AQA

GCSE

ITALIAN

8633/RF: Reading Foundation
Report on the Examination

8633
June 2022

Version: 1.0

Section A - Questions and answers in English

Question 1
This question on free-time had mixed outcomes: students did extremely well for part 2, where over 93% of students obtained the mark (recognising *televisione*), whereas only 60% scored the mark for part 1 (maybe because *chitarra* is weaker as a cognate).

Question 2

Relationships with the family is usually a popular and well-studied topic, and students did quite well in the first 3 parts of the question. 2.4 proved more challenging, and only 33% of students knew the expression *fare passeggiate* and were able to answer correctly. Most students tried to guess the answer and wrote 'go out/shopping' instead.

Question 3

Healthy lifestyle is traditionally a topic that students can relate to and therefore perform well in the examination. As a result this question had a good success rate with 73% of students scoring full marks in both parts of the question.

Question 4

The environment is always a challenging topic across all 4 papers and both tiers; on this occasion students did well in 4.3 and 4.4, but less so in the first two parts of the question where approximately only 23% scored the mark.
For 4.1 the vast majority simply answered 'Yes, always!' which is a translation of the answer given in the questionnaire but does not explain on its own what Luisa does to save energy (the answer required was 'she always turns the light off'). In 4.2, the word *rubinetto* was generally not known.

Question 5

This question on school was well answered for the most part, except for 5.2 where only 32% of students scored the mark; this is probably due to the fact that all 3 people in the text mention something negative about school (too much chemistry homework / doesn't like chemistry teacher / studying languages is useless). It was quite challenging for Foundation tier students to pinpoint the exact detail required in order to identify which of the 3 people did not enjoy school as they all gave some possible explanation for it.

Question 6

This abridged extract from Elena Ferrante's *L'amica geniale* was aimed at the strongest Foundation tier students. Despite the level of challenge, some success was evident in the students' answers; an impressive 90% obtained the mark for 6.2.
Across the rest of the question the success rate was lower but not as low as has been seen on previous literary questions, especially when combined with one of the least popular question formats in both tiers (true / false / not mentioned in text). It is clear that students and teachers have been practising these types of questions in class and becoming more familiar with them, as students performed better in this compared with previous performances with similar question formats.

Question 7

This question on new technologies had a good success rate; although only 44% of students gained full marks, 71% gained at least 2 out of the 3 available marks. Most students failed to identify 7.1 as P+N, due to the words *benissimo* and *facile*. C*ostoso* was also not well-recognised.

Question 8

Holidays and tourism is quite a popular topic, however these 2 texts were not without some challenge and differentiated well.
Question 8.1 proved to be the most challenging on the whole paper, with only 7% of students gaining the mark. Many students were unable to identify the correct answer from the high number of distractors in the text. The vast majority opted for the explicit dates stated in the text (between 1st June and 30th September), with others choosing Easter and Christmas. There were only a few who were able to recognise *non aspettare e prenotare subito* as the correct answer.
The other part of the question which had limited success was 8.4, where students did not understand *periodo invernale* and gave mostly educated guesses, such as 'they're open in the holidays' which was not too far removed from the correct answer.

Section B - Questions and answers in Italian

Question 9

This question on jobs had a reasonable success rate, as 86% of students scored 2 out of the 3 available marks: *cuoco, meccanico,* and *traduttore*, the latter being the most challenging to identify.

Question 10

Despite the format of question 10, an encouraging 70% scored 2 out of 3 marks. The topic of school is generally well liked but the provision of more words/phrases than needed is a challenge at Foundation level. Students were quite successful at making connections between items of vocabulary that were not so obvious, such as *autobus* with *mezzi pubblici* (the word *trasporti* was not used), *ogni sera devo studiare* with *fare i compiti*, and *mi dice delle cose antipatiche* with *il bullismo*.
Overall, although the text provided several challenges the students performed quite well.

Question 11

The question on Ferragosto required students to understand the paragraph down to the last detail, and place the missing word in the correct part of the text. It is very pleasing that a quarter of students scored full marks in this challenging question.

 Question 12

This abridged extract from Luigi Pirandello was an overlap question with the Higher tier paper and was therefore a challenge for many Foundation tier students. On average fewer than 50% of students gained the marks for this question, except for part 12.3 where nearly 60% chose the correct answer; the weather is well known by most students and they made the easy connection between *fa freddo* in the question and *vento freddissimo* in the text.

Question 13

This question on cinema did not simply test vocabulary but also required Foundation students to identify past, present and future time frames not only through verbs but also adverbs of time. This proved more challenging when less common time markers were used such as *quest'autunno*, where only 36% were able to categorize it as a future tense.

The highest score on this question was for 13.4. Although it presented an irregular past participle *visto* of the common time expression, *la settimana scorsa* clearly helped 68% of students to score the mark.

Section C- Translation

Foundation tier students usually find the translaton to be a more challenging exercise than students at Higher tier. There are more Foundation level students who score no marks with a number failing to even attempt the translation. When practising this skill in class, students should always be encouraged to make an educated guess and write something as that could gain them a mark whereas not writing anything, definitely will not.

Only 7% of students scored full marks in this question, even though the text had a few cognates (*parco, sportivo)* and did not present particularly complex structures or vocabulary; this is almost matched by the number of students who failed to score any marks at all (nearly 6%) for providing completely random translations or not attempting to write anything at all.

Section 1

This was the most successful chunk of the translation which was translated accurately by nearly all students who attempted the question.

Section 2

Again this was mostly successful; *sportive* was accepted instead of 'sporty', so on the whole students had no difficulty with this section.

Section 3

Everyone appeared to know the meaning of *settimana*, however some omitted 'fine' from their English translation and so lost the mark for translating it into 'every week' rather than 'every weekend'.

Section 4

This generally was translated correctly, with only a minority of students translating *andiamo* into 'he goes' rather than 'we go'.

Section 5

This section saw some students losing the mark for omitting *sua*; while everyone was familiar with the word *casa*, some translations such as 'next to the house' which omitted the possessive or any indication of whose house it was, were rejected.

Section 6

A reasonably well-translated section in the whole translation, everyone understood *calcio* but a few did lose the mark for omitting *insieme*.

Section 7

This section posed no issues; 'but' was accepted as an alternative to 'however'.

Section 8

Both this and the next section were aimed at the most able students, with the presence of the past and imperfect tenses; for the most part students appeared to be familiar with the vocabulary in this section, and if they did make a mistake, it was for conveying meaning in the present tense.

Section 9

As in the previous section, students were often not able to translate the correct tense and wrote because 'it's too cold'; a small number of students on the other hand translated *freddo* as 'hot'.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.