



National
Qualifications
2018

2018 Italian

National 5

Reading

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) Award a mark to each answer. Marks are not transferrable between questions.
- (d) 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 response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> Can you be friends with your mum?/Is your mum also a friend?/Can your mum also be your friend? 	1	Is your mum more like your friend? Past Tense
	(b)	<ul style="list-style-type: none"> (much) better 	1	
	(c)	<ul style="list-style-type: none"> She wants to know everything she <u>is doing/does/</u> everything <u>about her</u> 	1	She knows how to do everything/She knows everything I do
	(d)	<ul style="list-style-type: none"> She leaves her/you in peace/alone/she doesn't bother her/She's not always on her back She's the person she can ask for advice/opinions/questions/she gives advice/gets advice from her if necessary/she advises her 	2	She's peaceful/quiet/tranquil/calm
	(e)	<ul style="list-style-type: none"> Because she couldn't/can't tell her (the) secrets (she would tell a friend)/She can't confide in her 	1	She doesn't tell her a lot
	(f)	<ul style="list-style-type: none"> Her TV character is kind/nice <u>and</u> ambitious Alexis is/likes to consider/considers herself <u>more</u> intelligent than her 	2	Mistranslation of gentile as gentle/polite
	(g)	<ul style="list-style-type: none"> Her mother encouraged/pushed her To eliminate/overcome a difficulty/struggle she had when she was young(er) To overcome shyness/because she was shy <p>(Any 2 from 3)</p>	2	But she was shy

Question		Expected response(s)	Max mark	Unacceptable answers	
2.	(a)	<ul style="list-style-type: none"> • A <u>way</u> to spend the holidays/it's not just a thing to do on holiday/a style of holidays/it's not just a holiday hobby • A <u>way</u> of life/living/it's my life 	2		
	(b)	(i)	<ul style="list-style-type: none"> • They are (suited/suitable/right/good) for less expert/less experienced/beginner surfers/it's not for experts 	1	
		(ii)	<ul style="list-style-type: none"> • It is better for those with greater/more experience/you need a lot of experience/experienced surfers 	1	
	(c)	(i)	<ul style="list-style-type: none"> • The perfect <u>waves</u> (of the Atlantic Ocean) • The temperature of the water is ideal/perfect/good • It has a very intense/good/great/strong <u>night life</u> • The campsite is near the beach <p>NB: Accept temperature is ideal on its own if water/waves mentioned before</p> <p>(Any 3 from 4)</p>	3	Nocturnal life/intense at night You can camp on the beach
		(ii)	<ul style="list-style-type: none"> • It is essential/You need to book (a lot) (in advance) • Not being able to find a space <p>(Any 1 from 2)</p>	1	
	(d)		<ul style="list-style-type: none"> • The climate/weather is mild/reasonable/better <u>all year/doesn't really change all year/all the time</u> • The people are welcoming/friendly/It's friendly • Nature is unforgettable (there) <p>(Any 2 from 3)</p>	2	The people are kind/open/nice The nature is amazing

Question			Expected response(s)	Max mark	Unacceptable answers
3.	(a)	(i)	<ul style="list-style-type: none"> Spanish is spoken in <u>more</u> countries/places (around the world) It is considered <u>less</u> difficult than German/Spanish is <u>easier</u> than German/German is <u>more</u> difficult 	2	Many countries Spanish is used more
		(ii)	<ul style="list-style-type: none"> In (the) business/commercial/trade/commerce (world) 	1	Industry/e-commerce
	(b)		<ul style="list-style-type: none"> You need twelve students to form a class Only five students opted for/chose German 	2	
	(c)		<ul style="list-style-type: none"> It was a great motivation for German/it motivated students to learn/do German/people are more motivated to learn/do German/it was very motivational/an increase in people taking it/Increase in interest 	1	Justification Germany
	(d)		<ul style="list-style-type: none"> They went/walked out onto/around the streets/roads/go to the streets They interviewed people/public/Germans (in the street) They wrote a diary <u>in the foreign language/in German</u> 	3	They went for the street Wrote a diary in Germany
	(e)		<ul style="list-style-type: none"> Earning/gain a good/nice/large salary/a lot of money 	1	

[END OF MARKING INSTRUCTIONS]



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Writing

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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, 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.</p> <p>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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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) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the item.
- (e) 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.
- (f) 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 response(s)	Max mark	Unacceptable answers
1.	(a)	<ul style="list-style-type: none"> • <u>Four</u> days/times a week 	1	
	(b)	<ul style="list-style-type: none"> • They were not happy/content/didn't like it/approve • Studying is <u>more</u> important (than work) • Work is/represents a danger for her exams/poses a threat/she should reduce work because of her exams/she should focus more on studying than work/exams are more important <p>(Any 2 from 3)</p>	2	Work so close to the exams Not supportive of her decision
	(c)	<ul style="list-style-type: none"> • (It helps her) to relax • To earn/gain (some) money <p>(Any 1 from 2)</p>	1	
	(d)	<ul style="list-style-type: none"> • They're not too long/It's not a lot/(Only) 10 hours a week 	1	She didn't mind them
	(e)	<ul style="list-style-type: none"> • To be <u>in the water/pool/goes in/stays in the water/pool</u> with the primary/elementary school children (during the lesson) • To help them/the students to get dressed/get changed/helps change them/to wear their clothes 	2	Watch over children
	(f)	<ul style="list-style-type: none"> • Free use of the pool/doesn't have to pay/swim for free/doesn't cost her anything to use the facilities 	1	She can use the pool Discount

Question			Expected response(s)	Max mark	Unacceptable answers
2.	(a)	(i)	<ul style="list-style-type: none"> • <u>Last</u> Friday 	1	
		(ii)	<ul style="list-style-type: none"> • She was a bit anxious/nervous • Everything was new • There were so many things to learn <p>(Any 1 from 3)</p>	1	Didn't know what to do The days were a bit hard Confusing as she was learning
	(b)	(i)	<ul style="list-style-type: none"> • In a bar/café in a big bookshop/in a bar/café in the centre/in a bookshop in the centre 	1	Near a bar
		(ii)	<ul style="list-style-type: none"> • It is impossible to <u>park</u> the car (in that area/in the town/near her work)/hard to find a space to park 	1	
	(c)	(i)	<ul style="list-style-type: none"> • (When there is time to) talk to the customers/clients the contact with the customers/clients/dealing with customers/clients 	1	Colleagues
		(ii)	<ul style="list-style-type: none"> • When she has to clean the toilet/cleaning the toilet 	1	
	(d)		<ul style="list-style-type: none"> • She has just started university/she's a new student/ She can get books/save money on books 	1	40% off
	(e)		<ul style="list-style-type: none"> • She gets on with them/good relationship with them • (Most of them/they) are students/there are lots of students • They have a lot in common <p>(Any 2 from 3)</p>	2	

Question			Expected response(s)	Max mark	Unacceptable answers
	(f)	(i)	<ul style="list-style-type: none"> • <u>A girl</u> is going away to do a gap year/sabbatical/the States • There will be a vacancy/a job available/free space/spot/a job opening/an open position 	2	
		(ii)	<ul style="list-style-type: none"> • Come in (tomorrow) to meet/speak to the manager/director/guy who runs it/boss/owner/person in charge 	1	

[END OF MARKING INSTRUCTIONS]