

# GCSE SPANISH 8692/LF

---

**Paper 1 Listening – Sample assessment materials**

Item commentary booklet – Foundation tier

---

---

## SECTION A: Listening comprehension

### Questions 1 – 4

Level of demand Low (4 marks)

#### Rationale for item type

This is a clear and straightforward matching question style. It provides an accessible start to the paper to boost students' confidence. This is an informal, social setting and the topic of free time is one that students are particularly familiar with.

#### Content sampled (vocab/grammar)

Baile, gimnasio, cine, película, centro comercial, compras, paseo, campo

#### Mark scheme considerations

Students write one letter in the answer box for each of the four questions. It is straightforward to mark as it is either right or wrong. More options than are needed to answer this set of questions are included to ensure that a student selecting an incorrect letter does not automatically get other answers wrong, through a 'knock-on' effect.

#### Accessibility considerations

The topic of hobbies and free time has been chosen for this first set of questions to give students a confident start. The utterances are short and the key verbs are in the first person. The language used is of limited complexity (as per Subject Content, para 10). Students select their answers from the grid of options made up of short prompts for activities, all of which are included in the prescribed vocabulary list. There is more than one pointer in each utterance to provide support towards choosing the correct answer.

---

## Questions 5 – 8

Level of demand Low (4 marks)

### Rationale for item type

These questions use a simple multiple choice question style with students choosing one letter from a choice of three.

This set of questions requires full understanding of the utterance and students cannot answer the question by just identifying one word from what they hear. Although this question is still low demand, there is a slight increase in challenge within the three option choices.

### Content sampled (vocab/grammar)

Desayuno, traer, cama, preparar, comida, playa, lado, mar, fuegos artificiales, ver, fiesta, cenar, abuelos

### Mark scheme considerations

Students write one letter in the answer box. It is straightforward to mark as it is either right or wrong.

### Accessibility considerations

The questions are written using clear and accessible language. Understanding of most of the utterance guides students to select the correct answer and to eliminate the others. Questions and answer options are kept short and clear. Each utterance contains at least two pointers to the correct answer to support students at this early stage of the paper.

---

## Questions 9 - 10 Overlap

Level of demand High (4 marks)

### Rationale for item type

This question style allows for more answers to be extracted from less heard material. To reflect the level of demand, this question is more challenging than a standard matching grid style question, as students must both match the utterance to the grid and also decide whether it is a positive or negative element, testing close listening skills. Inclusion of this overlap question at this stage of the paper reflects the design principle of a gradual increase in demand, with peaks and troughs to encourage students to continue beyond questions they find very demanding.

The utterance is a formal, public scenario – a radio broadcast. The topic of healthy living is an area that offers scope for plenty of plausible answer alternatives for a grid-style question.

### Content sampled (vocab/grammar)

Descansar, dormir, bastante, sentir, cansado, necesitar, pasar, más, tiempo, al aire libre, demasiado

Comida, comprar, leer, información, producto, sano, menos, sal, azúcar, estar en forma, deber, actividad, deportivo

### Mark scheme considerations

The words 'Good' and 'Needs to improve' are provided in bold in bold over the answer boxes so that it is clear to students where their answers should be written. One letter answers are required, so are either right or wrong.

### Accessibility considerations

Two more options than the number of required answers are provided to ensure effective differentiation at this level.

---

## Questions 11 – 12 Overlap

Level of demand High (4 marks)

### Rationale for item type

This is an effective question style to test overall understanding; students cannot just guess the answer from understanding one or two words. The setting is informal and public – a TV interview with an actress. A range of question types is being used to ensure variety and interest within the paper.

### Content sampled (vocab/grammar)

Profesora, genial, apoyar, bueno, consejo, comportamiento, malo, perezoso, llevarse, bien, disfrutar, pasar, tiempo, tonto, enojado, llegar, tarde, guay, divertido.

### Mark scheme considerations

For two answers, students write one letter– either P (for positive) or N (for negative). Where both letters are required, they are accepted in any order and the + sign is not required. A range of variations is accepted such as PN; N+P etc as outlined in the mark scheme.

### Accessibility considerations

Key words are in bold in the rubric. Students are reminded in bold to answer both parts of each question. There is a pause inserted between each utterance to give students enough time to write their responses.

---

## Questions 13 – 16 Overlap

Level of demand High (4 marks)

### Rationale for item type

This is a challenging question type as students have no prompts or answer options and must come up with the answer by themselves. It is a question style which has differentiated well between different levels of performance in previous specifications, with short answers in English required.

The question type allows us to elicit some details in the responses and represents the peak in the level of challenge which lessens beyond this point. The setting is informal and social.

### Content sampled (vocab/grammar)

Cocina, ganar, concurso, famosos, tener que + inf, bosque, saber, tocar, guitarra, ir a + infinitive, casarse, boda

### Mark scheme considerations

Where students are required to produce verbal answers, these will always be marked by experts and the standardisation process ensures that all examiners know the range of answers to accept and reject. Mark schemes are updated and added to once live responses are available.

### Accessibility considerations

The speaker is female and the celebrity is male to help avoid any he/she confusion in the answers. Longer pauses after each utterance are inserted to give students time to write answers. Utterances are heard separately to avoid any undue burden on memory. The mark scheme allows for various possible ways of expressing the key idea for each question.

---

## Questions 17 – 18

Level of demand Medium (4 marks)

### Rationale for item type

This is an effective question style to focus on tenses and adverbial phrases rather than nouns. The task type requires students to show a grasp of past, present and future time frames. The setting is informal and social and represents a ‘trough’ in the level of challenge.

### Content sampled (vocab/grammar)

Past tense verbs – hizo, decidimos, pareció, estaba. Future tense verbs - vamos a + infinitive, estará

Vocabulary – ayer, mercado, comprar, recuerdo, excursión, barco, este, viernes, mar, tranquilo

### Mark scheme considerations

Students select the number of the activity from the option grid, and the letters P, N or F to indicate whether the event was in the past, is happening now or will happen in the future. The mark scheme indicates the correct answer for each question.

### Accessibility considerations

Each activity in the question is directly mentioned in the utterance to guide the students to the correct answer. Key words in the rubric are in bold. Answers are supported by more than one element in the utterance, both by the tense and a time phrase.

---

## Questions 19– 20

Level of demand Low (Q19.1, Q20.1 2 marks), Medium (Q19.2, Q20.2 2 marks)

### Rationale for item type

Multiple choice is a tried and tested question style which allows the level of demand to vary between each part of the question. Three answer options are considered the optimum for challenge and plausibility of distractors. This is a low/medium demand task so students have a less challenging task following the previous question. The questions are in dialogue form to limit the number of utterances on the paper as a whole and come later in the paper, so students will be familiar with the voices by this stage. The setting is informal.

### Content sampled (vocab/grammar)

Nuevo, móvil, mantenerse, contacto, mensaje, llamar, escribir, carta, padres, teléfono, libre, casi, nunca, querer, llamar

### Mark scheme considerations

This is a multiple choice task with only one correct answer, with students choosing one answer from a choice of three for each question. The two incorrect answers are suitably plausible.

### Accessibility considerations

The questions 19 and 20 and the accompanying audio material are separated to avoid the need for students to arrive at four answers from a single utterance. Reading time will be sufficient for students to scan all the options before each recording is heard.



---

## Questions 21 - 22

Level of demand Low (4 marks)

### Rationale for item type

This style has worked well as a low demand question type in previous exam series. Key words lead students directly to the answer and the grids and answer boxes (Area and Problem) follow the order of the utterance – area first, problem second.

This low demand question is used at the end of section A with a view to give students confidence before the dictation task.

### Content sampled (vocab/grammar)

Soy, vivo, instituto, coches, horrible, peligroso, plaza, mayor, ruido, gritar, pelearse

### Mark scheme considerations

One letter and one number are required, with one mark each. Only one response is correct for each box.

### Accessibility considerations

There is a very limited amount of reading required. The two different elements are categorised by letters for the area and numbers for the problem, in order to minimise the risk of confusion for students when answering. These are clearly linked by the titles **Area** and **Problem** in bold. The speakers introduce themselves by name on the recording, linking clearly to the different questions.

---

## SECTION B: Dictation

### Level of demand

This task targets low, medium and high demand across the four sentences. A range of Sound Symbol Correspondences (SSCs) are drawn from the prescribed grammar content are tested across the four sentences.

### Rationale for item type

Dictation is a required task with a minimum of 20 words, including some words from outside the prescribed vocabulary list.

### Content sampled

#### Sentence 1

The first sentence tests simple and common vocabulary using mostly familiar SSCs. The silent 'h' comes in a commonly used word (hermano) as does the 'c' in 'baloncesto'. There is more challenge in the initial 'j' in 'juega' but students are very accustomed to talking and writing about sport.

#### Sentence 2

The sentence uses a third personal plural verb, different from the first sentence. Once again, most words are of common usage, but test further SSCs. These includes 'ch', 'u' and 'z'. The word 'admiran' has been taken from outside the prescribed list

#### Sentence 3

The sentence tests the sounds 'ci', 'qu' and 'ñ'. The soft '-dad' ending of 'ciudad' is also being sampled. All are common words.

#### Sentence 4

The word 'torre' is taken from outside the prescribed vocabulary list and tests the 'rr' sound. The other words are from the list sampling the sounds 'a', cu + vowel, 'ca' and 'll'.

### Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (4 marks) and Transcription and grammatical accuracy (AO3) (4 marks). When awarding the marks for AO1 and AO2, the student's response across all the spoken extracts will be considered as a whole. Detailed guidance is included in the mark scheme to help examiners apply the criteria consistently and accurately.

To exemplify the marking criteria, and to assist examiners in accurate application of the criteria, a range of exemplar student responses has been provided in the mark scheme with marks awarded for each of the assessment objectives and a commentary.

Perfection is not required for full marks in either AO1 or AO3. For example, occasional missing accents and minor spelling errors do not preclude a top band mark for AO3. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for AO3.

---

### Accessibility considerations

Each of the four sentences will be read three times in total: fully, in short sections and fully again. The transcript indicates where the short sections are in the sentence.

The format of the question paper provides clarity to the students on where to write their responses in that each sentence is listed separately. Students are also reminded to check that what they have written makes sense and that their spelling is accurate.