GCSE

ITALIAN

8633/LH: Listening (Higher)
Report on the Examination

8633
June 2019

Version: 1.0

General Comments

Students handled the paper well and were clearly well practised in the Specimen Assessment Materials. They knew what to expect and had no difficulty grasping what the questions demanded of them. Almost all remembered to answer in the appropriate language, depending on which section of the paper they were answering.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at any examples given, as these point out the level of detail required;
- highlighting or underlining key words which have been highlighted in the rubrics/questions;
- identifying the questions which have two parts to answer from the same utterance;
- signposting Section B as it requires answers in Italian.

Some students wrote notes on additional paper, but these were not actually answers to any of the questions. Students need to be reminded to label any possible answers to questions on the additional paper to ensure all relevant marks are awarded.

Section A

Question 1 – 2

As is to be expected, Higher tier students had greater success in answering these overlap questions. Over half of the students scored the full 2 marks per question. There were more gaps or blank spaces than in previous questions. Some students tried to write out a large part of what they had heard, often incorrectly. The distractor used in this question meant that students had to listen carefully before writing their answer, and this question discriminated well between those who understood fully what was being said and those whose understanding was only partial.

Question 3

This was an overlap question and proved to be less challenging for the higher tier students, with over 70% scoring the mark for each question.

Question 4 – 5

This was another overlap question that a high percentage of students answered correctly, which was really pleasing to see.

Question 6

Students performed very well again here.

Question 7 – 9

Despite the students having to write an answer to the 3 questions, they performed very well. On some occasions handwriting was very small and difficult to read, so students need to be reminded to write their answers clearly and legibly on the dotted lines provided or as close to them as possible.

Question 10

These questions were aimed at the more able students and produced a good outcome. In question 10.2, more than half of the students did not understand *referenze positive,* albeit a cognate, as one of the answers.

Question 11 – 13

These questions were again aimed at the higher grades and questions 11 and 12 were answered well. However, in question 13 very few students scored the mark and many wrote a lengthy translation of everything they had heard, which did not provide the correct answer. For this response, candidates needed to think about how what they had heard made Lorenzo feel *sad or nostalgic.*

Question 14 – 15

These questions targeted the highest grades and students coped very well with the demand.

Question 16

These questions, where students were required to write their answer in English, were challenging and again, quite a few students provided far too much information in their responses. They wrote 4-5 lines, directly translating what they had heard, rather than listening and deducing the correct answer. Question 16.1 was less well answered, but question 16. 2 was better with around 84% understanding more complex language such as *saremo più concentrati e di consequenza prenderemo voti più alti quest'anno.*

Question 17

These questions on advantages and disadvantages were again testing the more able students. Some students coped very well with these questions but again quite a few students provided far too much information, writing outside the boxes and down the page. It would be highly recommended for students to keep handwriting neat and answers concise, rather than providing very long translations of what has been heard. Quite often students came close to writing the correct answer but incorrect tense(s) prevented them from scoring maximum marks. Students need to read the questions and the information in the boxes carefully.

Question 18

This was a 3 mark question and it was very pleasing to see that over 70% attained got all 3 marks . Students dealt very well with the use of different tenses and this topic was clearly well covered.

Question 19 – 21

These news style questions were testing a wider range of language and a higher level of comprehension. Students did well on question 20 and question 21, however struggled more with question 19 Most students thought that the dogs had been lost or abandoned, misunderstanding *portati via dal giardino, dentro casa e dalla strada.*

Question 22 – 23

It was really pleasing to see that both these 2 mark multiple choice style questions were really well answered by students with over 80% correct.

Section B

Question 24

This was the first overlap question in section B. As expected higher tier students performed well, with around 61% achieving 2 marks.

Question 25

This was another overlap question; students performed very well answering the two part question. It was clearly evident that students were familiar with the key vocabulary being tested: *dormiva fuori* and *la gente che vive per strada* and were not fazed by having to listen to the longer text and retain the key information.

Question 26

Students performed really well on this question, demonstrating that they understood the key vocabulary and again coped well with the longer text. It was clear that most students had been trained well to focus on selecting the correct answer from the grid.

Question 27-28
This was a pleasing end to the higher paper, as most students managed to attain 2 marks on each question. On question 27, more than three quarters of the students gave correct answers and question 28 produced around 84% correct answers. Most students had clearly covered the topic of technology and topical issues related to it.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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