



GCSE **Italian**

8633/RF Paper 1 Reading Foundation Tier

Report on the Examination

8633
June 2024

Version: 1.0

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General comments

Overall, performance at Foundation Tier this year appears to have improved compared to 2023.

Although no one scored full marks and the translation proved more challenging, overall student performance improved across the entire paper. Rather than leaving questions blank, students attempted to answer more questions, even if the answer was not immediately obvious to them. The literary extract was read with more care.

However, questions requiring full answers in English still posed a challenge this year due to lack of precision in answers.

Students should strive to write in full sentences and include more content where required. This will be clarified in more detail later in this report.

Section A

Question 1

This question on school subjects was the most successful in the entire paper with many students scoring the full 3 marks.

Question 2

There were positive outcomes here too. Students performed best in Q2.4 and less well in the earlier questions.

The word “cento” in Q2.1 was often interpreted as “centro”, leading to incorrect answers about living near the town centre instead of 100 metres from the sea.

In Q 2.2, many students answered with random words from the text such as “bar”, this was clearly due to their not being able to recognise the word “negozio”.

For Q2.3 many students incorrectly answered “a pizza market” due to misreading “piazza” which means town square.

Question 3

This question was slightly more challenging, but students performed fairly well with a success rate of over 72%.

Free time activities, a popular topic, and the presence of cognates in the text aided students in selecting the correct answer.

Question 4

This question on healthy lifestyle was generally well answered, except for Q4.2, which was among the least well-answered questions in the paper.

Around 22% of students answered this question correctly, possibly due to difficulty in recognizing when the answer applies to both texts. This was mainly down to understanding the connective “purtroppo”

and certain vocabulary content such as *pesce, verdure, frutta, ginnastica* which is more challenging at Foundation Tier.

Question 5

Family and relationships did not pose significant problems; students generally performed well. However, some wrote their responses in the incorrect section of the box, resulting in a loss of marks.

Occasionally, students listed multiple family members in the box instead of just one. Students should be taught that examiners only credit the first word they write in answers of this kind. By clarifying this during examination practice sessions at school, teachers could reinforce the rule that writing long lists in the hope of getting the correct answer by chance, should be avoided.

Question 6

This literary extract and its T/F/NT format, posed multiple challenges for Foundation Tier students. Though if we consider that this question was aimed at the higher scoring students in this tier, overall the results were positive.

However, Q6.4 and Q6.6 were less well answered due to students misunderstanding *dappertutto, fogli di quaderno, and litigare*, respectively.

Question 7

This question, though challenging, appeared to have a positive success rate, with many students scoring the full 3 marks. The technology topic with the presence of English words in the text (*social, smartphone, tablet, Internet, online*), would certainly have been a positive factor in the success of this question.

Question 8

This question, aimed at higher achieving students at Foundation tier, saw many coping well with Q8.1 but the remaining questions proved more challenging.

For example, in Q8.2 many answered “what he wants to do later on”, “when he’s older” or “in the future”; and failed to refer to “after the exams” or “after school”.

Similarly, for Q8.3, “make a fortune” was a common incorrect answer from the word “fortunati”, rather than “helping the less fortunate” which was the correct response.

In Q8.4 many answered, “his passion” instead of “being able to follow his passion”. This was not rewarded as students were required to provide a more detailed response. Teachers should remind students of the importance of avoiding vague answers which do not include sufficient detail when detailed responses are required.

Section B

Question 9

This was a fairly successful question, though only around half scored a mark in Q9.2, with the other half incorrectly selecting “casa” thus failing to make the connection between “una bella festa alla casa dei nonni” and “va a trovare I suoi genitori”.

Question 10

The environment topic is always a challenge at both Tiers, with few students scoring full marks, though over half scored 2 out of the 3 available marks in this question.

Most students managed to recognise the correlation between “riciclate” (in the text) with “riciclaggio” (in the question), and “autobus o treno” with “mezzi pubblici”.

The problematic part of the question was option F, “risparmio dell’acqua”, which students failed to link to “non lavate troppo spesso i vestiti o fate troppo spesso il bagno”. Many students chose option B instead of F.

Question 11

This accessible question on jobs had a high success rate, with around 74% of students scoring full marks, probably due to the inclusion of multiple cognates.

Question 12

This overlap question, a literary extract from Ammaniti’s *Io non ho paura* proved popular at both Tiers. The simple short sentences in the dialogue rendered the text more accessible than those used in previous years, with Q12.2 and Q12.3 being answered particularly well; over 70% managed to score at least one mark in these questions.

Around 47% of students ticked either option B (it should be noted that there is no reference to a reading activity in the text) or C, which can be explained by the presence of food items in the text. Q12.4 saw many students incorrectly linking “padre” (in the question) to “papa” in the text, proving that they failed to understand the final section of this literary extract.

Question 13

Identifying different tenses remains a fundamental skill that teachers should focus on at Foundation tier. Providing students with vocabulary banks for time adverbs can help them more easily recognise actions in the present, past, and future.

This question proved to be one of the most challenging in this paper and required students to identify different time frames in a relatively long text.

Despite time markers in the text (qualche giorno fa, domani) as well as conjugated verbs, only around a third of students scored both marks, and less than half scored any marks at all.

Identifying different tenses remains a fundamental skill that teachers should focus on at Foundation Tier. In addition to this, providing students with vocabulary banks of time adverbs could help them recognise actions in the present, past, and future when sitting examinations of this type.

Section C - Translation

The translation section had a similar outcome to that of last year's paper, though this year we saw a slight decrease in the percentage scoring full marks.

Section 1

This part proved fairly successful, though some students incorrectly translated “there are” instead of “I have”. The word *sibling* was accepted as well as *brother*.

Section 2

Many marks were lost due to students adding unnecessary language, such as “much older” or “a little bit older”, instead of simply translating “my brother Roberto is older than me”. It is worth reminding students to strictly adhere to the translation, without adding extra words when not required as this will lead to a loss of marks.

Section 3

This piece was fairly well translated and did not pose issues.

Section 4

This section was also well translated, the near future (we're going on holiday to Spain), and the present tense were both acceptable translations here.

Section 5

“L'anno scorso” was correctly identified and translated by the vast majority who sat this examination.

Section 6

Many students lost the mark for using the incorrect subject pronoun “we stayed” instead of “I stayed”.

Section 7

This part was fairly successful, though some students wrote *I was very hot* instead of *it was very hot* or translated *caldo* as *cold*.

Section 8

This part was not problematic and well translated by most.

Section 9

It was pleasing to see that this section with a conditional verb was one of the most successful sections of the entire translation. This also applied to students who lost marks in the previous section of the translation due to issues with subject pronouns.

Mark Ranges and Award of Grades

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