expressions
- ◆ answer in detail, including using qualifiers where required and appropriate, as expected at National 5 level

Performance–talking

Teachers and lecturers should continue to make effective use of the performance–talking assessment task, selecting contexts and/or topics for the presentation and provide conversations that provide scope for candidates to express a range of opinions and ideas.

Appendix 1: general commentary on grade boundaries

SQA's main aim when setting grade boundaries is to be fair to candidates across all subjects and levels and maintain comparable standards across the years, even as arrangements evolve and change.

For most National Courses, SQA aims to set examinations and other external assessments and create marking instructions that allow:

- ◆ a competent candidate to score a minimum of 50% of the available marks (the notional grade C boundary)
- ◆ a well-prepared, very competent candidate to score at least 70% of the available marks (the notional grade A boundary)

It is very challenging to get the standard on target every year, in every subject at every level. Therefore, SQA holds a grade boundary meeting for each course to bring together all the information available (statistical and qualitative) and to make final decisions on grade boundaries based on this information. Members of SQA's Executive Management Team normally chair these meetings.

Principal assessors utilise their subject expertise to evaluate the performance of the assessment and propose suitable grade boundaries based on the full range of evidence. SQA can adjust the grade boundaries as a result of the discussion at these meetings. This allows the pass rate to be unaffected in circumstances where there is evidence that the question paper or other assessment has been more, or less, difficult than usual.

- ◆ The grade boundaries can be adjusted downwards if there is evidence that the question paper or other assessment has been more difficult than usual.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the question paper or other assessment has been less difficult than usual.
- ◆ Where levels of difficulty are comparable to previous years, similar grade boundaries are maintained.

Grade boundaries from question papers in the same subject at the same level tend to be marginally different year on year. This is because the specific questions, and the mix of questions, are different and this has an impact on candidate performance.

This year, a package of support measures including assessment modifications and revision support, was introduced to support candidates as they returned to formal national exams and other forms of external assessment. This was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic. In addition, SQA adopted a more generous approach to grading for National 5, Higher and Advanced Higher courses than it would do in a normal exam year, to help ensure fairness for candidates while maintaining standards. This is in recognition of the fact that those preparing for and sitting exams have done so in very different circumstances from those who sat exams in 2019.

The key difference this year is that decisions about where the grade boundaries have been set have also been influenced, where necessary and where appropriate, by the unique circumstances in 2022. On a course-by-course basis, SQA has determined grade boundaries in a way that is fair to candidates, taking into account how the assessment (exams and coursework) has functioned and the impact of assessment modifications and revision support.

The grade boundaries used in 2022 relate to the specific experience of this year's cohort and should not be used by centres if these assessments are used in the future for exam preparation.

For full details of the approach please refer to the [National Qualifications 2022 Awarding—Methodology Report](#).