



GCSE ITALIAN

8633/RF Paper 2 Reading Foundation Tier
Report on the Examination

8633/RF
June 2023

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2023 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

Changes were made to the 2023 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

Performance at Foundation Tier this year was in line with the 2019 exam series. many students did very well, and this is particularly clear when assessing the translation, where 10% of the student cohort scored full marks and 16% scored 8 out of 9. Although there were a few who did not attempt any questions at all, this occurred less frequently than in previous years. It should be noted too that Foundation tier students are still showing some difficulty in accessing the literary texts.

Section A

Question 1

This question on favourite drinks did not pose too much difficulty in terms of language and in general students did well, however part 1.2 was less successful with only 55% of students scoring marks for “latte”. A significant number of students indicated “tea” rather than “lemonade” as the correct answer which is the other drink mention in this text.

Question 2

This question on special occasions had mixed outcomes; while 92% of students were able to identify the occasion as the birthday, only 40% identified “cake” as the item to bring with the majority opting for the distractor “bevande” and thus losing the mark.

Question 3

Free time activities is always a popular topic at Foundation and Higher levels alike; students did very well in this section, though for part 3.4 about a third of students opted for B (Angela and Sandro), as it is mentioned in the text, without paying attention to the whole sentence and therefore lost the mark.

Question 4

This question on marriage and future plans had a good success rate with around 61% of students scoring 4 out of 4 marks. Part 1 of the question was easier to understand, whereas for part 2 some students put down “start an apprenticeship” rather than “have children”; this was probably due to the word “bambini” missing from the text, and the concept of having children expressed by the word “figli” .

Question 5

The first part of this question on home and region was well answered, with almost 60% scoring correct answers; the second part proved more challenging, particularly for part 5.4 where many students could not identify a reason at all, but those who could often still lost marks due to vague responses which were not acceptable in the mark scheme, for example “he would walk to the shops” rather than “he would live near the shops” or “the shops would be walking distance from his house”.

Question 6

This poem by Gianni Rodai was aimed at the top end of Foundation tier students; however, despite the difficulty there was some success in this question. 82% attained the mark for 6.1 showing good understanding as usual of the holiday topic

Part 6.3 which is where most students lost a mark; this was a particularly challenging one because the correct answer was A+B, which only 29% understood. Those who did not either wrote A or B as the answer so failed to score any marks.

Question 7

This was another very mixed question in terms of outcomes, with part 7.1 only seeing 10% success rate whereas for part 7.3 89% of students scored the mark. Students immediately opted for the word “ristorante” and lost marks, without realising that the correct answer was C because of the word “cameriere” in the text. The tendency to immediately select the cognates rather than reading carefully the entire text continues to remain a common mistake at Foundation Tier, particularly where the answer required is a letter rather than an open response. However, this question was also one of the harder ones on the paper, being aimed at the top students in this tier.

Question 8

This question on healthy living was fairly popular, the majority of students appeared to know that “carne” meant meat and “palestra” was a gym. Strangely enough they lost the marks when it came to the food items, but again the most common mistake was listing too many items (such as vegetables, fish and chicken) rather than just vegetables on its own; so although they were not completely off track, they would have lost the mark if more than one item was listed.

Question 9

This was one of the most difficult questions on the paper in terms of text and topic (environment), aimed at the top Tier of students who sat this paper. Students did well in the first part of the question on LED bulbs, but the section on the new environmental scheme was less successful due to lack of precision. Both the recycling element and the plastic bottles were needed to score the mark, many students were too vague in stating simply that “it encourages recycling”, which would not have scored a mark.

Section B**Question 10**

This question on free time was fairly successful with 56% scoring 3 marks.

Question 11

The topic on holidays is usually popular and most students scored at least 2 out of 3 marks, despite the answers being all in the target language.

Question 12

This question on school was fairly successful except for part 12.2, where a significant number of students selected N (negative) rather than P+N. This was probably due to the presence of the negative “non” which steered them towards that response, whereas if they read the whole sentence accurately (non ho problemi) they could have recognised that as a positive aspect.

Question 13

This literary extract adapted from “Cuore” by De’ Amicis was quite challenging at Foundation Tier, and only saw about 40% success rate among students across all parts of the question; it is clear that accessing this type of text remains a priority for teachers of Foundation Tier students.

Question 14

This question on the Carnevale di Viareggio was again very challenging and Foundation Tier students seemed to rely completely on guess work - only 8% of students scored full marks, and only 10% scored 2 out of the 4 marks available.

Section C - Translation

The translation on the other hand was more successful than in previous years, with more students attempting and quite a few (almost 10%) scoring full marks.

Section 1

This was the most successful chunk of translation: in general if only one mark was scored, it was for this section.

Section 2

Again this was mostly successful; similar phrasing such as “she does very well at school” were also accepted.

Section 3

This was usually correct except in a few cases when it was translated as “today”.

Section 4

This part was also very accurate and did not cause problems, if a few lost the mark it was due to the incorrect personal pronoun (I go to the park instead of we).

Section 5

This should have been fairly easy to translate but it actually cost students quite a lot of marks. Not so much for “calcio” which is a known vocabulary item but the time frame “mezz’ora” was translated in a variety of ways, the most common one being “an hour and half”.

Section 6

This section was fairly successful although a number of students lost the mark for translating “next to my house” rather than “near my house”.

Section 7

Quite a few students lost a mark here for not knowing the correct day of the week, while several others did not know the meaning of “purtroppo” (although similar connectives such as “however” were also accepted).

Section 8

Most students gained the mark here. Despite this final section being aimed at the top tier students, it seems that the perfect tense was well known and well translated. Occasionally students did lose the mark for translating both this and the next section in the present or future tense.

Section 9

Similar to the previous section, a high success rate with the occasional student losing the mark for using an incorrect tense.

Mark Ranges and Award of Grades

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