



Course report 2023

National 5 Italian

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. You should read the report in conjunction with the published assessment documents and marking instructions.

The statistics in the report were compiled before any appeals were completed.

Grade boundary and statistical information

Statistical information: update on courses

Number of resulted entries in 2022: 259

Number of resulted entries in 2023: 156

Statistical information: performance of candidates

Distribution of course awards including minimum mark to achieve each grade

A	Number of candidates	97	Percentage	62.2	Cumulative percentage	62.2	Minimum mark required	79
B	Number of candidates	23	Percentage	14.7	Cumulative percentage	76.9	Minimum mark required	66
C	Number of candidates	17	Percentage	10.9	Cumulative percentage	87.8	Minimum mark required	54
D	Number of candidates	11	Percentage	7.1	Cumulative percentage	94.9	Minimum mark required	41
No award	Number of candidates	8	Percentage	5.1	Cumulative percentage	100	Minimum mark required	N/A

Please note that rounding has not been applied to these statistics.

You can read the general commentary on grade boundaries in the appendix.

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 and information](#) page of SQA's website.

Section 1: comments on the assessment

Question paper 1: Reading

The reading question paper comprised of three texts of equal challenge and weight (10 marks for each item). There were three supported questions (worth 4 marks in total). The question paper covered the contexts of society, culture and learning which were relevant and engaging in content.

Each text was accessible to candidates and proved appropriately demanding and produced a good range of responses. There were few instances of answer booklets being left blank and candidates not attempting any questions, which indicates that candidates were presented at the appropriate level.

The question paper performed in line with expectations. Feedback indicated it was positively received.

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 summer camp assistant. In the email, candidates should include the information specified in the four predictable bullet points and the two unpredictable bullet points. The unpredictable bullet points asked candidates to state, 'what you do to keep fit and healthy' and 'what positive experiences you would get from the job'. These were relevant to the context and allowed candidates the opportunity to demonstrate their skills and knowledge.

Overall, the candidates performed as expected and some achieved full marks.

Question paper 2: Listening

The listening monologue and dialogue were on the context of employability, with 8 marks for item 1 and 12 marks for item 2. For item 1, Signor Demarco spoke about work experience to his students and in item 2, Franca and Aldo talked about their recent work experience. There were two supported questions for 1 mark each.

Candidates found this paper more demanding, and this was taken into account at grade boundary.

Assignment–writing

The requirement to complete the assignment–writing was removed for session 2022–23.

Performance–talking

Candidates were generally well-prepared for the performance–talking, and the quality of the performances was very high.

Centres sampled used the coursework assessment task effectively. The topics selected generally gave candidates the opportunity to demonstrate a range of structures, vocabulary and tenses appropriate to the level and this gave candidates the opportunity to access the higher pegged marks available.

Many candidates gave well organised presentations, which included appropriate content. During the conversation, interlocutors were supportive of their candidates and prompted at appropriate points during the conversation where hesitation occurred. Some performances were characterised by good use of interjections and connectors.

Interlocutors used open-ended questions effectively, giving candidates the opportunity to use detailed language.

Section 2: comments on candidate performance

Areas that candidates performed well in

Question paper 1: Reading

Text 1 (society)

Overall, candidates engaged well with the topic, which focused on being environmentally friendly at home.

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

Text 2 (culture)

The text focused on the importance of travel.

- ◆ question (a): most candidates achieved the 2 marks
- ◆ question (b)(ii): many candidates achieved the 2 marks

Text 3 (learning)

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

Question paper 1: Writing

Candidates were able to demonstrate they had prepared well for this task by writing sentences with good content, accuracy and language resource appropriate to National 5, particularly in the first four bullet points. Many candidates attempted both unpredictable bullet points. Most candidates achieved 12 or more from the 20 marks available, with some achieving full marks.

Question paper 2: Listening

Item 1: monologue

- ◆ question (c): many candidates achieved the 1 available mark

Item 2: conversation

- ◆ question (f)(i): most candidates achieved the 1 available mark
- ◆ question (f)(ii): many candidates achieved the 1 available mark
- ◆ question g(ii): most candidates achieved the 1 available mark

Performance–talking

Most candidates performed to a very high level in the performance–talking.

Areas that candidates found demanding

Question paper 1: Reading

Text 1 (society)

- ◆ question (b): some candidates seem to have tried to use their general knowledge to answer this question and did not answer accurately enough in order to achieve the marks available

Text 2 (culture)

- ◆ question (d): difficulty in translating *attraverso gli occhi dei suoi abitanti* prevented candidates achieving the mark

Text 3 (learning)

- ◆ question (e): failing to detail *con altri alunni* prevented many candidates from achieving the 2 marks

Question paper 1: Writing

Some candidates were unable to manipulate the language in order to address both of the unpredictable bullet points in a full and balanced manner.

In some instances, candidates did not complete the four mandatory bullet points, which led to the writing containing insufficient detail to access the full range of marks available.

Question paper 2: Listening

Item 1: monologue

- ◆ question (a)(i): many candidates did not give enough detail to achieve the mark
- ◆ question (a)(ii): many candidates were unable to achieve the 2 marks available, with particular difficulty translating *com'è una giornata tipica*

Item 2: conversation

- ◆ question (a)(i): most candidates were unable to achieve the mark as they did not recognise the cognates *importazioni* and *esportazioni*
- ◆ question (e): many candidates did not have the vocabulary resource to achieve the mark
- ◆ question (f)(iii): many candidates did not have the vocabulary resource to achieve the marks
- ◆ question (g)(i): many candidates did not achieve the mark

Performance—talking

Weaker performances generally highlighted problems with grammatical accuracy and with intonation and pronunciation.

Section 3: preparing candidates for future assessment

Question paper 1: Reading

Teachers and lecturers should encourage candidates to leave time to check over their answers, to attempt all questions and ensure that their answers in English are clear and make sense. Candidates risk missing out on marks for poor expression if the markers cannot understand their response.

A list of high frequency words and phrases would be advantageous in preparation for this task and candidates should ensure that they include details such as superlatives and adverbs to access the full range of marks available.

Question paper 1: Writing

Teachers and lecturers should ensure candidates:

- ◆ attempt all six bullet points in order to access the full range of marks available
- ◆ when using learned material for the first four bullet points, check their spelling carefully and ensure basic information, for example name, age and numbers is accurate
- ◆ when covering the mandatory bullet points, write each one in a new paragraph
- ◆ leave enough time to check over their work
- ◆ check they have completed the four mandatory bullet points in a full and balanced manner

Question paper 2: Listening

Listening continues to be an area that candidates find challenging. Centres might consider emphasising strategies to overcome this, for example note-taking in the modern language or phonetic equivalents to allow candidates to review the information.

Cognates are used frequently in the listening question paper, and teachers and lecturers should continue to prepare the candidates to understand these in unfamiliar contexts and expressions. At National 5, candidates are expected to answer in detail, including qualifiers which is an area in which candidates miss out on marks.

Candidates should be encouraged to attempt all questions using key words from the questions to support their answers.

Performance–talking

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

Appendix: 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 was developed to support learners and centres. This included modifications to course assessment, retained from the 2021–22 session. This support was designed to address the ongoing disruption to learning and teaching that young people have experienced as a result of the COVID-19 pandemic while recognising a lessening of the impact of disruption to learning and teaching as a result of the pandemic. The revision support that was available for the 2021–22 session was not offered to learners in 2022–23.

In addition, SQA adopted a sensitive approach to grading for National 5, Higher and Advanced Higher courses, to help ensure fairness for candidates while maintaining

standards. This is in recognition of the fact that those preparing for and sitting exams continue to do so in different circumstances from those who sat exams in 2019 and 2022.

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 2023 and the ongoing impact the disruption from the pandemic has had on learners. 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 the removal of revision support.

The grade boundaries used in 2023 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 2023 Awarding — Methodology Report](#).