

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL LEVEL ENGLISH AS A SECOND LANGUAGE

(9280/L) Listening
Report on the examination

November 2019

REPORT ON EXAMINATION: INTERNATIONAL LEVEL ENGLISH AS A SECOND LANGUAGE 9280/L LISTENING NOVEMBER 2019

The English as a Second Language Listening examination covered all the topic areas listed in the specification and included a variety of questions types including open response questions that required answers in English. This was the second November series for this examination, and it was pleasing to see a continuation of strong student performance. Again, it was clear that this was a result of successful preparation by both teachers and students by following previous Report on the Exam guidance on best practice with regards to how to answer certain questions most effectively.

As a continuation from the June 2019 report, 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 (ie for 2 or 3 mark questions). Some students squeezed additional answers beyond the number specified in the question under the answer lines given and these were not accepted. Other students wrote more than the required amount of answers within the numbered lines provided and it should be noted that, for instance in a 3 mark question, only the first three answers given will be marked. 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 examinations.

TASK 1

QUESTION 01

Question 01.2 was very well answered with nearly all students answering the question correctly. However, students appeared to find question 01.1 a challenging start to the paper as nearly half of students incorrectly selected 'Hong Kong', possibly due to the syntax of the transcript, without accurately listening for key words.

QUESTION 02

Nearly all students achieved full marks for both parts of this question.

QUESTION 03

There was a slight decrease in students selecting the correct answer for question 03.1, although a high proportion of students still achieved the mark. Similarly to 01.1, it seemed students were perhaps ticking the option that they heard first on the transcript rather than listening for key words. Nearly all students selected the correct answer for question 3.2.

QUESTION 04

The majority of students got both parts of question 4 correct. This was positive to see due to the more abstract use of language applied in the wording of the question to identify which clothing is suitable for the description of the 'chilly', 'cold' and 'frost' weather.

TASK 2

QUESTION 05

Over half of students achieved the two marks available for this question, correctly identifying the emotive adjectives 'impressed' and 'pleased' required to convey how the speakers **feel**. Where students achieved only one mark, they gave words not found in the transcript ('blessed') or copied entire phrases from the transcript without indicating which specific key words they had identified to be correct.

QUESTION 06

The majority of students correctly identified two of the listed A-level subjects with only a small number of students writing the distractor 'science' and missing that the speaker wished to 'drop' that subject.

QUESTION 07

A number of students appeared to find this question challenging, with most achieving one mark out of the two marks available. This was due to some students providing minimal responses or vague answers about the speaker 'making a plan/decision' without identifying the overall message the Assessment Objective asks for. Students needed to refine their answer about the specific plans, thoughts and decisions the speaker advises.

QUESTION 08

Similarly to question 7, just under half of students achieved the full two marks available for this question, which is to be commended as there was an increase in the level of vocabulary and abstract ideas by this point in the examination. Many students accurately identified the cost of a degree being a correct answer, but some appeared to struggle with the use of the negative and uncertainty in the speaker 'not [being] sure' about preferring to get a job.

TASK 3

QUESTION 09

Just over three quarters of students correctly identified the key word for this answer, successfully synthesising the correct adjective from the ideas discussed in the transcript.

QUESTION 10

The first half of this question was answered strongly, but many students appeared to struggle with the word 'annoyed' with some perhaps mishearing the transcript and writing 'don't know'.

QUESTION 11

All three answers for this question were successfully provided by the majority of students, demonstrating a strong ability to select and retrieve the relevant information from more complex language and grammatical structures.

QUESTION 12

There was a decrease in the number of correct answers for the final question of this task with some students appearing to find the deliberate repeated use of the verb 'get' within the transcript a challenge when identifying the key word 'competitive' (and not 'together').

TASK 4

QUESTION 13

Nearly all students selected the correct answer, demonstrating their understanding of numerical vocabulary.

QUESTION 14

Most students achieved one mark for this question with students demonstrating understanding of the more complex colloquial language of an 'action-packed holiday'. However, some students wrote about Ahmed 'feeling worse' rather than answering why he might 'feel bored' as the question asks.

QUESTION 15

Students performed well on this question with most getting two marks and many achieving the full three marks available. The specificity of the answers provided demonstrated an understanding of this examination and how to approach these types of questions, such as acknowledging that there were 'no proper showers'.

QUESTION 16

Students appeared to find some of the more complex vocabulary here challenging, though a promising number managed to achieve two or three marks. It was positive to see students capture ideas of sleeping under the stars and accomplishing goals with aplomb. However, a significant number confused the adjective 'stunning' for 'studying' or the correct prepositions also required in this answer.

TASK 05

QUESTION 17

Most students selected the correct answer in response to this question.

QUESTION 18

Only a minority of students managed to achieve the full two marks available for this more demanding question. It was impressive to see nearly all students show some understanding of the complex and technical vocabulary surrounding artificial intelligence and the idiom of a 'fraction of time' but responses did not always capture two separate ideas to achieve full marks.

QUESTION 19

There were a large number of strong responses to this question regarding vocabulary connected to technology but also inferring what the speaker found to be the 'best' concepts from the things she lists.

QUESTION 20

A good number of students selected the correct answer demonstrating their ability to identify the overall message from a longer section of a transcript.

QUESTION 21

Nearly all students successfully identified one correct message for this answer demonstrating their ability to collate key information from a longer listening extract, but a number appeared to struggle to identify two correct answers.

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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.



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