



GCSE ITALIAN

8633/LF: Listening Foundation
Report on the Examination

8633
June 2022

Version: 1.0



General Comments

Just under 400 students sat this examination with a mean mark of 18 out of 40 or 47%, lower than in 2019 when the mean mark was 25 out of 40. It was pleasing to see that a good number of students were able to understand much of what they had heard and were able to respond to the questions that were set. Almost all multiple choice questions were attempted by the majority of students. Those questions requiring written answers were understandably more challenging and some of these were not attempted by a minority of students.

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.

Section A – Questions and answers in English

Questions 1 - 2

Almost all candidates scored on the opening two questions which was a pleasing start to the paper.

Question 3

This low-demand question on weekend activities was the first question requiring a written response. All students attempted 3.1, mostly with success, although some failed to qualify friends as **school** friends. 3.2 proved more challenging with only 20% of students communicating the idea of **less** fun.

Question 4

Students performed well on this low and medium demand question on video gaming. .

Questions 5 - 7

These questions were intended to be of low demand and required a written response. Unfortunately many students found specific items of vocabulary to be very challenging, in particular:

- Q5 *diversi colori*
- Q6 *all'estero*
- Q7 *non è resistente all'acqua*

Questions 8 - 9

Students found these medium-demand written response questions quite challenging. In 8.2 many students interpreted *il compito* as school work rather than the more general meaning of task. In 9.2 there was widespread difficulty in communicating the idea of *panini da tutto il mondo*.

Questions 10 - 12

Questions 10 to 12 were about Christmas in Italy. Surprisingly, many students failed to recognise *i famosi mercati* and mentioned shops instead.

Questions 13 - 15

These low-demand questions were well handled.

Questions 16 - 17

These crossover questions caused problems for 75% of candidates. The general idea was understood but the level of detail required to score on these high-demand questions was missing.

- Q16 *quasi tutti i giovani*
- Q16 *bisogna studiare moltissimo*

In question 17 *diploma* was erroneously interpreted as degree by many students.

Question 18

There was a pleasing performance on this multiple choice style question on voluntary work aimed at the top level of demand on this paper.

Question 19

A well-executed crossover question on job choices.

Question 20

This two-part crossover question requiring written responses was the most challenging question for candidates, with only 10% scoring full marks. Students did not write with the required level of detail, for example:

- Q20 *non avevo spazio sufficiente per lavorare durante il volo*
- Q20 *molto piu costoso*.

Section B – Questions and answers in Italian

Question 21

Approximately half the candidates scored full marks on these multiple choice style questions which were aimed at all levels of demand at Foundation level.

Question 22

This was a crossover question on the environment which caused problems for 80% of candidates. As this was a high-demand question on a topic often disliked by students the level of success here was not entirely unexpected.

Question 23

This final question was another reasonably well-executed crossover question aimed at the top grades at this tier.

Mark Ranges and Award of Grades

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