



National  
Qualifications  
2017

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**2017 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.
- (e) For questions that ask candidates to 'state' or 'give', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question – Reading

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>Take care of/look after yourself/themselves/take care of your well-being</li> </ul>	1	Take care Take care of stress Take care of your things Look after your stuff Manage yourself
	(b)	<ul style="list-style-type: none"> <li>Those (people)/someone who suffer(s) from anxiety/anxious/nervous people/those with anxiety</li> </ul>	1	
	(c)	<ul style="list-style-type: none"> <li>To not be tired/hungry</li> <li>It will help with concentration/focus</li> </ul>	2	Helps memory It keeps you awake
	(d) (i)	<ul style="list-style-type: none"> <li>Studying before going to bed/to sleep</li> <li>(Really) helps with memorising/memorisation/remembering/your memory</li> </ul>	2	Sleep in between studying You need a good sleep to memorise things
	(ii)	<ul style="list-style-type: none"> <li>Understand/learn (fully) what you (have) read/are reading well/understand the information</li> <li>Don't rote learn/memorise/remember/study page by page/pages and pages <b>OR</b> ignore/don't learn useless/pointless/unnecessary information</li> <li>Focus/concentrate on/pay attention to the key points/important information/notes/things</li> </ul> <p>(Any 2 from 3)</p>	2	Don't read page after page Only study useful information  Make key points Give attention to one thing

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>• Switch/put off/don't watch/get rid of TV</li> <li>• Take off/take away headphones</li> <li>• <u>Close/close down/log-off/stay off</u> social networks/ <u>close/log-off/stay off</u> chats (that can distract you)</li> <li>• Study in a room that is spacious and relaxing</li> </ul> <p>(Any 2 from 4)</p>	2	<p>Extinguish/put out the TV Watch less TV</p> <p>Limit your time on social media Don't chat</p>
			(10)	

Question		Expected answer(s)	Max mark	Unacceptable answers
2.	(a)	<ul style="list-style-type: none"> <li>• Tick (✓) Box 2 (“He says that the summer holidays are too long” .)</li> </ul> <p><b>NB More than one tick = 0 marks</b></p>	1	
	(b)	<ul style="list-style-type: none"> <li>• Gardening/work in gardens</li> <li>• Selling tickets for (historic) <u>monument(s)</u>/work at ticket booth(s) for <u>monument(s)</u></li> <li>• A shop assistant/shop-keeper/store clerk/work in a shop</li> </ul> <p><b>(Any 2 from 3)</b></p>	2	
	(c)	(i)	1	Because of how long the holidays are Because they aren’t busy during the holidays
		(ii)	1	Too difficult Work might be too difficult Mistranslation of <i>materia</i>
	(d)	(i)	1	Because of the weather conditions
		(ii)	1	Because they have been in school all year Because they are off school
		(iii)	1	Mistranslation of <i>parenti</i> on its own Go on holiday with

Question		Expected answer(s)	Max mark	Unacceptable answers
	(e)	<ul style="list-style-type: none"> <li>Teachers/school/(already)give(s) her things to read/homework/work</li> <li>She can/<u>pick/select</u> books she likes/she <u>chooses</u> to read because she likes it</li> <li><u>On holiday/when she travels/goes away/goes and visits</u> she can discover/learn about new cultures</li> </ul> <p>(Any 2 from 3)</p>	2	They give her things to read She spends time in the library She can read in her spare time Reads books about cultures Visits new cultures Discover a new thing about culture
			(10)	

Question		Expected answer(s)	Max mark	Unacceptable answers
3.	(a)	<ul style="list-style-type: none"> <li>Ivan's/his mum told him about it/his mum urged/wanted/encouraged him to do it/his mum asked him if he wanted to join/his mum signed him up for it/it was his mum's idea</li> <li>(He decided to do it out of) personal curiosity/(he) was (personally) curious/out of personal curiosity/interest</li> </ul>	2	He had to/his mum insisted/told him to do it (mistranslation of <i>esisteva</i> ) His mum did it/managed it His mum started running the project His curious personality He is a curious person
	(b)	<ul style="list-style-type: none"> <li>He/they/I like(s) to be (physically) active/physical activity/activities/exercise</li> <li>(It is) interesting to organise activities for children/kids</li> </ul>	2	He likes to do PE
	(c)	<ul style="list-style-type: none"> <li>They <u>made/make</u> him laugh</li> <li>They were <u>always</u> in a good mood/spirit/they <u>always</u> had a good mood/in good humour/good humoured</li> </ul>	2	They were such a laugh They were always a laugh Good attitude Good sense of humour
	(d)	<ul style="list-style-type: none"> <li>The <u>time/the two weeks/it</u> passed/ended too/very/so quickly/fast</li> </ul>	1	They passed too quickly It ended in a hurry The week went too quickly He was in a rush
	(e)	<ul style="list-style-type: none"> <li>(It helped him) to grow personally/his personal growth/to grow on a personal level/as a person/to improve as a person</li> <li>It allowed him to see/explore how <u>the world of work</u> (works/functions/was like)/gave him an insight into the world of work</li> </ul>	2	Helped him to grow a lively/standard personality It helped him raise his personal level Raised his self-esteem/self-confidence He saw what it was like to work He knows how to function at work/in the world of work How fun the world of work is Gave him a chance in the

Question		Expected answer(s)	Max mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> <li>Do not waste your time (doing nothing)</li> <li><u>Apply/ask/request/give an application</u> for work experience (in a sports centre)</li> <li>(Any 1 of 2)</li> </ul>	1	Go to the sports centre for work experience Do work experience at the sports centre To apply for work in <i>Esperienze Forti</i> Mistranslation of <i>domanda</i>
			(10)	

[END OF MARKING INSTRUCTIONS]



National  
Qualifications  
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**2017 Italian**

**Writing**

**National 5**

**Finalised Marking Instructions**

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## General marking principles for National 5 Italian Writing

Task: E-mail application for a job in this country or abroad, including information specified in six bullet points.

Assessment process:

- (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, <b>including information in response to both unpredictable bullet points.</b></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 <b>and indeed may not address either or both of the unpredictable bullet points.</b></p> <p>On balance however the candidate has produced a satisfactory job application in the specific language.</p>	Overall, there is more correct than incorrect.	<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><b>Either or both of the unpredictable bullet points may not have been addressed.</b></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><b>Either or both of the unpredictable bullet points may not have been addressed.</b></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><b>The two unpredictable bullet points may not have been addressed.</b></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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**2017 Italian**

**Listening**

**National 5**

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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) 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.
- (g) For questions that ask candidates to 'state...' or 'give...', candidates must give a brief, accurate response/name.

Detailed marking instructions for each question

Question		Expected answer(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> <li>How much/the amount of freedom/liberty (to give to/allow children)/the children want freedom/children allowed/wanting/getting to do what they want/how they want to spend their time</li> </ul>	1	Facebook
	(b) (i)	<ul style="list-style-type: none"> <li>Children want to be on Facebook at the age of <u>Twelve</u> OR <u>Thirteen</u></li> <li>The parents consider them too young (to be on Facebook)</li> </ul>	2	Children on Facebook too much
	(ii)	<ul style="list-style-type: none"> <li>Children don't want to go to bed</li> <li>They want to <u>continue/stay on/keep</u> using the computer/they won't come off it/stay up late on computer</li> </ul>	2	Too much use of computer
	(c)	<ul style="list-style-type: none"> <li>(Disagreement(s) when brothers/sisters/they) do <u>not</u> have <u>enough</u> space/when they share a bedroom</li> </ul>	1	Bedrooms
	(d)	<ul style="list-style-type: none"> <li>One sibling's (birthday) present is bigger/gets more presents/better presents</li> <li>One child/sibling gets all/too much/more/most attention</li> </ul> <p><b>NB: If gender is confused with correct answer award 1 mark</b></p>	2	The boys getting bigger birthdays Christmas present Attention from parent Affections Sister does not get as much attention They don't get the same amount of attention

Question			Expected answer(s)	Max mark	Unacceptable answers
2.	(a)		<ul style="list-style-type: none"> <li>No brothers or sisters/only child</li> </ul>	1	
	(b)	(i)	<ul style="list-style-type: none"> <li>He is <u>always</u> patient</li> </ul>	1	Always passionate Very patient
		(ii)	<ul style="list-style-type: none"> <li>They argue <u>continually/all the time/they always</u> fall out/they clash <u>too much/they dispute continually/too much/a lot/often/regularly</u></li> </ul>	1	They argue
		(iii)	<ul style="list-style-type: none"> <li>What Nicoletta/she/they eat(s)</li> <li>What (clothes) Nicoletta/she/they wear(s)</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>If she has a problem with a teacher/at school</li> <li>If she has bad marks at school/if not doing well</li> </ul>	1	She talks about her problems School Arguments with teachers
	(d)	(i)	<ul style="list-style-type: none"> <li>His father always has time to <u>listen/speak</u> to him/is a good listener/always listens</li> <li>His father is <u>very</u> enthusiastic</li> <li>His father gave him his passion for sciences</li> </ul> <p>(Any 2 from 3)</p>	2	Always has time for him  He's enthusiastic about his passions They share the same passion
		(ii)	<ul style="list-style-type: none"> <li>His father smokes (too much)/doesn't want to his dad to smoke</li> </ul>	1	
	(e)		<ul style="list-style-type: none"> <li>Her sister does not have a balanced diet/eats too many/a lot of sweets/sweet things/eats unhealthily/doesn't care about diet/has a poor diet/doesn't have a good diet</li> </ul>	1	She eats a lot of caramel She eats her sister's sweets

Question		Expected answer(s)	Max mark	Unacceptable answers
	(f)	<ul style="list-style-type: none"> <li>She can't stand it/she hates it/really dislikes it/doesn't like it at all/she prefers to read <u>magazines</u>/eat chocolates</li> </ul>	1	Doesn't like sport Mistranslations of sopportare Isn't interested in sport
	(g)	<ul style="list-style-type: none"> <li>It's better to have a sweet/chocolate/a sweet isn't as bad than/as a cigarette/smoking/eating unhealthily isn't as bad as a cigarette</li> </ul>	1	A sweet isn't bad for your health At least she doesn't smoke You should have a balanced diet

[END OF MARKING INSTRUCTIONS]