
GCSE

ITALIAN

8633/LF: Listening (Foundation)
Report on the Examination

8633
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General Comments

The first Listening examination of this new GCSE specification differentiated well between the students for which it was set. The mean mark on the paper was just over 25 out of 40 and it was pleasing to see that many students understood a good deal of what they had heard and were able to respond well to the questions that were set on this material. Section B, the part of the examination where students have to understand questions written in Italian, was more challenging, and only some students scored highly here. Students' handwriting was generally legible although it could occasionally be very small and difficult to read. Quite a few students left questions unanswered. Students should always be encouraged to attempt the more challenging questions. In some cases, basic items of vocabulary were not well known by students such as the time as illustrated here by 24 hour clock structures which are used more commonly used in everyday life in Italy.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at any examples given, as these point out the level of detail required;
- highlighting or underlining key words which have been highlighted in the rubrics/questions;
- identifying the questions which have two parts to answer from the same utterance;
- signposting Section B as it requires answers in Italian.

Some students wrote notes on additional paper, but these were not actual answers to any of the questions. Students need to be reminded to clearly label any possible answers to questions on additional sheets attached to the examination, so as to ensure that all relevant marks are awarded. In some cases, answers were very difficult to decipher; students must make sure that their final answer is as clear as it possibly can be, by writing legibly and using the spaces provided. If students change their minds about an answer, the final choice must be clearly signalled to the marker and needs to be placed as near as possible to the appropriate space provided on the paper

Section A

Questions 1 – 5

These questions were completed very well. Question 1.1 attracted the most correct answers. In this specification, comprehension questions cannot test single lexical items, even at the lowest grades, and this means that questions of this type may contain distractors. It was very pleasing to see that students coped well with these and were able to choose the correct answer in a large majority of cases.

Question 6 – 8

Question 6 was relatively well answered, with almost three quarters of the students gaining the mark. There were some students who failed to read the question correctly and wrote *wine*. From marking Question 7, it was apparent that numbers and time were not well known, as students heard *alle diciotto* but wrote 08:00 or 8pm. Question 8 was left blank by quite a few students or they simply wrote 'fun'.

Question 9 – 10

Students did well on these multiple choice style questions. The words *mista*, *practico*, *francese*, *casa e in classe* were recognised well.

Question 11

This was a Positive, Negative, Positive and Negative type of question. This was a pleasing performance; the questions were aimed at the lower grades at Foundation Tier. On questions 11.1 students scored well with around 97% correct, and in question 11.2 almost three quarters of students were correct and for question 11.3 around 69% were correct.

Question 12-14

This was a pleasing performance on another multiple choice style question type, aimed again at the lower grades at Foundation Tier. In questions 12 and 14, students clearly understood key words such as *storico*, *grande e faticoso*. Question 13 was less well done as some students missed the key word *buonissimo* and were distracted by *difficile da preparare*.

Question 15-16

Students responded less well to these questions aimed at the higher grades and very few scored the full 2 marks per question. There were more gaps or blank spaces than in previous questions. Some students tried to write out a large part of what they had heard, often incorrectly. The distractor used in this question meant that students had to listen carefully before writing their answer, and this question discriminated well between those who understood fully what was being said and those whose understanding was only partial.

Question 17-19

There was a pleasing performance on this multiple choice style question type. About 77% answered Question 17 correctly, while Question 18 and 19 had approximately 94% and 93% correct answers respectively. Students were clearly familiar with this topic and vocabulary

Question 20.1-20.3

This was an overlap question and proved to be more challenging for some students, particularly question 20.3. Students struggled to understand which sport Riccardo was going to try, with the distractor about friends playing *pallavolo*.

Question 21-22

This was another overlap question that about half of all students answered correctly. They needed to understand the connection between *mi annoio a stare 3 ore seduto al cinema* with the answer *the film was too long*.

Section B**Questions 23 – 24**

The first two questions in Section B were a straightforward introduction to the Italian section, with around 95% gaining a mark for question 23 and around 72% for question 24. The vocabulary used here was relatively simple.

Questions 25

This question was more challenging for students, with about 38% scoring two marks; however, approximately a further 48% scored one mark. The question tested detailed understanding of what may have been less familiar vocabulary and structures: *professori bravissimi, tra le migliori and all'estero*.

Questions 26

This was another overlap question, one of the longer and more challenging texts on the Foundation paper. Only around 8% achieved 2 marks but approximately 39% achieved 1 mark. Some students were not familiar with the vocabulary in the table and therefore found it hard to understand key vocabulary such as: *ci sono solo 394 residenti and trasferirsi per 2000 euro*.

Questions 27

This was another overlap question, and some students found it challenging to listen to a longer text and retrieve the information required to answer a two part question. Again some students were not familiar with the vocabulary in the table and therefore found it difficult to understand key vocabulary such as: *dormiva fuori and la gente che vive per strada*.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.