

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

(9280/L) Listening  
Report on the examination

---

June 2022

## **REPORT ON EXAMINATION: INTERNATIONAL GCSE ENGLISH A SECOND LANGUAGE 9280/L LISTENING JUNE 2022**

### **TASK 1**

#### **QUESTION 01**

Both parts of this question were well answered, with over 90% of students getting the answers correct.

#### **QUESTION 02**

Both parts of this question were well answered, with over 90% of students getting the answers correct.

#### **QUESTION 03**

Both parts of this question were well answered, with over 90% of students getting the answers correct.

#### **QUESTION 04**

Both parts of this question were well answered, with over 90% of students getting the answers correct.

### **TASK 2**

#### **QUESTION 05**

Question 5.1 proved to be unexpectedly challenging, with only about a third of students getting the answer correct. This was due to two factors. Firstly, a lot of students struggled to recognise the word 'debate', which meant that there were a large number of incorrect answers such as 'bank', 'bay' and 'bake'. Secondly, a number of students who did recognise the word were unable to spell it in a way that was phonologically similar enough to be accepted as correct. Question 5.2 also provided some challenges, with around 60% of students getting the answer correct. This was due to the fact that there were a number of different parts that needed to be included in the answer – needed/ a break from/ so much talking. Students who got this answer incorrect tended to miss out part of this, generally either the verb 'needed' or the words 'so much'. Very few students chose the second response – to get fresh air. However, question 5.2 was an effective differentiator.

#### **QUESTION 06**

This question was generally well answered, with over half of students getting 2 marks and a little under a third of students gaining 1 mark. Points to note are that, in the 'advantages', the correct answer 'hot food' was sometimes embedded in a longer sentence such as 'get to the canteen earlier to get hot food'. As long as the extra information in the sentence did not invalidate the correct response, this and similar answers are acceptable. For disadvantage, some students gave answers such as 'don't have enough time to get food'. In these responses, students need to include both aspects that are in the transcript – 'don't have time for the debate club and getting some food' – to be given a mark.

#### **QUESTION 07**

This question was generally well-answered, with just over half of students getting 2 marks and a little over a third getting 1 mark. Students generally lost marks if they didn't include a verb. The response

'Researching online for memory tips' created some challenges as students needed to include all parts of the response to get the mark, and some students didn't include the information about 'tips'.

## QUESTION 08

This question was an effective differentiator, with just over a third of students getting 2 marks and a little under a half getting 1 mark. Most responses were quite straightforward, though the response 'planning activities to memorise key dates' provided some challenges, as there was a lot of information to include in this response. In the response 'teacher is friendly', 'being friendly' was considered an acceptable alternative, but 'friendly' on its own was not enough to get a mark.

## TASK 3

### QUESTION 09

This was a straightforward question with over two thirds of students getting the answer correct. Students who got this response wrong generally didn't spell 'career' in a way that was phonologically similar enough to be accepted.

### QUESTION 10

This was another straightforward question, with close to 90% of students getting 2 marks and most of the remainder getting 1 mark. There were some minor spelling mistakes, but these were generally phonologically similar enough to be accepted.

### QUESTION 11

This was an effective question. Around two thirds of students got 3 marks, with a little under a quarter getting 2 marks and the majority of the rest getting 1 mark. Most of the incorrect answers were found in the 2<sup>nd</sup> and 3<sup>rd</sup> responses. Instead of 'messaging', some students wrote 'messages', which did not fit in the space, or 'massaging' which was not phonologically similar enough to be accepted. Similarly, in the 3<sup>rd</sup> response, students sometimes wrote 'vedio' instead of video, which was not phonologically similar enough to be accepted.

### QUESTION 12

This question was well-attempted and students were able to successfully extract information. Close to 90% of students scored 2 marks, with most of the rest getting 1 mark. Almost all students gave the correct answer for the 1st response - (over) five – with some students putting 'reunion' or 'party' in the 2<sup>nd</sup> response, rather than 'surprise'.

## TASK 4

### QUESTION 13

This was a successful question, which demonstrated student's ability to extract relevant information, with around 90% of students getting this response correct. A significant number of students who got this response incorrect wrote 50 instead of 15, other students who got this answer wrong did not write 'years'.

### QUESTION 14

This was another successful question, with around 85% of students getting it correct. Some students wrote further information, listing the history and people as well as the culture. For these responses to be correct, students needed to include all three aspects – the culture, history and people.

### QUESTION 15

This question proved to be an effective differentiator, and effectively tested students' ability to identify and extract the correct information. Around 40% of students scored 3 marks, a little under 30% scored 2 marks and about a quarter scored 1 mark. To score full marks, students needed to include a past tense verb for each answer, which effectively differentiated higher level students. The answer 'watched (the cubs play) baseball' was somewhat challenging, with some students struggling to identify and spell 'cubs'.

### QUESTION 16

This question was generally successful and about two thirds of students scored 3 marks, with a little under a quarter getting 2 marks and most of the rest getting 1 mark. Students gave a variety of spellings of 'bicycle' – if they were phonologically similar enough to be accepted they were awarded a mark. A number of students wrote 'brought new business' rather than 'increase in new businesses' which was judged to be similar enough to be accepted.

## TASK 5

### QUESTION 17

This question was an effective differentiator, with around two thirds of students getting the answer correct and therefore demonstrating ability to infer correct answers.

### QUESTION 18

This question proved to be unexpectedly challenging, particularly the first column (Two years ago). The spelling of 'treadmill' provided some challenges to students, and the large variety of spellings suggest that many students were not familiar with this word, and struggled to recognise it. In this response, if students had also included mention of going (back) to the gym, it was possible to award a mark for this, regardless of the spelling of 'treadmill'. In responses where the gym had not been mentioned, it was necessary to be somewhat flexible with the spelling – if one syllable was judged to be phonologically

similar enough to be accepted, then in general a mark could be awarded. The 2<sup>nd</sup> column (Last year) was an effective differentiator of higher-level students. The correct preposition in this response was TO – a large number of students got this answer incorrect as they wrote incorrect prepositions such as ‘in’ or ‘at’, rather than ‘to’. As a result, just over a quarter of students got 2 marks, while over a half got 1 mark.

## **QUESTION 19**

This question effectively tested students’ ability to infer and express meaning of a phrase. As a result, just over a quarter of students scored 2 marks, with over half getting 1 mark. Those who got 1 mark tended to give insufficient detail about the length of the challenge, using the word ‘long’ – as this is the same as the word in the phrase ‘long, uphill battle’. This was not enough for a full mark as the point was partially covered. The majority of students effectively identified the idea of a challenge and of facing difficulties, although some student incorrectly described the idea of repeated routine or practice.

## **QUESTION 20**

This was an effective question, with over 80% of students getting 1 mark.

## **QUESTION 21**

A little over half of students successfully identified two correct answers for this question, displaying a pleasing ability to correlate key information from a longer listening extract. Almost 40% successfully identified one correct answer for this question.

## GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at [oxfordaqaexams.org.uk](https://oxfordaqaexams.org.uk)

## FAIR ASSESSMENT PROMISE

In line with OxfordAQA's Fair Assessment promise, the assessment design, marking and awarding of this examination focused on performance in the subject, rather than English language ability.



**OXFORD INTERNATIONAL AQA EXAMINATIONS**  
GREAT CLARENDON STREET, OXFORD, OX2 6DP  
UNITED KINGDOM

[info@oxfordaqaexams.org.uk](mailto:info@oxfordaqaexams.org.uk)  
[oxfordaqaexams.org.uk](https://oxfordaqaexams.org.uk)

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and Oxford International AQA Examinations will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.