AQA

General Certificate of Secondary Education
June 2011

Italian **46302F/H**

(Specification 4630)

Unit 2: Reading

Report on the Examination

General Comments

Despite the change in format and language in the rubric, the performance this year appeared to be in line with that in previous years with some students able to achieve the full range of marks at both Foundation and Higher level. Overall students seemed to have been entered appropriately: relatively few scored full marks at Foundation Level. All students scored well in the Higher Paper and there were a significant number of students achieving full marks. There were no problems of having insufficient time to complete the tasks or of difficulties with task types. There were only a very few occasions when students responded in the wrong language.

Foundation Tier

The demands of this year's paper proved to be similar to those in previous years with a comparable range of performance. Generally students seem to have been appropriately entered with a relatively small number gaining full marks. All students scored over 17 marks. There were very few examples of students responding in the wrong language. The questions common to both tiers (10, 11 and 12) acted as good discriminators.

Question 1
a) Many students did not recognise Tuesday.
b) This question was answered very well indeed with almost all students recognising the month.

Question 2
This was generally very well done.

Question 3
The responses to this question were split with many students frequently recognising '*scarpe'* but being less familiar with '*camicie*' and therefore only scoring one out of the possible two marks.

Question 4
The majority of students answered both places correctly but '*castello*' appeared to be less well known than '*chiesa*'.

Question 5
'*Piove*' was well known by most students but once again part b) caused a problem for some who thought that '*caldo*' meant 'cold'.

Question 6
Parts a) and c) seemed to be more accessible than part b). Despite there being two clues to the answer, some students did not recognise either '*dormire*' or '*stanco*' and therefore did not achieve the correct answer.

Question 7
All students answered part a) correctly.
Part b) was generally done well with most students recognising '*leggere*'. Part c) did not pose any difficulties as students were familiar with '*ballare*'.

Question 8

a) Although this question was generally done very well, some students confused 6 with 16.

bi) Most students answered this question correctly although a few thought that '*casa bifamiliare'* meant 'caravan'.

bii) This part was well done.

c) This section was very well answered. Students were clearly familiar with vocabulary relating to members of the family.

Question 9

Part a) was less well done than b). It seemed that some students were unfamiliar with 'scuri'. Almost all students answered b) correctly.

Question 10

About half of students got 2 marks on this question. The majority of students answered 'city centre' or the equivalent for one mark but many were very vague in their second point and failed to mention 'food'- just stating that the restaurant was good.

Question 11

Parts a), b) and c) were extremely well done by the majority of students. Many, however, found d) more challenging and assumed that *Davide* found holidays boring because he stayed at home, therefore 'missing' the fact that *Sonia* explicitly states that her holiday is normally boring.

e) This caused some problems with students not understanding *'a me piace tantissimo viaggiare'* whereas f) was generally answered well.

Questions 12

Part a) was answered well; b) caused a problem for some students as they may not have read the whole sentence and missed the '*motorino*'.

Parts c) and d) were found to be accessible by most students.

Surprisingly part e) of this question caused some difficulties. Some students did not seem to recognise '*piacciono*' or did not read the question accurately.

Part f) was generally well answered.

Higher Tier

The paper covered the range of new contexts and purposes. Performance was good across the paper with all students scoring at least 18 marks. There were quite a number of students who scored full marks.

Question 1

This question was answered very well indeed with the exception of d) where students tended to make the same mistake as in the Foundation paper; assuming that *Davide* found holidays boring rather than reading *Sonia's* comment where she states explicitly that holidays for her are generally boring.

Question 2

In contrast to the Foundation Paper, students generally responded reasonably accurately to this question, scoring 2 marks. However even at this level there were a few problems with overly vague and imprecise answers – again not mentioning the fact that it was the 'food' that was good.

Question 3

In part a) some students did not recognise '*dopo*' or were too imprecise with their answers. Answers such as 'in the afternoon' or 'in the evening' were not accepted.

In general, part b was answered reasonably well although some students understood '*letto*' as 'read' rather than 'bed' and *'in giro'* was frequently interpreted as 'going on a bike ride'. However, provided they got one of the possible answers correct, students were given credit.

Parts c) and d) were both answered well.

Question 4

a) All parts of this question were answered well.

Parts b) and e) were answered well with c) and d) acting as good discriminators. Both of these parts required students to draw conclusions from what they had read in order to identify a person's opinion. This proved quite challenging for some students.

Question 5

Parts a) – d) were all answered well; e) however caused a problem for some students with many thinking that the headline (*sciopero nazionale: voli cancellati – treni in ritardo* etc) was to do with 'education and jobs' rather than 'travel and transport'.

Question 6

This was answered very well.

Question 7

Parts a) and c) were answered well. In part b) students did not seem to recognise '*motorino*' or *'invece'*; in d) '*evitare*' caused a problem and in e) some students thought that putting the TV on standby meant it was switched off. This technical misconception was taken into account.

Question 8

Students performed well once again with this extended text. Part ai) caused a few problems with some students not making the link between 'student' and 'university'; aii) some misunderstood paragraph 3 and did not realise that he had failed at the San Remo festival; aiii) was answered well.

Part b) was answered very well with the majority of students getting all of these parts correct.

Parts ci) and ciii) were also answered well by many students; however cii) was possibly the most incorrectly answered question of the whole paper, with the vast majority of students answering 'negatively' to describe *Tiziano's* reaction rather than realising that this was indeed a negative experience but actually he reacted positively by deciding to go on.

Question 9

All parts of this question were answered very well with the slight exception of a) where students had to read in a little more detail.

Mark Ranges and Award of Grades

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion.