

Version



**General Certificate of Secondary Education
June 2012**

Italian

46301F/H

(Specification 4630)

Unit 1: Listening

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

General Comments

This was the second Italian examination for the new GCSE specification. The papers provided a variety of question types, some of which were of a more challenging nature than others, and included full coverage of the specification contexts. All questions, on both the Foundation and Higher Tier papers, required either non-verbal answers, or answers in English.

The demands of this year's papers proved to be similar to those of previous years and many students clearly did themselves justice in both tiers, reflecting very positively the hard work that is carried out in schools and colleges. It is hoped that, through the comments that follow on individual questions and answers, schools and colleges will be assisted in their on-going preparation of students for future GCSE examinations.

It was pleasing to note that the majority of students gave their answers, as requested, in black pen.

Students do need to be reminded, however, that their answers should be very clearly written and that all crossings out should be very obvious. It is recommended that students cross out an incorrect answer, rather than try to alter it to a different letter, as this often leaves a very unclear answer which cannot then be credited. Marks can be occasionally lost through the careless and/or unclear formation of letters. Equally important is the observation of rubrics.

Occasionally students did themselves a disservice by, for example, answering in Italian instead of English or by indicating more than one choice of answer where only one is required.

Foundation Tier

The range of performance was comparable to previous years, with relatively few students gaining full marks and all scoring at least 13 out of 35.

Question 1

The vast majority of students were familiar with *gatto* and *cane* in sections (a) and (b), although *coniglio* in section (c) was less well known.

Question 2

This was clearly accessible to students, although section (d), testing *una fattoria in campagna*, was slightly less familiar.

Question 3

There was an excellent response to section (a), with over 90% of students gaining 2 marks. *Soldi* and *camera* proved to be a little more challenging in section (b).

Question 4

Here again there was an excellent response, particularly in the first two sections. *Portamonete* in section (c) was less often recognised by students.

Question 5

All four sections of this question were answered very well by the vast majority of students, who were clearly able to cope with positive and negative opinions at this level. All students answered section (a) correctly.

Question 6

Parts (i) and (iii) of this question were well answered, whereas part (ii), requiring recognition of directions, was less successful, with quite a large number of students choosing ‘after the lights’, rather than ‘on the right’.

Question 7

This question discriminated well, with all students giving at least one correct answer, over half giving two correct answers and just over 40% gaining all three marks.

Question 8

The vocabulary in sections (a) and (b) was well recognised, that in sections (c) and (d) less so. Many students in fact reversed the answers to these latter two sections, perhaps not recognising *lavorare all'aria aperta* and *guidare*.

Question 9

This was the only question on the paper which required short answers in English and there were very few occasions when students answered in the wrong language. Parts (i) and (iv) proved to be the most challenging, with (i) in particular resulting in some guess work and answers such as ‘nine o'clock’, ‘morning’ and ‘beginning of the year/September’ being given. There were quite a few instances of ‘May’ being offered as the answer, in response to having heard *un mese fa*. Occasionally, students offered two favourite school subjects in part (ii), negating what would otherwise have been a correct answer. In part (iv), incorrect answers included the wrong member of the family, ‘her name’ and occasionally a reference to ‘singing/musical taste’ etc – perhaps as a result of hearing *sua nonna* and confusing it with *suonare*.

Question 10

The first section of this final question on the Foundation paper proved to be more challenging than the other two, where large numbers of students gave correct answers. Many chose ‘lessons’ as their answer to section (a), rather than ‘homework’.

Higher Tier

Again, the range of performance was comparable to previous years, with all students scoring at least 11 marks out of 40 and a fair number scoring full marks.

Question 1

This was the first of the cross-over questions from the Foundation paper and, as expected, students were much more successful at this level. As on the Foundation paper, however, ‘get on without a ticket’ was the least well recognised answer. Over 80% of students gave 3 correct answers and scored full marks.

Question 2

This question, too, was much more successful at Higher Tier than at Foundation. Again, however, sections (c) and (d) were less well recognised. As at Foundation Tier, many chose the taxi in icon B for *lavorare all'aria aperta*, but this time quite a few students linked the icon of a teacher to *guidare*.

Question 3

As at Foundation Tier, parts (i) and (iv) were less well answered than the other two sections, but less markedly so. Again there were quite a few guesses in part (iv) – ‘her name’, ‘teacher’, ‘good at it’ and ‘skills’, to name some of them.

Question 4

In this, the last of the cross-over questions, there was far greater success at Higher Tier than at Foundation, with well over 90% of students giving correct answers in each of the three sections.

Question 5

This question was very well answered, with over 90% of the students giving two correct answers and none scoring zero.

Question 6

All parts of this question were answered quite well, with only a very small percentage of students scoring no marks at all and the good points being marginally better recognised than the bad ones.

Question 7

The least well answered section of this question was section (a), despite there being two clues to the answer in *mi fa ridere* and *scherza*. A number of students chose ‘shy’, rather than ‘amusing’. Vocabulary in the remaining sections was generally well recognised.

Question 8

Again, students responded well to this question, particularly to sections (b) and (d). Quite often, (a) was considered to be positive only, rather than positive and negative, but there were no obvious incorrect trends in any of the other sections.

Question 9

The present tense in section (i) was clearly the most readily recognisable of the tenses, although quite a few students also thought that *andremo al museo*, in section (ii), was also the present tense.

Question 10

Although this question appeared to be quite challenging, just over half of the students scored all of the three available marks. Less than 1% scored no marks at all.

Question 11

Apart from a cross-over question much earlier in the paper, this was the only time when students were required to write their own answers in English, in most cases more than just single word responses, and the question was a good discriminator.

Section (c) was the most successful, although many students, having correctly identified a 'weight problem', went for Lina's friend being 'overweight' or 'eating too much bread and pasta', perhaps not recognising *ma adesso* before hearing the real problem.

Section (a)(ii) was the least successful, with many students not recognising that the advice Gemma hoped to receive was actually 'how to tell her parents', not simply 'to spend Christmas with one, or other, of her parents'.

In section (b)(i), 50% of students gave a correct answer as to when Matteo's friend started drinking alcohol, whilst many gave the death of a close relative, a particular age or a specific time ago as their answer. Similarly, there was a certain amount of guesswork involved in answering section (b)(ii), such as helping him to forget, making him more confident or so that he has a good time.

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