



**General Certificate of Secondary Education
June 2012**

Italian

46302F/H

(Specification 4630)

Unit 2: Reading

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

The performance this year appeared to be largely in line with that of previous years with students able to achieve the full range of marks at both Foundation and Higher tier. Overall students seemed to have been entered appropriately on the Higher paper, however there was a significant number who scored full marks at Foundation or were within the top two or three marks, and who would therefore have possibly benefited from being entered at Higher. The majority of students scored well in the Higher paper and there was a significant number of students achieving full marks. 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, although better at the top end. All students scored over 14 marks with the majority scoring 20 and above. There were very few examples of students responding in the wrong language. The questions common to both tiers (8, 10 and 11) acted as good discriminators.

Question 1

This was generally answered well although a few students interpreted '*domenica*' as Saturday. Quite a number thought 'March' was the answer to (b).

Question 2

Again, this was well answered by most students. A few thought that (a) was '*pere*' and one or two had problems with (b). There were no problems with (c).

Question 3

This was mostly correctly answered. A small number of students guessed the answer, thinking that 'church' would be on the signpost.

Question 4

Nearly all students answered this correctly.

Question 5

All parts of this question were generally answered well. The only exception was that some students misinterpreted the picture of the mountains as the countryside. In part (c) some students missed '*spiaggia*'.

Question 6

Some students confused '*caldo*' and 'cold'. Equally, '*vento*' proved to be challenging for some students.

Question 7

The majority of students answered part (a) correctly. Some did not know the meaning of '*albergo*' and thought it was either campsite or youth hostel.

Question 8

Students had little difficulty with parts (a) and (b) of this question. Some students thought that *Toni* found recycling easy – clearly just picking up on key words. Similarly, (d) proved a good discriminator with many thinking that *Daniela* or *Francesca* was the correct answer. Even (e) caused some students to miss a relatively simple mark by thinking that *Toni* or *Daniela* visited their grandparents by car.

Question 9

This was generally answered well.

Question 10

Part (a) was challenging for many students who thought that this statement was either true or not in the text. Part (b) was answered with greater success with only a few students answering this incorrectly. Parts (c) and (d) were well answered and part (e) discriminated well.

Question 11

Parts (a) and (b) were answered well. About a third of students answered (c) incorrectly, showing perhaps that they hadn't read both texts in detail, and (d) only proved tricky for a minority who didn't understand '*noiose*'.

Higher Tier

Performance was good and evenly spread across the paper with all students scoring at least 16 marks. The majority of students scored in excess of 25 marks - 60% in excess of 40 - and there were quite a number of students who scored full marks.

Question 1

Parts (a), (b) and (d) were answered well by nearly all students. In part (c) quite a number of students missed that both *Nino* and *Gianna* liked the English teacher.

Question 2

Most students understood that the texts were about marriage or relationships. Some students however lost marks by adding in alternative information which negated their original answer. This was also the case with part (b) where students frequently understood the idea that she didn't think that marriage was important but then negated their answer with further conflicting information. Part (c) was generally answered well by most with only a few students thinking that *Luca* was the right answer.

Question 3

Some students failed to gain marks here, particularly on part (a). A few students encountered problems with (b), (c) and (d), but (e) was well answered by nearly everyone.

Question 4

This question proved more challenging. Some students did not understand '*vai d'accordo*' and interpreted it as 'going out'. Equally some students did not pick up on '*ascoltarti*' and assumed that it meant 'to phone'.

Question 5

Most students answered parts (c) and (d) correctly. A number thought that *Francesco* wanted to be a '*stilista*' and many more thought that *Giulia* wanted to work as a hairdresser or designer.

Question 6

In part (a) the wrong answers mostly focused on not allowing immigrants in rather than limiting the number; in part (b) some students thought that either the situation was equally good in both countries or it was better in the UK; in part (c) many thought that men got paid the same as women.

In part (d) nearly a third of students were convinced that *Anna* thought mobile phones cost too much; a third thought that *Marco* believed petrol costs more in the towns than in the country and also did not spot that *Edoardo* was not interested in any of the problems. This suggests some students didn't read the text in sufficient detail.

Question 7

This question discriminated in a similar way to question 6. About 30% of students failed to pick up the positive element of (a); most answered (b) correctly; 25% failed to answer (c) correctly thinking that it was positive; (d) and (e) were incorrectly answered by around 15% of students who thought the answers were either positive and negative or simply negative.

Question 8

Part (a) was mostly answered correctly – particularly (a)(i).

Most students were able to score at least one or two marks on this question and their score indicated the level of their overall understanding of the detail of the text.

Most students understood that *Roberto's* father had taken him to the theatre as a child / was passionate about the theatre and earned the mark. Some students, however, provided insufficient information and assumed that 'his father' would suffice.

In parts (b)(ii) and (b)(iii) there was some overlap in terms of possible answers and this was credited. Many students scored well on (b)(ii) but (b)(iii) required more detailed understanding. '*Far vedere agli altri*' proved difficult for many.

There was potential for overlap between parts (b)(iv) and (b)(v) and this was credited. Many students did not pick up that the building project was for children without parents – and answered children and their parents. Part (b)(iv) required students to understand that there was some sort of fundraising event – not just an event.

Question 9

Nearly all students scored some marks on this question. Statements B and D were the most recognised in the text; E was less well recognised.

Question 10

This question proved to be a positive ending to the paper with most students scoring well on all parts.

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