

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing – Core

Key messages

In **Exercises 1 and 2**, it is essential that candidates focus on the key points of each question. Candidates should take time to read and identify the requirements in order to select precise and relevant information. Responses should be brief, as extra details may include incorrect information which can negate the answer.

In **Exercise 3** particularly, it is essential that answers are clearly written. The requirement is for total accuracy of grammar, spelling and punctuation. Candidates must also be precise in following the instruction to tick, circle, or delete as required, and in this series, this was generally well observed.

In **Section C**, the requirement is for two accurate and relevant sentences. Responses must start with a capital letter and finish with a full stop to be considered a complete sentence.

In **Exercise 4**, candidates should read for brief and precise text details and ensure that their answers correspond to the heading of the relevant section. Each line represents a separate point and candidates should not repeat a point.

In **Exercise 5**, Centres should encourage candidates to use their own words when writing a summary rather than quoting sections from the text. The notes from **Exercise 4** are to be used as a basis for writing a rounded and logical paragraph where ideas are linked together to form a coherent response.

In **Exercises 6 and 7**, it is essential that candidates read the tasks carefully to ensure that they provide information relevant to the task. Some candidates wrote too generally about places to visit in **Exercise 6**, and the benefits of learning a foreign language in **Exercise 7**. This affected the Content mark.

In **Exercise 6**, responses need to address all the bullet points in order to have access to marks in the top band for Content. Centres are asked to continue to enable candidates to practise differentiating each bullet point and providing separate details in response to each one.

For success in **Exercise 7**, a more formal register is required. Candidates should attempt to move outside the boundaries of the prompts given, and introduce ideas and arguments of their own.

General comments

Overall, candidates were entered appropriately for the Core tier. Most candidates were able to complete the paper in the time allowed, and in general, sufficient time was left by candidates to complete **Exercises 6 and 7** fully. A small number of candidates made no attempt to answer individual questions in **Exercises 1 and 2**, and typically **Section C** of **Exercise 3**.

Candidates were required to demonstrate different practical skills, including selecting short relevant details from a range of texts, accurately completing a form and making notes, to the more challenging skills of summary writing and extended writing for a specific purpose and different audiences.

Comments on specific questions

Exercise 1

In general, this exercise was well attempted by most candidates.

- (a) This was reasonably well answered. Some candidates did not respond with suitably specific enough information. For example: '5000 and 6000'.
- (b) There were many correct responses. However, a number of candidates included the details of the way the sun clock worked, which without the required information, could not be credited.
- (c) This was generally well answered, with many candidates identifying one of the materials used.
- (d) Many candidates correctly identified '12' as the number of sections on each candle. Responses could not be credited when candidates described the number of candles or the length of time they burned.
- (e) Successful responses provided details of the 'amount of sand' and the 'width of the neck' for two marks. A number of candidates achieved one mark for the first correct detail, but were unsuccessful with the second, incorrectly choosing 'amount of time'.
- (f) This was well answered, with the majority of candidates identifying both correct responses.

Exercise 2

There was evidence that the general themes of the text had been understood by candidates, but also an indication that candidates did not interpret the requirements of some questions. This was most noticeable in (c) and (f), which proved challenging for many. Practice in isolating key sections of the text in response to the specific demands of a question is recommended.

- (a) Most candidates correctly selected 'Europe' as the destination for swimming trips. Responses which added 'and Australia' could not be credited, as this additional detail related to surfing, rather than swimming and so negated the answer.
- (b) The correct response 'seven days' was well selected by the majority of candidates.
- (c) This question proved challenging for most candidates. Candidates were required to deduce a reason why Peter felt happier. Most candidates wrote about what Peter did, 'compared fitness levels', without going further to say why this made him feel better. Stronger responses provided the idea that 'he realised that they weren't fit either', or 'he was fitter than he thought he was'.
- (d) This was generally well answered, with many candidates identifying both of the details required for two marks. Responses which could not be credited selected the text that it was 'easy to see the logic of choosing brightly coloured hats', which did not answer the question.
- (e) This was well answered.
- (f) There was a mixed response to this question. Successful responses connected the 'weather' in the question to 'lack of wind' in the text and indicated that 'the sea wasn't rough'. Responses were not credited which provided the idea that 'big waves can cause problems for swimmers' without reference to the effect of the weather on the sea at that time.
- (g) Most candidates successfully found the relationship between 'advice' in the question and 'recommend' in the text and supplied 'check the sea temperature'.
- (h) There was a reasonable response to this question. Successful candidates read the chart accurately and supplied the correct details for sea and air temperature. Responses which provided the numbers required, but without the full details 'degrees C' could not be credited.
- (i) The total of '20 kilometres' was well selected by most candidates.

- (j) The key idea in the question, how 'technology' was used, was well recognised by many candidates who included 'filmed' or 'examined in slow motion' in their response. A number of candidates referred to the guides who 'encouraged' and 'supported', which lacked the idea of technology and was not credited.

Exercise 3

There was some evidence of good preparation for this task, particularly in **Sections A** and **B**. Candidates generally wrote clearly and legibly, and understood the requirement to tick, circle and delete. Spelling was mainly accurate and there was clear definition of capital letters.

Section A

All three answers in this section were well written.

Section B

Overall, this section was more challenging. In general, 'leaflet' was correctly selected, although candidates should be reminded to ensure names are accurately transcribed from the text. On this form, the name of the library was frequently misspelt, or the capital letter in 'Road' was omitted. Identifying the project and the place to volunteer proved to be more challenging and all the possible options on the form were chosen, which was an indication that text comprehension was not completely secure. Most candidates correctly provided 'July' as the month, but many incorrectly supplied the expected duration of the session, '4 days', rather than the actual length of time, '2 days'. The instruction to delete was well observed.

The final item in this section discriminated well. More able candidates accurately selected the idea of 'designing leaflets' as her previous experience, and unsuccessful responses detailed the work of the boy she met. Additionally, a significant number of candidates provided details of the reasons for joining the project as their answer. Candidates are reminded of the need for precision when reading for detail.

Section C

This section of **Exercise 3** proved to be challenging for a number of candidates.

Candidates are required to write two sentences, one in answer to each separate aspect of the question. Sentences must contain relevant information from the text and be grammatically accurate. In order to be relevant, candidates should ensure that they are addressing the questions directly. Grammatical accuracy is concerned with writing a full and complete sentence, with correct spelling and punctuation.

In this series, most candidates wrote from Miriam's point of view and selected the required details from the text. Occasionally, candidates responded from their own experience, or used the third person, 'she'. These responses could not be credited. Responses which were written as incomplete sentences, for example 'To clear the river.' or started with a dependent clause, such as 'Because I wanted to clear the river.' were also not credited. To achieve success in this section, candidates should also avoid overlapping information in both sentences and be encouraged not to write bullet point notes.

Exercise 4

Overall, this exercise was well attempted. The majority of candidates showed sufficient understanding of the text and were able to extract relevant details to score quite well. A number of candidates scored full marks. There was a good attempt to write clear, brief notes and stay within the space provided. Marks could not be awarded when candidates omitted a key element of an answer, for example 'for animals' in the sixth point and 'chemicals' in the seventh, or when the answer was placed under the wrong heading.

Why bees are important

All key points on the mark scheme were identified. The majority of candidates were able to select two correct answers from the six available, with 'pollination' and 'seed production of wild plants' being the most popular. Occasionally candidates repeated the same point on separate lines, as in 'pollination' and 'transfer pollen from the flowers of one plant to another', which could not be credited twice.

Problems bees face

In this section, key points were well recognised and most candidates located three of the possible four options on the mark scheme, the most popular choices being 'chemicals' and 'climate change'. Occasionally 'climate change' and 'increasing temperatures' were offered as separate answers, which could not be accepted. Responses which did not include key information, for example 'bees are eaten' without the idea of 'by bears/by other creatures' were considered to be too general and could not be credited.

Some solutions to these problems

This section was well answered and all the available ideas on the mark scheme were identified. Some candidates again repeated the same idea as separate points, as in 'produce food organically' and 'growing crops without chemicals'. Centres are encouraged to remind candidates that the notes written on each line should have a different focus.

Exercise 5

Overall there were some good attempts to write a coherent summary about bees, and the whole range of marks was awarded. More able candidates used some of their notes from all sections of **Exercise 4** as the basis for their summary, and returned to the text for other relevant details. In less successful responses, candidates relied on repeating their notes from the previous exercise, with no further detail and with little attempt to connect the ideas. Centres are reminded to encourage candidates to expand their notes into full sentences; present their ideas in a logical order, and create a coherent paragraph through the use of linking words and phrases.

Exercises 6 and 7

In this series, many candidates responded satisfactorily to the different requirements outlined in both tasks.

Candidates are reminded that **Exercise 6** requires an informal style and register, appropriate to the target audience, whereas in **Exercise 7** arguments should be presented in a more discursive, objective style. A significant number of candidates did not demonstrate sufficient differentiation of register between the two exercises, and wrote both in a more formal style, using connecting phrases such as 'furthermore' and 'finally', which was not appropriate for the context of **Exercise 6**.

Candidates are also reminded that the use of paragraphs to separate different ideas can provide a framework to their writing and encourage good structure and organisation. Teachers are asked to continue to encourage the use of paragraphs, particularly in extended writing.

Exercise 6

Email

In this task, candidates are expected to respond to three given bullet points. To achieve satisfactory or higher marks, all three points should be addressed, showing awareness of purpose, and the response should be suitably informal, engaging with the target reader. The most successful responses were those which addressed all aspects of the bullet points and provided some extra development.

In this series, the prompts required candidates to describe a visit they had made to an interesting place, suggest reasons why people like to visit such places and explain ways to help the friend further with the project. Sometimes the context was overlooked, and the idea of the friend's project was lost. Responses which did not include reference to helping with the project were only partly relevant.

Many candidates responded confidently to the first point, in most cases providing interesting and at times vivid descriptions of visiting famous tourist destinations in India, the Taj Mahal being the most popular. Other candidates used the pictures as a stimulus for their response and provided information about the Red Fort or

Hill Stations such as Ooty. There were many knowledgeable descriptions of the architecture and history of the chosen place. Occasionally the majority of the response was taken up by this first point, leaving little time for the other points, which resulted in a lack of balance in the email. Less successful responses listed many places to visit in India, but with no personal description included.

Various suitable reasons were suggested in response to the second point, many of which outlined an interest in learning about religion, history, architecture, wildlife or geography. Generally, where candidates spent time on the first point, there was little development of this second one, and some candidates simply provided reasons for visiting their previously chosen place, rather than extending their ideas more widely, as was expected in the question.

The third point required candidates to provide further ideas to help with the project. The most effective responses suggested sending photos or inviting the friend to visit to work on the project together, or doing more research. At times the central focus of this third point was lost, where an invitation was offered for a tourist visit, without reference to the project. Such responses could not be credited with marks in the top band for Content.

Overall, many candidates were successful in the amount of detail provided in response to the task, but should continue to focus on relevance, organisation and register. From a language point of view, candidates are recommended to focus on greater accuracy of verbs in compound and complex sentences to avoid errors such as 'I decided to went...'; the correct use of prepositions, for example 'I took photos for help you; I went some places and visits...', and singular/plural agreement, for example 'this monuments'.

Exercise 7

Article

Most candidates engaged with the topic with a fair degree of success although some candidates focused too generally on the benefits of learning another language for communication. Similarly, a number of candidates focused on learning other Indian languages, which did not necessitate travelling to another country.

The majority of candidates felt that it was not necessary to go abroad to learn another language and frequently supplied reasons such as the amount of money required to do this and the possible difficulties of fitting into a different culture. Successful responses presented arguments and opinions which went beyond the limits of the prompts, with some candidates offering ideas such as learning through watching television and films, rather than going abroad. There were drawbacks suggested, such as the problems of eating unusual food and finding somewhere to stay. Less successful responses were characterised by the close reliance on the prompts provided, used at times as quotes from other students, which, without further development or candidates' own ideas, could not gain access to marks in the higher band. Various counter arguments were put forward by candidates who wrote in favour of learning a language in the country where it is spoken, including the chance to learn the best pronunciation, the opportunity to have new experiences and make new friends. Additionally, a number of candidates suggested that by using a translator when abroad, problems could be overcome.

Overall, candidates were able to adopt a more formal tone and register for the final task. Stronger candidates achieved a good balance to their writing by including a short introductory paragraph and a concluding opinion. In conjunction with a framework of paragraphs and the use of linking words and phrases such as 'on the other hand', 'another reason why' and 'in my view' to signpost the direction of the writing, this produced an effective and coherent response. Centres should be encouraged to promote the use of paragraphs to introduce different points of view as a way for candidates to organise their ideas effectively.

From a language point of view, candidates achieved a degree of grammatical accuracy in this exercise and used appropriate vocabulary to explain their ideas in mainly simple sentences. Increased accuracy in more complex sentences and improving spelling, often in basic words, for example 'beautiful' and 'abroad' would have allowed candidates access to higher Language marks.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing – Extended

Key messages

In **Exercises 1 and 2** it is important that candidates take time to read and understand the requirements of individual questions. Responses should be as brief as possible but precise and candidates should take care not to add incorrect information that negates a response. Some questions require two details for one or two marks. This was generally well observed this series.

In **Exercise 3**, handwriting and presentation should be as clear as possible as total accuracy in spelling and punctuation is required. Candidates also need to be precise in following the conventions of ticking, deleting, and circling as instructed, and should provide minimal responses where possible to avoid adding unnecessary extra detail which can increase the potential for error. Capitalisation should be used exactly as it is in the stimulus text. Some candidates did not use capital letters when required and responses could not be credited. For **3(d)**, some candidates only provided a subordinate clause. A main clause must be given for this to constitute a proper sentence. It is important that candidates write only one sentence between 12 and 20 words, and that they include more than one detail (if the rubric requires it) in order to have access to both marks available here.

In **Exercise 4**, candidates should not repeat points, and should ensure they provide the required number of discrete bullet points under the relevant heading without adding any extra bullet points of their own. There should be only one relevant note per bullet point. If candidates provide more than one, only the first can be credited.

In **Exercise 5**, candidates should provide at least six content points. It is vital that candidates address both aspects of content if two are requested in the rubric. Some candidates exceeded the 120 word limit, and responses could not be credited due to repetition of points.

In **Exercises 6 and 7**, responses should be of an appropriate length demonstrating effective content and range of language. All aspects of the three content points should be addressed and expanded upon. The prompts in **Exercise 7** are to guide the candidate, but can be developed and candidates are encouraged to introduce their own topic-related ideas.

General comments

Most candidates were entered appropriately for the extended tier. A few had difficulty at this level, so the core tier might have been more suitable for their linguistic ability.

The paper offered a range of tasks within the seven exercises, requiring candidates to demonstrate a variety of skills. There were degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required, and they should not consistently exceed this.

Comments on specific questions

Exercise 1

Overall, this exercise was well attempted by candidates.

- (a) This was generally well answered, although some candidates wrote 'around 4000 years ago' (the distractor in the text) or answered '5000 and 6000 years ago', which was not precise enough.
- (b) This was well answered, although a few candidates overlooked the key detail and wrote 'divisions of the day'.
- (c) This item was generally well attempted.
- (d) This was well answered.
- (e) Most candidates answered correctly with two details here, but meaning was occasionally changed when candidates wrote 'it stopped the candles from blowing' and 'the candles could easily be carried from place to place'.
- (f) Generally, candidates answered this correctly with both details.
- (g) This was well answered, although a few candidates wrote 'helping create a sense of urgency' rather than the required 'egg timers' or 'board games'.

Exercise 2

This exercise proved more challenging. There was evidence from the responses that the text had generally been understood, but candidates should always ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

- (a) This question was well answered but some correct answers included 'Australia' (without adding 'surfing holidays') which could not be credited. Some responses were too general such as 'in seas, lakes and rivers', and could not be credited.
- (b) This question was well answered.
- (c) This question proved more challenging for candidates. In order to be successful, candidates needed to infer from the text why Peter might have felt happier after speaking to fellow swimmers. Most realised that 'they compared their fitness levels' but to be awarded the mark, candidates were required to convey the idea that Peter came to realise that he was as fit as the others, fitter than he thought or that they were unfit too.
- (d) This question was well attempted but the second detail had include the idea that the coloured swimming hats made it 'easier' or 'helped' the guides to spot the swimmers.
- (e) Most candidates responded correctly to this question.
- (f) This question was generally well attempted but incorrect responses showed some confusion e.g. 'lack of wind meant big waves so the sea wasn't rough'. Some responded too generally here: 'big waves can cause problems' with candidates appearing to have misread 'does' for 'did' in the question.
- (g) This was well answered.
- (h) The majority of candidates correctly interpreted the chart detail and included '°C' in their responses.
- (i) This item was well attempted.
- (j) Candidates needed to refer to 'filming' or 'examining movements in slow motion' here in order to be successful, and some responses did not indicate that technology had been used.
- (k) This was a challenging question in which candidates had to deduce from evidence in the text why the holiday might have been a surprising choice for Peter. Many candidates supplied irrelevant details here or wrote incomplete responses such as 'expanse of sea'.

Exercise 3

Candidates were well prepared for the requirements of this form-filling task. Legible handwriting is especially important for this exercise and capitalisation should be used exactly as in the text. Candidates should pay particular attention to any possible distractors in the text (such as two email addresses and phone numbers), and should be reminded that they are required to complete the information from the first person perspective.

Section A

Most aspects of this section were well answered. Sometimes marks could not be credited when both email addresses/phone numbers were offered.

Section B

This section was generally well answered but some candidates wrote that news of the competition came from 'his sister' and ticked the incorrect box 'historical' rather than 'crime'.

Section C

This section was well attempted with the majority of candidates gaining both available marks here. Occasionally, a response in the singular was offered such as 'interview', 'online workshop', or candidates added detail which negated the correct answer such as 'the useful hints and tips pages' or did not transcribe 'Young Writers' Ink' accurately.

Section D

A significant number of candidates produced relevant, accurate sentences in this section. Some candidates could not be credited with both available marks if they only included one reason for why winning the competition was important. A number of responses could not be credited as they did not contain a main clause but began with 'Because' or 'To'.

Exercise 4

Generally, candidates performed very well in this exercise with many gaining the full nine marks available. Less successful candidates omitted key detail, offered incomplete responses which did not make sense, or failed to transfer key vocabulary from the text correctly. Notes could not be credited when they were repeated or if a second idea was added to the line. Some candidates added extra bullet points under the headings without crossing through any of their others so these could not be credited.

Why bees are important

This section was well attempted. Some candidates lifted 'many fruit and vegetable crops depend on bees' for point one without mentioning 'for pollination'. 'Population' and 'pollution' were occasionally offered as 'pollination' and many omitted the key detail 'wild plants' in point four or offered an incomplete lift '90% of world's wild plants with seed production' which did not make linguistic sense without adding 'they help'.

Problems bees face

This section was also well attempted. There was good recognition of all points 1–4, but repetition of 'chemicals' and 'bees' nervous system is attacked by chemicals' meant some marks could not be credited. Additionally, the idea of 'climate change' and 'increasing temperatures' was often repeated under this heading. In point two, some candidates offered the idea of 'creatures taking advantage of an open beehive', but did not explain that the creatures ate the bees. As a result, this could not be credited.

Some solutions to these problems

This section was well answered overall and the marks could not be awarded only when verbs were omitted when required: e.g. 'variety of plants' without 'increasing the' or when misspellings meant that 'plans' and 'originally' instead of 'plants' and 'organically' were offered in responses.

Exercise 5

Candidates responded reasonably well to this exercise. However, some candidates failed to address both aspects of content required so the language mark was then affected. Some included many irrelevant details about jerboas which meant that the summary was unnecessarily long with correct content points coming at the end and not being credited as the 120 word limit had been exceeded. A significant number of candidates omitted key detail such as '*long* back legs' or offered incorrect detail such as 'hair *on* ears' and 'little hair *on legs* give better grip on the sand'. Many responses lacked the cohesion and organisation of points required to obtain higher language marks, and candidates did not always attempt to use their own words to express the various points. It is very important that content points remain accurate and clear when re-expressed since marks cannot be awarded if the meaning changes.

Exercise 6

In this extended writing exercise, the extent to which the bullet points are addressed and developed will determine the band achieved for content. If any bullet point is not addressed, this will effect on the content mark. Candidates should demonstrate a good sense of purpose whilst sustaining the reader's interest for a mark in a higher band.

Email

The topic and prompts seemed to engage a large number of candidates, and there were many good responses.

The first point prompted some detailed descriptions of various tourist spots visited. Many focused on a trip to the Taj Mahal in Agra, successfully recounted the history behind it being first constructed, and described its beauty.

For the second point, many candidates wrote about the diversity of the country 'India is a country brimming with diversity and culture'. One candidate wrote 'From the beauty of the Himalayas in the north to the calmness of beaches in the south and from the food delicacies of Gujrat to the tea plantations of the north east states, nothing fails to amaze the tourists when they enter this secular country'. Other successful responses mentioned that each place has its own unique story to tell, and it is this that intrigues the tourists and brings them back for more.

Some candidates overlooked the third prompt or did not develop it fully. They often elaborated on further ideas to be included in the project, or suggested a list of tourist places that should be visited. While some candidates made direct reference to helping the target reader, many responses did not include specific ways in which help could be offered.

With regard to language, the vast majority of candidates used language that was satisfactory or competent. It was noticeable that some candidates incorrectly used the past perfect tense for point one e.g. 'Last week-end I had visited Kerala with my family'. Occasionally, candidates mixed informal with formal language so the register was inconsistent. Informal language is generally appropriate in an email. Most candidates included paragraphs and punctuation was generally sound. However, some responses included very short simple sentences, and there were a few candidates who produced overlong sentences, which were difficult to understand, often using commas instead of full stops.

Exercise 7

Many candidates wrote organised and structured responses, and were successful in using more formal tone and register required for this final exercise. Those who introduced ideas of their own had access to marks in the top band for content. Less able candidates stayed close to the cues with little or no development or independent contribution.

Article

Candidates seemed fairly divided for and against the statement but many favoured learning a language online from home as the cheaper and more comfortable method. Some offered the opinion that you can learn a language anywhere. There were also many responses where candidates maintained the need to take part in real-life everyday transactions in shops and conversations with native speakers to build confidence, improve pronunciation and learn the language true native speakers actually use. A few discussed the benefits of learning languages. These responses were only partly relevant, and as a result could only access lower content marks.

From a language point of view, many candidates were successful in using vocabulary suited to the topic, for example 'tutors well versed in the language', 'mastering a language' and 'exposure /

being exposed to a different language and culture'. More able candidates were able to include complex sentences and opened with a suitable rhetorical question or a forceful statement. Linking words such as 'first and foremost', 'on the other hand' and 'conclusively' were generally used effectively. They provided a balance when both sides of the argument were being discussed.

Candidates need to address:

omission of definite and indefinite articles e.g. 'you can simply go on *the* internet' 'Learning a language'

Subject/verb agreements e.g.: to avoid 'Technology have grown' 'A person who want to achieve success in a foreign language'

Use of pronouns 'it' and 'them' to avoid repetition of the same noun e.g. 'Learning it/them' instead of 'learning a language' or 'learning languages' being repeated.

Use of dependent prepositions e.g. 'waiting for'/'interested in' etc.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening – Core

Key messages

Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, marks cannot be awarded.

Candidates should be made aware of distracting information in listening texts, and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also adhere to word limits as stated in the main rubric for each applicable section.

In the gap-filling exercise (**Questions 5, 8A and 8B**), candidates should whenever possible be encouraged to predict the answers in the gaps before listening. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the stated word limit.

In **Questions 5, 8A and 8B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using correct prepositions and singular/plural form of nouns as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. bears/bares).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'race' and 'raise', or 'code' and 'coat').

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.

Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

General comments

The vast majority of candidates appeared to be familiar with the format of the listening test and no responses were minimal.

Successful responses provided short, clear answers. However, there were a number of candidates who did not always adhere to the word limit in **Questions 1-4** and wrote their answers as full sentences, used the same letter twice in **Question 6** and ticked more than one box as their answer in **Question 7**.

There was evidence of good exam technique and preparation (e.g. prediction of answers, highlighting key words in questions, etc.).

Candidates should be reminded of the importance of clear handwriting and clearly indicating their final answer by crossing out the rest. Answers written over candidates' first attempts, or partially erased, are often illegible. In these instances marks cannot always be awarded.

Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct detail is recommended.

Comments on specific questions

Questions 1–4

Overall, this section was answered reasonably well by candidates. Responses which included distracting detail in addition to correct details could not be credited. Some candidates selected incorrect detail as their answer, despite highlighting the correct question word in the question. There were also some omissions in this part of the test.

Question 1

- (a) This question was answered well by most candidates. The expected answer 'train' was sometimes accompanied by extra detail (e.g. direct train, the 8.30 train). Answers like these were still credited as they were within the word limit. However, some answers did not gain a mark as the distracting information 'by bus' was given as the answer. Some answers could not be given the mark as they were expressed in a way that changed the meaning of the intended answer (e.g. through a train). A few answers did not match the required detail 'how' altogether, for example 'railway station', 'Edinburgh'.
- (b) The majority made a good attempt at this answer. Some candidates gave 'click photos' as their answer, which was accepted. Answers where the verb was omitted: 'photos' or where the grammatical form change the meaning: 'take photo' could not be credited..

Question 2

- (a) This question was answered well by only half of the candidates. Responses which could not be credited included the distracting information 'the west coast'. Also answers which did not retain the correct meaning could not be credited, for example, 'south and east', or 'south east country'.
- (b) This question was not well attempted. The expected answer was 'Wednesday'. Most candidates selected the distracting detail 'from Monday onwards' and could not be credited. There were answers that targeted the wrong focus. The question asks for 'when'. However, some candidates provided the location (e.g. east part).

Question 3

- (a) This question was poorly attempted by most candidates. The majority of candidates selected the distracting detail 'huge glass windows' or 'sunset'. The expected answer was 'diving pool'. Some answers could not be credited as they contained a poor phonetic attempt at 'diving pool' which created a new meaning (e.g. diamond pool, or dining pool).
- (b) Again, this question proved challenging. The number required, when written as words, had to be spelt correctly. Most marks were lost due to the distracting details being selected (e.g. £60). Answers where a necessary detail was omitted (e.g. 21 pounds, 21.50) were not credited.

Question 4

- (a) This question was successfully attempted by less than half of the candidates. There were a few omissions for this question. A range of attempts at the expected answer 'work experience' were also expected, for example, 'working experience', 'offer work experience' or 'fashion work experience'. However, attempts that were over the word limit could not be credited (e.g. work experience with local owner in fashion industry).
- (b) This question was attempted fairly well on the whole. Most candidates selected the correct detail 'school website' and spelt the whole phrase correctly. Answers accompanied by the correct extra detail (e.g. visit school website, from/on/through school website) were also credited.

Question 5

This question was well attempted by half of the candidates. On average, candidates scored between 3 and 5 marks. The more successful attempts were for items (c), (d) and (h). Most candidates also coped reasonably well with items (a) and (f). Candidates performed less well in items (b), (e) and (g). There were a few omissions for some items in this question. Marks were often lost due to selecting distracting information. For example: 'twenty' instead of 'seventeen' in item (a), 'mountain river crossing', or 'volcano' instead of 'bears' in item (b), 'water' instead of 'salt tablets' in item (e) and 'sleeping bag' instead of 'ground' in item (g).

Responses could not be credited due to omission of the necessary detail (e.g. 'tablets' instead of 'salt tablets' in item (e)). Answers which could not be credited appeared to indicate that candidates had not read the text that follows after the gap as they included a detail that was incorrect for that particular gap. For example in item (f), the text after the gap states '...is the warmest month of the year', which indicates that the necessary detail is a month. '17°C' is, therefore, incorrect. Some candidates provided an answer which contained a detail already paraphrased in the statement. One example of this was the response '17 highest peaks' in item (a), where the idea of 'peaks' is paraphrased, in the statement, as 'tallest mountains'. Answers like these, therefore, could not be credited.

Question 6

This question was attempted reasonably well. On average, candidates matched 3 speakers correctly. The vast majority of candidates were always successful with speakers 2 and 4. The most common errors included swapped answers for speakers 5 and 6. Statement B was sometimes incorrectly used for speakers 1 and 6 and the spare statement E was sometimes given as the answer for speaker 3. Occasionally, candidates provided the same letter twice and answers like these could not be credited.

Question 7

Overall, more than half of the candidates performed well in this question. Candidates were especially successful in answering items (a), (c) and (h). There was a mixed level of success in the remaining items. For example, in item (b) option B was sometimes given as the answer, and in item (d) with option A often incorrectly identified as the answer. On some occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice, when a candidate had not clearly crossed out the response they initially gave before changing their mind. Some candidates left all three boxes blank for some of the questions.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Listening – Extended

Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, marks cannot be awarded.

Candidates should be made aware of distracting information in listening texts, and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also adhere to word limits as stated in the main rubric for each applicable section.

In the gap-filling exercise (**Questions 5, 8A and 8B**), candidates should whenever possible be encouraged to predict the answers in the gaps before listening. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the stated word limit.

In **Questions 5, 8A and 8B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using correct prepositions and singular/plural form of nouns as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. bears/bares).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'race' and 'raise', or 'code' and 'coat').

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.

Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

General comments

The vast majority of candidates appeared to be familiar with the format of the listening test and no responses were minimal.

Successful responses provided short, clear answers. However, there were a number of candidates who did not always adhere to the word limit in **Questions 1-4** and wrote their answers as full sentences, used the same letter twice in **Question 6** and ticked more than one box as their answer in **Question 7**.

There was evidence of good exam technique and preparation (e.g. prediction of answers, highlighting key words in questions, etc.).

Candidates should be reminded of the importance of clear handwriting and clearly indicating their final answer by crossing out the rest. Answers written over candidates' first attempts, or partially erased, are often illegible. In these instances marks cannot always be awarded.

Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct detail is recommended.

Comments on specific questions

Questions 1-4

Overall, this section was answered reasonably well by candidates. Responses which included distracting detail in addition to correct details could not be credited. Some candidates selected incorrect detail as their answer, despite highlighting the correct question word in the question.

Question 1

- (a) This question was answered very well by most candidates. The expected answer 'train' was sometimes accompanied by extra detail (e.g. direct train, the 8.30 train). Answers like these were still credited as they were within the word limit. However, some answers did not gain a mark as the distracting information 'by bus' was given as the answer. Some answers could not be given the mark as they were expressed in a way that changed the meaning of the intended answer (e.g. through a train). A few answers did not match the required detail 'how' altogether, for example 'railway station', 'Edinburgh'.
- (b) The majority of candidates made a very good attempt at this answer. Some candidates gave 'click photos' as their answer, which was accepted. Answers where the verb was omitted: 'photos' or where the grammatical form changed the meaning: 'take photo' could not be credited.

Question 2

- (a) This question was answered well by only half of the candidates. Responses which could not be credited included the distracting information 'the west coast'. Also answers which did not retain the correct meaning could not be credited, for example, 'south and east'.
- (b) This question was not well attempted. The expected answer was 'Wednesday'. Most candidates selected the distracting detail 'from Monday onwards' and could not be credited. There were answers that targeted the wrong focus. The question asks for 'when'. However, some candidates provided the location (e.g. east part).

Question 3

- (a) This question was not well attempted. The majority of candidates selected the distracting detail 'huge glass windows' or 'sunset'. The expected answer was 'diving pool'. Some answers could not be credited as they contained a poor phonetic attempt at 'diving pool' which created a new meaning (e.g. diamond pool, or dining pool).
- (b) This question was answered reasonably well. The number required, when written as words, had to be spelt correctly. Most marks were lost due to the distracting details being selected (e.g. £60). Answers where a necessary detail was omitted (e.g. 21 pounds, 21.50) were not credited.

Question 4

- (a) This question was successfully attempted by more than half of the candidates. A range of attempts at the expected answer 'work experience' were also expected, for example, 'working experience', 'offer work experience' or 'fashion work experience'. However, attempts that were over the word limit could not be credited (e.g. work experience with local owner in fashion industry). Poor phonetic attempts included 'work expireince', 'work exprience', etc.
- (b) This question was attempted very well on the whole. Answers accompanied by the correct extra detail (e.g. visit school website, from/on/through school website) were credited.

Question 5

This question was well attempted. The more successful attempts were for items (c), (d), (f) and (h). Most candidates also coped reasonably well with items (a) and (e). Candidates performed less well in items (b) and (g). Marks were often lost due to selecting distracting information. For example: 'twenty' instead of 'seventeen' in item (a), 'mountain river crossing', or 'volcano' instead of 'bears' in item (b), 'water' instead of 'salt tablets' in item (e) and 'sleeping bag' instead of 'ground' in item (g).

Responses could not be credited due to omission of the necessary detail (e.g. 'tablets' instead of 'salt tablets' in item (e)). Some incorrect answers appeared to indicate that candidates did not read the text that follows after the gap as they included a detail that was clearly wrong for that particular gap. For example in item (f), the text after the gap clearly states '...is the warmest month of the year', which indicates that the necessary detail is a month. '17°C' is not suitable. Some candidates provided an answer which contained a detail already paraphrased in the statement. Answers like these, therefore, could not be credited.

Question 6

This question was attempted fairly well by most candidates. On average, candidates matched 5 speakers correctly. The vast majority of candidates were always successful with speakers 2 and 4. The most common errors included swapped answers for speakers 5 and 6. Statement B was sometimes wrongly used for speakers 1 and 6 and the spare statement E was sometimes given as the answer for speaker 3. Occasionally, candidates provided the same letter twice and answers like these could not be given a mark.

Question 7

Overall, most candidates performed well in this question. Candidates were especially successful in answering items (a), (c), (e), (f), (g) and (h). There was a mixed level of success in item (b), where option B was sometimes given as the answer, and item (d) with option A often wrongly identified as the answer. On some occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice, when a candidate had not clearly crossed out the response they initially gave before changing their mind. Some candidates left all three boxes blank for some of the questions.

Question 8, part A

Most candidates did not respond well to this question. On average, candidates scored between 2 and 3 marks. The more successful attempts were for items (c), (d) and (e). Candidates dealt less successfully with item (a), with item (b) being the least successfully answered of all. In item (b) the gap targets what Roman officials will be able to use in the future as a result of the team's efforts (i.e. a map). The vast majority of incorrect answers included the wrong detail focusing on what the team used to produce the map (e.g. latest lasers). Candidates tended to select the wrong distracting detail too. For example, '114' instead of '83' for

item **(a)**, 'marble' instead of 'volcanic rocks' for item **(c)**, 'bricks' instead of 'concrete' for item **(d)** and 'garden' or 'outdoor space' instead of 'cellar' for item **(e)**.

Poor grammatical attempts could not be given a mark as these did not fit the gap. For example, the gap in item **(c)** is followed by the verb 'were'. 'Volcanic rock', therefore, could not be credited as it did not fit grammatically. The same applied to item **(e)** and answers in the plural form (i.e. cellars). These answers failed to secure a mark as they weren't a grammatical fit for the preceding indefinite article 'a'.

There were a number of phonetic attempts at items **(c)** and **(e)**.

Question 8, part B

Candidates answered this question fairly well, gaining, on average, between 3 and 5 marks. The most successful attempt was at item **(e)** with the vast majority of candidates gaining a mark for their answer. Most candidates also provided the correct detail for items **(a)**, **(c)** and **(d)**. Responses which selected distracting detail (e.g. 'wooden ladders' in item **(a)**, 'public baths' in item **(b)** or 'storms and winds/lack of maintenance' in item **(d)**) could not be credited. Some answers also contained an extra correct detail which was still within the word limit and were, therefore, still accepted (e.g. 'water fountains', 'impressive fountains' in item **(b)**, 'tile bits', 'small tiles', 'ancient tiles' in item **(e)**). In item **(d)** the omission of 'tribes' did not alter the meaning of the intended answer so 'enemies' on its own was also accepted as the correct answer.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

The tests were generally well conducted. However, there was a tendency towards short **Part Ds** which potentially disadvantages the candidate.

Examiners must use the examiner script provided on the relevant assessment card page to welcome the candidates and to give them clear and accurate instructions about the test; not give their own shortened version.

It is important to check, and adhere to, timings for the different parts of the test. Many **Part Bs** (warm-ups) were too short. This part should last 2–3 minutes (not including **Part A**). **Part Ds** (discussions) were often too short and occasionally too long. Examiners may find it helpful to set a timer at the beginning of each phase of the test.

Many Examiners brought out the best in the candidates by maintaining a friendly conversational tone and eliciting full responses. The candidates that performed best were those who were encouraged to take part in a conversation, rather than run through the prompts without the participation of the Examiner.

Some Examiners conducted the tests too much as a question and answer session. Candidates should not be given the impression that there are 'correct' and 'incorrect' answers.

Rename the tracks with the candidate's name and number.

It is important to give credit for what candidates can do rather than penalising them for what they cannot do.

General comments

Part A

Most Centres conducted this phase competently and it was very rarely omitted.

Part B

The length and quality of this part varied enormously with a tendency towards it being short. Many Examiners made an effort to identify candidates' interests in order to select an appropriate card. However, at some Centres, cards were chosen randomly. There was also too much discussion of exams and school in general, which is contrary to the aim of the warm-up.

Part C

Candidates were generally given enough time for this part, and some took advantage of the possibility to ask for clarification, which helped achieve fuller and more thoughtful answers. The card was not announced in some Centres but it was evident that the candidate had been given the card at the commencement of this phase.

Part D

This part was conducted most successfully when candidates were given the full 6–9 minutes and the opportunity to take part in an effective two-way discussion, rather than being limited by a question and answer format. In some cases, too much speaking time was taken up by the Examiner. There was a tendency to short **Part Ds**.

Comments on specific tasks

A – Manufacturing

This card was frequently used and was accessible to all candidates. The card elicited a range of topic-specific vocabulary.

B – Safe drivers

This was a popular card and was accessible to all candidates, particularly those with driving experience. The term ‘skills’ was sometimes problematic and misunderstood as ‘actions’. The fourth prompt was interpreted in a number of different ways: some candidates discussed driving in hazardous conditions while others focused on driving in a dangerous manner.

C – Famous Actors

This was the most popular card and was accessible to all candidates. The topic was occasionally interpreted as ‘celebrities’ rather than actors. The second prompt sometimes became ‘how’ rather than ‘why’.

D – Try something different

This was a popular card and was widely used as a default card, when no other topic was obvious. The fifth prompt was not always fully addressed.

E – Better ways to study

This was a popular card but it often overlapped with discussion in the warm-up phase. All candidates given this card had a lot to say about studying. The fifth prompt was sometimes interpreted as the distractions of modern technology.

F – Home comforts

This was a popular card for weaker candidates, but many ran out of things to say. There was some repetition between the third and fourth prompts. The meaning of ‘luxury’ in prompt four was sometimes misunderstood. ‘Deserves’ in prompt five was often taken to mean ‘can afford’. The topic was sometimes interpreted as a comfortable home and followed this thread throughout.

G – Welfare

This was a reasonably popular card. Occasionally, the word ‘welfare’ required clarification. The idea behind the fifth prompt of causing laziness was sometimes covered in earlier discussion so candidates struggled to say anything more here. Prompt four produced some interesting responses around human rights, especially with stronger candidates.

H – Animals in sport

This card was a less popular choice with some misunderstanding of the concept. In some cases the first two prompts produced lengthy responses with much descriptive language. The card worked well for candidates who had knowledge of local bull-festivals, but other candidates found it difficult to develop the ideas in the prompts. As the focus of some of the prompts on the card was training animals in general, many candidates talked about training their own pets.

I – A good memory

This was an accessible topic to all candidates, but was infrequently used. It generated a good range of responses, although the focus of prompt four was often on technology (especially mobile phones) rather than search engines. Some candidates took ‘good memory’ to mean ‘positive memories’ and ‘bad memory’ to mean ‘unhappy memories’.

J – Identity

This was the least popular card. When used, ‘identity’ was often understood to mean ‘personality’ or ‘character’. Some candidates were reluctant to talk about themselves. The third prompt often elicited the idea of being of a certain nationality. The idea of identity theft was also raised which was an interesting angle.

Application of the marking criteria

Structure – Generally sound application of criteria, though often slightly lenient to candidates who failed to achieve competently-constructed and fully-articulated sentences.

Vocabulary – This was often marked severely, with some Examiners penalising mistakes rather than rewarding ambition: candidates were often penalised for misusing a single ambitious vocabulary item, even within the context of a complex and interesting phrase.

Development and Fluency – Sometimes marked severely where a candidate simply needed time to formulate arguments or expressed a view with which the Examiner disagreed. Some candidates were rewarded too generously for repetition of a few points rather than original ideas. There was a trend towards lenient marking.

Overall, marking tended to be slightly severe in the lower range of marks. Mid-range marks were generally accurate. The higher range of marks tended to be slightly lenient.

Administration

The quality of the recordings, and the sampling, was generally good, with only one Centre sending an insufficient range of samples. Centres need to remember to asterisk sampled candidates and provide names and numbers of sampled candidates with the recording. Many Centres are not renaming the tracks with both candidate name and number (often just one of the two).

Internal moderation

Centres are reminded that moderation is only necessary if more than one Examiner is used. If moderation is applied and marks are changed, the criteria for which that mark has been changed should be shown.