



Course Report 2016

Subject	Italian
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers, lecturers and assessors in their preparation of candidates for future assessment. It 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.

Section 1: Comments on the Assessment

Summary of the Course assessment

Component 1: question paper 1: Reading and Writing

Reading: 30 marks

The Reading paper consisted of three texts of equal difficulty and weight (10 marks for each item). The three Reading texts sampled the contexts of Learning, Employability and Society.

The question paper performed in line with expectations, and feedback from the marking team suggested that it was fair in terms of course coverage and level of demand.

Writing: 20 marks

The writing section was in the form of a task where candidates had to produce a written response to an e-mail application for a job. Candidates had to include information specified in six bullet points including two unpredictable bullet points.

The six bullets were appropriate to the task, and allowed candidates the opportunity to demonstrate their skills and knowledge.

Component 2: question paper 2: Listening

Listening: 20 marks

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

Overall, this paper performed as intended. The marking team found the paper to be fair and appropriately challenging for the level.

Section 2: Comments on candidate performance

Areas in which candidates performed well

Component 1: question paper 1: Reading and Writing

Reading

Most candidates identified information as follows:

Text 1:

- ◆ Question (b) (i): *ricaricare le energie* — refresh/re-energise
- ◆ Question (c) (ii): *ti concentrerai meglio* — you will concentrate better
- ◆ Question (d) : *avete l'occasione di scambiare idee e di condividere ansie e paure* — you will have the chance to exchange ideas and share worries and fears

Text 2:

- ◆ Question (a): *servizi di assistenza, accoglienza e guida dei turisti* — assistance, welcoming and guide services
- ◆ Question (b): *per tenere in forma gli ospiti* — to keep the guests fit

Text 3:

- ◆ Question (a): *il tema dei rifiuti, la raccolta separata di carta e plastica e il rispetto della natura e dei luoghi pubblici* — the subject of rubbish; collecting paper/cardboard and plastic; respect for nature; respect for public places
- ◆ Question (c): *si armeranno di guanti e rastrelli ... e parteciperanno ad una lezione dedicata al tema di riciclaggio. Altre studenti scriveranno storie o brevi poesie* — they will arm themselves with gloves and rakes... and will participate in a lesson about recycling. Others will write stories or short poems.
- ◆ Question (e): Overall Purpose — To raise awareness of environmental issues and how young people can help.

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 ahead of the examination.

Component 2: question paper 2: Listening

Listening

Item 1

- ◆ Question (a): True or False — *oggi alla televisione ci sono troppi programmi sulla politica* — there are too many programmes about politics on TV.
- ◆ Question (1) (d): Overall Purpose — She thinks there is not enough variety of programme

Item 2

- ◆ Question (d) (i): *molti adolescenti guardano film che sono troppi violenti* — many teenagers watch films that are too violent
- ◆ Question (e) (i): *sarebbe meglio fare qualcosa di più utile come imparare un'altra lingua* — it would be better to do something more useful like learn a foreign language

Areas which candidates found demanding

Component 1: question paper 1: Reading and Writing

Reading:

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

Text 1

- ◆ Question c (i): *Studiare in biblioteca può essere molto utile perché non ti sentirai così solo* — Studying in the library can be very useful because you won't feel so alone.

Text 2

- ◆ Question (c): *di essere a disposizione degli ospiti* — to be available for the guests/to be at the disposal of the guests.
- ◆ Question (f): *I lavori amministrativi più difficili* — the most difficult administrative work

Text 3

- ◆ Question (d): *le piste riservate alle biciclette* — the cycle paths; *una caccia al tesoro* — a treasure hunt

Writing:

Some candidates had difficulty in addressing the two unpredictable bullet points in full (if at all) as a result of being unable to manipulate verbs and of inappropriate dictionary use.

Component 2: question paper 2: Listening

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

Item 1

- ◆ Question (b) (ii): *non posso sopportare la gente che grida e litiga* — I can't stand people who moan and argue/fight

Item 2

- ◆ Question (a) (ii): *ci sono tanti canali e c'è sempre qualche programma interessante da guardare* — there are lots of channels and there are always some interesting programmes to watch
- ◆ Question (b) (iii): *questi programmi hanno successo perché tanta gente li guarda* — these programmes are successful because many people watch them
- ◆ Question (e) (ii): *scegliere bene i programmi che guardiamo* — make a good choice about the programmes we watch

Section 3: Advice for the preparation of future candidates

Component 1: question paper 1: Reading and Writing

Reading:

Centres should continue to encourage candidates to attempt all questions in the paper. Candidates can lose marks for poor expression if the markers cannot understand the English. As such, centres should reiterate the importance of checking over answers to ensure that the answers make sense in English.

When using the 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

Writing:

Centres are preparing the candidates very well for the first four predictable bullet points. However, dictionary misuse continues to be an issue at this level, particularly when attempting to answer the two unpredictable bullet points. Students should also be reminded to attempt all bullet points in order to be able to access the full range of marks available.

Component 2: question paper 2: Listening

The Listening paper is usually more demanding than the Reading as 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.

Cognates are used frequently in the Listening paper, and centres should continue to prepare the candidates to understand these in less familiar contexts and expressions.

Grade Boundary and Statistical information:

Statistical information: update on Courses

Number of resulted entries in 2015	203
------------------------------------	-----

Number of resulted entries in 2016	332
------------------------------------	-----

Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark -				
A	63.9%	63.9%	212	70
B	16.6%	80.4%	55	60
C	13.9%	94.3%	46	50
D	2.1%	96.4%	7	45
No award	3.6%	-	12	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.