

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

(9280/L) Paper Listening
Report on the examination

June 2019

REPORT ON EXAMINATION: INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE 9280/L UNIT LISTENING JUNE 2019

General Comments

The English as a Second Language Listening examination covered all the topic areas listed in the specification and included a variety of questions types and responses including lengthier open response questions that required answers in English. This was the second summer series for this examination, and it was pleasing to see a continuation of strong student performance. Again, this was clearly a result of successful preparation by both teachers and students, who followed previous examination report guidance by maximising the benefits of their reading time at the start of the exam and using of notations to support listening.

For future series, students need reminding that, when questions specify a clear number of answers to list for a correct response, they should follow this instruction (i.e., for 2-3-mark questions). Some students squeezed additional answers under the lines given and these were not accepted. Students must write their final responses only on the lines given, cross out anything they do not want to be marked and use additional pieces of paper if needed. The comments that follow on individual questions and answers will hopefully assist teachers in their ongoing preparation for future International GCSE examinations.

Task 1

Question 1

Both questions were very well answered, with nearly all students answering the questions correctly.

Question 2

A noticeable number of students struggled on 2.1, with the reference 'a couple' clearly posing a challenge to these students.

Question 3

Nearly all students achieved full marks for these questions.

Question 4

An impressive number of students got these answers correct despite the potential challenge of identifying the order from the transcript. Those that got this incorrect struggled to recognise the use of the negative from the transcript.

Task 2

Question 5

The question was answered well, with a good majority of students achieving full marks by demonstrating a clear ability to identify question style sentences and vocabulary.

Question 6

Again, this question was answered well, though some students mixed up the two speakers. Some students did fail to recognise some of the key relevant vocabulary such as that Jo is 'about to' begin her new job or that she lives 'near' the park.

Question 7

This question seemed to pose a challenge to a number of students, with most achieving 1 mark and a noticeable number not achieving full marks. This was due to some students confusing general areas of

the town with specific places/venues that the question is asking about. Some struggled with translating the noun 'clothes'.

Question 8

A good number of students got both parts of this question correct despite the use of more abstract and complex vocabulary. Those that struggled mixed up the two answers or missed key noun phrases from the answer and only wrote one-word responses, such as 'charity' instead of 'charity hike'.

Task 3

Question 9

Most students correctly identified the key word for this answer.

Question 10

The first half of this question was answered strongly, but the word 'peppers' posed a challenge to a number of students.

Question 11

Again, some of the vocabulary connected to food and diet presented a challenge to students for this question.

Question 12

As for questions 10 and 11, this food-based vocabulary continued to be mistranslated by a number of students, with some struggling with the slightly more complex vocabulary as well.

Task 4

Question 13

A good number of students achieved 1-2 marks on this question, demonstrating their ability to select more abstract and complex information for their responses, such as the work being 'part-time' and 'local'. Some students mixed up 'college' and 'university' and did not appear to recognise these as separate educational institutions.

Question 14

Nearly all students got this answer correct.

Question 15

This question evidently posed a challenge for students, though a good majority achieved 2-3 marks. Students wrote more detailed answers (rather than just key nouns), which was a positive sign, but the challenge of AO3 for collating more complex information and vocabulary were missed at times.

Question 16

16.1 again posed a challenge, with the more abstract and complex vocabulary and ideas used. A lot of students achieved at least one correct response but struggled to get the 2 marks, often through mistranslation or an unclear written response. Surprisingly, many mistook 'South America' with 'South Africa' too. 16.2 was answered strongly, with some lovely and intuitive answers provided to a question regarding friendship and emotions.

Task 5

Question 17

Most students got this correct.

Question 18

This question posed a challenge for over half of the cohort due to the difficulty of the syntax and vocabulary in the transcript, with students often just writing about poverty rather than education and students who live in poverty. A good number managed to achieve 2 marks for this question by clearly identifying more complex ideas regarding the 'educational gap'. The smaller number students that achieved all 3 marks demonstrated an impressive and mature grasp of the ideas and vocabulary presented in their sophisticated responses.

Question 19

Similarly to 16.2, students performed well on this question regarding vocabulary connected to relationships and emotions.

Question 20

Most students got this answer correct, demonstrating their ability to identify the use of negatives in both the question and transcript.

Question 21

Nearly all students correctly identified one correct message for this answer, demonstrating their ability to collate key information from a longer listening extract, but a majority struggled to identify two correct answers. It should be noted that students should just tick the number of responses specified in the question and cross out any ticks they do not want to be accepted for questions of this type.

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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.



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