Course Report 2014

Subject	Italian
Level	National 5

Section 1: Comments on the Assessment

Component 1: Question papers

Reading and Writing question paper Section 1: Reading: 30 marks

The three Reading texts sampled, in turn, the contexts of Society, Employability and Culture.

The questions performed as expected with no unforeseen difficulties, including the new style 'overall purpose' question.

Reading and Writing question paper Section 2: Writing: 20 marks

Task: e-mail application for a job, including information specified in six bullet points.

The task is similar in many ways to Intermediate 2 Writing and is a departure from the style of writing previously required at Standard Grade. The six bullets were appropriate to the task and the context, and allowed candidates the opportunity to demonstrate their skills and knowledge.

Listening question paper: 20 marks

The Listening monologue and dialogue were based on the context of Learning, with 8 marks and 12 marks respectively.

The questions performed as expected with no unforeseen difficulties, including the new 'overall purpose' question.

Component 2: Performance: Talking

The purpose of the performance is to deliver a presentation and then take part in a natural, spontaneous conversation in Italian from one of the following contexts: society, learning, employability, or culture. The performance is worth 30 marks (30% of the total marks).

Evidence gathered from a small number of centres indicated the component performed very well and as expected. Practitioners administered and marked the assessment appropriately, making reliable judgements. The organisation and presentation of evidence by centres were exemplary. The National 5 Performance component closely mirrors the format of Intermediate 2 and Higher, with which many practitioners are familiar.

Section 2: Comments on candidate performance

Component 1: Question papers

Reading and Writing Question Paper Section 1

Candidates generally performed well in all three Reading texts. A good number of candidates achieved high scores. Some candidates were unable to answer certain questions despite having the use of an Italian dictionary. The 'overall purpose' question was generally well done.

Reading and Writing question paper Section 2

Most candidates were able to address the first four bullets in detail, and there was clear evidence of good preparation and ability to remember learned material under exam conditions. Many candidates dealt well with the final two 'unpredictable' bullets, allowing them to access the higher categories of pegged marks. Some candidates were unable to create sufficient written Italian to address the 'unpredictable' bullets in any detail.

Listening question paper

Candidates generally performed reasonably well. Some candidates were unable to be sufficiently specific in some of their answers to access marks. The 'overall purpose' question was generally well done.

Component 2: Performance

The vast majority of candidates performed very well with the demands of the National 5 Course Assessment Task (Performance) in Italian. Most candidates performed very well in the presentation, and several candidates showed real flair and ability to manipulate language in the conversation.

Section 3: Areas in which candidates performed well

Component 1: Question papers

Reading and Writing question paper Section 1: Reading

Most candidates knew how to identify key information as follows:

Text 1

♦ Question a: *due volte alla settimana* = twice a week
♦ Question b: *attività di squadra e chiacchierare* = team activities and chat
♦ Question c: *in biblioteca o a guardare le vetrine ... mangiare fuori* = go to the library, window shop and eat out (any two details)
♦ Question d: *sconto speciale per studenti eccetto il finesettimana ... stare in acqua sole due ore* = discount for students except at the weekend, can only stay in for two hours (any two details)
♦ Question e: *carne e roba dolce* = meat and sweet things (any one detail)

♦ Question f: *sono sempre di fretta* = she is always in a hurry

Text 2
♦ Question a: *abbiamo paura* = fear/anxiety
♦ Question b: *insoddisfatti dello stipendio o del tipo del lavoro* = the pay, the type of job
♦ Question c: *credere nelle proprie capacità e fare lo sforzo di cambiare* = believe in your abilities and make the effort to change
♦ Question d: the first two details ie *essere determinati e cominciare subito a cercare un nuovo lavoro* = be determined and start looking straight away
♦ Question e: *le abilità ... sviluppato facendo volontariato o altre attività nel tempo libero* = other skills, (developed through) voluntary work or in your free time (any two details)
♦ Question f: Overall purpose question: to explain that changing job is not as difficult as it seems

Text 3
♦ Question a: *dove vive e lavora da cinque anni* = she lives there and has been working there for five years
♦ Question b: *gli studi di pianoforte* = piano lessons
♦ Question c (i & ii): *solo le spese essenziali ma ma non le lezioni private* = essential expenses but not the private lessons
♦ Question d: *rinunciare al pranzo o alla cena per potermi pagare queste lezioni* = miss meals to pay for private lessons
♦ Question e: *ha proposto un concerto ... subito dopo sono arrivate altre offerte di lavoro* = she got (other) job offers
♦ Question g: *se ho avuto tanto successo è anche grazie all'Italia* = it's thanks to Italy that I have had success

Reading and Writing question paper Section 2: Writing
Many candidates were able to show that they had prepared appropriately for this task by writing sentences with good content, accuracy and language resource, in particular with the first four bullets, which would have been practised during the Course.

Listening question paper
Most candidates knew how to identify key information as follows:

Monologue
♦ Question a*: è una buona scuola* = it's a good school
♦ Question b i): *per i ragazzi più piccoli* = the youngest/smallest pupils
♦ Question b ii): *a sedici anni siamo adulti, siamo grandi abbastanza per decidere quali vestiti mettere* = they are adults (old enough) at sixteen to decide what to wear (any one detail)
♦ Question c): *leggere i nostri messaggi ... perché qualche volta mia madre o mio padre vuole mandarmi un messaggio urgente* = to read her messages beacause sometimes her mother or father sends an urgent message (any one detail)
♦ Question d i): *non c'è tempo sufficiente per mangiare* = there is not enough time to eat
♦ Question d ii): *le code sono molto lunghe e bisogna aspettare troppo tempo per essere serviti* = the queues are too long and you wait too long to be served
♦ Question e: Overall purpose question = False.

Conversation

- Question a: *avete una piscina riscaldata e anche un teatro* = a (heated) swimming pool and a theatre
- Question b: *non devono comprare i libri ... sono gratis. In Italia dobbiamo pagare per queste cose* = don't have to buy school books, in Italy they have to pay for these
- Question d: *tutti gli studenti studiano una lingua straniera ... è più popolare in Italia* = all students study a foreign language, it's more popular in Italy
- Question e i): *le escursioni e i viaggi all'estero* = trips/ travel abroad
- Question e iii): *ho migliorato il mio francese* = he improved his French
- Question f ii): *sono gelosa delle lunghe vacanze estive che avete in Italia* = the long summer holidays in Italy

Component 2: Performance

There were many examples of excellent preparation and much evidence that candidates had been appropriately presented for this level. Several candidates were able to achieve good grades in this component and were able to deliver an excellent presentation and to sustain a wide-ranging conversation. There were good examples of candidates being able to deliver natural and spontaneous performances.

Section 4: Areas which candidates found demanding

Component 1: Question papers

Reading and Writing question paper Section 1: Reading

Some candidates had difficulty in identifying the precise detail in the following:

Text 1

- Question c: *guardare le vetrine* = 'window shopping' not 'watches windows'
- Question f: *cucinare mi rilassa* = 'cooking relaxes her', not 'she relaxes in the kitchen'.

Text 2

- Question d: the second two details *iericonoscere le vostre qualità personali ... e saperli comunicare al potenziale datore di lavoro* = know your personal qualities ... be able to communicate these to employers

Text 3

- Question f*: in autunno canterà in Giappone* = she **will be** singing in Japan (the notion of future tense was essential information)

Reading and Writing question paper Section 2: Writing

Some candidates had difficulty in even attempting to address the final two bullets.

Listening Question Paper

Some candidates had difficulty in identifying the precise detail in the following:

- Question e ii): *ho anche fatto uno scambio con una scuola in Francia* = he went on a school exchange to France
- Question f i): *la vostra prima lezione comincia più tardi, alle nove meno dieci* = he likes the idea of starting later at ten to nine.

Component 2: Performance

Very few candidates experienced any difficulty with the presentation part of the performance. Some candidates, however, struggled with maintaining the same level in the conversation as they had shown in the presentation.

Section 5: Advice to centres for preparation of future candidates

Component 1: Question papers

Reading and Writing question paper Section 1: Reading

Centres should continue to reiterate the importance of checking over answers, particularly in the Reading papers where the candidates have access to a dictionary. Candidates should be reminded not simply to accept the first entry for a given word but to double-check the meaning in the context of the passage.

Candidates should be reminded to be as precise as possible with Tense, Number (singular/plural) and Person.

Reading and Writing question paper Section 2: Writing

Dictionary misuse has been identified in the past as an issue in other exams at this level and continues to be so, particularly so when candidates are attempting to create language beyond learned material.

Listening question paper

The Listening paper is usually more challenging than the Reading, principally because candidates do not have access to a dictionary and they do not have access to the source information once the recording has been played. Centres might consider emphasising strategies to overcome this, such as note taking in the foreign language or phonetic equivalents to allow candidates to 'review' the information.

Component 2: Performance

To prepare candidates, centres should continue to refer closely to the *National 5 Modern Languages Performance: Talking General Assessment Information* document, and the *National 5 Modern Languages Performance: Talking Assessment Task*. Both these documents should be considered in conjunction with the Productive Grammar grid for National 5 Modern Languages.

Centres should continue to prepare candidates carefully to sustain the second part of the assessment, the conversation, in a natural and spontaneous way.

The interlocutor plays an important role in managing the assessment event to ensure that candidates get the most out of their talking performance. Interlocutors are encouraged to use a wide variety of open-ended questions that will allow candidates to expand on answers.

Statistical information: update on Courses

Number of resulted entries in 2013	0

Number of resulted entries in 2014	231

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	60.6%	60.6%	140	70
B	20.3%	81.0%	47	60
C	9.1%	90.0%	21	50
D	2.6%	92.6%	6	45
No award	7.4%	-	17	-