

# GCSE

# SPANISH

# 8692/LH

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**Paper 1 Listening – Sample assessment materials**

Item commentary booklet – Higher tier

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## SECTION A: Listening comprehension

### Question 1–2 Overlap

Level of demand Low (4 marks)

#### Rationale for item type

This is a matching question style used in previous papers and likely to be a familiar topic for students, providing an accessible start to the paper.

The question type allows for 2 pieces of information to be tested from a reduced number of words. The setting is formal and public.

#### 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.

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## Questions 3-4

Level of demand Medium (4 marks)

### Rationale for item type

A grid style question is used in order to provide the adjectives rather than elicit answers in English, facilitating consistency in marking and standardising.

The level of challenge is greater than the previous question; students must understand the whole reaction expressed to arrive at the correct answer. The setting is informal and social.

### Content sampled (vocab/grammar)

Trabajo, nada, sencillo, complicado, tener, mucho, aprender, cliente, soler, agradable, tratar, bien, camarero, ayudar, comprensivo, jefe, pesado, evitar, contacto.

### Mark scheme considerations

Students select the correct letter from the grid and write it in the answer box. It is either correct or incorrect.

### Accessibility considerations

Questions and answer options are kept short and clear and the answer options are in alphabetical order to aid scanning. Each utterance contains at least two pointers to guide students towards the correct answer.

Appropriate pauses are inserted after each section of utterance to provide writing time. Students are reminded in bold to answer both parts of each question.

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## Questions 5-8

Level of demand High (4 marks)

### Rationale for item type

This question type adapts well to produce a more challenging level of demand and is a question style used regularly on previous higher tier papers. Students must grasp the key message of the whole utterance to arrive at the correct answer.

The setting and form of address is informal.

### Content sampled (vocab/grammar)

Poder, visitar, casa, ahora, no, ocupado, cuidado, obras, momento

Jardín, sombra, mañana, patio, detrás, tomar el sol, todo, día

Hacer falta + infinitive, piscina, cerca, costa, construir, mantener, caro

Andar, calle, llegar, mar, quince, minuto, camino, entre, tardar

### Mark scheme considerations

Where students have to answer A+B, the mark scheme shows that B+A is also acceptable as well as A+B.

### Accessibility considerations

Questions and answers kept as short as possible and key instructions in the rubric in bold.

Individual utterances are heard for each question to give thinking and writing time and to avoid placing undue burden on memory. Answer boxes are wider than usual allowing space for both letters where required.

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## Questions 9-12 Overlap

Level of demand Low (4 marks)

### Rationale for item type

This 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 a lower level of challenge which increases 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.

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## Questions 13-16

Level of demand Medium (Q13, Q14, Q16), High (Q15)

### Rationale for item type

This question style adapts well for different levels of demand. The alternative options in the multiple-choice answers can increase or decrease the level of difficulty. Students need to understand the key concept and some detail in order to eliminate the wrong options and select the correct one. The setting is formal – a TV programme.

### Content sampled (vocab/grammar)

Pedir, dinero, fundar, portátil, reducir, discriminación, alumnos, menos, rico

Solo, semana, pasado, fue, conectar, red, antes de, tener

Historia, vergüenza, sufrir, al + infinitive, mandar, mensaje, persona, equivocado

Emotición, destruir, lenguaje, comunicar, humor

### Mark scheme considerations

Students write their one-letter answer in each answer box; there is only one correct answer for each box.

### Accessibility considerations

The correct answers are supported by more than one word in the utterance.

The recording is divided so that there is one utterance per question, with appropriate reading and writing time after each one.

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## Questions 17-18

Level of demand Medium (Q17), High (Q18)

### Rationale for item type

This question covers the setting instruction requirement for verbal answers at medium and higher demand. Questions are constructed to elicit answers in English without a prompt in the form of options to choose from. The utterances are structured to cue in the significant part of the answer by means of the scaffolding provided in the sentences to be completed. The gaps in the scaffolding make it clear to students precisely what is needed to answer the question. The vocabulary tested reflects items of medium and higher challenge.

The setting is formal and public.

### Content sampled (vocab/grammar)

Más, policía, aumento delito  
Sentir, seguro, si, hay, más, luz, calle  
Vecino, estar, preocupado, humo, fábrica

### Mark scheme considerations

The mark scheme covers possible various ways of conveying the required parts of the message. The mark schemes are updated in the light of live responses. The standardising process ensures that examiners understand the range of possible acceptable answers.

### Accessibility considerations

An example has been provided to make it clear to students how to answer the question and to indicate that a one-word answer is required.

The written questions point the listener to the section that contains the required answer. Longer pauses are inserted to give appropriate reading, thinking and writing time.

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## Question 19-20 Overlap

Level of demand Low (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, divertirse, 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.



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## Questions 21-22

Level of demand Medium (4 marks)

### Rationale for item type

This style has worked well as a medium demand question type in the past and students have coped with listening to two different speakers in the same extract.

Multiple-choice questions facilitate asking a series of questions from a longer recording as the writing time required is minimal. The setting is informal and social.

### Content sampled (vocab/grammar)

Desfile, cinco, enero, todo, año, Reyes Magos, llegar, puerto, hasta, ayuntamiento, después de, pasar, por, pueblo, niño, tirar, caramelo, recoger, más, que, nada, animado, feliz, disfraz, hermoso

### Mark scheme considerations

One letter is selected from the 3 options and written in each answer box. There is one correct answer for each question.

### Accessibility considerations

The questions are set out across a double-page spread to avoid the need to turn over the page mid-question.

Students are reminded to answer all questions, in bold at the top of the page.

The questions are written so that the multiple choice options complete each sentence; this allows a reduction in the amount of reading for students

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## Questions 23-24

Level of demand High (4 marks)

### Rationale for item type

This question style requires students to show an understanding of different time frames. The question style can be adapted to different levels of challenge depending on the number of adverbs of time used; here the main focus is on the tenses of the verbs and understanding the time frames involved.

### Content sampled (vocab/grammar)

Dentro, poco, ir a + infinitive, prueba, asignatura, habrá, repasar

Tened, cuidado, al + infinitive, edificio, están pintando, debéis, sucio, pintura

### Mark scheme considerations

Students select the correct number for the activity from a choice of four short summaries, and write P, N or F to show whether the activity takes place in the past, now or in the future.

### Accessibility considerations

Key instructions are written in bold at the top of the page and the words 'Activity' and 'When' are repeated in bold above the answer boxes for clarity.

More than one example of the tense (present or future) is used to guide students towards the correct time frame.

The questions have both been divided into two parts, with the utterance divided into two sections (23 and 24) in order to avoid an undue burden on memory.

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## Question 25

Level of demand High (2 marks)

### Rationale for item type

As is appropriate for a higher demand question, students must demonstrate overall understanding of what each speaker is saying and not base their answer on the understanding of a single word. The other answer options are plausible and provide a suitable challenge for the level.

### Content sampled (vocab/grammar)

Siento, decir, mentira, causar, pena, ver, equivocarse

Sé, poder, perdonar, lo que, hiciste, doler, me cuesta, entender

### Mark scheme considerations

A one letter answer is written in the answer box; there is only one correct answer for each question.

### Accessibility considerations

Students are reminded in bold to answer both parts of the question. The amount of reading is kept to a minimum. All options link to vocabulary that is on the Higher vocabulary list.

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## Question 26

Level of demand Low (2 marks)

### Rationale for item type

This question is low demand, with a view to boosting confidence at the end of the section and before students start the dictation task. Students are generally comfortable with the multiple choice question format and will always feel able attempt to answer the questions.

### Content sampled (vocab/grammar)

Noticia, sorprender, evitar, centro, atención, pedir, papel, obra, teatro

### Mark scheme considerations

One letter is selected from the 3 options and written in each answer box. There is one correct answer for each question.

### Accessibility considerations

Questions and answers are fairly short and the utterances provide more than one steer to the correct answer. Students are reminded in bold to answer both parts of the question.

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## SECTION B: Dictation

### Level of demand

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

### Rationale for item type

Dictation is a required task with a minimum of 30 words, including some words from outside the prescribed vocabulary list.

### Content sampled

#### Sentence 1

The first sentence is testing simple and familiar vocabulary. It tests various sounds including 'ñ', 'qui', 'ce' and 'j'.

#### Sentence 2

This is testing the regular imperfect tense as well as a range of SSCs with varying levels of demand such as 'z', 'll', 'e' and 'u'.

#### Sentence 3

Again there is a different tense, the preterite this time, and in *celebridades* we have a word taken from outside the prescribed list. The other vocabulary is commonly used but tests the sounds 'ga', 'ch' and 'i'.

#### Sentence 4

This sentence tests the different verb formation of *hay*, with its silent 'h' and unusual combination of 'a' and 'y'. The remainder of the words come from the prescribed list and test the sounds 'cu' '-r-' and 'v'.

**Sentence 5** This sentence exemplifies a modal verb in *debes* and an infinitive. The sounds tested are 'co', final -r and a range of vowels. The adjective *personal* is taken from outside the prescribed list.

### Mark scheme considerations

The dictation is assessed for Communication of meaning (AO1) (5 marks) and Transcription and grammatical accuracy (AO3) (5 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.

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## Accessibility considerations

Each of the five 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.

