

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/06  
Speaking Endorsement

## Key messages

Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion. It is not appropriate to use topic cards from past speaking tests.

If a teacher is not completely confident, however, in designing and implementing three different and productive activities comprising relevant tasks, then it is advisable to opt for component 51, 52 or 53, the speaking test.

Please remember that the assessment criteria are designed to test language skills not presentational or performance skills.

Centres should submit samples of paired discussions as well as the individual tasks.

The Individual Candidate Record Cards for all candidates should be submitted to Cambridge with the Coursework Assessment Summary Forms.

## General comments

There was a good range of coursework activities from Centres who recognised that coursework should form an integral part of the learners' programme of study. Productive coursework included individual presentations, group discussions, paired discussions, telephone conversations and mock interviews.

Some Centres submitted their samples on DVDs which was very useful for identifying individual candidates in paired and group discussions.

Some Centres entered their candidates for component 06, but conducted the test as component 51. Centres must ensure they enter their candidates for the correct component.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/11  
Reading and Writing (Core)

## Key messages

In **Exercises 1** and **2**, candidates should identify the key elements of each question. Responses should be brief, and candidates should avoid including extra details. In this series, responses could not be credited when extra information was included, which negated the correct answer.

In **Exercise 3**, particularly, it is essential that handwriting is legible and answers are clearly written. Candidates should take time to ensure that information is accurately transcribed from the text. In this series, many responses could not be credited due to misspelling and a lack of capitalisation.

In **Exercise 3C**, candidates should write two sentences, one in response to each aspect of the question. If three sentences are provided, candidates should be aware that the third one is disregarded.

There is no requirement for candidates to use their own words in **Exercise 4**. In addition, candidates should ensure that only one piece of information is written on each line. When more than one is supplied, only the first can be credited.

In **Exercise 5**, candidates are encouraged to avoid writing a title and lengthy introduction, as this can result in the summary going beyond the prescribed 80 word limit. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas, using suitable cohesive devices.

Teachers are asked to emphasise to candidates the need to demonstrate different registers in **Exercises 6** and **7**, and to use language appropriate to the target reader for each.

In **Exercise 6**, candidates are required to address each bullet point with some development of ideas relating to each one. Marks in the top band for Content can only be awarded if the candidate shows engagement with each bullet point and some development of detail.

In **Exercise 7**, more formal tone and register is required. Candidates should present arguments on the topic and provide their opinion. In this series, some candidates omitted their opinion and these responses could not be credited with marks in the top band for Content.

## General comments

In this series, most candidates found the topics accessible and were able to write responses of appropriate length. There were omissions of individual questions, notably in **Exercises 1** and **2**, but overall for the majority of candidates, time management did not present a problem and most left sufficient time to answer **Exercises 6** and **7** fully. A number of candidates achieved high marks, and for these candidates, the extended tier paper might have been more suited to their linguistic ability.

In general, candidates are advised that throughout the paper, the length of the line is a guide to the length of answer required, and candidates should not need to write below or above the line.

### Comments on specific questions

#### Exercise 1

In this reading comprehension exercise candidates should look for brief details in response to the questions. In general, the exercise was well attempted with some candidates achieving full marks.

- (a) The question required candidates to select one date when volunteers were needed. Many responses included all the dates mentioned in the text, and could therefore not be credited.
- (b) This was generally well answered. However, a number of candidates responded with 'purple sweatshirt', which had been worn in previous years.
- (c) This was generally well answered, with many candidates correctly selecting the two items contained in the bag, 'information pack' and 'university key ring' for one mark. Responses which also included items not found in the bag, such as 'map of the site' and 'name badge' could not be credited.
- (d) The majority of candidates correctly selected 'Why choose Northtown' as the title of the first talk. Responses which also included the second talk, 'Student Life' were not sufficiently precise and could not be credited.
- (e) There was a mixed response to this question. Successful responses identified the topic of the experiment, 'ambition', while unsuccessful responses focused on the general response, 'research project' which, without stating the topic of the project, could not be credited. Other incorrect responses featured the presentation on 'child development'.
- (f) This question required candidates to select two details about information to be found in the Student Services Room for two marks. Many candidates correctly selected 'the application process' and 'money management'. A number of candidates wrongly selected the details of information found in the corridor or in the room opposite, which did not answer the question.

#### Exercise 2

This exercise was slightly more challenging, but there were many good attempts. There was evidence that the general theme of rollercoasters had been understood, but also an indication that some candidates did not interpret the specific requirements of some questions. This was most noticeable in (b), (d) and (i), which proved challenging for many. Practice in highlighting key question words and isolating sections of the text in response to these is recommended. A number of candidates did not provide responses to some questions, noticeably (h) and (i).

- (a) More able candidates correctly identified 'every day' in the question with 'each morning' in the text and selected a 'test run' as the way to ensure the regular safety of each ride. Errors were commonly found in the responses 'test for 1000 hours' or the addition of a 'thorough annual inspection too' which could not be credited as these did not meet the specific demands of the key words 'every day' in the question.
- (b) This was a challenging question for candidates, many of whom identified 'earliest' as key information in the question and provided the response '17th century Russia'. There was evidence that 'covered in' had not been understood and a number of candidates included 'wood' in their answer, 'wood and ice', which was not credited.
- (c) Many candidates provided the correct detail 'coal'. Inaccurate responses were commonly seen when candidates appeared to overlook 'originally' in the question and supplied the response 'passengers on day trips'.
- (d) There was a mixed response to this question.
- (e) This was generally well answered, with many candidates selecting the key detail of the name of the device, 'under friction wheel'. However, a number of candidates identified 'name' in the question and supplied 'LeMarcus Thompson' or 'John Miller', rather than the name 'of the device'.

- (f) The question required candidates to select two separate details from the text relating to the 'rider's experience', and many correctly selected two of the three possible options on the Mark Scheme, 'safer' 'smoother' or 'quieter' for one mark each. Responses which provided the detail that the 'structures were stronger' and 'engineers were more ambitious' could not be credited as these did not relate to the person's 'experience' on the ride. The misspelling 'smother' was not credited, as this created a word with a different meaning which was not suitable in the context.
- (g) There was a good response to this question. Successful responses supplied the correct details for the height of the Tower of Terror and the maximum speed of Steel Dragon. Responses which provided the numbers required, but without the full details of 'metres' and 'kilometres per hour' could not be credited.
- (h) Some candidates successfully identified the term 'positive vertical' in response to the question. Errors occurred when candidates paraphrased the question, 'the feeling of being pressed into their seat' or misinterpreted the question and supplied the opposite detail 'negative vertical'.
- (i) This was a challenging question. Some candidates correctly referred to the rides becoming 'more complex' or 'more lasting'. A number of candidates quoted the entire sentence from the text, comparing the rides now and in the future, 'the desire to make rollercoaster rides higher and faster is being replaced by a trend towards more complex rides', which frequently continued under the line provided for the response, and teachers are asked to emphasise to candidates the requirement for brief answers. Other incorrect responses described the rides at the present moment 'higher and faster' or the description of a ride in the USA, 'less than ten seconds'.
- (j) This was generally well answered, with most candidates correctly identifying the connection between 'current favourite' in the question and 'my number one at the moment'.

### Exercise 3

Candidates continue to be well prepared for all sections of this exercise, and particularly in **Sections A** and **B**, and a number of candidates achieved full marks. The instructions to tick and circle were well followed, although many candidates did not apply the delete instruction accurately. Candidates are reminded that responses which cannot be read clearly cannot be credited, and they should pay particular attention to the formation of capital letters and correct spelling.

#### Section A

The majority of candidates were successful in writing the name, age and email address. The nationality was less successful, with many candidates confusing the nationality 'Danish' with the name of the country 'Denmark'. For many candidates the home address was problematic, with frequent misspellings such as 'Rundesgarden' and 'Denemark'. Candidates should also transcribe the elements of the address in the order they appear in the text, and those responses which altered the order could not be credited. Candidates should also be reminded that all details to be written on the form must be taken from the text.

#### Section B

Most candidates correctly identified 'newspaper' with a tick, although a number chose 'online', which was not credited as this related to the way payment for the tickets was made. The month when the ticket was bought, 'March' was generally well selected although some responses could not be credited due to the omission of the capital letter.

#### Section C

In this section the requirement is for two sentences to be written which are both relevant in content and fully accurate grammatically. For relevance, candidates should ensure that they are addressing what is being asked in the question. Grammatical accuracy is concerned with writing complete sentences with correct grammar, spelling and punctuation.

In this series, a number of responses achieved full marks. Most candidates wrote concise relevant sentences from Anika's point of view. However, the omission of basic punctuation such as full stops and initial capital letters meant that some responses could not be credited. Responses which were written as incomplete sentences, for example: 'A lake with trees behind the stage.' or 'More CDs of my favourite band.' could not be credited.

#### Exercise 4

This exercise was well attempted. The majority of candidates scored well and maximum marks were achieved by the more able candidates. There was evidence that most candidates had understood the general theme of the text and were able to enter relevant details in the correct section of the notes.

Generally, answers were brief, in note form and written within the space provided. Most candidates identified key points, however responses could not be credited which repeated the same idea, such as 'putting on events' and 'asking an author to come in', or supplied incomplete responses, such as 'reduced price' or 'digital books'.

#### Reasons why bookshops are going out of business

There were three marks available for responses in this section and many candidates were successful in identifying the 'competition from online sellers' and 'people have less money to spend'. Marks were lost for responses which did not make clear the comparison between online books and those in bookshops, for example 'easy to buy online' or 'quick to buy in supermarkets'. Other common errors were in responses which suggested that 'fewer people read', which without 'books' could not be credited, and some candidates misinterpreted the text information by suggesting the 'high cost of renting books'. A number of candidates attempted to use their own words in their response, which at times meant the loss of the mark through the omission of the key detail. Candidates are reminded that it is sufficient to use the phrases and vocabulary from the text in this exercise.

#### What bookshops are doing to attract business

This section of the exercise produced many successful responses, and candidates selected all key points. The idea of 'making the shop more individual in style' was well identified, as was the idea of a 'reading spa' and a 'café' in the bookshop. There were a number of responses which repeated the details in points 7 and 8, for example 'design the shop so people come in and browse', which was credited with just one mark. Marks were lost mainly through the omission of a required verb in points 7 and 8, or the incomplete response 'reading year' in point 10.

#### Exercise 5

More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence, within the prescribed word limit.

However, the majority of candidates presented their notes from Exercise 4 in a logical order and with the use of connectives, but with little attempt at paraphrasing as the task requires.

Less successful responses were characterised by the listing of the notes from **Exercise 4**, without the use of linking devices, and these responses could not be credited with more than 2 marks. A number of candidates offered no response to this task.

#### Exercises 6 and 7

Overall, candidates responded satisfactorily to the different requirements outlined in both tasks and there were some candidates who produced work of a high standard and achieved marks in the top band. Most candidates engaged better with the topic of the informal email in **Exercise 6** than with the discursive writing task in **Exercise 7**.

Candidates are reminded that **Exercise 6** requires an informal style and register, appropriate to the target reader, in this series, writing to a friend, whereas in **Exercise 7**, arguments should be presented in a more objective style. A significant number of candidates did not sufficiently differentiate between the two registers required, and responded in a formal style in both, using connecting phrases such as 'firstly', 'moreover' and 'finally', which were not appropriate for the context of **Exercise 6**.

Candidates are reminded that the use of paragraphs can provide a framework to their writing which can result in good structure and organisation. Teachers are asked to encourage the use of paragraphs, particularly in extended writing.

## Exercise 6

### Email

In this task, there are three written prompts which must be addressed and two picture prompts which are provided as a guide for candidates in their selection of content. It must be emphasised, however, that candidates are always free to select their own material and those who do so often produce pieces with greater originality and ambition. To achieve a mark that is satisfactory or higher, the response should be suitably informal and conversational, showing awareness of the target reader. The most successful responses were those which fulfilled these requirements and provided extra development.

The context of paid work experience was generally understood although some candidates interpreted this as being a regular job. The final point was typically the least developed.

Many candidates responded well to the first point, and provided details of workplaces ranging from local cafes, supermarkets, banks and restaurants, to the more ambitious, assisting hospital consultants, dentists or in law firms. There were often added interesting explanations of the reasons behind their choice of work, such as helping to decide on a future career or a family member already having a contact there.

For the second point, the majority of candidates stated that their English improved due to their contact with English-speaking colleagues, or the work involved communicating in English with customers or clients, and at times they were required to produce presentations or translate documents. Many added extra development by highlighting their particular improvement, such as in grammar, specialist technical, business or medical vocabulary or speaking and listening skills. A number of candidates focused on how they improved their English before they started work in order to get the job they wanted, and provided details of attending courses or studying in the library, and these responses digressed from the central focus of the second point, so could not be credited with higher marks for Content.

The third point required candidates to reflect on their work experience and highlight the most enjoyable part. Various suitable suggestions were offered, most of them relating to the work undertaken, 'I enjoyed helping people' or the colleagues, 'we could chat to each other during our breaks'. For some candidates it was the money they earned that was the best part of the work and they described how they were going to spend it, for example, saving for further study, buying a present for a family member or for themselves.

Overall, this exercise was completed with a good degree of successful detail and development of ideas. More successful responses engaged with the reader throughout, using phrases such as 'You know how bad I am at English', 'You'll never believe where I'm working!', and 'Why don't you do this next year?' which together with suitable introductory and closing sentences provided a balanced email. However, many responses included connecting phrases which were too formal. This prevented the response from achieving marks in the top band. Teachers are asked to encourage candidates to use linking words and phrases appropriate to the informal context of **Exercise 6**.

From a language point of view, a number of candidates did not use paragraphing or punctuation, which affected the language mark. Similarly, if idiomatic expressions are used, candidates must ensure that the context is appropriate and that they are not over-used. Candidates are recommended to focus particularly on increased accuracy in verb tenses in complex sentences; the correct use of prepositions and notably the accuracy of phrases such as 'despite....' and 'not only but.....'.

## Exercise 7

### Extended writing

There were a number of responses which achieved marks in the top band. Generally however, candidates produced satisfactory articles, and used the prompts provided to present arguments on both sides of the topic.

Successful responses included candidates' own ideas on the topic, often coming from lessons learned in school, and which generally centred around the fact that because people are destroying the planet by the over-use of natural resources and pollution, it will be essential to find another planet to live on. Overall, candidates were divided in their views on the topic. There were some enthusiastic supporters of space travel, for whom the cost was not relevant as the most important thing was to get more knowledge. These provided interesting details of what we have already learned and how much more there must be to learn. On the other side, many candidates felt strongly that there were so many aspects of life on this planet that needed money,

and provided examples of poverty, famine and disease, or examples in their own locality, that it was irresponsible and unethical for governments to spend money on projects they believed were unnecessary. Some candidates did not engage with the topic and less successful responses were characterised by a close reliance on the prompts, which without further development of candidates' own ideas, could not gain access to marks in the higher band.

Generally, candidates were able to adopt a more formal tone and register for the final task. In conjunction with linking words and phrases, such as 'on the other hand', 'in my view' and 'I believe that' to signpost the direction of the writing, this resulted in effective and coherent responses.

In terms of language, candidates are reminded that the use of certain idioms and unsuitable phrases such as ‘the sounds of jeering and cheering fill the arena’ are arguably more suited to a classroom debate than a written discursive article.

Candidates should continue to practise:

- (i) the use of pronouns to avoid the frequent repetition of nouns in a sentence
- (ii) the formation of all types of comparative adjectives
- (iii) the correct use of the verb ‘be’ and ‘have’ in the same sentence – ‘It is also have disadvantages’
- (iv) avoiding mixed register – ‘Moreover there are loads of people....’





# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/12  
Reading and Writing (Core)

## Key messages

In **Exercises 1** and **2** candidates are required to identify the key elements of each question. Answers should be brief and should avoid including extra details which are not relevant.

**Exercise 3** proved accessible to all. Candidates should take time to ensure that information is accurately transcribed from the text. In this series, many responses could not be credited due to misspelling and a lack of capitalisation. Candidates are reminded that the form should be completed in the 3<sup>rd</sup> person throughout, and in **Exercise 3C** responses should be two full sentences as required in the instructions to this section.

In **Exercise 4**, many candidates appeared to begin their responses before fully understanding the text. As a result, many found it difficult to place their response in the correct section.

**Exercise 5** candidates need to focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those which demonstrate understanding of the text and an attempt to paraphrase the main ideas.

Centres are reminded to emphasise to candidates the need to demonstrate different tone and register in **Exercises 6** and **7**, and to use language appropriate to the target reader for each. In **Exercise 6** there needs to be engagement with the reader throughout. The approach to the reader of the magazine article in **Exercise 7** should be more formal and persuasive.

## General comments

Most candidates were able to answer all the exercises in the time allowed, showing good time management.

The paper includes several different tasks requiring candidates to demonstrate a variety of practical skills, ranging from choosing relevant details from a text, accurately completing a form and making notes, to the more demanding skills of summary writing and extended writing for a defined purpose and for different audiences.

In general, candidates are advised that throughout the paper, the length of the line is a guide to the length of answer required, and candidates should not need to write below or above the line.

### **Comments on specific questions**

#### **Exercise 1**

- (a) This was generally well answered. The response 'sky was unpolluted' could not be credited due to the omission of any idea of light.
- (b) This question was answered reasonably well.
- (c) Many candidates answered this question well, by connecting 'better to visit' in the question with its equivalent in the text 'best time for stargazing'.
- (d) Most candidates correctly identified the key detail. Those who answered with 'simple and portable' had not realised that these two adjectives were used when considering the suitability of telescopes.
- (e) Many gave the correct answer. Responses which gave '20–40 minutes' or '40 minutes' could not be credited.
- (f) This question was challenging and few candidates scored full marks here. Responses which referred to buying a torch from the park shop could not be credited as this detail was offered in the question.

#### **Exercise 2**

- (a) This was well answered by most candidates.
- (b) This was very well answered. However, responses which related to sleep affecting work and adults did not answer the question.
- (c) Some unsuccessful responses to this question referred to either 'sleep is disturbed' or 'brains can't switch off', which are not related in the text to chemicals, or 'obesity' / 'put on weight'. These are long-term effects.
- (d) This question was well answered.
- (e) The key word in this question was 'How'. Some candidates were misled by the first sentence in the relevant paragraph and gave as their response 'the time spent sleeping each day declines during our lives'.
- (f) This question discriminated well. Less successful responses repeated the same idea, offering for example, 'higher in the food chain' and 'little to fear', which could only earn one mark. Other responses lacked sufficient detail, such as: 'food chain' without 'position in', or 'those at the top' without 'of the food chain'.
- (g) The chart question was very well attempted
- (h) This was reasonably well answered. Inaccurate responses included Professor Kelly's advice that people 'might benefit from changing their lifestyle'.
- (i) This question was very well attempted. Responses which referred to what could cause problems, 'eat large meals' rather than what could mitigate the problem, a 'light meal' or a 'snack' could not be credited.

### Exercise 3

#### Section A

Overall this section was very well attempted. Candidates are reminded to follow the conventions of form-filling, and of the need for total accuracy in spelling, the use of capital letters and punctuation.

#### Section B

This section was reasonably well answered. Responses which referred to both of the days of the week with an initial lower case letter, 'tuesday' or 'thursday' could not be credited. Many chose the distractor 'cleanliness' rather than 'security', which was the required response.

#### Section C

The majority of candidates wrote two sentences in response to the questions, usually based on details from the text. A common slip in this section was the omission of the full stop at the end of each sentence. Some candidates answered from their own point of view and not from the perspective of the 3<sup>rd</sup> person, and some candidates began the second sentence with 'because'. This created a subordinate clause, not a full sentence, if no main clause was added.

### Exercise 4

This exercise was challenging for many. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. Marks could not be credited when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

#### Clues that a site is worth investigation

Under this heading many candidates listed what was found at the sites, 'buried coins' / 'a large pot' / 'cooking tools', instead of the clues that an archaeologist would use to locate items like these.

#### Benefits amateurs bring to archaeology

This section was reasonably well attempted, although some candidates responded with information that was not relevant to the heading such as the problems caused by amateur archaeologists. Others gave the uses to which satellite technology is put such as, 'population growth' / forecasting the weather' / 'making maps'.

#### Problems caused by amateurs

Most candidates correctly identified at least one point for this heading, usually 'animals escaping' / 'gates left open' / 'damaged crops' or 'keep what they find' / 'not sharing their discoveries'.

### Exercise 5

The most effective summaries were those which demonstrated understanding of the text and an attempt to paraphrase the main ideas. Some summaries lacked the correct detail, relevance and, above all, cohesion. As a result, these responses could not access the higher bands.

### Exercise 6

Email

In this exercise there are three written prompts which must be addressed, and two picture prompts which are provided as a guide for candidates in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

The majority of candidates engaged well with the task of writing about a school trip. More successful candidates included an introduction and greetings for the friend, and sometimes referred to a shared experience from their past friendship. Less successful candidates based their response around the pictures on the Question Paper. Whereas the former could often be rewarded with marks in the top band for Content, the latter would perhaps score a mark in a lower band.

A few candidates called their trip educational, but wrote of a family outing or a trip with a friend. As a result the second bullet point on what was learned from the experience was often not fully covered.

There was some inconsistency in the use of past and present tenses and the correct subject-verb agreement. Most candidates used paragraphs successfully, often selecting one bullet point for each paragraph.

### **Exercise 7**

#### **Article**

Most candidates engaged well with the topic of the article and used a more formal tone and register for the final discursive exercise.

Many relied on the arguments put forward in the prompts, and some candidates attempted to develop their ideas beyond those, adding their own opinion to supplement and strengthen the argument. Candidates argued that there is a place for both in every school and for all age groups. Some wrote about feeling more relaxed when working on a practical subject, making the contrast with the demands of their academic subjects, which, all agreed, were important for everybody. Many saw the experience of practical subjects as being a preparation for adult life, especially when at university and living alone.

There was evidence of good organisational skills, with ideas for and against organised well into paragraphs. Some candidates demonstrated an awareness and ability in the use of connectives, for example, 'On the other hand', 'Another view is...', 'Firstly' and 'Finally'. However, less successful responses were not able to differentiate ideas clearly. The language seen was generally satisfactory with errors most commonly made when greater complexity was attempted.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/13  
Reading and Writing (Core)

## Key messages

In **Exercises 1 and 2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates managed **Exercises 1 and 2** well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, circle or delete as required; this was generally well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.

In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the task was generally well attempted.

In **Exercise 5**, candidates need to focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those which demonstrate understanding of the text and an attempt to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this and very few made no attempt to complete the task.

In **Exercise 6**, email writing, candidates must recognise the need for informal register and should endeavour to provide enough detail to engage the reader's interest.

In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.

## General comments

Overall, most candidates were correctly entered for the core tier. Although there were omissions, time management did not present a problem for the majority. In this series, a number of candidates achieved very high marks, however, and for these, the extended tier paper may have been more suitable.

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.

Overall, the standard of handwriting was reasonably good, although sometimes very small, and poor handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 5, 6 and 7**.

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**

This exercise was generally well attempted by candidates.

- (a) This was well attempted; however, a number of candidates provided 'family story' rather than 'family history' and, therefore, could not be credited.
- (b) This was very well attempted, although a number of candidates included 'UK' in their response, which negated the answer.
- (c) This item, which required two details for one mark, proved more challenging. A number of candidates omitted a salient detail and provided, for example, 'wedding' without 'anniversary'. Others also included incorrect details, such as 'graduation', which negated the answer.
- (d) This was generally well answered with the majority of candidates achieving the two marks available for correctly identifying 'bring back memories' and 'select the stories' as the salient details.
- (e) This was also well answered with a good proportion of candidates providing 'at home'. A number, however, included superfluous incorrect information, which negated the response.
- (f) This item was also very well attempted with the vast majority of candidates correctly identifying 'add more stories' as the salient detail.

#### **Exercise 2**

This exercise proved more challenging for some, but was also well attempted. Although there was evidence that the text had been understood by many, there was also an indication that more careful interpretation of some items was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses.

- (a) This item was very well answered with the vast majority of students correctly identifying 'he married a Venezuelan'.
- (b) This was also generally well answered, although a number of candidates appeared to word spot 'roadside stalls' and were distracted by 'sell a variety of hand-made crafts'.
- (c) This graphic item was extremely well answered.
- (d) This item proved more challenging with a number of candidates supplying 'Lake Maracaibo' in error. Candidates who lifted 'at the river' or 'in the river', which did not indicate understanding of the rubric, could not be credited.
- (e) This item was challenging for the majority of candidates. Some identified the salient detail 'damaging the environment' but neglected to mention the 'oil/petroleum industry'. Others supplied responses such as '130 species of fish' or 'the world's loudest animals', which indicated the rubric had not been understood.
- (f) This was very well attempted with the majority identifying the salient detail 'unexplored areas'. Those candidates who provided 'in the lake' as opposed to 'around the lake', however, could not be credited.
- (g) This was also very well answered with most candidates providing 'they spent little time in the hut' or 'they spend most of their time outside', which conveyed the same idea.

- (h) This item was generally well answered. Incorrect responses tended to be rather random, suggesting that the rubric had not been understood.
- (i) A good proportion of candidates identified the two details required for two marks. Candidates could not be credited where a sense of 'warm winds meeting cold air' or the rising\_of the 'methane gas' was not conveyed.
- (j) This was very well attempted with the vast majority of candidates correctly identifying 'worried'.

### Exercise 3

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the application form were designed to be completed with brief details. Candidates generally made a good attempt to answer all items and form-filling conventions such as ticks, circles and deletions were generally well observed.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names, addresses and dates. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### Section A

This section was generally well answered. While most candidates correctly identified the name and address of the applicant, marks were occasionally lost where candidates supplied 'fifteenth' for age. A number of candidates also either selected the incorrect gender or used a circle rather than the delete convention and could not be credited. The name of the emergency contact and relationship to the applicant were generally well answered.

### Section B

Most candidates identified the correct details for the first two items in this section i.e. 'Which course you are interested in' and 'Details of any gymnastics skills'. The third item, 'How did you hear about the club?' proved more challenging with a number of candidates selecting one of the two incorrect options.

### Section C

In this section, candidates are required to write two sentences which are both relevant and grammatically accurate. For relevance, candidates should ensure that they are addressing exactly what is being asked in the question. Grammatical accuracy is concerned with writing full and complete sentences with correct spelling and punctuation.

In this series, the majority of candidates wrote from the first person perspective and composed at least one sentence which contained relevant content. Full marks could seldom be given, however, due to imprecision resulting in errors of spelling or punctuation. Candidates should be discouraged from writing bullet point answers and should ensure that they provide complete sentences and not dependent clauses. While it is clear that this exercise continues to be a challenge for some, fewer candidates made no attempt to answer the question in this series. Candidates should be reminded that the information required is always clearly stated in the source text, and no imaginative thought is required.

#### Exercise 4

This exercise was generally well attempted. Many candidates demonstrated sufficient understanding of the text and selected relevant information. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. Marks could not be credited when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

#### How Megavalanche is different from other mountain-bike races

This section was generally well attempted. All four of the key points available proved accessible with many candidates achieving the maximum two marks. There was some misinterpretation and repetition of details, however, most notably with point 3 with many candidates supplying 'not about racing against the clock' and 'it's about getting to the finish line first' as two distinct points. Another frequent error was reference to 'helicopters circling overhead' and 'DJ playing loud electronic music' without the key detail 'noise level'. Some candidates misinterpreted the rubric and provided facts about Megavalanche rather than details of how it differed from other races.

#### Different surfaces Megavalanche competitors have to ride over

Three content points were required for this section and again, many candidates correctly identified all three of the five possible answers. Some responses lacked salient details e.g. 'rocks' without 'loose' could not be credited. 'Soft sand' and 'heavy mud' were the most frequently supplied incorrect answers. Occasionally candidates supplied more than one detail per line and could not be credited where one of those responses was incorrect.

#### Reasons mountain-bikers give for taking part

This section was generally well attempted. Two content points were required, and once again, all of the three possible options were well recognised. Responses which included 'glorious scenery' could not be credited as this was not a reason provided by the bikers.

#### Exercise 5

Most candidates made a good attempt at this exercise, although a small number made no attempt at all and relatively few managed to achieve full marks. Candidates were required to summarise a talk to their class about the mountain-bike race, Megavalanche. Information from the three sections in **Exercise 4** was relevant and could be used as a basis for the summary. While the majority relied on their notes from the previous task, there was a good effort in this series to connect the ideas resulting in some very effective summaries. It was also clear that a greater proportion of candidates made an attempt to complete the task within the prescribed word limit.

#### Exercise 6

This exercise was generally very well attempted. The rubric was understood and the word limit was generally well observed, although very few produced pieces towards the upper limit in this series.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

More able candidates used paragraphs effectively as a division between the different ideas, and in most cases there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre.

Email

The vast majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to explain how he/she knew the person, describe how the person had changed in the last few years and say what they did together when they met.



Generally, responses showed some sense of purpose and candidates seemed to engage well with the topic. Of the three bullet points, the first tended to be the most developed. In the vast majority of cases, the writer had met the friend at school and provided some detail about how the friendship had started. For the second bullet point, which was often less well developed, candidates tended to focus on changes in appearance with the most common features relating to height, weight and hair colour. The third bullet point was generally the least well developed and usually involved going for coffee, a meal or to the cinema, often expressed in as little as one sentence. More able candidates attempted to expand slightly on all of the bullet points. For the second point, for example, they discussed changes in character as well as appearance. There were a number of instances, however, when the email was written to the friend rather than a third party, which affected the content mark.

In terms of language, many candidates remembered to write in paragraphs, although this was not always the case. The language was generally satisfactory, and sometimes very good, and the register appropriate. There was some inconsistency in the use of tenses in less successful responses, but there were also attempts at more ambition. More able candidates attempted and achieved greater complexity in their expression and sentence construction. Basic punctuation was generally sound, and there were few problems with the use of commas instead of full stops this series. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion.

### Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, sometimes using the prompts as ‘quotes’ from other ‘students’. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

### Extended writing

Candidates were required to write an article for their school newspaper expressing their views on computer games. Four prompts were provided; two which presented arguments in favour of playing computer games and two against. It was clear that this was an appropriate topic with which candidates could engage and about which they had some personal knowledge. While many relied on the arguments put forward in the prompts, a number of candidates attempted to develop their ideas beyond these by elaborating on the various pros and cons related to health, education and relationships. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion, although some lost focus by concentrating too heavily on personal experiences or the merits of particular computer games rather than the real issue. There was some effective use of paragraphs and linking language which gave a sense of cohesion to the responses. Few candidates, however, produced pieces which tended towards the upper word limit. Language was generally satisfactory with errors most commonly made when greater complexity was attempted.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/21  
Reading and Writing (Extended)

## Key messages

In **Exercises 1 and 2**, responses should be brief. Too much information lifted from the text may well include incorrect details which could negate the answer.

In **Exercise 3**, it is essential that handwriting and presentation are clear because total accuracy in spelling and punctuation is required for this exercise. In particular, capital letters should be clearly formed.

In **Exercise 4**, candidates should produce notes and not full sentences. They should correspond to the headings of each section.

In **Exercise 5**, candidates should read the question carefully to ensure that they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. Overlong introductions should be avoided as well as the inclusion of irrelevant information or repetition of points.

In **Exercises 6 and 7**, responses should be of an appropriate length demonstrating content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent ideas in both tasks. They should also provide enough depth to sustain the reader's interest. Candidates will not be given credit for using language which has been copied from the prompts.

In **Exercise 6** candidates must use an informal register and must address and develop all three bullet prompts. In **Exercise 7**, candidates must use a more formal register with persuasive language to convince the reader of their opinions.

## General comments

Overall, candidates were correctly entered at this level.

The paper offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills.

Candidates should use only the blank page at the end of the booklet as a continuation of their answers, especially for **Exercises 6 and 7**. They need to indicate clearly to the Examiner where extra work has been added. Generally candidates should be advised that throughout the paper, the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

### Comments on specific questions

#### Exercise 1

This exercise was well attempted by most candidates.

- (a) Many candidates did not accurately locate the salient details. Instead they answered with all three dates from the text.
- (b) This was well attempted.
- (c) This was generally well answered although many candidates included the unnecessary detail about the South Gate.
- (d) This was well answered with both details identified.
- (e) This was generally well attempted. However, some candidates overlooked 'first talk' and selected the distractor, 'Student life', from the text.
- (f) This was well answered with only a few candidates incorrectly selecting the distractor, 'child development', from the text.
- (g) This was well attempted and most candidates were awarded two marks here.
- (h) This question was generally well answered although there were some candidates who failed to identify the difference between 'take visitors to see' in the question and 'virtual tour' in the text, and instead wrote 'Catford House'.

#### Exercise 2

This exercise was more challenging. The text was generally understood, but greater precision needed to be applied in the reading of certain questions. More able candidates selected key detail from the text and provided brief and precise responses. Less able candidates copied an excessive amount of text which often included the distractor, and could therefore not be credited.

- (a) This was generally well-attempted, although some candidates overlooked 'every day' in the question and answered either 'all rides are tested for 1000 hours' or 'a thorough annual inspection'.
- (b) This was well answered although some candidates added 'built of wood' which negated the answer. The question required the detail about what rollercoasters were covered in.
- (c) This was very well attempted.
- (d) This was well answered but some candidates did not connect 'occupation' in the question with 'profession' in the text and wrote answers such as 'the eye of a designer' or 'the mind of a businessman'.
- (e) This was very well answered with brief detail.
- (f) This was well attempted. Most candidates identified two details from the three possible answers on the mark scheme and were accurate in their use of the comparative adjective.
- (g) This required the candidate to interpret the information from the graph, and was well answered.
- (h) This question proved to be a good discriminator. It required detailed reading of the text. More able candidates differentiated between being pressed into the seat rather than out of it and identified the term 'positive vertical'. Many candidates, however, misread the definition in the text and answered with the opposite detail 'negative vertical'.
- (i) Most candidates communicated the correct answer with a comparative but many needed to copy the whole sentence beginning 'Jay points out...' in order to convey this. More able candidates conveyed the key detail with just two words.

- (j) This was well answered with most candidates making the connection between 'current favourite' in the question and 'my number one at the moment' in the text.
- (k) The final question in this exercise is always more challenging and candidates should expect the answers to be located anywhere in the text. Most included 'out of control' but some omitted the key detail: 'but safe'. The answer 'intense' was well recognised and many candidates were credited for 'reach top and hang' which was an acceptable definition of 'air time'.

### Exercise 3

This exercise requires precise application of the conventions of form-filling as well as total accuracy in spelling. The majority of candidates answered **Sections A** and **B** of the application form very well and many were awarded maximum marks.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper, and this is especially so in **Exercise 3** where correct spelling is crucial and where capital letters need to be clearly formed.

#### Section A

The first four tasks of this section were well answered. Many candidates overlooked the capital 'I' in 'Bake It' and could not be credited. Some wrote a more detailed answer for this task, but often made an inaccurate attempt at the spelling of 'competition'.

#### Section B

This section was very well attempted.

#### Section C

This section proved very challenging. The most frequent errors were writing two sentences and including inaccurate content. This task always requires candidates to write one sentence even when, as in this series, there are two aspects to the task. Some candidates did write one well-constructed sentence but included the wrong content, giving details about 'pudding' or 'strawberry cheesecake'. The most successful candidates conveyed both aspects, namely that food brings people together and that they like cooking with fresh or local produce most of all. The vast majority of candidates observed the twenty word limit and spelling was accurate.

### Exercise 4

This exercise proved to be a good discriminator with a range of marks awarded. Most candidates attempted to answer briefly and in note form. The most successful candidates were able to show enough understanding of the precise detail in the text to score well. Less successful candidates omitted key words in certain answers with the result that some notes were not factually correct.

#### *Reasons why bookshops are going out of business*

A maximum of four marks was available for this heading. Candidates conveyed the full range of options on the mark scheme, although point four, 'easier to carry a tablet' was less often selected. Some candidates included inaccurate detail about 'suits many people with their busy lifestyles' whilst other candidates could not be credited because of the omission of key words such as 'competition' (point one), 'books' (point three) or the lack of a comparative form with 'few' instead of 'fewer' (point five). There was also repetition on separate lines of the two options in point one, namely the 'competition from supermarkets' and 'reduced price in supermarkets'. In such cases, only one mark could be credited.

#### *What bookshops are doing to attract business*

A maximum of five marks was available for this heading. Overall, the vast majority of candidates answered this more successfully than the first section with many achieving maximum marks. All the options on the mark scheme proved to be accessible and most candidates successfully conveyed points nine, eleven and twelve which did not require verbs. In point seven, however, a verb such as 'making' or 'designing' was essential. Some candidates omitted this and only wrote 'individual in style' which did not convey the precise

idea in the text. Other candidates repeated details from point twelve, such as 'events' and 'inviting an author' as separate ideas and could only be credited with one mark.

### Exercise 5

A full range of marks was awarded for this exercise. All the content points proved accessible and most candidates were able to identify and convey successfully at least four key details. Many candidates conveyed precise detail and attempted to use their own words. They wrote a well organised, cohesive response. Some candidates exceeded the 120 word limit. When this occurred, it was largely due to writing overlong introductions with too much irrelevant information from the first paragraph of the text.

There were two aspects to the summary, namely the benefits of being a citizen scientist and how the work of citizen scientists has helped scientific research. More successful candidates were able to juxtapose key details from both aspects as the summary progressed and this gave a good balance to the piece. Many candidates conveyed the two aspects separately but used appropriate conjunctions to link the ideas and give the summary a natural flow. Less able candidates often missed key words and expressed concepts which in fact contradicted the original meaning in the text. For example, in point three, the idea that being a citizen scientist led to a greater appreciation of the world was often misunderstood and conveyed as a greater appreciation from the world.

With regard to the language mark, higher marks are accessible for those candidates who make an attempt to paraphrase the wording of key details in the text and use their own expressions and, in this series, a good number of candidates were successful in doing this.

### Exercise 6

There are three prompts in **Exercise 6** which must be addressed. Most candidates used paragraphs to good effect, which provided an effective division between different ideas. Most wrote a suitably brief introduction and concluding statement, in an informal register. Some candidates, however, were not so concise and it should be noted that prolonged greetings, with pre-learnt set expressions which are not always relevant, can be counter-productive.

In addition to the bullet points, there is a visual guide to help candidates when selecting content for their writing. Candidates should be encouraged to develop the prompts provided with their own ideas.

The use of idiomatic expressions can be effective in informal writing, but the context must be appropriate if they are to be used convincingly.

### *Email*

The vast majority of candidates wrote the email in an appropriately informal tone and were able to adopt a very suitable register through friendly and informal expressions such as 'You know how much I love being with children, right?' and 'I would never have believed that work could be so enjoyable!' More successful responses included information about how they found out about the work experience, what the job entailed and their feelings of anxiety on their first day. Less successful responses gave an overlong account of a daily routine from start to finish. For the second bullet point, most candidates chose jobs which involved talking to their colleagues in English since that was the only means to communicate in the workplace with so many different nationalities. More effective responses demonstrated well developed content about specific incidents with members of the public, or colleagues where they were apprehensive at first but learned to overcome their language worries. The third bullet point required the candidate to say what they enjoyed about the job that they did. Most candidates had a positive experience mainly due to the friendliness and helpfulness of their colleagues and their feeling of pride at being able to help the general public. Some were able to buy items such as tablets and mobile phones with the payment that they received. More successful responses displayed a sense of balance by describing how their feelings towards the job became more positive as they gained confidence both with the work and the language.

Most candidates organised their writing using paragraphs. There were a number of candidates, however, who produced one continuous piece with commas instead of full stops and capital letters. Successful responses demonstrated generally good control of tenses and sentence structure with some attempting greater complexity and demonstrating ease of style.

## Exercise 7

Most candidates successfully used a more formal register for the final discursive exercise and it proved to be a topic which provoked a good reaction on both sides of the argument.

Many candidates presented a balanced view on the topic of whether governments should spend money on exploring space. Successful responses included a clear and well-supported argument with original ideas that went beyond the two prompts.

Less successful responses tended to stay very close to the two prompts with little or no development or independent contribution. Some candidates produced an environmental article, detailing all the problems that global warming causes as well as the destructive activities of humans. Such pieces had limited engagement with the rubric statement.

### *Article*

Many successful responses extended the rubric statement and suggested that governments should spend money on exploring space because there may well be life on other planets and that vital minerals and resources could be discovered. Several argued that it was human nature to be inquisitive and that this characteristic had always resulted in progress throughout the history of our planet. Less successful responses remained close to the two basic ideas expressed in the rubric prompts and wrote only about the possibility of life on another planet or that space exploration would cost too much money. This narrow approach resulted in a certain amount of repetition of the rubric statement throughout the piece rather than developing it with original ideas. In the concluding paragraph, more successful candidates were able to summarise their arguments and often add a new dimension. Less able candidates repeated previous points and re-stated broad opinions that they had made in the body of the article, often using the same words.

Generally, a good balance to the writing was established through attempts to provide an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion.

In terms of language, there was evidence of complex sentences and good style. Many opened their response with a forceful statement or used persuasive techniques, such as rhetorical questions. Successful responses also used linking words to good effect which helped to provide balance to the argument and made the piece flow more easily when different points of view were offered. Some candidates lost the impact of their argument by excessive deleting of whole sentences or phrases. This meant that what was left often did not make sense and reduced the article to a series of disconnected ideas. Obviously, there is the pressure of time at the end of the examination but it is recommended that candidates make a basic plan of their ideas for the article before committing the final version to paper.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/22  
Reading and Writing (Extended)

## Key messages

In **Exercises 1** and **2** it is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough to be successful. Any response should follow on logically from the question. The inclusion of key details, words and ideas is important. Candidates should take care not to add incorrect information which could negate a response.

In **Exercise 3**, candidates should make handwriting clear, and use capitalisation exactly as it is in the stimulus text. Some candidates did not use capital letters when required and marks could not be credited. For **3C**, some candidates only provided a subordinate clause. A main clause must be given for this to constitute a proper sentence. Some candidates wrote either fewer or more words than the stated requirement.

In **Exercise 4**, candidates should not repeat points, and should ensure they provide the required number of discrete bullet points under the relevant heading.

In **Exercise 5**, a significant number of candidates were unable to gain all available marks as they wrote more than 120 words, often due to repetition. This meant that relevant content points were made after the word limit had been reached.

In **Exercises 6** and **7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates should recognise the need for informal register and must address and develop all three prompts. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts.

It was noticeable throughout the paper that key words were misspelt and changed to other existing words: lightning for lighting; glass for grass; snake for snack. There was another type of inaccuracy when words of similar spelling and length were incorrectly given: capacity for captivity; invited for invented; apply for reply. Candidates should check that any word included in a response is the intended word.

## General comments

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

In **Exercises 1** and **2**, each question must be read carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. Answers should be concise, containing all the appropriate information. Synonyms for words in the questions should be sought in the text to enable candidates to locate appropriate responses.

In **Exercise 3**, which requires the precise completion of a form, clear handwriting is particularly important. For example, where candidates fail to cross the letter 't' thus forming the letter 'l' or write 'a' as 'u', marks cannot be awarded since correct spelling is crucial. The correct use of capital letters is required and these must be positioned in relation to lower case letters and the tails of letters such as 'j' or 'p' should be appropriately placed. Responses cannot be credited if capitalisation is incorrect. Candidates should also

follow the conventions and tick, circle, underline or delete as instructed. In the final section, writing a sentence, the word limit must be adhered to and only one sentence should be given. It is important that responses conform to all of the necessary criteria, which are namely length, grammar, spelling, punctuation and relevance, in order to gain two marks.

In **Exercise 4**, although notes should be brief, all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they need to be able to recognise the key words in the heading in order to locate relevant points. There should be one relevant note per bullet point. If candidates provide more than one correct note for a bullet point, only the first can be credited. Points for each heading may be located in any part of the text.

In **Exercise 5**, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. Candidates should avoid lifting irrelevant information or repeating points. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language.

In **Exercises 6 and 7**, the extended writing tasks, candidates should ensure that they respond relevantly. In **Exercise 6**, all three bullet points must be addressed for the response to be successful. Candidates should include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In **Exercise 6**, a suitable register should be maintained. In **Exercise 7**, a topic is discussed, so clear and well-supported views should be in evidence.

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**

This exercise was generally well attempted.

- (a) This question was well answered. A few candidates gave responses such as 'the skies are unpolluted', omitting the key detail 'by light'. 'Unpopulated' was also given for 'unpolluted', which changed the meaning of the response, and could not be credited.
- (b) This question was well attempted. A few candidates did not include the idea of the lighting being monitored, giving 'viewing platforms are monitored'. Another response which could not be credited was 'They are monitored to keep amount of light low'. As 'they' can only refer to 'visitors', this is incorrect as staff do not monitor the visitors.
- (c) This question was generally well answered.
- (d) This question was well answered. A few candidates provided a 'when' response to a 'why' question, giving 'autumn and winter months' as their response. A few candidates omitted 'hours', which was a key detail since 'daylight' on its own can refer to the start of the day.
- (e) The majority of candidates provided a correct response for this question. Very occasionally 'keep it simple and portable' was given, which referred to a telescope.
- (f) This question was quite well attempted. Some responses omitted 'automatically', which was a key detail; others gave 'will still give good views of the night sky', which referred to more basic telescopes.
- (g) This question was very well-answered. Incorrect responses included '20 to 40 minutes', which did not refer to most people or gave 40 minutes, which referred to 'some' people.
- (h) This question was reasonably well attempted. Most candidates provided two details. Some did not include a verb linking the response to the question, which was about what you could do instead of buying a special torch. Other incorrect responses such as 'bring a red bike' or 'put a cover over a



normal torch' omitted key details. There were also responses that referred to the suitable torches that could be bought at the visitors centre mentioned in the question.

## Exercise 2

As for **Exercise 1**, precise answers are required for this second comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

- (a) This question was very well answered.
- (b) This question was very well answered. A few responses omitted the 'hard to/struggle' idea giving 'remember simple things/concentrate in class.
- (c) This question was fairly well answered. Some candidates did not note the focus on 'short-term' effects in the question and gave responses such as 'put on weight/increase the risk of obesity', the effects 'over time' given in the text. Others omitted the 'control' idea and wrote 'how hungry you feel'. Some responses suggested the chemicals caused hunger.
- (d) This question was well answered. A few candidates gave '16 hours,' or '16 hours decreases to 12 hours', which included incorrect information. Occasionally 'hours' was omitted.
- (e) This question was quite well answered. The most common incorrect answers referred to or included information about adults rather than teenagers, for example, 'we wake up frequently during the night'.
- (f) This question was quite well attempted. Two details were required and a significant number of candidates correctly provided one of these. The same idea was quite often repeated as some candidates gave information about both safety for predators and the position in the food chain. Occasionally key details such as position (in food chain) were omitted.
- (g) This question about the chart was very well attempted. A few candidates did not refer to the 'how long' part of the question and omitted the time slept (20 hours).
- (h) This question was generally well answered. Some candidates did not refer to Professor Kelly's conclusion but to the text writer's observation, giving as their response 'there are no definite rules'. They did not link 'conclusion' in the question with 'sums up' in the text. Others gave some of the times mentioned in the text, '8 to 9 hours', which did not respond to the question.
- (i) This question was very well attempted.
- (j) This question was quite well attempted, with a number of candidates gaining the full four marks available. Some candidates wrote about the negative effects of not getting enough sleep such as being less productive at work, putting on weight or struggling to concentrate.

## Exercise 3

**Sections A and B** of this exercise were very well attempted. Overall, most candidates gained between four to six of the available six marks, with a significant number being awarded full marks. The majority of candidates were aware of the requirements of this form-filling task. They need to use the conventions of form-filling, with total accuracy in spelling, the use of capital letters and punctuation, where appropriate. These sections of the application form are designed to be completed with brief answers, and there are instructions to underline, circle, delete or tick as necessary. Legible handwriting is especially important in this exercise, and letters should be clearly formed and recognisable. Capital letters should be correctly formed and be noticeably bigger than lower case letters. There were a few responses which could not be credited because lower case or capital letters could not be deciphered. Nearly all candidates completed the form as Ryan Taylor, although a few candidates used a third person pronoun (his/he), and could not be credited.

### Section A

The majority of the candidates provided most of the necessary details accurately. In nearly all cases, the full name was correct, although a few candidates misspelt this or used lower case letters to begin the first or surname. The vast majority of candidates provided the correct date of birth in either numerical or letter form.

Regarding the address, a few candidates did not sequence this correctly, 'Perth' was occasionally omitted, and 'Grove' and 'Australia' occasionally misspelt. A few candidates gave Ryan's personal email as the preferred contact, when the family email address was required. The 's' at the end of 'walkers' in the family email was occasionally omitted. For the emergency contact, a few candidates gave Ryan's father or sister, or an email address. 'Jessica' was occasionally misspelt, and the relationship given as 'mother and son' or 'his mother', which could not be credited.

## **Section B**

This section was generally well-answered. A lower case 'a' was sometimes used in April. The length of stay was sometimes incorrectly expressed in adjectival form, '5-day', or given as 11 or 51 days. Most candidates chose the main and additional activities correctly although a few entered these in the wrong order or provided other activities from the list.

## **Section C**

Some relevant, accurate sentences were seen in response to this section. Some candidates used the information from the text to provide a relevant, error-free sentence giving details of how they were hoping to benefit from the holiday, gaining the two available marks. The most common correct sentence topic referred to hoping to have a career involving outdoor activities. 'Making friends' was occasionally given as a benefit but this was not given as such in the text, so could not be credited. A few candidates wrote sentences such as, 'So I'll be able to gain experience and develop a career in outdoor activities.' In this case, the response could not be credited as it was not a proper sentence, lacking a main clause.

## **Exercise 4**

Candidates responded quite well to this note-taking exercise, generally providing five to eight accurate notes, with a few gaining the full nine marks available. Notes could not be credited when they were either repeated or omitted key information. Sometimes notes were placed in the wrong section. It is important that notes focus clearly on key ideas that relate to the heading and communicate this as succinctly and accurately as possible, without omitting essential information.

### **Clues that a site is worth investigation**

This section was quite well attempted, and responses correctly provided the three notes required from the possible four correct options. Some candidates gave incomplete notes such as 'strangely shaped' although the key information for the note concerned strangely shaped forests. A few candidates provided notes that applied to other headings.

### **Benefits amateurs bring to archaeology**

This section was generally well attempted and many candidates provided two or three of the required three notes. Some responses could not be credited as points were repeated. For example, 'identify locations' and 'discover sites' both refer to finding areas for investigation. Certain salient details were sometimes omitted as in 'provide details of size of area', which omits the key idea of this being an area of interest.

### **Problems caused by amateurs**

A number of candidates gave all three notes correctly. Responses which referred to 'digging holes' or 'not asking the farmer's permission' could not be credited.

## **Exercise 5**

Overall, candidates performed quite well in this exercise. There were a significant number of candidates who wrote more than the 120-word limit, which affected the final content and language marks. This was generally because of a long introduction including irrelevant information or the repetition of points. This impacted on the summary in that correct content points came at the end and could not be credited as 120 words had already been written. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and linking points skilfully, whilst attempt to express this to some extent in their own words.

Many candidates successfully located the key ideas. Some candidates lifted phrases or sentences from the text that did not contain relevant information, writing for example, 'having a face-to-face tutor means students can ask questions and interact'. Content points were sometimes unnecessarily developed or repeated. For example, some candidates referred to there being a range of job opportunities and to social network industries looking for recruits. These points both concern work available to coders, so communicate the same idea. Sometimes candidates attempted to make a relevant point but did not express this clearly or precisely; 'sites only offer an introduction to coding' omits a key detail as it is free sites that do not provide fuller training.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organizing the content points. A significant number of candidates effectively used synonyms or paraphrased points, and wrote with a good sense of order, thus gaining these higher language marks. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

### Exercise 6

In this exercise, candidates complete a task including all three content bullet points. It is also important that candidates relate the email to the context set in the exercise; in this case an educational trip with a college. If a bullet point is not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should demonstrate a good sense of purpose whilst sustaining the reader's interest.

### Email

Generally, candidates dealt with the topic successfully, and the vast majority provided satisfactorily developed, relevant content. Less successful responses were below 150 words and lacked development. The responses were, in general, in an appropriate informal register. The most consistently well-developed bullet points concerned either a description of the place visited or what had been learnt. A few candidates did not address one of the bullet points, most commonly how the learning would be applied in the future, and this affected the content mark. Some candidates described a holiday, rather than an educational trip, and some who wrote about a future trip, or one they were actually on.

Candidates wrote about a variety of places visited from museums to deserts or rainforests. The most successful responses provided reasons for their enthusiasm about the place, what had been experienced and how this would be used in the future. Effective cohesion and organisation was seen in many candidate responses.

With regard to language, the vast majority of candidates used language that was satisfactory or competent. Language conveying an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. The use of more formal links such as 'firstly, secondly, in conclusion' may not suit the register of the email. When candidates introduce learned idiomatic language inappropriately and inaccurately, this also affects the quality of the language. Examples of this are: 'one fact which gave me a back thump'; 'it's heart-pumping when we are seeing down'. Some candidates were able to construct sentences of different lengths, which included more complex structures, using an appropriate register. Most emails included paragraphing, which when used appropriately aided effective organisation of the task.

Language seen in responses in the higher bands was easy for the reader to follow, and grammatically correct. A range of vocabulary was used. Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were a few candidates who produced long sentences, which were difficult to understand, often using comas instead of full-stops. Candidates should ensure language used is accurate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling. Paragraphs should be included to guide the reader.

### Exercise 7

In this exercise, candidates give their views on a topic for a particular target audience. For a mark in one of the higher bands, candidates should develop the views in the prompts, expressing these in their own words and should also include a range of perspectives on the topic. Candidates should demonstrate that they can

present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the context in order to sustain the reader's interest in the topic.

Candidates were expected to write an article for their school magazine discussing whether there was a case for including practical subjects in the school curriculum. In general, they managed the discussion well and put forward a range of views. There was one prompt suggesting that practical subjects would be useful in the future, and another claiming that academic exam success is essential to gain a university place. Some candidates fulfilled the task adopting an appropriate register with a sense of purpose and audience. They directly addressed their fellow students by employing pronouns like 'we/us', along with rhetorical questions. This invited the reader to consider the topic as the arguments were developed. Some candidates wrote more in the style of a discursive essay, rather than specifically for the target reader. A number of candidates developed their responses satisfactorily, generally relying on the two prompts provided and discussing the value of cookery and woodwork classes, which were the examples given in the question. Generally, responses were logically structured.

The full range of marks was awarded for language. There were candidates who demonstrated a range of structures, with very few errors, enabling them to achieve marks in the higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. In general, the majority of candidates used language that was either satisfactory or competent. In order to access the higher bands candidates should write with some style and sophistication, demonstrating grammatical accuracy and good organisation.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/23  
Reading and Writing (Extended)

## Key messages

In **Exercises 1 and 2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, **Exercises 1 and 2** proved accessible to the majority of candidates, although candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following form-filling conventions and tick, circle or delete as required. This was generally well observed in this series. Candidates should also be encouraged to provide minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, one sentence only is required which must be relevant, accurate and must not exceed the word count.

In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as indicated by the bullet points.

In **Exercise 5**, candidates should read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, while some candidates successfully located the majority of the content points, some provided superfluous background information which impacted the number of content details available to them within the constraints of the word limit. This is a particular problem when the summary requires two discrete aspects to be addressed, as was the case in this series.

In the extended writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with many responses achieving marks in the 'effective' band or better.

## General comments

Overall, the vast majority of candidates were entered appropriately for the extended tier with a number of candidates scoring very highly.

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.

Overall, the standard of handwriting was good, although sometimes very small. Handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 6 and 7**.

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**

This exercise was generally very well attempted by candidates.

- (a) This was well attempted; however, a number of responses gave 'family story' rather than 'family history' and, therefore, could not be credited.
- (b) This was similarly well attempted, although a number of candidates included 'UK' in their response, which negated the answer.
- (c) A good proportion of candidates identified both of the details required for one mark. Occasionally, candidates omitted a salient detail and provided, for example, 'wedding' without 'anniversary'. A number of candidates also included incorrect details which negated the answer.
- (d) This was generally well answered with the majority of candidates achieving the two marks available for correctly identifying 'bring back memories' and 'select the stories' as the salient details.
- (e) This was generally well answered with the majority of candidates providing 'at home'. A number, however, included superfluous incorrect information, which negated the response.
- (f) A good proportion of candidates identified 'cover design' although a number were distracted by 'one or two photos'.
- (g) This was extremely well answered with the vast majority of candidates correctly identifying 'add more stories' as the salient detail.
- (h) This was very well answered with the vast majority of candidates providing 'individual attention'.

#### **Exercise 2**

This exercise was generally well attempted although some items proved challenging. There was evidence from many responses that the text had been understood; however, there was also an indication that, at times, greater precision needed to be applied in the reading of the questions. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This item was very well answered with the vast majority of students correctly identifying 'he married a Venezuelan'.
- (b) This was also generally well answered, although a number of candidates appeared to word spot 'roadside stalls' and were distracted by 'sell a variety of hand-made crafts'.
- (c) This graphic item was extremely well answered.
- (d) This item proved slightly more challenging with a number of candidates incorrectly supplying 'Lake Maracaibo' as a response. Responses that lifted 'at the river', which did not indicate understanding of the rubric, could not be credited.

- (e) This item was also challenging for many. Some candidates identified the salient detail 'damaging the environment' but neglected to mention the 'oil/petroleum industry'. Others supplied responses such as '130 species of fish' or 'the world's loudest animals', which could not be credited.
- (f) This was very well attempted with the vast majority identifying the salient detail 'unexplored areas'. Those candidates who provided 'in the lake' as opposed to 'around the lake', however, could not be credited.
- (g) This was very well answered with most candidates providing 'they spent little time in the hut' or 'they spend most of their time outside', which conveyed the same idea.
- (h) This item was generally well answered.
- (i) The vast majority of candidates identified the two details required for two marks. Candidates could not be credited where a sense of 'warm winds meeting cold air' or the rising of the 'methane gas' was not conveyed.
- (j) This was very well attempted with the vast majority of candidates correctly identifying 'worried'.
- (k) A large proportion of candidates had difficulty locating sufficient detail to be awarded full marks. While the types of wildlife were identified by most, salient details were often omitted e.g. 'howler monkeys' were mentioned but with no reference to their 'screaming'. Many candidates failed to locate what actually caused anxiety for the writer.

Centres are reminded that this final question in **Exercise 2** is more challenging and is designed to differentiate between the most able candidates. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the application form should be completed with brief details. Candidates generally answered these sections well, although the tick and delete conventions were not observed by many and responses which had inaccurate spelling attempts could not be credited.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### Section A

This section was generally very well answered. Most candidates correctly identified the name, age, home address and email address of the applicant. There was a very good degree of accuracy in transcription and generally very clear distinction between upper and lower-case letters. This section also asked for details related to how the applicant had heard about the YBSC and although this was correctly answered by many, extended answers frequently contained spelling or punctuation mistakes. The final item in this section asked about the applicant's availability on the competition day. This was generally well answered with most candidates including the key preposition 'from' or 'after' with '5.00 pm'.

### Section B

This section was also well attempted. Most candidates correctly identified 'Tastebuds' as the name of the proposed business and the majority also identified 'cafe' as the type of business, although some responses provided e.g. 'healthy eating place' lacked precision. 'Young people' was correctly supplied by many for 'Who the business is aimed at' and the majority of candidates correctly identified the names of the two investors. The final two questions in this section proved more challenging. A number of candidates did not observe the delete convention or did not attempt the item 'Do you have any previous experience of running a business?'.

### Section C

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of word limits and the requirement to produce one sentence only appeared to be less of a problem this series. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, candidates were required to describe the applicant's plans for the business in five years' time. The majority produced sentences from the first person perspective as required. However, while a number achieved full marks for this item, many provided details which related to the two year, not the five year plan, which could not be credited. A considerable number also supplied a dependent clause rather than a proper sentence and, therefore, could not be credited.

#### **Exercise 4**

This exercise was generally well attempted. Many candidates demonstrated sufficient understanding of the text and selected relevant information. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. Responses which omitted or repeated key details could not be credited. Candidates should be reminded to check that each point they make has a different focus.

#### **How Megavalanche is different from other mountain-bike races**

This section was generally well attempted. All four of the key points available proved accessible with many candidates achieving the maximum three marks. There was some misinterpretation and repetition of details, however, most notably with point 3, with many candidates supplying 'not about racing against the clock' and 'it's about getting to the finish line first' as two distinct points. Another frequent error was reference to 'helicopters circling overhead' and 'DJ playing loud electronic music' without the key detail 'noise level'.

#### **Different surfaces Megavalanche competitors have to ride over**

Four content points were required for this section and again, many candidates correctly identified all four of the five possible answers. Some responses lacked salient details e.g. 'rocks' without 'loose' could not be credited. 'Soft sand' and 'heavy mud' were the most commonly occurring incorrect responses. Occasionally candidates supplied more than one detail per line and could not be credited where one of those responses was incorrect.

#### **Reasons mountain-bikers give for taking part**

This section was generally well attempted. Two content points were required, and once again, all of the three possible options were well recognised. Responses which included 'glorious scenery' could not be credited as this was not a reason provided by the bikers.

#### **Exercise 5**

A range of marks was awarded for the summary task. More able candidates selected precise detail and wrote with a good sense of order, concisely and cohesively.

Many candidates achieved full marks for content. A number produced summaries which exceeded the prescribed word limit and/or did not address both advantages and disadvantages, however. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirement. As a result, some candidates provided needlessly lengthy and detailed information relating to how wind power had been used in the past. There also appeared to be some confusion with the distinction between 'wind power/energy' and 'wind turbines' and in some cases, marks could not be awarded when the appropriate subject could not be identified.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. Candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, candidates should also make an attempt to paraphrase and in this series, many candidates did so. More successful responses attempted to express the salient points succinctly, using their own words, with appropriate conjunctions giving the summary a natural flow. A number of candidates,



however, simply listed content points making no attempt to connect them, which impacts on the mark available for language.

### Exercise 6

This exercise was reasonably well attempted. The rubric was understood by the majority and the word limit was generally well observed, although very few produced pieces towards the upper limit in this series.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

### Exercise 6

Email

The vast majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to explain how he/she knew the person, describe how the person had changed in the last few years and say what they did together when they met.

Generally, responses showed some sense or a good sense of purpose and candidates engaged well with the topic. Of the three bullet points, the first tended to be the most developed. In the vast majority of cases, the writer had met the friend at school and provided some detail about how the friendship had started. For the second bullet point, which was often less well developed, candidates tended to focus on changes in appearance with the most common features relating to height, weight and hair colour. The third bullet point was generally the least well developed and usually involved going for coffee, a meal or to the cinema, often expressed in one sentence. More able candidates attempted to expand on all of the bullet points with more original ideas. For the second bullet point, for example, they discussed changes in character as well as appearance and what prompted these changes. There were instances, however, when the email was written to the friend rather than a third party, which affected the content mark.

In terms of language, more candidates failed to write in paragraphs compared with previous series. The majority of candidates showed generally good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style. Punctuation was generally sound, and there were few problems with the use of commas instead of full stops in this series. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

### Exercise 7

Most candidates were successful in writing in a more formal tone and register for the final discursive exercise. Two prompts were provided – one for and one against the proposal in the title. Less able candidates tended to stay very close to these cues, sometimes using the prompts as ‘quotes’ from other ‘students’. In order to achieve higher band marks, candidates are encouraged to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed in this series.

### Exercise 7

Candidates were required to write an article for their school newspaper expressing their views on computer games. Two prompts were provided; one which presented an argument in favour of playing computer games and one against. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above. While most relied on the arguments put forward in the prompts, many attempted to expand on these by discussing advantages and disadvantages relating to both physical and mental health, relationships, education and practical skills. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. Occasionally, candidates lost focus by concentrating too heavily on the merits of particular computer games rather than the real issue, or digressed with a more

general discussion about the use of computers and not gaming specifically. There was also a sense that some candidates did not spend time planning their thoughts and as a result, overall organisation and flow of argument was not always successful. The range of vocabulary used was a good feature in many responses.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/32  
Listening (Core)

## Key messages

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

Candidates should be reminded of the required word limit for responses on **1-4 and 5**.

Candidates should be made aware of distracting information in listening texts, and practise skills in listening for specific details.

In **Questions 1 to 4** candidates are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. In cases where candidates supply additional information in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercise **5** candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in question **5** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question (**Question 6**) and the multiple choice question (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It should be emphasised that where crossing out of a rejected selection is not clear, this will be seen as ambiguous by an examiner and, if there is any uncertainty, a response cannot be credited. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in section **7**, if two boxes are ticked rather than one then no marks can be given.

Candidates should be reminded of the importance of using accurate 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. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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 'rice' and 'rise').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would also benefit from practice in writing larger numbers correctly.

### General comments

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

Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, a response cannot be credited.

### Comments on specific questions

#### Questions 1–4

Overall, this section proved challenging. Responses could not be credited where candidates included the distracting detail on its own or in conjunction with the correct detail.

#### Question 1

- (a) Many candidates answered this question correctly. Responses which contained the distracting detail 'Mexican' or 'American' could not be credited. Candidates are reminded to adhere to the word limit required.
- (b) This question was answered extremely well. Most candidates also provided the preposition as part of the answer 'by the cinema'. However, responses such as 'in the cinema' or 'from the cinema' could not be credited as the preposition changed the overall meaning.

#### Question 2

- (a) The question was reasonably well answered by less than a third of the candidates. The exhibit the man wanted to see was the 'steam train'. The incomplete response 'train' could not be credited.
- (b) Only a third of the candidates secured a mark for this question. Most marks were lost due to the wrong form being provided: 'uniform', as this changed the meaning of the intended answer.

#### Question 3

- (a) There was a mixed level of success for this question. Most candidates provided the distracting detail 'enjoy the forest' and consequently could not be credited.
- (b) This was reasonably answered. Responses which included the distracting detail 'lake' were not credited. The combination of the distracting detail and the correct detail 'lake and waterfall' could also not be credited. Although the question asks for a recommended location for a picnic, some candidates gave 'picnic' as their answer. Some candidates provided a range of phrases, such as 'near waterfall', 'by waterfall', and 'nearby waterfall', which were all credited.

#### Question 4

- (a) This question proved challenging for many. The vast majority of candidates selected the distracting detail 'special effects' and consequently could not be credited.
- (b) Again this was a challenging question. The intended answer for this question was 'thrillers' or 'thriller'.

#### Question 5

This question was generally well attempted. On average, candidates scored between three and five marks. The more successful attempts were for items **(b)**, **(f)**, and **(h)**. Most candidates also coped reasonably well

with items **(d)** and **(e)**. Candidates performed less well in items **(a)**, **(c)** and **(g)**. Marks were often lost due to selecting distracting information. For example: 'October' instead of 'August' in item **(a)**, 'change direction' instead of 'stay upright' in item **(c)**, 'chair', or 'human' instead of 'small child' in item **(d)**, and 'assist people' instead of 'clean' in item **(h)**.

Responses which omitted necessary detail could not be credited (e.g. 'upright' instead of 'stay upright' in item **(c)** and 'child' instead of 'small child' in item **(d)**).

Candidates made reasonable phonetic attempts at most of the intended answers. For example, 'basik' in item **(b)**, 'stay upwright' in item **(c)** and 'pridict' in item **(g)**. All these were credited.

Item **(g)** provided a wide range of answers. Some candidates chose to provide a synonym for the expected verb 'predict' with a varied level of success.

The vast majority of candidates provided answers that were grammatical fits for each gap. The only exception was item **(h)** where some candidates provided the wrong verb form: 'cleaning' instead of 'clean'.

### Question 6

The majority of the candidates matched, on average, two to three speakers correctly to the required option. Candidates were most successful in the matching of speakers five and six to the appropriate letter. The most common wrong answer for speaker one was opinion D or G. The answers for speakers three and four were often transposed.

### Question 7

This was answered very well. Candidates were especially successful in answering items **(a)**, **(c)**, **(f)**, and **(g)**. There was also a reasonable level of success in answering item **(b)**.

Candidates achieved a mixed level of success in item **(d)**, where option C was often given as the answer, and item **(e)** with option A often wrongly identified as the answer. Candidates were least successful with item **(h)** giving option B as their answer.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/33  
Listening (Core)

## Key messages

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

Candidates should be reminded of the required word limit for responses on **1-4**, and **5**.

Candidates should be made aware of distracting information in listening texts, and practise skills in listening for specific details.

In **Questions 1 to 4** candidates are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. In cases where candidates supply additional information in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercise **5** candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in question **5**, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question (**Question 6**) and the multiple choice question (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It should be emphasised that where crossing out of a rejected selection is not clear, this will be seen as ambiguous by an examiner and, if there is any uncertainty, a response cannot be credited. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in section **7**, if two boxes are ticked rather than one then no marks can be given.

Candidates should be reminded of the importance of using accurate 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. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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 'rice' and 'rise').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would also benefit from practice in writing larger numbers correctly.

### **General comments**

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

Successful responses are those which provide short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.

### **Comments on specific questions**

#### **Questions 1-4**

Overall this section was fairly well answered.

#### **Question 1**

- (a) A large number of candidates answered this question correctly.
- (b) A reasonable number of candidates answered this question correctly with the expected answer 'guitar'. The answer was usually spelt correctly in the majority of responses. Alternative spellings that were credited, including 'gitar', 'guitare' and 'gitarr'.

Responses which included the distractor as well as the expected answer e.g. 'guitar and laptop' were not credited. Another common incorrect answer here was 'bike', which could not be credited as this was a distracting detail from the recording.

#### **Question 2**

- (a) Fairly well answered. Most candidates provided the expected response 'motorbike' here and gained the mark. A very common spelling variants that was also credited, was 'motobike' as meaning was not in doubt. 'Bike' was also credited as an acceptable answer. Several responses used adjectives which altered the meaning of the response as a whole and could not be credited: e.g. 'mountain bike'. The response 'mountain biker' could also not be credited due to the change of meaning.
- (b) This question was very well answered by most candidates. The time, presented as a number, either in 12 or 24 hour format, '8 am' or '08:00' was the most commonly encountered form of response.

#### **Question 3**

- (a) This was answered reasonably well. The expected response here was 'swiss mountains' or 'Switzerland' The plural form 'mountains' was also required here to gain a mark – so 'Swiss mountain' could not be credited. Responses which included the distracting detail, 'Japan', were not credited.
- (b) A mixed level of success here. Several candidates provided the incorrect distracting detail here: 'walking boots'.

#### **Question 4**

- (a) Consistently well answered by the vast majority of candidates, who provided the key '5 days' or 'five days' as expected.
- (b) Generally well answered – but this item proved quite challenging for candidates to spell. Spelling variants which were accepted included: 'vejtable juices', 'vegetable juices', 'vegatable juices' and 'vegetable djuses'.

### Question 5

Overall this section was answered with a very mixed level of success.

- (a) A mixed level of success here. Many candidates provided the correct response: 'temperature control' here as expected. Several, however, had difficulty transcribing the answer accurately. Some responses which could not be credited included: 'tempture control', 'tampatre control'. Some responses changed the meaning of the answer, e.g. 'temperament control' and 'temper control' – so could not be credited.
- (b) Very successfully answered by the vast majority of candidates who provided the expected response.
- (c) A mixed level of success here. A fair number of candidates provided the expected response 'walnut'. However marks were lost when the more generic response 'nut' was given, as this answer was not specific enough. Some acceptable spelling variants of the answer that were credited included: 'wall nut' and 'warlnut'.  
Answers such as 'wool nut', 'warm nut' and 'worm nut' could not be credited as the misspellings created new words which altered the meaning of the response as a whole.
- (d) The expected response provided by a fair number of candidates. However, several responses omitted 'North' and wrote only 'America'. This could not be credited as it was not precise enough as an answer. The distracting detail from the recording 'South Africa' was seen quite often and could not be credited.
- (e) Well answered by most candidates, who offered the expected response '2003'. Some responses which could not be credited included the distracting years '1992' or '2014'.
- (f) A mixed level of success here. The expected answer 'daughter' was often incorrectly transcribed as 'doctor', and as a result could not be credited.
- (g) Reasonably answered by a fair number candidates'. Some candidates provided extra detail, which when combined with the key, altered the meaning so these responses could not be credited.
- (h) A mixed level of success here. A reasonable number of candidates offered the expected response 'skull' here. However, this was often transcribed as a different word 'scalp' so could not be credited. Some weaker candidates wrote the distracting details from the recording, 'copy' or 'tail' and could not be credited.

### Question 6

A generally good level of success was apparent here. The majority of candidates matched, on average, 4 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered 2 alternative letters for one speaker - but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker two, three, four and five to the appropriate letter.

### Question 7

Generally, candidates performed better in the multiple choice **Questions 7(a), (b), (c), (f), (g) and (h)**. The correct responses to **7(d)**, and **7(g)** were less consistently encountered.

Sometimes, 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. However, these instances were rare and in general, the multiple choice format posed no problem for the vast majority of candidates.



# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/41  
Listening (Extended)

## Key messages

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

Candidates should be reminded of the required word limit for responses on **1-4, 5, 8A and 8B**.

Candidates should be made aware of distracting information in listening texts, and practise skills in listening for specific details.

In **Questions 1 to 4** candidates are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. In cases where candidates supply additional information in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises **5, 8A and 8B** candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in questions **5, 8A and 8B** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question (**Question 6**) and the multiple choice question (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It should be emphasised that where crossing out of a rejected selection is not clear, this will be seen as ambiguous by an examiner and, if there is any uncertainty, a response cannot be credited. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in section **7**, if two boxes are ticked rather than one then no marks can be given.

Candidates should be reminded of the importance of using accurate 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. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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 'rice' and 'rise').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would also benefit from practice in writing larger numbers correctly.

### **General comments**

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

### **Comments on specific questions**

#### **Questions 1 – 4**

Overall this section was well answered.

#### **Question 1**

- (a) The majority of the candidates identified the correct response 'gold'. Some of the incorrect responses that could not be credited included 'cold', 'goldmanship', 'goldman', 'the first one', and 'goal'.
- (b) This was generally well answered by most candidates.

#### **Question 2**

- (a) A very mixed response here with several weaker candidates picking up the wrong detail 'cancelled'. Other responses that could not be credited were: 'could not attend', and 'they were busy'.
- (b) This was consistently well answered and the majority of the candidates scored a mark here. Quite a few candidates responded with 'birthday party', 'cousins party', 'house party' and 'invited to friend', and these could not be credited.

#### **Question 3**

- (a) This question was generally well attempted. Some candidates wrote 'sea clowns' and 'sea clouds' which could not be credited.
- (b) There were many successful responses here. Some weaker candidates chose the wrong verb or added the distracting detail 'draw a graph'.

#### **Question 4**

- (a) This was extremely well attempted by the vast majority of candidates, with a wide variety of spelling variants that could be credited e.g. 'prizen', 'prizun', 'prisen' and the synonym 'jail'.
- (b) This question was extremely well attempted by the vast majority of candidates, although a few candidates gave the wrong years e.g. '1990' and '2017'.

#### **Question 5**

This was answered well by many candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, incorrect singular and plural nouns meant that candidates could not be credited.

- (a) This was mostly well answered. However, the following could not be credited: 'litter monsters', 'blue bear club', 'central library'.
- (b) This was quite well answered. The following responses, however, could not be credited: 'paper huts' and 'paper hates'.

- (c) This question was relatively well attempted.
- (d) There was a mixed level of success here, mainly due to 'start' not being transcribed accurately to be credited.
- (e) This was consistently well answered by the majority of the candidates. Some of the incorrect responses were 'confidence', 'language skills', 'vision', and 'reading skills'.
- (f) The vast majority of candidates gained this mark. The most common incorrect answers were 'new papers', 'to old people' and 'audio books'.
- (g) This question was very well attempted by the vast majority of candidates as a large number of phonetic attempts were acceptable.
- (h) This was very well answered. Some candidates provided the distractor as their response, however.

### Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

### Question 7

Generally, candidates responded very well to this question.

A few candidates failed to clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

### Question 8

There was a mixed response to this question. Some responses provided were not always a grammatical fit and could not be credited.

#### Part A

- (a) This was fairly well answered. A large number of candidates selected the correct response 'evolution'. Some responses that could not be credited included 'revolution' and 'evaluation'.
- (b) This proved challenging for many candidates – particularly the first syllable vowel sound, which was often transcribed incorrectly.
- (c) This was very well attempted by a large number of candidates.
- (d) There was a mixed level of success here. Many candidates had difficulty with the response, which is a B1 (on the CEFR) vocabulary item.
- (e) This proved challenging for many candidates. Both vocabulary items were required for the response to be credited.

#### Part B

- (a) This was extremely well attempted by the majority of the candidates.
- (b) The candidates seemed to score well here. The following responses, however, could not be credited as they were not accurate phonetic attempts: 'apariance', 'appearase', 'appereans', 'aperince' and 'apiriance'.

- (c) There was a very mixed level of success here. A vast range of phonetic attempts were accepted but some were not accurate enough to be credited e.g. 'empire', and 'empou'. Some responses including 'shell collector' or 'museum director' could not be credited.
- (d) This was very well attempted and often transcribed accurately.
- (e) Generally, this was quite well attempted. However, many candidates responded with 'coins' and others selected 'slides and stamps'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/42  
Listening (Extended)

## Key messages

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

Candidates should be reminded of the required word limit for responses on **1-4, 5, 8A and 8B**.

Candidates should be made aware of distracting information in listening texts, and practise skills in listening for specific details.

In **Questions 1 to 4** candidates are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. In cases where candidates supply additional information in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises **5, 8A and 8B** candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in questions **5, 8A and 8B** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question (**Question 6**) and the multiple choice question (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It should be emphasised that where crossing out of a rejected selection is not clear, this will be seen as ambiguous by an examiner and, if there is any uncertainty, a response cannot be credited. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in section **7**, if two boxes are ticked rather than one then no marks can be given.

Candidates should be reminded of the importance of using accurate 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. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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 'rice' and 'rise').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would also benefit from practice in writing larger numbers correctly.

### **General comments**

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

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was reasonably attempted by most candidates. There were quite a few no responses for this part of the listening test. Responses could not be credited when candidates included the distracting detail on its own or in conjunction with the correct response.

#### **Question 1**

- (a) Most candidates answered this question correctly. Responses which contained the distracting detail 'Mexican' or 'American' could not be credited. Candidates are reminded to adhere to the word limit required.
- (b) This question was answered extremely well. Most candidates also provided the preposition as part of the answer 'by the cinema'. However, responses such as 'in the cinema' or 'from the cinema' could not be credited as the preposition changed the overall meaning.

#### **Question 2**

- (a) This question was reasonably answered. The exhibit the man wanted to see was the 'steam train'.
- (b) This question was challenging. Most marks were lost due to the wrong form being provided: 'uniform', as this changed the meaning of the intended answer.

#### **Question 3**

- (a) There was a mixed level of success for this question. Most candidates provided the distracting detail 'enjoy the forest' and consequently could not be credited.
- (b) This was fairly well answered. Responses which included the distracting detail 'lake' were not credited. The combination of the distracting detail and the correct detail 'lake and waterfall' could also not be credited.

#### **Question 4**

- (a) Most candidates selected the correct detail. However, some candidates selected the distracting detail 'special effects', which could not be credited.
- (b) This was a challenging question. Most candidates provided 'comedy' or 'romantic' as their answer and therefore could not be credited.

#### **Question 5**

This question was well attempted by the majority of candidates. On average, candidates scored between five and seven marks. The more successful attempts were for items (b), (f), (g) and (h). Most candidates also coped reasonably well with items (d) and (e). Candidates performed less well in items (a) and (c). Responses which featured distracting information could not be credited. For example: 'October' instead of 'August' in item (a), 'change direction' instead of 'stay upright' in item (c), 'chair', or 'human' instead of 'small child' in item (d), and 'assist people' instead of 'clean' in item (h).

Responses which omitted necessary detail could not be credited (e.g. 'upright' instead of 'stay upright' in item **(c)** and 'child' instead of 'small child' in item **(d)**).

Candidates made reasonable phonetic attempts at most of the intended answers. For example, 'basik' in item **(b)**, 'stay upwright' in item **(c)** and 'pridict' in item **(g)**. All these were credited.

Item **(g)** provided a wide range of answers. Some candidates chose to provide a synonym for the expected verb 'predict' with a varied level of success.

The vast majority of candidates provided answers that were grammatical fits for each gap. The only exception was item **(h)** where some candidates provided the wrong verb form: 'cleaning' instead of 'clean'.

### Question 6

This part of the test was attempted fairly well. The majority of candidates matched, on average, four speakers correctly to the expected letter. Candidates were most successful in the matching of speakers three, five and six to the appropriate letter. The most common wrong answer for speaker one was opinion D or G. Option B was often wrongly matched with speaker four.

### Question 7

The majority of responses were successful. Candidates were especially successful in answering items **(a)**, **(c)**, **(f)**, and **(g)**. There was also a reasonable level of success in answering item **(b)**.

Candidates achieved a mixed level of success in item **(d)**, where option C was often given as the answer, and item **(h)** with option B often wrongly identified as the answer. Candidates were less successful with item **(e)** giving option A as their answer.

### Question 8A

This was reasonably answered. On average, candidates scored between two and three marks. The more successful attempts were for items **(b)** and **(d)**. Candidates also dealt reasonably well with item **(c)**. Items **(a)** and **(e)** were attempted less successfully.

The vast majority of marks were lost due to the inclusion of distracting information instead of the correct detail. For example, '22nd April' instead of '5th June' in item **(a)**, 'strong winds' or 'greenhouse gases' instead of 'soil erosion' in item **(b)** and 'plastic bags' instead of 'packaging' in item **(c)**.

Some responses could not be credited due to inaccurate phonetic attempts (e.g. 'packetging' in item **(c)** and 'were glaves' in item **(d)**), a lack of necessary detail (e.g. incomplete date '5th' in item **(a)**) and a non-grammatical fit (e.g. 'wear glove' in item **(d)** and 'reserves' in item **(e)**).

### Question 8B

This was reasonably well answered by candidates gaining, on average, between three and four marks. The most successful attempts were at items **(b)** and **(d)**. There was a reasonable attempt at items **(a)** and **(c)**, with item **(e)** proving to be the most challenging item in this part of the test.

The distracting detail was often selected instead of the correct answer in item **(a)** – 'global warming' instead of 'water shortages' and item **(e)** – 'messages', 'music' instead of 'lyrics'. These answers could not be credited.

Attempts at item **(d)** produced a range of answers, and most of these were credited as they retained the intended meaning. For example, 'farmed locally', 'grown domestically' and 'found locally'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/43  
Listening (Extended)

## Key messages

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

Candidates should be reminded of the required word limit for responses on **1-4, 5, 8A and 8B**.

Candidates should be made aware of distracting information in listening texts, and practise skills in listening for specific details.

In **Questions 1 to 4** candidates are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. In cases where candidates supply additional information in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises **5, 8A and 8B** candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in questions **5, 8A and 8B** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question (**Question 6**) and the multiple choice question (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It should be emphasised that where crossing out of a rejected selection is not clear, this will be seen as ambiguous by an examiner and, if there is any uncertainty, a response cannot be credited. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in section **7**, if two boxes are ticked rather than one then no marks can be given.

Candidates should be reminded of the importance of using accurate 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. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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 'rice' and 'rise').



Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would also benefit from practice in writing larger numbers correctly.

### **General comments**

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

Successful responses are those which provide short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.

### **Comments on specific questions**

#### **Questions 1-4**

Overall this section was fairly well answered.

#### **Question 1**

- (a) A large number of candidates answered this question correctly.
- (b) A fairly large number of candidates answered this question correctly with the expected answer 'guitar'. The answer was usually spelt correctly in the majority of responses. Alternative spellings that were credited, included 'gitar', 'guitare' and 'gitarr'.

Responses which included the distractor as well as the expected answer e.g. 'guitar and laptop' were not credited.

#### **Question 2**

- (a) Generally well answered. Most candidates provided the expected response 'motorbike' here and gained the mark. A very common spelling variants that was also credited, was 'motobike' as meaning was not in doubt. 'Bike' was also credited as an acceptable answer. Several responses used adjectives which altered the meaning of the response as a whole and could not be credited: e.g. 'mountain bike'. The response 'mountain biker' could also not be credited due to the change of meaning.
- (b) This question was very well answered by most candidates. The time, presented as a number, either in 12 or 24 hour format, '8 am' or '08:00' was the most commonly encountered form of response.

#### **Question 3**

- (a) This was answered reasonably well. The expected response here was 'swiss mountains' or 'Switzerland' The plural form 'mountains' was also required here to gain a mark – so 'Swiss mountain' could not be credited. Responses which included the distracting detail, 'Japan', were not credited.
- (b) Generally well answered. Only a small number of candidates provided the incorrect distracting detail, 'walking boots'.

#### **Question 4**

- (a) Consistently well answered by the vast majority of candidates, who provided the key '5 days' or 'five days'.
- (b) Generally well answered – but this item proved quite challenging for candidates to spell. Spelling variants which were accepted included: 'vejtable juices', 'vegtable juices', 'vegatable juices' and 'vegetable djuses'.

### Question 5

Overall this section was answered well.

- (a) A mixed level of success here. Many candidates provided the correct response: 'temperature control' here as expected. Several, however, had difficulty transcribing the answer accurately. Some responses which could not be credited included: 'tempture control', 'tampatre control'. Some responses changed the meaning of the answer, e.g. 'temperament control' and 'temper control' – so could not be credited.
- (b) Very successfully answered by the vast majority of candidates who provided the expected response.
- (c) A mixed level of success here. A fair number of candidates provided the expected response 'walnut'. However marks were lost when the more generic response 'nut' was given, as this answer was not specific enough. Some acceptable spelling variants of the answer that were credited included: 'wall nut' and 'warlnut'.  
  
Answers such as 'wool nut', 'warm nut' and 'worm nut' could not be credited as the misspellings created new words which altered the meaning of the response as a whole.
- (d) The expected response provided by a fair number of candidates. However, several responses omitted 'North' and wrote only 'America'. This could not be credited as it was not precise enough as an answer. The distracting detail from the recording 'South Africa' was seen quite often and could not be credited.
- (e) Well answered by most candidates, who offered the expected response '2003'. Some responses which could not be credited included the distracting years '1992' or '2014'.
- (f) A mixed level of success here. The expected answer 'daughter' was often incorrectly transcribed as 'doctor', and as a result could not be credited.
- (g) Very well answered by most candidates. Some candidates provided extra detail, which when combined with the key, altered the meaning so these responses could not be credited.
- (h) A mixed level of success here. A reasonable number of candidates offered the expected response 'skull'. However, this was often transcribed as a different word 'scalp' so could not be credited. Some responses featured the distracting details from the recording, 'copy' or 'tail', and could not be credited.

### Question 6

A generally high level of success was apparent here. The majority of candidates matched, on average, 4-5 speakers correctly to the expected letter. Responses could not be credited when candidates offered 2 alternative letters for one speaker - but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker two, three, four and five to the appropriate option.

### Question 7

Generally, candidates performed well in the multiple choice **Questions 7(a), (b), (c), (f), (g) and (h)**. The correct responses to **7(d)**, and **7(g)** were less consistently encountered.

Sometimes, 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. However, these instances were rare and in general, the multiple choice format posed no problem for the vast majority of candidates.

### Question 8A

This was generally reasonably attempted.

- (a) This proved to be a challenging question. Some candidates provided the intended response 'house boat'. However, several responses could not be credited as they lacked specific detail: e.g. providing just 'house' or 'boat'. The distracting detail 'huts', which could not be credited, was frequently seen as a response.
- (b) A challenging item for many candidates. The expected answer here was 'fish soup'. However, this was rarely encountered. The most frequent response provided was 'fishing', which could not be credited.
- (c) Generally well answered. The expected response here 'vision' or 'sight' often given correctly with acceptable supporting detail e.g. 'strong vision' or 'underwater vision'. Answers which did not refer to the diver's eyesight could not be credited e.g. 'strong' or 'strength'.
- (d) This was generally well answered. The expected response here 'princess' or 'lost princess' were often seen.
- (e) This was a challenging item for many candidates. The expected answer here was 'trade routes'. However, this was rarely encountered. The most frequent responses encountered were 'protection' and 'defences' and 'pirate attacks', none of which could be credited as they were the distracting detail from the recording.

### Question 8B

This was generally well attempted.

- (a) This was well attempted by many candidates, who provided the answer 'ballet dancer' or 'dancer' as expected. Marks were often lost, however, when the additional detail altered the meaning of the response e.g. 'bad dancer' or 'belly dancer'.
- (b) A mixed level of success here. A reasonable number of candidates provided the expected response 'wood' here. Several candidates were not credited as they provided the distracting detail: 'plastic' from the recording.
- (c) A mixed level of success here. The expected response here, 'rice dust', was provided by a fair number of candidates. However, this was frequently transcribed as 'rise dust', which altered the meaning of the response as a whole – so credit could not be given. Partial answers, which lacked the detail required, could not be credited: e.g. 'rice' or 'dust'.
- (d) A reasonable level of success here. The expected response here was 'wreck' or 'ship wreck'. Partial answers could not be credited here: e.g. 'ship'. Many candidates picked up the distracting detail 'underwater cliffs' from the recording, which could not be credited.
- (e) This was a challenging item for many candidates. The expected answer here was 'mind control'. The most frequent responses encountered were 'lung capacity' and 'physical fitness', neither of which could be credited as they were the distracting details from the recording.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/51  
Speaking

## Key messages

Most Centres used the format of the test effectively to get the best performance out of their candidates. Candidates must be given the full time for Parts **B**, **C** and **D**.

- Send a sample size in accordance with the guidelines, ensuring that the sample covers a range of marks.
- Name tracks with candidate names and numbers.
- Examiners need to familiarise themselves with the Teacher's/Examiner's Notes and the prompt cards in advance of the tests, generating open questions on the topics.
- Read out and follow the brief explanation of the test in the Teacher's/Examiner's Notes before the start of the test.
- Use Part **B** to put candidates at ease and elicit a relevant and accessible topic for Part **D**. Please do not work through a list of questions or ask the candidate to 'introduce' themselves. Part **B** should not be a pre-prepared monologue but a chance for the Examiner to get to know the candidate's personal interests.
- Give candidates 2-3 minutes in Part **C**, the preparation phase, to enable the candidate to adequately prepare for the assessed discussion.
- In Part **D**, Examiners should aim for 9 minutes which would avoid the test being too short. Examiners should encourage candidates to go beyond the prompts so that they hold a two-way conversation for 6-9 minutes, allowing candidates time to develop and extend before moving on to the next prompt. The Examiner should not take up too much of the talking time.
- Ensure internal moderation takes place where there is more than one Examiner.

## General comments

### **Part A**

Most Examiners read out the brief explanation of the test at the outset. This resulted in more consistency in the conduct of the exams in terms of timing and format. Some Examiners introduced this phase after Part **B** and occasionally it was omitted.

### **Part B**

This part was often too short. There were discussions about candidates' hobbies and interests which some Examiners used to elicit a suitable assessment card. Sometimes the Examiner just asked "tell me about yourself" or "tell me about your hobbies", rather than starting this part as a 'conversation'.

### **Part C**

On the whole a wide selection of cards was used. Some Centres relied on a small number of cards. Some Examiners appeared to select topics without sufficient care and chose cards which were not always relevant to candidates' experience. Some Centres allowed candidates to randomly choose their own cards. Part **C** was often too short at the candidate's request. Most Examiners encouraged candidates to use all of the time.

## Part D

This part was generally well conducted with Examiners not exceeding 9 minutes. However, there were too many Part Ds that were too short. It is important not to run through the five prompts too quickly but develop a conversation based on ideas arising from each prompt. It is important that candidates are aware they can ask questions in Part C, rather than seeking clarification in Part D. Examiners must not allow monologues to develop.

### Comments on specific topic cards

#### **A – Changes**

This was a very popular card and many candidates provided extended responses. Many candidates discussed moving school or country and shared mixed emotions connected to these experiences. Prompt 3, which was particularly relevant for most candidates, was often covered by prompt 1.

#### **B – Journeys**

This was a very popular choice and accessible to most candidates, although candidates frequently asked what a 'journey' was in Part C. Most candidates had experiences of flights and/or journeys to school. Prompts 3 and 4 were challenging for weaker candidates. The philosophical last prompt worked well for most candidates, with some venturing to discuss their life journeys.

#### **C – Museums**

This was an accessible topic for candidates who had visited museums. However, it worked less well for candidates who had never been to one.

#### **D – Complaining**

This was an accessible topic as most candidates had some experience of complaining, although not all candidates approved of it. Most conversations were based on school matters.

#### **E – Traditional tales**

This topic was not chosen frequently, but generated interesting discussions, particularly when Examiners guided candidates towards 'fairy tales' or stories they had been told by grandparents.

#### **F – Making plans**

This was a popular topic and accessible to all candidates. Most candidates' responses focused on their own personal situation and school matters. Some candidates asked for clarification of the phrase 'at any level' in prompt 5.

#### **G – Quiet places**

This was a popular choice, with candidates giving their own room, a library or an exam room as examples of quiet places. In their responses candidates used familiar, everyday vocabulary to develop ideas in the prompts, which sometimes resulted in repetition.

#### **H – Deadlines**

Some candidates asked for clarification of what was meant by a 'deadline'. When clarified, this topic elicited some lively discussions on the candidates' own experience of meeting deadlines during their course of study and deadlines met by their parents at home or in business. Prompts 4 and 5 sometimes proved more challenging.

## **I – Sharing**

This was a very popular card with a lot of scope for well-developed discussions, often about siblings, which also generated a lot of sub-topics. Prompt 3 was particularly effective at eliciting extended responses. Some candidates needed clarification of the phrase ‘natural resources’ in prompt 5.

## **J – Conversation**

This card was particularly popular and elicited some interesting discussions. Prompt 3 proved very relevant to candidates’ experience as candidates described the dangers of online chat, being familiar with vocabulary surrounding the internet.

### **Application of the marking criteria**

#### Structure

Assessment criteria were generally well-applied, although some Examiners were slightly severe in the upper range, penalising occasional, minor inaccuracies.

#### Vocabulary

Marking tended to be slightly severe. Candidates who provide shades of meaning, and precise and sophisticated vocabulary are Band 1 candidates. Examiners should also be awarding credit when candidates use phrasal verbs and idioms.

#### Development and Fluency

There was a tendency to be lenient with candidates who were very fluent with good pronunciation but without adequate development. Some Examiners allowed monologues to develop which denies candidates the opportunity to maintain a conversation and limits the marks available for Development and Fluency.

### **Administration**

- Most CDs/USBs were of good audio quality with little background noise.
- Most Centres supplied the correct number of samples across the range of marks and Examiners.
- Tracks were not always labelled with candidates’ names and numbers.
- Not all sampled candidates’ names were asterisked.
- Candidates should be entered in number order on the Speaking Examination Summary Form.
- Sometimes multiple Examiners were heard on the recordings but only one name was entered on the Speaking Examination Summary Form.

#### Internal moderation

Internal moderation was carried out at most Centres where there was more than one Examiner. However, often there was no difference between the marks. Effective internal moderation should result in some mark changes. When marks have been internally moderated, the changes to the individual marking criteria should be indicated on the Speaking Examination Summary Form.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/52  
Speaking

## Key messages

Most Centres used the format of the test effectively to get the best performance out of their candidates. Candidates must be given the full time for Parts **B**, **C** and **D**.

- Read through the Teacher's/Examiner's Notes.
- Read through all the assessment cards the day before the test.
- Check recording equipment and microphones for quality.
- Have a practice run of the exam procedure, especially if there is more than one Examiner, so that there is a standard approach.
- Have a timer at hand to ensure you follow the timings of the different parts of the test.
- Examiners must read the Part **A** instruction as it appears on the topic card.
- Do not allow candidates to choose the assessment card.
- Assessment cards must not be chosen randomly, or in alphabetical order.
- Use Part **B** to decide on an appropriate topic card for the candidate.
- If necessary paraphrase prompts on the card but keep language short and simple.
- Do not allow monologues at any time during Part **D** as this limits the marks available for Development and Fluency.
- Check the recordings before sending them to Cambridge.
- If your Centre size exceeds ten, it is not necessary to send recordings of all the candidates. A sample should be sent across the range of Examiners and marks as set out on the Speaking Examination Summary Form.
- Carry out internal moderation if there is more than one Examiner conducting the tests.

## General comments

### **Part A**

Most Examiners read out the brief explanation of the test.

### **Part B**

This part was often too short. There were discussions about candidates' hobbies and interests which some Examiners used to elicit a suitable assessment card. However, in many cases, Examiners did not use this phase of the test as an opportunity to identify an appropriate topic.

### **Part C**

Most Examiners announced the assessment card before the preparation time, but not all preparation times were long enough.

### **Part D**

Most Examiners did not allow conversations to go on longer than 9 minutes. However, there were some conversations that were too short. A competent conversation developed when Examiners checked candidates' understanding of the key words and concepts and worked through the prompts in order. When prompts were rushed through, conversations were less successful. Some Examiners allowed candidates to deliver monologues, which is contrary to the aim of the test.

### **Comments on specific topic cards**

#### **A – Positive thinking**

This was the most frequently used card and was accessible to all candidates. It worked well when the Examiner checked the understanding of the phrase ‘positive thinking’. It could be adapted to suit many candidates’ experiences.

#### **B – Knowledge of geography**

This was not frequently chosen and was not accessible to all candidates, particularly those who had not travelled widely. Although candidates did not need specialised knowledge to discuss this topic, some responses suggested candidates’ good understanding of the topic area.

#### **C – News reports**

This was frequently chosen, but many candidates asked for clarification of the prompts. When the Examiner provided a clear paraphrase of the prompts, the card elicited some interesting responses.

#### **D – Bravery**

This topic worked well and was frequently chosen, particularly for male candidates. It was an opportunity for personal stories and sharing of experience. Many candidates disagreed with an idea of rewarding bravery. Some candidates asked for the clarification of prompt 4. Some candidates needed help understanding the meaning of ‘bravery’ and ‘reward’.

#### **E – Working in tourism**

This topic was often chosen if a candidate said that they had been abroad or liked travelling, but the concept was not well-understood by some candidates and needed further explanation. In response to prompt 2 many candidates were able to produce a long list, even mentioning knowledge of English.

#### **F – A year in time**

This was a popular topic and accessible to all candidates. Prompt 1 gave a good opportunity for candidates to recount personal experience. There was some overlapping in prompts 2 and 3. Prompts 4 and 5 generated many ideas leading to interesting discussions.

#### **G – Being noisy**

This was frequently used and was accessible to all candidates. Some candidates needed clarification of the word ‘noisy’. It was chosen for both music-lovers and quiet candidates. During Part C some candidates checked their understanding of prompt 4.

#### **H – Looking at animals**

This card was often chosen because a candidate had said in the warm-up that they liked animals or had a pet, and most candidates had been to a zoo or an aquarium. Some candidates asked for clarification of vocabulary used in the prompts - aquarium/safari/wildlife.

#### **I – Public transport**

On the whole, this was an accessible topic, but some candidates needed explanation of what public transport meant. Some candidates discussed the fact that they did not use public transport because they made most journeys by car. Some candidates needed explanation of the verb ‘rely on’.



## **J – Writing**

Although not frequently used, when appropriately chosen, this topic worked well; it was often chosen for candidates who liked reading. However, it was less successful when selected for candidates who did not write, other than in a school environment.

### **Application of the marking criteria**

#### Structure

There was a tendency to be severe, particularly with weaker candidates.

#### Vocabulary

The marking was generally accurate. However, Examiners were sometimes a little lenient, particularly when a candidate could speak fluently, but did not use a wide range of vocabulary to show shades of meaning

#### Development and Fluency

There was a tendency to be lenient with candidates who were very fluent with good pronunciation but who did not provide adequately developed responses. Some Examiners allowed candidates to deliver monologues which denies candidates the opportunity to maintain a conversation and limits the marks available for Development and Fluency.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/53  
Speaking

## Key messages

Examiners must inform the candidate about the structure of the test in Part **A**.

The full 2–3 minutes should be allowed for Part **B** in order to put candidates at their ease, or to select the most appropriate topic for Part **D**.

Examiners should not run too quickly through the prompts in Part **D**.

The full 6–9 minutes must be given in Part **D** to allow a conversation to develop.

When internal moderation has resulted in a mark being changed, it would be useful if all categories were changed on the Speaking Examination Summary Form.

## General comments

### **Part A**

This was sometimes missing or not explained clearly using the script provided. However, in many cases, Examiners showed an appropriate approach and manner in welcoming and encouraging the candidates.

### **Part B**

This was generally conducted effectively but occasionally it was too long or too short. The Examiner should attempt to engage the candidate in an informal conversation in order to put the candidate at ease and choose an appropriate topic card.

### **Part C**

The cards were generally chosen carefully. It is not necessary for the Examiner to read through the whole card with each candidate.

### **Part D**

On the whole, the five prompts were used in the order given and topics were successfully developed. The time frame was usually observed; rarely, some were too long but more commonly Part **D** was too short.

## Comments on specific topic cards

### **A - Topics of conversation**

The topic was accessible and often developed effectively.

### **B – Learning a new skill**

Although generally accessible and frequently used, the topic sometimes resulted in repetition of ideas. The responses were more developed when the Examiner supported candidates with some clarification of the prompts.

**C – Caring for the environment**

This was accessible to all candidates. However, some candidates were not able to expand on this topic.

**D – Trains and planes**

This card was frequently used. The prompts were generally effective in allowing candidates to develop the topic and contribute original ideas.

**E – Going to a new school**

This card was frequently used and generally worked very well as many students spoke from personal experience.

**F – Apologising**

This card was frequently used and the prompts effectively led to sustained conversations and some interesting personal anecdotes.

**G – Difficult jobs**

This card was not frequently used and, although accessible to stronger candidates, many candidates required clarification and prompting from the Examiner.

**H – Cooking**

This card was a popular choice and was accessible to all candidates.

**I – Sounds**

This card was frequently used and was generally accessible to all candidates. Prompt 4 occasionally proved challenging.

**J – Nature programmes**

This card was not a popular choice, but, when chosen, worked well and was accessible to all candidates.