

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# GCSE ENGLISH AS A SECOND LANGUAGE

9280

Teacher Guidance pack – LISTENING

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For teaching from September 2016 onwards

For GCSE exams in May/June 2018 onwards

# INTRODUCTION

## Listening

This document is designed to help you prepare students for the Listening paper of the OxfordAQA International GCSE English as a Second Language qualification.

It is broken down into four sections.

- **Teaching guidance**  
Practical ideas for how you might approach teaching the Listening element of our ESL curriculum
- **Exam advice**  
Guidance on preparing students for the Listening paper
- **Reading example responses**  
Genuine student responses to past Listening exam questions, with commentaries written by a senior examiner, explaining the mark awarded
- **Assessment practice**  
Some exam-style tasks you might want to try with your students to help them hone their exam technique

Hopefully this document will help you feel supported while preparing your students for the Listening paper, clear about how the mark scheme will be applied and confident in the accuracy of your own marking – as well as giving your students the opportunity to practise their skills.

You can find similar documents for the other three elements of the curriculum (Reading, Writing, Speaking) on the OxfordAQA website.

# TEACHING GUIDANCE FOR THE LISTENING PAPER

When learning English, it is vital that students are able to understand spoken English with confidence. As such, the first thing to ensure is that all students can hear what they are listening to. Any student with hearing impairment must be catered, the audio equipment delivering the material must be of high quality and you should ensure there is no distracting noise. When you first introduce students to listening source materials, it may be useful to watch a video or use live action rather than just using audio material, as it enables students to use a speaker's body language and facial expressions to aid their understanding. This will help students build confidence at the start of the course and encourage them to not to panic (and stop listening) if they hear a word they don't immediately know the meaning of.

It also helpful to remember that, if a student has to present their understanding of a listening text through writing or speaking, this will often present an additional challenge. They may well have understood what was said but be unable to express that in written or spoken English.

Here are some strategies to improve students listening skills and prepare for the OxfordAQA Listening paper.

## WHAT IS THE PURPOSE?

There is significant evidence to suggest that students need to understand the actual purpose for listening to gain the most they can from the experience. Therefore, they need to listen *for* rather than *to*. As a teacher, giving your students an explicit purpose will enable them to know where to focus and to achieve success. For example, you could ask students to listen in order to determine which statements they hear are facts or opinions. Whatever the purpose, giving students something specific to listen for before they hear the text will help direct and focus their attention.

## IS THE ENVIRONMENT APPROPRIATE?

It is important to set the stage for effective listening. Get rid of any background noise, ensure students are seated appropriately and inform students what will happen after they have listened.

## THE IMPORTANCE OF THE FOLLOW UP

After your students have finished listening, provide time for a follow up. Immediately after they have finished listening, discuss what they thought they were listening to. This could be in written format, so you can keep track of student learning, but it could also be verbal, especially if writing is a challenge for your students. However you do it, follow-up will make sure you are clear on what students understood from the listening task – and which students may need some additional help.

## KEEP THE LISTENING EXERCISES BRIEF

It is sometimes easy to forget that students spend a significant amount of the school day listening – either in English or their native language. Keeping listening exercises brief and focused will guard against your students 'tuning out'. You should also integrate listening sources from a variety of subjects to keep students interested.

Most importantly, showing students how to be a good listener through your own example as a teacher is much more powerful than telling them.

## CLASS DISCUSSION

There is significant research to suggest students can listen at a higher level than they can read, certainly as they first start to learn a language. As such, listening is a powerful way to build key language skills. It also means that students can respond to ideas presented audibly in a way that they may not be able to access from a written text.

Radio discussions or podcasts can be excellent start points for informed class discussions. You can pause the recording at relevant points and ask for student responses. This gives students a purpose to listening, ensuring they are *active* listeners, as they need to understand the content to create their own viewpoint.

To make class discussions effective, you can model what a good listener does and talk through your thought processes after listening to content. This is especially true when the content is more complex, and it is worth remembering that students may need more time to absorb the concepts as well as the language. Going slow and reviewing what was said or clarifying the content as needed will help student improve their skills.

## EXPANDING STUDENTS VOCABULARY ACQUISITION

Ensure your students listen to a variety of topics with a broad range of language, as students can learn the meaning of words through context and repetition. Listening to more adult source material, such as news reporting, would help them stretch their vocabulary and increase their language acquisition

If you can link these sources to the key themes from the OxfordAQA specification, this will help establish a connection with the assessment, as well as between the student's world inside and outside school. It will also give them experience of listening to unfamiliar topics and different points of view. For example, they could listen to stories from students in the UK and compare them to their own experiences.

## VISUAL CLUES

Every time a student hears something, the brain creates a visual image of what it hears. This makes listening an extremely visual medium, which has amazing potential for learning. Encourage students to create mental images of what they are listening to, perhaps imagining they are there in the scene. You can reinforce this by showing students pictures of particular words/phrases/scenes so that when they hear the word or expression at another time, the picture will come into their mind.

Students could even create their own drawings after they have finished listening, which they can label to reinforce their understanding. This helps students create a more purposeful, meaningful listening experience, helping long-term retention and understanding.

## LIMIT THE USE OF TRANSLATION

Ideally, as the course progresses, students will understand and respond to a listening task without having to 'translate in their heads'. As a teacher, try to phase out translating source material for your students by providing clues about the content so that students can focus on the language.

It can also be useful to use English synonyms and antonyms so that students hear new English words in context.

## TOP-DOWN VS BOTTOM UP

There are fundamentally two ways students can engage with a listening task.

- **Top-down.** This is where a student understands the smaller parts of language based on their background knowledge and life experiences or the context of the text. For example, if a text is set in an airport, students can use their knowledge of what happens at an airport, and the kind of language used in an airport, to decode the meaning.

- **Bottom-up.** This is when a student tries to understand individual words or smaller segments of language and then builds up to understand the general meaning of the 'text'.

When completing a language exercise, it is useful to know which approach different students are using and be explicit with them about these two approaches so that they can adapt their technique depending on the situation.

To develop 'top-down' listening skills, encourage students to listen for the main idea(s), including the topic and the setting, and then listen for specific information. Ask students to sequence information, predict, guess and infer.

To develop 'bottom-up' processing skills, ask students to distinguish individual sounds, word boundaries, and stressed syllables, identify thought groups, listen for intonation patterns in utterances, identify grammatical forms and functions, recognise contractions and connected speech, and recognise linking words.

## A STAGED APPROACH

It can be highly useful to break down your listening tasks into three stages: **pre-listening**, **listening**, and **post-listening**.

### PRE-LISTENING

- Tell your students the title of the content they will listen to and ask them to guess what it is about, or what they think might happen. Sometimes the title may be tricky or can be misunderstood at first. To gain interest, you can explain this and guide your students to be creative with their answers.
- If there are characters in the source material, give students some information about them and ask them to predict what they will be like.
- Ask your students a question on the theme of the content to start them thinking along the lines of the content they will hear.
- Make a list of words that some or all of your students may find difficult, especially key words which relate to the source material and teach these explicitly before listening. Where possible, connect the words with actions, other English words or visual clues.
- Ask students to listen for specific words and expressions, or even watch for specific items, giving them questions to focus on. For example,
  - What is the word that comes after the target word?
  - Who says this word?
  - How many times do you hear this word?

### LISTENING

- Students could be asked to listen for sequence and order. For example, they could have several pictures on a worksheet that they have to put into the right order as they notice them happen. They could also listen and watch for specific events.
- Help students understand and recognise clues in spoken English. For example, put your students into pairs and ask one student to talk about a place they would like to visit – but without mentioning a specific location. The listener then has to listen closely to what is being said and either guess the location or suggest a place their partner could visit, to see how well they picked up the hints from what they heard.

### POST-LISTENING

- Refer back to the pre-listening exercises and discuss if they were correct in their predictions – and why. You could do this using a class discussion, a prepared worksheet, a quiz type game or a discussion in pairs.
- Listen for particular words and expressions in one environment and encourage students to look out for them in different situations. You could provide a follow-up task that uses some of the vocabulary, for example a story you have created, to help deepen students recall of those words and phrases.
- Take the newly acquired words and expressions and alter them slightly, making substitutions for parts of them (eg changes in the language, such as gender of pronouns, or tense). Let students listen and ask them if they notice the differences and explain to the class or in groups.

- Incorporating speaking, reading, writing, and listening within your post-listening activities is the most natural way to teach language as we understand that recycling language is one of the most vital parts of second language acquisition.

## DIFFERENTIATION

For weaker students:

- initially, give students the transcripts of the source material so they can read and listen simultaneously.
- allow students to listen to the recording more than once.
- provide a gap-fill exercises that provides some of the words that are needed.

For stronger students:

- when students listen for the second time to confirm their answers, give some optional, perhaps more complex additional questions as well.
- when asking questions relating to a true/false activity, ask why/why not?

# EXAM ADVICE FOR THE LISTENING PAPER

The Listening paper requires students to listen to source material on a range of topics, delivered in a range of language forms. Therefore, it is vital that students become familiar with a variety of spoken texts prior to the exam.

Past papers are a good source of practice materials but teachers are encouraged to look further afield as well. Students can even supply source material of their own, either found or self-created, and create listening tasks and questions for their classmates. This can be a very powerful way to engage students in the task and deepens their understanding of exam questions.

When preparing for the exams, students should aim to listen to some spoken English every day. This could be as simple as listening to an English news report on the radio, watching a discussion programme on TV or engaging with podcasts or suitable videos online. Students can follow topics that interest them but should also be encouraged to listen to a range of sources to broaden their language acquisition.

In this preparation phase, it is important that students listen *actively* rather than passively. For instance, students could pause the recording at regular intervals to make notes on what they've heard, checking both their overall understanding and vocabulary.

## BEFORE LISTENING

Students should get used to predicting answers before they listen. If using a past paper, they can read the question and underline the key words, usually nouns and verbs, to prime them for likely answers. Whether their predictions are correct or not, this will help students 'tune in' to the recording.

Understanding the context of the recording will also help students understand the answer options better. Use revision exercises with students that require them to think about the person talking, and whether they are giving an opinion or expressing an attitude or feeling. Get them to think about the following prior to listening to the text.

- Who is speaking? What do they already know about them?
- Identify the topic – what sort of ideas would they expect to hear?
- Do they know anything already about the topic?
- What would they like to find out?
- Do they have any questions they would like answered?
- Often, the most challenging part of the audio involves numbers, so students should practice listening to dialogue where they are used, especially those which sound the same, e.g. forty, fourteen.

## WHILE LISTENING

Tell students not worry if they don't understand *everything* they hear. An understanding of the main idea is a strong start and they will hear each recording twice, so they will get a second chance if they missed something the first time around.

Encourage students whilst listening to think about:

- are the participants saying what they expected?
- is there anything they don't understand?
- why particular words and phrases are used. Is the speaker trying to persuade the audience or make an emotional appeal?

## AFTER LISTENING

After listening encourage students to think about:

- what were the main points?
- can they summarise the main points or explain them to someone else?
- if it was a discussion, what did they think?

## ANSWERING QUESTIONS

Just as a student's comprehension of the source material does not have to be perfect, nor does their written response. The mark scheme gives examiners guidance on accepted answers and, as long as any inaccuracies do not change the meaning of the response, it will be awarded marks.

Each question will specify how many marks it is worth and how much information candidates need to provide, along with an appropriate amount of dictated space for them to write their answer – eg a list of correct pieces of information. Students should always follow these instructions, so that they don't lose marks by not providing enough information or waste time providing too much. If students squeeze additional answers under the lines given these will not be accepted. In addition to this, if students write more than the required amount of answers within the numbered lines provided, for instance in a three-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.

Remind students to listen carefully to the second playing of the recording to check their initial answers are correct – there may be distractors that have misled them.

## RAMPING OF DIFFICULTY

As the paper progresses the source material will become longer and the questions more challenging, including more open response questions that assess AO3 and AO4. For these questions, simply repeating sentences from the recording will not get them full marks; it is their ability to synthesise and understand overall ideas that is being tested.

It is also increasingly likely that students will encounter more words they don't know as the exam progresses. This is when strategies for deciphering words from their context become most important.



## LISTENING EXAMPLE RESPONSES

**0 5** List two words you hear from the speakers that show how they feel about James' report. [2 marks]

1 Impressed

2 pleased

**Mark awarded: 2**

This candidate gained full marks for this question.

**0 5** List two words you hear from the speakers that show how they feel about James' report. [2 marks]

1 pleased

2 ~~pleased~~ He can still improve his geography grade

**Mark awarded: 1**

The second response is not relevant. Please also note that the question asks for 'words' not 'phrases' in this question.

**0 6** List two subjects that James is considering studying for his A-levels. [2 marks]

1 English Business Science

2 Math English literature

**Mark awarded: 2**

Please note that accurate spelling is not assessed in the Listening paper – so long as the response and the candidate's intention are clear, and inaccuracies do not change the meaning.

**0 7** Mr King gives James some advice. Give two examples of this advice. [2 marks]

1 you need to think what career path to be followed

2 consider what your plans

**Mark awarded: 1**

The second response isn't clear and doesn't make sense.

**0 7** Mr King gives James some advice. Give two examples of this advice. [2 marks]

1 James should think about his career path

2 James should consider his plans after A-levels

**Mark awarded: 2**

Two clear examples: full marks.

0 8 Why is James reluctant to go to university?  
Give two reasons. [2 marks]

- 1 ~~It is~~ The cost of ~~money~~ going to university is high.
- 2 He is not sure if he wants to get a job instead of going to university

**Mark awarded: 2**

An excellent response, covering the key reasons clearly and in appropriate detail.

1 4 Why does Ahmed think Jack's holiday sounds boring? [1 mark]

week of doing nothing that he feel worth

**Mark awarded: 0**

Due to incorrect sentence structure, the response does not make sense and it is therefore not a valid answer.

1 4 Why does Ahmed think Jack's holiday sounds boring? [1 mark]

because he was doing nothing for a week

**Mark awarded: 1**

Demonstrates clear understanding of the text.

1 6 Why did Ahmed enjoy his holiday so much? [3 marks]  
Give three examples.

- 1 Sleep under the stars -
- 2 Connected with nature -
- 3 Saw Stunning views ~~at~~ from the top of the mountain -

**Mark awarded: 3**

Correct grammar (eg tenses) is not assessed, as long as the meaning is clear – therefore no reason not to award full marks.

1 6 Why did Ahmed enjoy his holiday so much? [3 marks]  
Give three examples.

- 1 Sleep under stars -
- 2 Stunning Views up the mountain. X
- 3 Connecting with nature -

**Mark awarded: 2**

The second response is incorrect as 'up the mountain' changes the meaning.

# LISTENING ASSESSMENT PRACTICE

The following assessment task is designed to reflect the skills students will be expected to demonstrate in the Listening paper as well as the basic the format and structure of the real exam. The mark scheme is in line with the mark scheme used by the examiners for the real paper, presenting acceptable answers and indicative content. The transcript for this assessment task can be found at the end of this booklet.

**The example Listening recording can be found [here](#)**, or you can download the file by logging into the **International GCSE English as a Second Language section** of our Online Staffroom.

## LISTENING PAPER GUIDANCE

The Listening paper tests a narrower range of skills than the Reading, Writing and Speaking assessments, but is challenging in the sense that it requires the ability to identify and process information from a spoken text.

The multiple-choice questions at the start of the assessment are the most straightforward question type as all the response options appear in the question itself. As such, the skills required are:

- Identifying what the question is asking you (a reading skill)
- Identifying how and where the three options relate to the spoken text (a listening skill)

Subsequent questions (eg Q6, Q7 and Q8) require some selection and collation, challenging students to identify and choose information across a section of speech.

Some questions require students to process information and ideas. For example, the final gap fill in Q12 refers to a section of the recording where the speaker uses the phrase, 'I'd recommend the latter', referring back to the idea of face-to-face lessons. Here, students are expected to connect these ideas to arrive at the correct answer. This is a more challenging skill so might be one your students will need to practise.

## LISTENING PAPER INSTRUCTIONS

**This is what you should do for each item.**

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again and then answer the questions.
- When the next question is about to start you will hear a bleep.
- You may write at any time during the test.
- Answer the questions in English.
- Write neatly and put down all the information you are asked to give.

### Information

- The marks for questions are shown in brackets.
- You must not use a dictionary.

## **LISTENING ASSESSMENT EXAMPLE QUESTIONS**

## Task 1

Listen carefully to the following statements. You will hear each statement twice.  
Write the correct letter in the box for questions **01** to **04**.

**01**. **1** How many schools are there in the speaker's area?

[1 mark]

<b>A</b>	2
<b>B</b>	3
<b>C</b>	5

**01**. **2** Who does the speaker play football with?

[1 mark]

<b>A</b>	Mel
<b>B</b>	Stu
<b>C</b>	Tim

**02**. **1** Which of the music lessons are free for students?

[1 mark]

<b>A</b>	Guitar
<b>B</b>	Piano
<b>C</b>	Violin

**0 2 . 2** On which day could students attend music lessons?

**[1 mark]**

<b>A</b>	Monday
<b>B</b>	Wednesday
<b>C</b>	Friday

**0 3 . 1** What type of music does the speaker prefer?

**[1 mark]**

<b>A</b>	Pop
<b>B</b>	Rap
<b>C</b>	Rock

**0 3 . 2** When will the speaker go to a live show?

**[1 mark]**

<b>A</b>	Next month
<b>B</b>	Next week
<b>C</b>	Next year

0 4 . 1

What type of films were discussed in this week's show?

[1 mark]

<b>A</b>	Bollywood films
<b>B</b>	Children's films
<b>C</b>	Crime films

0 4 . 2

How long will the next show last?

[1 mark]

<b>A</b>	One hour
<b>B</b>	Two hours
<b>C</b>	Three hours

## Task 2

Anna and Jess travelled the world teaching English. They talk about their experiences.

You will hear each statement twice.

Listen carefully to the discussions and answer the following questions.

0 5

What did the two speakers study at university?

[2 marks]

Anna: \_\_\_\_\_

Jess: \_\_\_\_\_

0 6

Give **one** positive and **one** negative aspect of travelling.

[2 marks]

Positive aspect: \_\_\_\_\_

\_\_\_\_\_

Negative aspect: \_\_\_\_\_

\_\_\_\_\_

0 7

What amazing things did the speaker experience?

List **two** examples.

[2 marks]

1 \_\_\_\_\_

2 \_\_\_\_\_

0 8

How has travelling changed the speaker?

List **two** examples.

[2 marks]

1 \_\_\_\_\_

2 \_\_\_\_\_



### Task 3

Jimi has produced a short video about learning to play guitar.

You will hear each statement twice.

Listen carefully to the speech and fill in the gaps in the notes below.

0	9
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Learning to play:

There are many ways to help you learn to play, but the most useful thing to do is to \_\_\_\_\_ as often as you can.

[1 mark]

1	0
---	---

Time:

When Jimi first started to play the guitar, he found it difficult and recalled how sore his \_\_\_\_\_ felt. It took time to increase the \_\_\_\_\_ in his hands.

[2 marks]

1	1
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Buying a guitar:

Some cheap guitars can be \_\_\_\_\_ to play.

You should take your time to \_\_\_\_\_ different guitars because no two guitars are exactly the same. Pick a guitar that feels good when you hold it, and which suits your \_\_\_\_\_ .

**[2 marks]**

1	2
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Guitar lessons:

The speaker says that guitar lessons are a great way to make progress.

He recommends picking a teacher who has \_\_\_\_\_ of the music you want to play. He says that \_\_\_\_\_ lessons are the best.

**[2 marks]**

#### Task 4

Claire and Andy are discussing sport on their weekly radio show.

You will hear each statement twice.

Listen carefully to their conversation and answer the questions that follow.

1 3

How many games has Andy watched this season?

[1 mark]

---

1 4

Why does Andy not enjoy watching football at a stadium?

[1 mark]

---

1 5

Andy enjoys watching sport.

List **one** reason why he chose to watch each sport.

[3 marks]

Gymnastics: \_\_\_\_\_

Motor sports: \_\_\_\_\_

Tennis: \_\_\_\_\_

1 6

Andy gives several reasons why he prefers watching sport on television.

List **three** reasons.

[3 marks]

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

### Task 5

Ali is talking about her daughter, Sarah.

You will hear each statement twice.

Listen carefully to her speech and then answer the questions that follow.

1 7

What word best describes how Ali felt when playing with her young daughter?

Write the correct letter in the box.

[1 mark]

<b>A</b>	Bored
<b>B</b>	Excited
<b>C</b>	Tired

1 8

Ali describes the different activities Sarah enjoyed doing.

How did Ali feel about these different activities?

Complete the table below. The final column has been completed as an example.  
Write **one** practice in each box.

[2 marks]

Did not enjoy	Had mixed feelings	Enjoyed
		Reading stories

1 9

Ali says that 'childhood games morphed into digital ones'.

Explain in your own words what this phrase means.

[2 marks]

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2 0

Ali says technology can be a good thing for young people.

Which of the following reasons does she give for this view?

Write the correct letter in the box.

[1 mark]

<b>A</b>	It allows young people to stay in touch with older relatives around the world.
<b>B</b>	It teaches young people about important issues about the world they live in.
<b>C</b>	It helps young people with their studies and helps them to find jobs.

2 1

What **two** important points emerge in the last statement?

Write the correct letters in the boxes.

[2 marks]

<b>A</b>	Ali's life has changed recently
<b>B</b>	Beth has finished her studies
<b>C</b>	Ali worries about Sarah
<b>D</b>	Beth is a loving daughter

# **LISTENING ASSESSMENT EXAMPLE MARK SCHEME**

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**Task 1**

Qu	Part	Marking Guidance	Total Marks
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Accept			
01	1	C	1

Accept			
01	2	A	1

Accept			
02	1	B	1

Accept			
02	2	B	1

Accept			
03	1	B	1

Accept			
03	2	C	1

Accept			
04	1	A	1

Accept			
04	2	B	1

## Task 2

Qu	Marking Guidance	Total Marks
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Accept		
05	<b>Anna:</b> English <b>Jess:</b> Maths	1

Accept one advantage and one disadvantage of the following		
06	<b>Advantage:</b> <ul style="list-style-type: none"><li>• Teaches you to be independent</li><li>• Get to see lots of sights/different countries</li></ul> <b>Disadvantage:</b> <ul style="list-style-type: none"><li>• Miss family and friends</li><li>• Costs a lot of money</li></ul>	2

Accept any two of the following		
07	<ul style="list-style-type: none"><li>• Visited India</li><li>• Saw the Taj Mahal</li><li>• Visited capital cities</li><li>• Met lots of people</li><li>• Had fantastic food</li></ul>	2

Accept any two of the following		
08	<ul style="list-style-type: none"><li>• More confident</li><li>• Speaks some Mandarin</li><li>• Is more self-reliant / can look after self</li></ul>	2



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**Task 3**

Qu	Marking Guidance	Total Marks
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Accept		
09	Practise	1

Accept		
10	<ul style="list-style-type: none"><li>• Fingers</li><li>• Strength</li></ul>	2

Accept		
11	<ul style="list-style-type: none"><li>• Difficult</li><li>• Try</li><li>• Playing style</li></ul>	3

Accept		
12	<ul style="list-style-type: none"><li>• Experience</li><li>• Face-to-face</li></ul>	2

#### Task 4

Qu	Marking Guidance	Total Marks
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Accept		
13	One	1

Accept any one of the following		
14	He doesn't like the view	1

Accept		
15	<b>Gymnastics:</b> Movement and balance of the gymnasts <b>Motor sports:</b> The speed and danger <b>Tennis:</b> The speed and drama	3

Accept any three of the following or a valid equivalent		
16	<ul style="list-style-type: none"><li>• He's comfortable (at home)</li><li>• He's warm</li><li>• He can choose to watch different sports</li><li>• There's no travelling / parking</li><li>• He can switch it off</li></ul>	3

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**Task 5**

Qu	Marking Guidance	Total Marks
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Accept		
17	C	1

Accept		
18	<b>Did not enjoy:</b> Watching the same TV episode  <b>Had mixed feelings:</b> Sarah playing drums	2

Award a maximum of two marks		
19	<b>2 marks</b> – Candidate explains both the ideas of childhood games changing <b>and</b> games based on technology.  <b>1 mark</b> – Candidate explains one of these ideas or partially both  <b>0 marks</b> – Nothing worthy of credit/nothing written.	2

Accept		
20	B	1

Accept		
21	A and D	2

# **LISTENING ASSESSMENT EXAMPLE TRANSCRIPT**

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# INTERNATIONAL GCSE

## ENGLISH AS A SECOND LANGUAGE

### Example Listening Paper Transcript

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Time allowed: 45 minutes  
(including 5 minutes' reading time before the test)

**The pauses are pre-recorded for this test.**

#### **Instructions**

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again and then answer the questions.
- When the next question is about to start you will hear a bleep.
- You may write at any time during the test.
- Answer the questions in **English**.
- You must answer the questions in the spaces provided. Do not write on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Write neatly and put down all the information you are asked to give.
- **You must not ask questions or interrupt during the test.**
- You now have 5 minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- The test starts now.

Once the recording has started, the Invigilator must not pause it at any time as all pauses, including the 5 minutes' reading time, are pre-recorded.

**Task 1**

- 1**     **F1**     There is a variety of schools in the area where I live. Three of them are for younger students, and the other two are for older ones like me. I travel to school with Mel, Stu and Tim. I have a lot of lessons with Tim and play football with Mel after school.
- 2**     **M1**     We have some free music lessons available for students who would like to learn piano. We also offer violin and guitar lessons, but there is a small cost for these. Lessons are available each week day apart from Monday and Friday.
- 3**     **M2**     I like listening to rap, but my friends are fans of rock and pop. I am planning to go to see my favourite rapper next year after my exams. Tickets are on sale next week. Maybe my parents will buy me a ticket for my birthday – it's next month.
- 4**     **F2**     Thank you for listening to this week's radio show about Bollywood film. Join me next time for our two-hour special about crime films. We'll also talk to one of America's leading directors about children's films. We'll be on at the earlier time of 3pm.

**Task 2**

- 5**     **F1**     Hi, I'm Anna. I finished university last year where I studied English. My best friend, Jess, studied Maths at the same university. We met at the drama club and became great friends. Together, we spent a year travelling the world, teaching young people in a variety of countries.
- 6**     **F2**     Travelling has been great. It teaches you to be independent and lets you experience the fascinating sights of different countries. However, I did miss my family and friends and spent an awful lot of money!
- 7**     **F1**     I did and saw many amazing things on my travels. One of the best parts was visiting India and seeing the Taj Mahal. I loved visiting capital cities and meeting lots of people from different countries. The food was fantastic too.
- 8**     **F2**     Travelling changes you. Before I left, I was quite shy, but having to talk to new people and organise things made me much more confident. I can now speak a little bit of Mandarin and I am more self-reliant. I also know that I can look after myself.

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### Task 3

- 9 M1** At some point in their lives, most people wonder what it would be like to play guitar in a world-famous band. But all I wanted to do was be able to play my favourite songs. After talking to friends, watching videos and reading about guitars, I realised that doing as much practice as you possibly can is the only way to master the instrument.
- 10 M1** When you first start playing, you will probably feel frustrated. It's not easy and I remember how sore the ends of my fingers were. It becomes easier after a while, but it took me quite a few months to build up the strength in my hands to the point where things started to feel easier. So don't be surprised if everything feels difficult at first.
- 11 M1** As with most things in life that you purchase, the more you spend, the better the quality. This definitely applies to guitars, but the good news is that you don't have to spend a fortune to buy a good instrument - but remember that cheap guitars can be difficult to play and make it harder to learn. Before you do buy a guitar, spend time trying different ones. Find one that suits your hands and playing style.
- 12 M1** If you're serious about learning, I'd suggest finding a guitar teacher. There are plenty of teachers available, but choose one with experience in the type of music you enjoy playing. Ask other players for recommendations and decide whether you want online lessons, or whether you'd prefer face-to-face lessons. I'd recommend the latter.

### Task 4

- 13 F2** I went to watch football last weekend at Anfield. It's much better watching it in person than watching it on television. I've been to watch ten games this season – every one of them was fantastic. How many have you been to, Andy?
- M2** I don't like going to football grounds, but I did go once last year. I don't like the view at stadiums – I always seem to be very far from the action!
- 14 F2** I suppose it costs less too! Do you watch any football teams or just the one you support?
- M2** I watch any game that I think might be entertaining really. Sometimes the games are free to watch, but more often than not, there is a cost. I also get to watch a lot of other sports too.
- 15 F2** I must admit, I don't watch many sports apart from football. What other sports do you watch on television?
- M2** I like watching gymnastics – I love seeing the movement and balance of the gymnasts. Motor sports are exciting too. The speed and danger is exhilarating, but of all sports, I particularly enjoy watching tennis. I love the speed and drama of it.
- 16 F2** Wouldn't you like to watch these sports in person rather than on television?
- M2** Not really! At my age, I like to sit in an armchair by the fire. It means I'm comfortable and warm, and I can choose from several sports to watch. There's no travelling involved, so I don't have to go on a bus or park my car. Plus, if it's a boring game I can switch it off!

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### Task 5

- 17 F1 When Sarah was very young, I found looking after her almost exhausting. She had so much energy. I was working part-time in a very busy job, so I was weary before I even arrived home, then as soon as I got through the door, Sarah wanted me to play with her non-stop for hours, which, of course, I did. But it wasn't easy.
- 18 F1 Children need the attention of their parents, and I did everything possible to stimulate Sarah and make sure she learned about the world around her. I loved reading stories to her. At one point, she wanted to watch the same episode of a TV show over and over again, which I must admit, I found annoying! Sarah also enjoyed playing her toy drums. It was lovely to see her enthusiasm, but less lovely to listen to!
- 19 F1 When Sarah turned into a teenager, all of the childhood games morphed into digital ones. She stopped drawing and became absorbed by her phone and social media. I must admit I felt a little cut out of her world – like my little girl was growing up and becoming an adult with her own friends and private life. It's all natural, of course – everyone has to grow up.
- 20 F1 Some parents are against technology. They think that phones are a big distraction and prevent their children engaging with the world around them. I disagree. I've watched my daughter use her phone learn how to engage with people around the world. She's interested in politics, poverty and fairness. She knows more about global issues than most, and has really benefited from being connected through social media.
- 21 F1 In the past year, I have suffered from a medical condition which means that I rely more on Sarah than she relies on me. In short, she has become my carer. She has her exams this year, and I know she will do very well, because she is a hard worker and she is clever. But her greatest skill is her caring nature. I am very proud to call her my daughter.

**END OF SOURCES**





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

[enquiries@oxfordaqaexams.org.uk](mailto:enquiries@oxfordaqaexams.org.uk)  
[oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)