

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/11  
Reading and Writing (Core) 11

## Key messages

- In **Exercise 1**, it is vital that candidates read the questions and the text with care, so that the key requirements of each question can be identified, and that they are less tempted by distracting information. They should also avoid copying too much information from the text, as this could contain detail that could make the answer incorrect and affect the mark awarded.
- In **Exercise 2**, candidates should scan all the texts to look for details which correspond to the key elements of each question. This information could be expressed using different words and structures, so candidates should look for synonyms and paraphrases. Texts may include the writer's attitude and opinion or information that is implied.
- In **Exercise 3**, candidates should focus on writing short notes using language from the text. Each note should correspond to the correct question. The number of bullet points indicates the number of answers required, and each answer should be placed on a separate line.
- In **Exercise 4**, candidates should read the question carefully in order to decide what information is required for the summary and what can be considered irrelevant and therefore not required.
- In **Exercise 5** in this series there were some good responses, which showed an awareness of the target audience by using appropriate informal language and a conversational style. The purpose for sending the email was generally recognised and many responses included sufficient development to gain marks in the top band for Content.
- In **Exercise 6** a more formal style for the report to the Headteacher was required. The report was to contain both details of how the sports day had gone and how it could be made more enjoyable next year. The response should be well organised, and ideas should show some development of the information from the prompts as well as new ideas from the candidates themselves.

## General comments

Overall, most candidates were entered at the correct level. The need for more precise reading of the questions and the rubric was evident throughout the paper. This was particularly evident in **Questions 1, 3 and 4**.

## Comments on specific questions

### **Exercise 1**

Many candidates found this to be a challenging exercise, but there were those who scored full marks. Some questions proved to be quite challenging and there was evidence that the text had been not fully understood. Candidates need to be aware that there may be distracting information in the text, and that when they have located the section of the text where the answer can be found, they should read this section closely in order to decide on the key information. More successful candidates interpreted the questions and selected relevant and exact details. Less successful answers were characterised by the frequent selection of distracting details from the text.

### Question 1

In this question many chose the distractor '*in the nineteenth century*' as the response. It was, in fact, in other European countries that beavers died out in the nineteenth century. It was three centuries earlier in Scotland. Responses which gave '*after the sixteenth century*' from the text were not credited. Putting '*after*' before '*sixteenth century*' gave another meaning. It was during the sixteenth century, not after, that beavers died out in Scotland.

### Question 2

The question asked what clothing made from beaver fur was especially popular. The correct answer was '*hats*'. Those who offered '*hats and coats*' could not be awarded the mark.

### Question 3

The correct answer was 10 years from 1995 to 2005. Some gave incorrect answers, choosing the distractor '*three years*'. Others appeared to add the three years to ten and offered '*thirteen years*' as their answer.

### Question 4

Most candidates found the correct answer to this question. Those who chose the distractor '*the beavers' habit of blocking rivers would create floods*' could not be awarded the mark.

### Question 5

There were many incorrect responses to this question which asked them which group of people were most strongly against the reintroduction of the beavers. Candidates chose one of the two distractors, most often '*local fishermen*' or '*the SWT*'. The correct answer was '*the region's farmers*', whose '*objections...regarding flooding were far harder to overcome*' according to the text.

### Question 6

Candidates were required to give two answers for this question. Many gave one correct answer of the two available in the Mark Scheme. Incorrect answers included '*conservation of the species*' instead of '*made a protected species by the government*' and the omission of '*allowed to*' before '*move to new territories*'.

### Question 7

In answer to the question, many responded with '*the silent wave spreading across the water*'.

### Question 8

This question was generally correctly answered. The favourite description of the writer concerning beavers was '*natural engineers*' and not '*eager beavers*' which was commonly seen.

### Exercise 2

### Question 9

Overall, there was a varying degree of success in this exercise. However, unlike in previous series, where this exercise proved difficult, candidates found this to be more accessible. A number achieved full marks. The questions where candidates generally gained marks were **9(b), 9(c), 9(d) and 9(h)**. The most challenging were **9(a), 9(e), 9(f) and 9(g)**.

- (a) The first question asked who had found their accommodation smaller than they were expecting. The answer was to be found in Text C, where the key phrase was '*but the only ones available this year were probably half the size*'.
- (b) The key information appeared in Text A: '*perhaps they should have spent more time cleaning the holiday home*'.

- (c) The answer was to be found in Text B: 'I can't say the colours the owners had painted the walls were to my liking...'
- (d) The key fact was to be found in Text A: 'so we only went back to the house to sleep'.
- (e) The answer was found in Text C. Having lost her passport, Alicia had to ask the owners to help her, as translators, with the report to the police.
- (f) The answer was found in Text B: 'I can't remember how many times we got lost driving there'.
- (g) The answer was found in Text A: 'I'd love to have been there when everything was frosty and white'.
- (h) The answer was found in Text C: 'I reserved a couple of rooms for my parents and me next spring'.

### Exercise 3

Candidates responded well to this exercise. The whole range of marks was awarded, and many scored full marks.

### Question 10

Many were able to identify two correct details of the three available in the Mark Scheme. The very few who wrote two correct answers on the same line, for example '*originated in India around 5000 years ago*', could only be awarded one mark.

### Question 11

In the Mark Scheme there were six acceptable responses, and all were identified by the candidates. The most common wrong answer given was '*yoga can help with weight loss*', but as the text says this '*requires far more investigation before any firm conclusions can be drawn*', it was not an acceptable response.

### Question 12

This question appeared to be the more challenging of the three. The most common error was to omit an important detail, for example, many wrote simply '*frustration*' as the response, when the problem was '*frustration at the lack of progress*'. It was the same for those who chose for their response '*yoga was not intended as a replacement for exercise*' as '*targets*' was the key word and its omission meant the response could not be credited.

### Exercise 4

Most candidates were able to score well for Content, by selecting the advice given by the writer to those intending on attending the festival. Many were able to score full marks. Those who scored less had often spent at least half the total number of words on an introduction that did not answer the rubric requirements. Responses which successfully paraphrase and include suitable connectives were awarded marks in the top band for Language.

### Exercise 5

#### An email to a friend

In this series there were many successful responses which achieved marks in the top band for both Content and Language. Most showed a good sense of purpose and were well organised following the prompts as a guide. Most successful responses showed an awareness of the target audience. Some candidates suggested a third person, often a parent of the addressee might be more suitable to be asked to help with the problem. Many responses had a problem with a Maths, or occasionally a Science, homework. Often it was being absent from the class when the homework was set, that had caused the problem or perhaps inattention in the classroom.

Candidates are advised to maintain the informal style throughout the email in this exercise.

### Exercise 6

This exercise proved to be more challenging than the previous exercise. Many responses did not successfully employ a suitable tone or register for a report for the Headteacher of the school.

Less successful responses concentrated on one aspect, usually the sports day itself, giving less emphasis to how it could be made more enjoyable next year. The more successful responses weighed both aspects well, often stating their own opinions rather than those of others and giving ideas of their own for making sports day more enjoyable for all by including, for example, a refreshment stall.

Most used the ideas in the prompts for improvement next year, including a timetable for when events were to start, so that everybody knows when an event is to start. Many wrote that there should also be no obligation to take part next year.

From a Language point of view, there were some good examples of more formal cohesive devices to introduce these new ideas, and some linking phrases to signpost the direction of argument. Some candidates took the opportunity to use some less common vocabulary such as '*no obligation*' and '*feedback*', which contributed to the formality of the report.

Generally, a greater emphasis on a wider range of vocabulary, and accuracy of simple grammatical structures is an ongoing area for improvement.

Candidates responded well to this paper and the full range of marks was achieved.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/12  
Reading and Writing (Core) 12

## Key messages

- In **Exercise 1**, answers should be brief in order to avoid including incorrect details which would affect the validity of the answer.
- In **Exercise 2**, candidates should give a clear response to each question. Candidates should look for synonyms and paraphrasing of the key details which are in the question. These may include the writer's opinion or attitude, or information that is implied.
- In **Exercise 3**, candidates need to ensure that responses are brief and correspond to the correct question. In this series, many **Question 9** answers were entered as answers to **Question 10**, and so could not be credited.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. In this series, some candidates interpreted the rubric correctly and successfully located some of the content points, while a number of candidates copied irrelevant introductory details which often meant that the summary exceeded the limit and affected the mark awarded.
- In **Exercise 5**, the need to respond to the task with an appropriate register should be emphasised. Some responses recognised the need for a conversational style, while others were too narrative in tone and did not engage with the target audience beyond a brief introductory and concluding sentence.
- In this series, many responses to **Exercise 6** did not recognise the requirement for a different register, suited to the audience given in the rubric. This affected the mark awarded.

## General comments

Overall, candidates were entered at the correct level. It was evident that more attention needed to be paid to reading the rubric carefully for **Exercise 3**, **Exercise 4** and **Exercise 6**. Additionally, some candidates appeared to find organisation of time difficult, and made no attempt at **Exercise 6**.

## Comments on specific questions

### **Exercise 1**

This exercise was generally well attempted. Candidates should be aware that there is distracting information in the text for every question, therefore close reading of the text is important to distinguish correct details from those which are incorrect or irrelevant.

### Question 1

This question produced the greatest number of incorrect answers. Some responses recognised the key elements in the question, ‘when’ and ‘*the oldest rock art .... was made*’ and correctly supplied ‘12 500 years ago’, while others selected the first number that appeared in the text. Responses which omitted ‘ago’ but were otherwise correct could not be credited.

### Question 2

This question proved to be challenging, and a number of responses did not provide an answer. In this question, the requirement was for a descriptive detail in response to ‘*What was the ...area like?*’, and some successfully identified ‘*open grassland*’ as describing the ‘*region*’. Incorrect responses featured the items that were found there, ‘*tools*’, or described the area as it is now, ‘*thick jungle*’.

### Question 3

This was very well answered, with the majority of responses achieving at least one correct answer from the two reasons why the journey took longer, ‘*a flat tyre*’ and ‘*flooding*’. Some responses selected the journey details ‘*a two-hour drive followed by a four-hour trek*’ with no reference to the problems encountered on the way. Such responses could not be credited.

### Question 4

Most candidates gave the correct response, ‘*poisonous snakes*’. A number of responses lifted the entire sentence. Candidates are encouraged to read closely to identify the exact information required to fulfil the demands of the question. Other animals found in the jungle were common wrong answers.

### Question 5

Many responses included the correct key detail, that the paintings were ‘*detailed*’, and some also added that they seemed ‘*very natural*’, which could be credited as extra information, but was incorrect when supplied on its own.

### Question 6

There was a very good response to this question, with the majority of responses correctly identifying the information that the artists ‘*climbed wooden towers*’ to work. Additionally, the need for a verb to start the answer was well recognised.

### Question 7

The question required two details of what people were doing in the rock art for two marks, and most candidates were able to select at least one correct detail from the two required and described people ‘*dancing*’ and ‘*hunting*’. Common incorrect answers featured the idea of ‘*toolmaking*’ and ‘*cooking*’, although the writer explains ‘*I don’t know if there are any scenes of everyday routines like toolmaking or cooking*’. Such answers could not be credited.

## Exercise 2

This exercise continues to be challenging for many candidates. Almost all candidates attempted every question, but very few achieved more than half the available marks. Close reading of the questions is essential, and it is suggested that candidates highlight the key elements of each one and look for a section of a text which appears to correspond. If there is more than one key element in a question, the text should fully address each one. Candidates achieved the greatest success in **Questions (a), (b) and (c)**, and the most challenging questions proved to be **(d), (f) and (g)**.

(d) This question has two key elements: the first focuses on the idea of the amount of work involved in the project, and the second suggests a negative feeling, with the idea of ‘too much’ work. The first element is found in each text. Text B highlights the different stages of the work, ‘we search / we

*take photos and record / we upload ...*'. This suggests that there is a lot of work involved, however, the writer ends with a positive feeling, saying '*makes me feel really good about myself*'. In Text C, the phrases '*a huge task*' and '*it takes time*' similarly suggest the amount of work involved, but here the writer criticises the other members of the group, '*their attitude gets on my nerves. It's just not helpful*', indicating that they do not share the negative feelings of the others. Only Text A fulfils both elements of the question in the final sentence, '*whether we should be working hard for ten weeks on it is something I have doubts about*', and is the correct answer.

(f) In this question, the key phrase is '*appreciates feedback*' and candidates should look for a phrase which paraphrases this idea. Candidates may have been tempted by Text A, where the writer says that '*the scientist...explained the idea*', or Text B, '*a butterfly expert gave us a talk to prepare us*'. Only Text C provides the idea of 'feedback' and 'appreciation', in the sentence '*the scientists always tell us what a good job we're doing, which is nice of them*', and so is the correct answer.

(g) This question refers to the writer changing their opinion, so candidates should look for contrast in a text. Candidates may have been tempted by Text A which suggests that at first, the writer finds it difficult to believe what the scientist was explaining, '*when he said that I couldn't believe it*', and finishes by still being doubtful, so without a change of opinion is incorrect. In Text B, the writer explains their initial negative feelings about the time it would take to carry out the project, '*I can't say I was very enthusiastic at first*', however continues to explain that after taking part in the project, '*now I understand that in order to protect them, ...an extended period is required*', referring to a change in opinion about the aims of the project. Text B therefore fully addresses the requirement of the question.

### Exercise 3

Overall, there was a fairly good response to this exercise. The whole range of marks was awarded, but few achieved full marks across the three questions. Of those attempting all the questions, greater success was achieved in **Question 9** and **Question 11** and a number did not provide any answers to **Questions 10** and **Question 11**. Answers were suitably brief and included key details.

#### Question 9

There was evidence of good understanding of the reasons for the increasing number of parakeets in London by many candidates who correctly selected three of the four possible answers. A common incorrect answer appeared to result from confusion between the 'hot' climate of Africa and India and the 'cold' winters in London, and responses such as '*the hot climate suits them*' could not be credited.

#### Question 10

This proved to be more challenging, and many candidates scored no marks for this question. The requirement was for details of the way parakeets arrived in London, and many responses appeared to confuse the benefits of being in London, as required for **Question 9**, and those for this question. The most commonly selected details were that they '*escaped from a zoo*' and that they '*flew over from France*'. Correct answers to **Question 9** which were mistakenly placed in this question could not be credited.

#### Question 11

This was generally successfully answered, and many responses scored points for two correct details. All four possible points were selected, with '*cause damage to crops*' and '*carry disease*' being the most commonly identified. Occasionally, the mark was lost when an essential element to the answer was missing, for example, '*they are hungry birds*' could not be credited without the key idea of cause '*damage to crops*'.

#### Exercise 4

Candidates were required to summarise the qualities that a disc jockey needs to be successful and also the problems that they could face. There were a significant number of responses where marks for both Content and Language were affected because they exceeded the 90-word limit. Words were wasted when the rubric was copied as an introduction or when too much general information about the life of a DJ was included.

#### Content

Generally, the problems of a DJ were more successfully identified than the qualities, and many understood '*limited social life*' and '*feel quite lonely*'. Of the qualities, '*passionate about music*' was the most commonly selected, with the other qualities featuring only rarely. Successful summaries distinguished between the two aspects through the judicious use of paragraphs, re-ordering the points from the text into qualities and problems. However, points were frequently linked to the wrong aspect, for example, '*one quality a DJ needs is that the social life is limited*' or '*impressive because most DJs have short careers*'. Similarly, '*paid generously*' and '*travel around the world*' were frequently provided as advantages; suggesting that closer reading of the text was required.

#### Language

The majority of responses relied very heavily on the language of the text, usually interspersed with simple discourse markers, such as '*and*', '*but*' or '*also*' to provide an element of cohesion. Others attempted a wider range of conjunctions and adverbial phrases, for example '*moreover, additionally, other than that*' and tried to find synonyms for key vocabulary, such as '*addicted to*' for '*passionate*', '*manage your time*' for '*well-organised*' and '*reasonable salary*' for '*modest earnings*'. The successful use of linking expressions and synonyms in combination with attempts at re-ordering some of the sentence structures contributed to good summary technique.

#### Exercise 5

The topic appeared to be accessible to the majority and misinterpretation of the context and task was rare. This enabled a high proportion of responses to achieve marks in the top band for Content. There were different interpretations of the meaning of a quiz; for some it was simply a fun activity, for others more of a knowledge check given in class by a teacher. Occasionally, where the quiz was used as a formal examination, or when the quiz was clearly planned for a future time, the mark that could be awarded for Content was affected. Most responses addressed all three required points with the majority of the details provided for the first and second points. Most candidates were aware of the conventions for addressing a friend and opened and closed their email with suitable remarks, for example, '*we haven't been in touch for ages*' and '*would you like to join me for the next quiz?*' The most successful responses sustained a lively conversational style throughout the email, using phrases such as '*as you already know*' or '*you remember when...*'. Less successful responses showed little awareness of the target audience and were too narrative in style, which had an impact on the mark that could be awarded. Candidates are advised of the need to maintain an informal style throughout their writing in **Exercise 5**.

For the first point, there were many reasons provided for taking part in the quiz, ranging from those connected with school, '*my teacher encouraged me*', '*we have been learning about this in our science class*', parental encouragement or a personal challenge, '*my mum said I should do it*' and '*I'm very interested in the subject and want to test myself*'; being dared to enter by a friend, or being tempted by a money prize. Some responses developed the idea well, for example by describing how they were initially reluctant to take part or by using participation in the quiz to overcome shyness, whereas other responses provided little development beyond a single sentence giving a reason for taking part.

The second point required an explanation of the way the candidate prepared for the quiz, and there was generally a good response to this point. Some preparation for the quiz centred around preparation done alone and involved doing research online, from books or going to the library. Others focused on preparing with friends or in a group, writing practice questions and having discussions about potential quiz questions. At times, the details of preparation became blended into the events during the quiz itself, resulting in a rather confusing account.

For the final point, candidates were asked to write about how they felt about taking part in the quiz. This point could have been more fully developed in some responses and was sometimes confined to a single sentence. However, there were some very effective accounts where candidates mentioned their feelings before the

quiz, and how these feelings changed during and after the quiz. Other successful emails expanded the final paragraph to include details about fulfilling ambitions and gaining confidence, and many also stated the outcome of the quiz, which made a suitable conclusion to the writing.

From a language point of view, tense control in compound and complex sentences is an ongoing area for practice. Some candidates were able to use simple structures with a reasonable level of accuracy, although in many emails, past tense usage was not secure, and at times the future was used when writing about a past event, which led to ambiguity and time confusion. There were many attempts at ambition, with a degree of success, for example *'During the quiz I was a bit afraid, but the questioners was really kind and make us feel at ease...'* and *'I decided to join the quiz is because that I want to experience it since this year is our last school.'* There were some examples of less common vocabulary, such as *'brainwave, unexpectedly, donation, upcoming'* and sufficient relevant vocabulary was largely used by candidates to provide a satisfactory response. Continued practice of phrases which include a preposition, such as *'capable of / interested in / prepare for / take part in'* would be helpful.

### Exercise 6

There was a mixed response to this task. Candidates were required to write a review of a drama series that is popular among young people. The most successful responses were tied to a particular named drama, which appeared to be one that the candidate had experienced, and which gave the writing an authentic tone. Some reviews which did not name the programme, but which were unambiguous in their referencing, *'the new drama series that just came out yesterday'* and provided suitable development could be credited with high marks. Other reviews were unclear about whether a specific drama was being referred to or TV drama as a genre. Less successful reviews discussed watching TV in general, and some responses appeared unable to move away from an article format in which the advantages and disadvantages of watching drama series on TV were debated. There was also evidence that the rubric had been misunderstood in some responses which focused on reviewing a school magazine. Some brief narration of events worked well, particularly if this was linked to a personal appreciation or criticism. Answers which relied too heavily on the narration of events often produced a confusing level of detail, as well as limiting the opportunity for a personal response.

Over-reliance on the written prompts was noticeable; even some stronger responses at times interpreted the rubric as requiring the reactions of the other young people. This gave rise to some over-elaborate discussion about those who agreed or disagreed with the prompts, and frequently meant that the writer's own opinion was omitted. Without providing a personal aspect in the review, responses could not be credited with high marks. In weak responses, the prompts were frequently copied, with an additional sentence to paraphrase the prompt, for example, *'the storyline was confusing, a lot of people don't understand about the storyline'*. The meaning of *'irritating'* was not always recognised, which produced some contradictory positive opinions. When it came to providing a personal opinion, there were some effective reviews which outlined the way viewers of the drama series could use the message in the drama in their own lives, or gave a strong recommendation, or at times argued imaginatively against watching that particular drama series.

From a language point of view, most responses correctly understood the need for a more formal register than in **Exercise 5**, and there were many examples of relevant cohesive devices to introduce new ideas, *'when it came to the acting...'*, *'As soon as I started watching...'*. Additionally, there were many examples of ambition, *'I found the series very engaging and I'm looking forward to the next series with very high expectation'*; *'the actors delivered stellar performances'*, and *'the music choice left a lot to be desired'*.

Most candidates had adequate vocabulary to access the topic to some extent, and many reviews took the opportunity to demonstrate less common vocabulary on the topic, *'a rollercoaster of emotions, keep you on the edge of your seat, soundtrack, viral, episode, stunts, special effects.'* In some reviews, there was a need for a wider range of complex sentence structures in combination with a greater range of vocabulary to have access to higher marks.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/13  
Reading and Writing (Core) 13

## Key messages

- In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. 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 this series, **Exercise 1** was reasonably well attempted, although there were a number of omissions.
- In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to show some awareness of what is implied but not explicitly stated. Overall, this exercise was generally well attempted although again, with some omissions.
- In **Exercise 3**, 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 shown by the bullet points. In this series, the task proved accessible for a good proportion of candidates.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, the majority of candidates made a good attempt at this task with only a small number not making any attempt.
- In **Exercise 5**, email writing, candidates must recognise the need for informal register and should endeavour to provide responses which address all three prompts with a sense of audience and sufficient development.
- In **Exercise 6**, 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.

In this series, most candidates found the topics accessible and were able to write at appropriate length, although there were a small number of omissions.

### **General comments**

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

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

### **Comments on specific questions**

#### **Exercise 1**

This exercise was reasonably well attempted and provided a suitable introduction to the reading comprehension tasks. Some items proved more challenging than others and although there was evidence that the text had been understood, there was also an indication that, at times, more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- 1 This item was reasonably well attempted with the majority of candidates correctly identifying 'seventeen years ago', although 'twenty-five years ago' proved tempting to a number and some provided 'Dean College', indicating a misunderstanding of the rubric.
- 2 This item was also generally well attempted with a good proportion of candidates identifying the salient detail 'portrait'. 'Street photography' was the most frequently supplied incorrect response.
- 3 The key detail 'learn about equipment' was identified by the majority of candidates.
- 4 This item was extremely well attempted with the vast majority of candidates correctly supplying 'comfortable shoes'.
- 5 A good proportion of candidates correctly identified 'nature reserve', although some were distracted by the details 'a trip to the local zoo' or 'studio', indicating a lack of precision in reading.
- 6 This was also generally well attempted although a number lost the mark through the inclusion of 'download the photos you've taken', which negated the answer.
- 7 A very good proportion of candidates supplied the salient detail 'experience'.
- 8 This item was also generally well attempted with the majority achieving at least one of the two marks available. Marks were most frequently lost where candidates erroneously supplied 'making friends', or 'improving photography skills' instead of 'improving presentation skills'.

#### **Exercise 2**

This multiple matching exercise was generally well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text. There were a number of omissions in this exercise, however.

#### **Question 9**

- (a) This item proved one of the more challenging in this exercise with many candidates supplying C and A in error indicating a lack of precision in reading.
- (b) This item proved more accessible with the majority of candidates correctly identifying text A.
- (c) This item proved the most challenging for many candidates, with a considerable number supplying text B in error, possibly as a result of spotting the word 'scientists' in the first sentence.
- (d) This item was well answered with a good majority of candidates correctly identifying text A.

- (e) This item also proved quite accessible with the majority correctly supplying Text B.
- (f) This was very well answered with most candidates correctly identifying Text A.
- (g) This proved more challenging for some. While text B contained the salient detail, A was frequently supplied in error, possibly as a result of word spotting 'events in the future'.
- (h) This item was very well attempted with a considerable proportion correctly identifying source text C.

### Exercise 3

This exercise was reasonably well attempted with many candidates able to show enough understanding of the text and extract the relevant information to score well. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

### Question 10

This item was generally well attempted. Five content points from a total of eight available were required. Whilst all of these proved accessible, marks were most frequently lost where candidates did not supply enough detail to fully convey the point to be made. For example, a number supplied 'do something practical' but failed to include the required detail 'on (long) journeys'.

### Question 11

This was also reasonably well attempted with the majority of candidates correctly identifying both of the four possible answers. As with the previous item, marks were most frequently lost where candidates omitted a salient detail, for example, 'how long it takes' without 'to make something'.

### Exercise 4

Most candidates made a good attempt at this exercise, and a good proportion managed to score quite well. Candidates were required to summarise two aspects of the text – the rules for entering a TV cooking competition and what the judges are looking for to decide on a winner. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Some candidates, however, performed less well.

All of the possible content points proved accessible; however, many candidates did not achieve full marks for content mainly due to indiscriminate lifting of irrelevant details from the text which impacts on the number of words available for the content points. A number of responses were beyond the prescribed word limit.

Language points were awarded across the range with the majority of candidates receiving at least four of the six marks available. The inclusion of irrelevant information can also affect the language mark, so candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, they should also make an attempt to paraphrase. There were some attempts to do so in this series, and some candidates were able to express the salient points succinctly with appropriate conjunctions which give the summary a natural flow.

### Exercise 5

#### General comments

This exercise was generally very well attempted with clear evidence that candidates engaged well with the topic. In most cases, all three bullet points were addressed with varying attempts at development. The word limit was generally well observed with a number producing responses towards the upper limit in this series and few falling short of the lower limit.

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 5

The majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to email the friend in order to explain why the writer's family decided to live without a car, describe how the writer will travel around in the future and say what might be difficult about not having a car.

Generally, candidates used an appropriately informal register, and in many cases, there was an attempt to develop all or some of the prompts. The first bullet point was well addressed with many candidates detailing environmental and economic issues as factors in the family's decision. In most cases, well-developed reasons were provided for giving up the car. The second bullet point was also generally well covered with most candidates mentioning the use of public transport, taxis or walking as alternative methods of travelling around. The third aspect was also well attempted and was frequently the most developed. Responses included difficulties associated with the time taken to walk or travel by public transport or to travel longer distances, being late for school and not being able to pick friends up. While some were written in the form of a narrative, there were clear attempts to interact with the reader in many of the responses, giving these a good sense of purpose.

In terms of language, the majority of responses included paragraphs, although this was not always the case. The language used was generally fairly secure and, in some cases, quite ambitious. Most candidates used tenses consistently, and the more able attempted greater complexity in their use of sentence construction. Basic punctuation was generally sound, and there were very 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. Very few candidates made no attempt to complete the task in this series.

### Exercise 6

#### General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two positive and two negative viewpoints on the scenario outlined in the rubric. Less able candidates tended to stay very close to these cues. 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. Word limits were generally well observed, but time constraints appeared to be an issue for some candidates who made no attempt at this task.

### Exercise 6

Candidates were required to write a review of the coursebook they have been using in their English lessons at school with a view to helping their teacher decide whether to use the coursebook with other classes in the future. Four prompts were provided: two relating to positive and two relating to negative aspects of the coursebook. While most candidates put forward both positive and less positive viewpoints, the majority relied heavily on the prompts and struggled to introduce original ideas. A number did produce quite well-developed pieces, however, which provided a more thoughtful and thorough review of the coursebook. Most included an appropriate introduction and conclusion and there was generally effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses, but this was not always the case. Although the range of language was fairly safe, candidates appeared to have generally good control of form and tenses in this exercise.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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**Paper 0510/21**  
**Reading and Writing (Extended) 21**

## Key messages

- Candidates should carefully read the instructions and recognise the requirements for each question, providing precise responses. They should note reference and linking words in the texts (e.g. those, this, the former, on the other hand, while, whereas).
- The spelling of any key word in a response should not form a different word which will change the meaning of the response. Handwriting should be legible.
- In **Exercise 1** candidates should ensure that no incorrect information is included with a correct response.
- In **Exercise 2**, candidates should read the paragraphs as a whole, as identifying the correct answer often involves following discourse markers in consecutive sentences rather than simply recognising a single key word or synonym.
- In **Exercise 3** notes should be precise and provide key details. These may include verbs or adjectives that relate to the requirements of the headings. There should be one note per bullet point and extra notes cannot be credited.
- In **Exercise 4** candidates must keep within the 120-word limit or they may lose marks as content points made after 120 words cannot be credited. They should focus on the requirements of the summary and include only what is relevant. They should try to avoid lifting whole sentences or phrases containing content points directly from the text with no attempt to express points in their own words.
- In **Exercises 5 and 6** candidates should attempt to develop the response as fully as possible. Shorter responses are unlikely to cover the requirements of the task adequately or develop the task sufficiently.

## General comments

Most candidates were entered correctly for the extended paper. They should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty and total points for each exercise, so that time is allocated appropriately.

## Comments on specific questions

### **Exercise 1**

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding. They should read carefully around what they recognise as the correct response to check there is no further information that negates or changes this.

### Question 1

This question was well answered. The most common incorrect response was 'after the sixteenth century'. This may have been because candidates read, 'with no recorded sightings there after the sixteenth century' without fully considering the context. Some candidates also gave '*nineteenth century*', which was when beavers died out in many European countries.

### Question 2

This question was very well answered. Occasionally, the response '*coats*' was seen. Candidates may not have focused on 'popular' in the question. A few candidates wrote '*hats and coats*', which could not be credited as an incorrect detail was included.

### Question 3

This question was quite well answered. Incorrect responses included '*further 3 years*' and '*13 years*'. This may have been due to not noting the requirements of the question, which asked about the preparation of the first application. Occasionally, responses omitted '*years*', which meant this incomplete response could not be credited.

### Question 4

This question was well answered. The omission of the key detail 'ancient' from the response was the main reason why responses could not be credited. A minority referred to concerns about beavers '*blocking rivers*' or '*creating floods*'. However, the text states that this was '*not seen as a serious issue*'.

### Question 5

This question was quite well answered. Most incorrect responses referred to other groups of people such as fishermen or the SWT. These groups are mentioned, however, the SWT was supportive of reintroducing beavers, while the fishermen's concerns were short-lived. The text states, 'but objections from the regions farmers. were far harder to overcome', showing clearly that farmers were most strongly against the reintroduction.

### Question 6

This question was quite well answered. Some responses featured two correct details, but a significant number only included one, and in some cases, none. The key idea of 'being allowed' to move to new territories was sometimes omitted for one detail, and other incorrect responses such as '*SWT made further proposals*' were given. A few candidates wrote '*proposals regarding the conservation of the species*', when in fact the important decision made was to conserve or protect beavers. Occasionally, candidates added an incorrect date to the response, e.g. '*made a protected species in 2018*' when this was in 2019, '*the following year*'.

### Question 7

This question was fairly well answered. A significant number of the following incorrect response was seen: '*a small, silent wave*'. This was what the writer looks for, but it is not a sound, as required in the question. Candidates should consider both the question and the text carefully in order to locate the correct answer.

### Question 8

This question was very well answered. The most frequent incorrect answer was '*eager beavers*'. This phrase is mentioned but the text states that the writer prefers to call them '*natural engineers*'. Carefully reading of referencing and linking devices in the text was required.

### Question 9

This question was generally well answered, and some candidates gained the full four marks available. The most common incorrect responses did not include all the significant details which were required for a correct answer. For example, they claimed that beavers had '*died*' as opposed to '*died out*', which changes the meaning. They also omitted key details such as the fact that they died out in the '*nineteenth century*' and that this was in '*many European countries*', or that they had survived '*until the eighteenth century*' and that this

was in 'England'. Some responded with the population of beavers had '*increased worldwide*' as opposed to the idea that it 'was increasing'. There were some responses which referred to things like '*blocking rivers*', '*building dams*' or that beavers had been '*hunted for fur*'. The question asked for details about beavers other than those in the Scotland.

## Exercise 2

Most candidates responded very well to this matching exercise, gaining at least six of the ten marks available. There was a significant number of candidates who provided ten correct responses. Generally, **Questions (a), (b), (e) and (f)** proved the most challenging. A small minority of candidates left some or all of the questions unanswered. Candidates are not only required to skim and scan the text, but also identify the key words in the question and ensure that the text they select fully supports their choice of answer. They should look for synonyms and rephrasing of the ideas, rather than the same words or phrases in the question and text. Candidates should read the paragraphs as a whole, as identifying the correct answer often involves following discourse markers in consecutive sentences rather than simply recognising a single key word or synonym.

(a) This question was generally well answered. Candidates needed to identify someone whose accommodation was smaller than expected. This was phrased in option **C** as the 'usually huge' rooms being 'this year...half the size' and therefore 'a bit of a shock'. A few candidates gave **B**, possibly because the text states, 'normally pictures...on websites...make the rooms look bigger'. **D** was another commonly chosen incorrect answer, perhaps because the house was 'small'. However, for **D**, the size was not unexpected: 'we thought it'd be fine'.

(b) This question was correctly answered by the majority of candidates. The correct response was person **D**, who referred to 'quite a bit of tension' when the two families had conflicting interests. Option **C** was the most common incorrect response, possibly because the text states, 'I can't think of anything worse than sharing'.

(c) This question was well answered. Most candidates correctly identified **A** as the 'rather dirty' accommodation, linking this to 'perhaps they should have spent more time cleaning' in section **A**. **B** was the most commonly chosen incorrect response, possibly due to the statement: 'there was no need to clean', which suggests the accommodation wasn't dirty.

(d) This question was very well answered. Very few candidates failed to identify **B** as the correct response. The question asked about someone who admitted not liking how the accommodation was decorated. This was linked to phrase of being not 'to my taste' in **B**.

(e) This question was very well answered. Candidates needed to find the person who spent little time in their accommodation during the holiday. This was **A**, as she 'only went back to the house to sleep'. The most common incorrect response was **D**, possibly due to a misreading of the reference to 'spending far more time in the house...than we were hoping'.

(f) This question was fairly well answered. Candidates had to identify a person who had to ask the accommodation owners for help. The correct answer was **C** and required the candidates to link the statement, 'it belongs to a lovely family' in one sentence with 'I had to get them to translate' in the next. A common incorrect response was **A**, possibly because of the statement: 'The owners...gave us tips'.

(g) This question was very well answered. A significant majority of candidates chose speaker **B**, correctly linking the meaning of 'had difficulty finding the way' in the question with 'we got lost' in the text.

(h) This question was quite well answered. Candidates were required to find someone who 'wishes they'd stayed... at a different time of year'. This was expressed in text **A** as 'I'd love to have been there when everything was frosty'. **C** was the most common incorrect response, perhaps due to references to the seasons, although the person states, 'I've always enjoyed it whatever time of year'.

(i) This question was very well answered. Almost all candidates correctly chose option **D**, linking the idea of 'explore the area' in the question to 'make the most of ... things to do in the region'.

(j) This question very well answered. Nearly all candidates chose the correct answer of **C**, successfully connecting the synonyms of 'booked' and 'reserved' in the question and text, as well as connecting the ideas of 'go back to the same accommodation' and 'there...next spring'.

### Exercise 3

Candidates responded very well to this note-taking exercise, with a large number of candidates gaining the full nine marks available. Notes were not credited when they omitted key information or if incorrect information was included. It is important for notes to focus on key ideas related to the heading and whilst the notes should be succinct and accurate, they need to contain essential information. Very few candidates wrote notes under the wrong heading.

### Question 11

This section was very well attempted, and all candidates correctly provided two clear notes from the possible three options. Some responses combined two ideas by one bullet point, for example, '*yoga originated in India and was developed 5000 years ago*', but still identified a third correct note for the second bullet point to access full marks. A few responses featured unconnected responses, for example, '*it's a set of combined physical, mental and spiritual exercises*'. Although the information was included in the text, the response did not give information about the history of yoga. Some responses omitted key details, writing notes such as '*nineteenth century in western nations*', '*around 5000 years ago*'. These should have been prefaced by 'introduced' and 'developed' to include a key verb. Occasionally responses omitted key words as in '*developed 5000 years*' or provided incorrect information as in '*developed 500 years ago*'.

### Question 12

This section was very well attempted, and the majority of candidates identified four correct responses out of a possible six. Candidates generally included key details from the notes. Sometimes a note was attempted, but key information was omitted such as 'back pain'. This response needed to be focused regarding the proven benefits of yoga as in 'reduces back pain'. A few candidates gave '*it helps with weight loss*', which was not an example of a proven benefit of yoga but a possible benefit requiring more investigation.

### Question 13

This section was very well attempted with most candidates identifying three correct responses as required out of a possible six. Some candidates provided unconnected responses, for example, '*some teachers may be untrained*', which is mentioned in the text, but is not an example of a problem that can occur when doing yoga but a cause of the problem 'learning wrong techniques'. Some candidates gave responses which omitted key details, for example '*short sessions may cause frustration*' or '*frustration*', whereas the problem was 'lack of progress'. Responses needed to describe the problem that can occur doing yoga rather than feelings. Some responses included additional information, for example, '*You may learn the wrong techniques if the teacher isn't trained*', where the additional information did not negate the correct response.

### Exercise 4

In **Exercise 4**, candidates are required to provide eight discrete, relevant content points. They should aim to express the content of the summary as far as possible in their own words, not exceeding the 120-word limit. Candidates should be encouraged to read the requirements of the summary carefully to ensure the focus is correct. They must also understand the importance of counting the number of words they write. This will ensure they do not lose marks for both Content and Language by exceeding the word limit.

In this exercise, a significant number of candidates provided eight content points correctly and most gave at least four. Some responses, however, exceeded the word range guidance and some featured a lot of lifting from the text with little attempt at paraphrasing. This affected the mark that could be awarded for language.

Some responses featured a lengthy introduction summarising the first paragraph of the text. This did not contain content points, which meant that some content points were made after 120 words as much of the summary was initially irrelevant and could not be credited. Some points did not include key details. For example, incomplete advice given was '*grow a few*' whereas the advice was to '*grow a few to begin with*'. Certain points made were incorrect. For example, an advantage was that '*it can be done in different locations*', but this is not the same as '*done in any location*', and could therefore not be credited.

Language marks were awarded across the whole range with the majority of candidates gaining three to six marks. In order to achieve seven or eight marks (top band) for language, candidates must attempt to use their own words and organize the content points. Some responses featured standard linking/sequencing words like 'firstly', 'secondly', 'in addition', 'moreover' while others connected the information very skilfully using referencing words or phrases such as '*something else to take into consideration is ...*'. The imperative also lent itself well to providing advice. For example, '*always check the condition of the plants you buy*', which very effectively covered the idea of 'select your plants carefully' There were some responses seen which very successfully re-phrased and linked the content ideas, writing for example, '*Bear in mind that plants cultivated should be chosen mindfully and that your garden needs plenty of sunlight.*' Such language was deserving of the higher bands.

It is important that content points remain clear when re-expressed as 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 bands.

### Exercise 5

In this exercise, candidates complete an email task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise, in this case having difficulty with a piece of homework. The extent to which the bullet points are addressed and developed within the context will determine the mark awarded for content. If any bullet point is not addressed, this has a significant effect on the content mark. For a mark in the higher bands, candidates should demonstrate a good or excellent sense of purpose whilst developing and effectively communicating the content. Examiners are looking to reward candidates who write using an appropriate and consistent register. The mark for language will depend on the accuracy, range and organisation of the language used.

#### Content

Generally, candidates wrote relevant emails in a mainly consistent style and register. It was noticeable that some responses were less than 150 words, which generally meant there was not adequate development of the task for higher band marks to be awarded.

Some fulfilled the task skilfully and effectively and developed the email to include a range of information and ideas. Most candidates addressed all three bullet points. These were sometimes lacking in detail and expansion, especially if the response was slightly short. Candidates generally attempted an informal register, though this was not always consistent. For example, phrases such as 'I would like to inform that I have some difficult homework' or linking words such as 'in conclusion' and 'furthermore' are considered formal and not wholly appropriate in this kind of email.

Regarding the kind of homework, Maths, Science and English were the most common subjects causing problems, but there was also a range of tasks such as planning an event, creating a video or giving a power point presentation. Some less common topics were reports on Covid 19, marketing strategies, nutrients in food, world cultures, and art. The most frequently given reason for the difficulty was that the candidate had been ill and had missed class, so needed the lesson notes from their friend. Other reasons given were not being good at that subject, being too busy with other subjects and having no time to spend researching, or not being able to use the internet to find information. Candidates asked for help by inviting the friend round to study together, having an online meeting, or emailing notes. The help was sometimes implied when a candidate had explained in detail what they were struggling with, and then acknowledged how good the friend was at the subject or whatever the homework required. This bullet point was often the least well developed as details of the help required were limited.

Effective emails included a suitably conversational style where the writer connected personally to the recipient. They effectively covered the three bullet points and began with natural openings that contained interest in some aspect of the recipient's life, family or a reference to a shared recent experience, leading into the body of the email such as, '*How are you? I hope that your history test went well. I'm writing to you because you're the only one that can help me with this, so please don't make fun of me.*'

#### Language

Most candidates attempted a good range of well organised language. There were a few who used generally simple structures, which were limited in range and accuracy. Some candidates were able to construct accurate sentences of varying lengths, with more complex structures and a range of appropriately used, less common vocabulary. Most emails included paragraphing, which when used appropriately, helped to organise the response.

Language deserving of the higher bands should demonstrate a high level of grammatical accuracy, with complex structures. There should be a wide range of appropriate vocabulary. An example of such language is, *'However, I'm probably finding this task so hard because the day my teacher explained these topics, I was completely distracted by my classmate Livia, the strawberry blonde girl I introduced you to a couple of months ago, who was crying non-stop.'* In this example, complex language is used accurately and effectively. There were candidates who attempted more complex language but could not produce this accurately in terms of grammar, punctuation or spelling such as, *'The homework is about reaserching on fantasy books, and according then to invent an own story, but all the fantasy books I read, which are digital books, because I don't like read paper books, are eliminated just I finished them'*. A significant minority of candidates used commas instead of full stops, writing whole paragraphs that only contained one sentence. This tended to impede communication. Candidates should try to ensure language used is accurate, appropriate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling. Paragraphs should ideally be included to guide the reader.

### Exercise 6

In this exercise, candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given to help form ideas on the subject. For a mark in one of the higher bands, candidates might include other points and ideas relevant to the task, along with developing the views in the prompts if they choose to, expressing these in their own words. The style and register should be appropriate for the type of task.

#### Content

Most candidates fulfilled the task with a generally good sense of purpose and audience, some referring to the ideas in the prompts and others also introducing ideas of their own. As this report was for the headteacher, it required a degree of formality, although for some candidates the headteacher was clearly not a distant figure but someone approachable, who would listen to and respect their views. As long as the register is appropriate and consistent regarding the relationship to the target audience, this is acceptable. A number of responses successfully used sub-headings, which was an appropriate format.

The positive aspects of the sports day often included the idea of being inspired by participants who excelled, but candidates offered a range of benefits to the event such as good food, smooth running organisation, celebrity visits and having time away from study. Ways to make it more enjoyable included medals/prizes, a longer or a shorter time for the day, the provision of water or shade, and different activities for those students not keen on sport. How to make it more enjoyable was sometimes just implied, taking the form of what wasn't good about the event, rather than being about future change for the better. Candidates should ideally aim for clarity when fulfilling the task to attain content marks in the top band. A minority of candidates omitted to mention how the event could be more enjoyable, and the whole report focused on what was good about the day, which affected the content mark.

#### Language

The full range of marks was awarded for language. A number of candidates clearly attempted to employ more complex structures and more sophisticated vocabulary. There were candidates who demonstrated a range of advanced structures, with very few errors, enabling them to achieve the precision required for marks in the higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in *'Others said that the festival should have included the younger students too, and that they might enjoy it even more than we did'* and, *'I believe this is an amazing and original initiative as it is a good way for students to meet new people who practise the same sports as them, as well as it helps with school community bonding'*. Some candidates attempted more complex language which included noticeable errors as in, *'In these day, sports and prejudice are linked, for example a girl that play volleyball is going to have bigger non feminin arms or a boy that dance is less masculine.'* Other lower band responses used generally simple structures with frequent errors, which often impeded communication. Examples include *'I know that would enjoy the student because there is going to be any different game.'* Again, a few candidates used commas instead of full stops to punctuate their writing. In general, the majority of candidates used language that was either satisfactory or competent.

Overall, many responses were cohesive, clear and well-balanced.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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**Paper 0510/22**  
**Reading and Writing (Extended)**

## **Key messages**

- In **Exercise 1**, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase. Candidates should also ensure that no incorrect information is included with a correct response.
- In **Exercise 2**, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts. It is also helpful for candidates to look in the text for synonyms and paraphrasing of key details that are in the question.
- In **Exercise 3**, notes should be precise and provide key details. These may include verbs or adjectives that relate to the requirements of the headings. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, candidates must keep within the 120-word limit, or they may lose marks as any content points made after 120 words cannot be credited. They should focus on the requirements of the summary and include only what is relevant. They should try to avoid lifting whole sentences or phrases containing content points directly from the text with no attempt to express points in their own words.
- In **Exercise 5**, responses must provide relevant information and be written in a suitably informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

## **General comments**

Overall, the vast majority of candidates were correctly entered at this level.

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

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. This is particularly relevant to Exercise One.

## **Comments on specific questions**

### **Exercise 1**

This exercise was generally well attempted by candidates.

#### **Question 1**

This was reasonably well attempted although a number of responses incorrectly featured one of the figures in the distractors, either '12 000, 13 000 or 400 years ago'. Also, a small number of responses omitted the key detail 'ago'.

#### **Question 2**

This was very well answered and most candidates appeared to understand the significance of the wording 'early rock art' in the question and correctly selected 'open grassland' as their response. Very occasionally, candidates selected 'art covered cliffs' or 'thick jungle', which were the distractors.

#### **Question 3**

This was a two-mark question. The answer 'flat tyre' was well identified, but some responses featured more than two details including 'arriving by plane is not an option' and 'two hour drive followed by a four hour trek through the jungle', as well as the correct 'flooding'. Where there are two-mark questions, candidates should offer only two responses otherwise too much information may well include details which negate the correct answers.

#### **Question 4**

This question was very well answered with only a small number of candidates selecting the distractor 'crocodiles'.

#### **Question 5**

This was very well attempted. The answer 'seemed very natural' was acceptable if linked to the idea of 'detailed', but not on its own.

#### **Question 6**

This was reasonably well answered, and most responses included the verb 'climbed' which was essential following the wording of the question. Some appeared not to demonstrate close reading of the text and wrote 'with ropes'.

#### **Question 7**

This was another two-mark question. As with question 3, some candidates wrote more than two details. In addition to the correct 'dancing' and 'hunting' there were the incorrect responses of 'human activity', 'making fire', 'tool-making' and 'cooking'.

#### **Question 8**

The final task of the first exercise always has a maximum of four marks. Most candidates were successful in recognising at least two of the correct details, but very few were credited with all four marks. The most correctly recognised details were 'tools made of animal bone' and 'fish bones'. In point two on the mark scheme, the most common mistake was to omit either the detail 'paintings' or the equally important '12 000 years ago'. Similarly, the answer 'fruit seeds' could not be credited without the inclusion of 'ancient'. The final option 'burnt wood' was the least well identified.

Centres are reminded that for this final question in Exercise 1, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### **Exercise 2**

#### **Question 9**

This question proved to be a very good discriminator and there was a wide range of marks awarded. There were many occasions where candidates changed their mind as they compared the wording of the texts with that in the individual questions. More successful candidates appeared to have approached the task in a logical manner by underlining key words in each question and then searching for the phrase with an equivalent meaning in the texts.

It is important to note that once an answer has been decided upon, the candidate should write the letter clearly on the designated line. If the first answer is changed, it should be crossed out and a new response provided rather than overwriting the original.

Most candidates were successful with **Questions (d), (f), (h) and (j)**, with many also credited with correct answers for **(a), (b) and (g)**. **Questions (c), (e) and (i)** proved to be good discriminators and only more successful candidates scored well here.

In **Question (c)**, candidates needed to match the statement '*which person thinks that the project isn't challenging enough*' with the detail in text D, '*it's all been very straightforward and I haven't learned much, which is a pity*'. The most common incorrect answer was A, where candidates most likely linked the statement above with the detail in the final sentence '*the research is fun and not particularly complex*'. Although the details in both texts A and D suggest that the work is relatively easy, it is the comment about learning which makes text D correct.

In **Question (e)**, the statement asked, '*which person suggests that the project requires too much commitment*'. The correct match was with text A and the observation '*whether we should be working hard for ten weeks on it is something I have doubts about*'. Many candidates selected text C possibly because of the wording '*Collecting the data isn't very complicated but it takes time and you have to do it regularly*'. The statement in text A, with its idea of doubt, is closer to a suggestion than the more factual wording in text C.

In **Question (i)**, candidates needed to match the statement '*which person admits to changing their opinion about the aims of the project*' with the detail from line two in text B '*I couldn't understand why all through...*' and lines 8/9 '*Now I understand that in order to protect them, information from an extended period is required*'. There were several candidates who were attracted to the wording in text D '*I was worried initially ... but luckily this time we quickly agreed to do some research ...*'. The details in both texts conveyed a change of opinion but B referred to the aims of the project rather than a change of opinion about the other students.

### Exercise 3

This exercise was very successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score well here, with brief answers in note form. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers in this exercise. In all three of these note-taking questions, most candidates had taken care when transcribing their answers.

### Question 10

The full range of possible correct answers was chosen by candidates and many managed to convey all of them correctly. Points 1 and 2 on the mark scheme were particularly well attempted with brief notes and the importance of '*the laws*' in point 3 was well recognised. On occasion, candidates introduced answers such as '*escaped from a zoo*' which was one of the answers to question 11 and could not be credited. There were very few occasions where candidates unnecessarily used their own words.

### Question 11

This question proved to be the most challenging and very few scored maximum marks here. Overall, candidates used all the possible options on the mark scheme in equal measure but the most common error, however, was the omission of key detail in certain answers. For example, in point 2, a number of candidates did not mention '*Jimi Hendrix*' or the alternative '*rock star*' in their answer and such responses could not be credited. Likewise, in point 4, candidates wrote '*to appear in a film*' omitting the key idea that they were '*brought in*'. Some were imprecise with the reading of the question heading and answered '*They come from northern India near the Himalayas*' or '*their exotic appearance makes them stand out*', neither of which was an explanation for how they first came to London. A few responses featured errors such as writing '*flew over France*' instead of '*flew over from France*'. This could not be credited.

## Question 12

This question was very well attempted, the full range of options on the mark scheme was used and most candidates were awarded the maximum of three marks here. Occasionally some omitted key details.

## Exercise 4

### Question 13

The summary about smart homes proved to be a good discriminating exercise and there was a full range of marks awarded. All the content points proved accessible, and most candidates were able to identify at least five key details successfully. The task had two aspects and the most successful responses conveyed the most relevant detail, attempted to use own words for key points and featured a good sense of organisation. Some approached each aspect individually and used an appropriate linking word to switch from one aspect to the other, whereas others chose to link the two aspects throughout. This required a good use of effective cohesive devices such as '*moreover*', '*in addition*', '*on the other hand*' and '*however*', which gave a natural flow to the summary. Candidates who used '*firstly*', '*secondly*', '*thirdly*', '*also ... also*' conveyed the idea of sequencing, but this made the whole piece read like a list and lacked effective cohesion.

Many responses completed the summary outside the prescribed 120-word limit. This occurred generally when candidates wasted words with irrelevant introductions, mainly lifted from the first and second paragraphs with general details about remote devices controlling televisions, central heating and air conditioning and forgetting to close the kitchen window. These contained no detail specific to the advantages of smart homes or the problems of living in them which were the demands of the question. Consequently, some summaries were overlong and key details were often only addressed after the 120-word limit and could not be credited.

From a Content point of view, credit could not be given if key words were omitted. For example, regarding the advantages, point 1 required some idea of '*wherever you are*' to convey the detail precisely. Likewise, point 3 needed some reference to an improvement in home security and not simply that it was good. Similar precision was demanded when outlining the problems that such technology could cause. Successful responses recognised this and ensured that these details were included, although many others conveyed the general idea but were not precise enough. For example, in points 1 and 3, '*cost of such systems is high*' was too vague without the idea of '*installing*' or '*repairs*' respectively. Similarly, in point 4, the text targeted '*elderly people*' specifically and so the wording '*people*' was not precise enough.

Centres are reminded that higher marks for Language are available to those candidates who make an attempt to paraphrase by using synonyms. In this particular summary, for example, more successful candidates changed '*control*' to '*manage*', '*security is improved*' to '*safety is enhanced*', '*repair*' to '*maintenance*' and '*system won't work if the internet crashes*' to '*the system ceases to function if the internet is down*'.

There were some good examples of candidates linking separate ideas and aspects together, for example, '*a lot of time and energy is saved*', which was credited with two marks for Content. This was also the case with '*the cost of installation and repair is considerable*'. More successful responses contained a mixture of vocabulary from the text and own words, together with a good level of grammatical accuracy.

## Exercise 5

Candidates must address and develop all three bullet prompts in order to achieve higher marks for Content in the writing criteria. In addition, they should convey a good sense of purpose and engage the reader's interest.

Many responses made a good attempt to supply a suitably brief introduction and concluding statement, in an informal register. There were also fewer prolonged greetings and conclusions with pre-learnt expressions than in past series. In addition, there was far less evidence of inappropriate and outdated idioms.

Candidates should attempt to use more complex vocabulary and structures to achieve higher marks for Language. It is important that the writing should be grammatically accurate, particularly in the use of verb tenses, and well organised with paragraphs and full stops used appropriately.

## Exercise 5

#### Question 14

Most candidates engaged very well with the task and many responses were well-developed with an appropriately informal tone for the email format. The most successful responses gave a plausible reason for why they decided to join in the quiz, together with credible details of how they prepared for it and their feelings about taking part.

For the first bullet point, more successful candidates initially outlined the topic of the quiz, the most popular of which included general knowledge, space, culture or often a specific school subject, for example, Maths or History. They also produced a wide range of ideas about why they wanted to join such as character-building, challenging themselves and achieving higher grades. For example, '*I am always passionate and interested in History, and the quiz is an ideal platform to develop crucial life skills*'.

There were some candidates who were attracted by the exciting prizes on offer for the winners, including some large cash amounts. Less successful candidates produced ideas that often involved a simple recommendation from a teacher because the candidate was particularly good at a certain subject. Others were persuaded by a friend or parent to take part.

For the second bullet point, the most successful responses combined what they did with how they did it. Many went to the library or to a friend's house, formed study teams and created work plans, organising themselves so that each group studied a different topic, often using online resources. For example, '*We read many books to gain loads of information and adopted a varied approach to remembering facts like flashcards and mind maps to boost our knowledge*'. Less successful responses tended to provide minimal detail about talking to family members and using the internet.

For the final bullet point, the most successful responses conveyed their thoughts about the entire process – before, during and after the quiz. Many described how nervous they were in advance, how they gained in confidence after answering one or two questions and how delighted they were at the end because they and their team had done well. Some also emphasised how it equipped them better to deal with challenges in the future. For example, '*This quiz competition has definitely created a wonderful experience – more than I had expected. I am delighted because I got new friends and it has improved my social skills and knowledge*'.

On occasion, some candidates appeared to misinterpret the rubric and wrote about a debate or a competition. This meant that the Content was slightly off the topic, but generally there was enough connection with the rubric requirements for the candidate to address one or two of the bullet points.

From a general Language point of view, most candidates were able to write in a suitably informal register. The most effective responses often referred back to the recipient of the email and were written as if to a real friend, with expressions such as: '*It's also something you're interested in, isn't it?*' or '*You know me so well*' or '*remember when you won that quiz last year?*'. More successful responses featured unusual and complex language, such as '*we tested each other to spontaneously solve questions which required creative thinking skills*'. Likewise, there were examples of very ambitious vocabulary, for example, '*my overwhelming feeling was a profound sense of relief*', '*to my sheer amazement*', and '*I stumbled upon an advert*'.

Grammar errors were largely as a result of the misuse of verbs, especially in the passive and past tenses. For example, '*If the quiz will be hold next year*', '*it has been inform to all students*', '*I was felt amazing*' and '*that I have never knew*'. There was also some mixing of tenses, '*My classmates come to me and invited me ...*'. Spelling was generally good even when more ambitious language and structures were used, although many candidates produced '*quize*' for '*quiz*', '*price*' for '*prize*' and '*writting*' for '*writing*'.

Most responses used paragraphs to good effect to divide ideas and basic punctuation was generally sound. However, there were several pieces where candidates substituted commas for full stops throughout the whole piece, thus producing overlong sentences with no capital letters. By contrast, some responses used very short sentences throughout with no clauses or connectives.

#### Exercise 6

#### Question 15

There are two prompts to help candidates with basic ideas. However, there needs to be evidence that if candidates use these prompts, they can develop and widen these ideas and views together with a formal register suitable to the requirements of a review.

A clear, organised sequence of views and opinions is very important. Some responses showed evidence of a lack of initial thought, which often produced repetition of both language and content with no coherent plan, or even resulted in contradiction.

*'I do not understand how people my age like the film. But it was good, the acting was great, and I recommend the film to teenagers'.*

To achieve higher marks for Language, it is important that the writing should be in a formal register suitable for the requirements of a review. Candidates should attempt to use more complex vocabulary and structures as well as persuasive language which seeks to convince the reader of their views.

### Question 15

Most candidates were able to adopt a formal tone and register for this final exercise. The more successful responses featured ideas and opinions beyond the suggestions of the two prompts and presented a balanced review, focusing on both the positive and negative aspects of the drama series.

When expressing what was good about the drama series, more successful answers briefly included information about the main events of the plot and the characters and went on to write about the acting, the special effects and other features. For example, *'This drama series has brought the characters of the book, its charm and uniqueness alive, letting you immerse into the beauty of the novel'*. The most successful responses also found a good balance by describing what was felt to be weaknesses in the series, often adding substantial detail to the prompt *'that the storyline was confusing'*. *'The lazy writing contributed to the story becoming convoluted and difficult to follow. Not only that, the effects looked way too unrealistic'*. Many argued that certain parts of the series needed to be viewed a second time in order to understand fully the complexities of the plot. Some effective responses also concluded their review with a warning to parents that certain issues and incidents were not suitable for younger children and made an authentic attempt to rate the series overall. *'I would give 4 out of 5 stars for this drama series'*.

Less successful responses closely followed the wording of the two prompts with little development. Some did not choose a specific drama but wrote about drama series in general terms and about how popular or unpopular they are. The concluding statements were often a repetition of the ideas from the main part of the review and were very simple.

From a Language point of view, the most successful responses contained ambitious and complex structures to express ideas and opinions, such as *'parallel storylines to depict incidents from different sides'*, *'the director's own spin on the genre'* and *'this action spiced the story up'*. There were also many examples of less common adjectives such as *'exquisite'*, *'appealing'* and *'captivating'*. Candidates do not always have to produce complex structures, very often a well-chosen and more unusual single word is equally effective. Many candidates achieved a suitable register for a review with expressions such as *'It's not an exaggeration to say...'*, *'This series is just for you'* and *'Give it a try, you won't regret it!'*.

Paragraphs and linking words were generally well used and provided a balance when conveying different points. On occasion, less successful responses did not separate the content into more reader-friendly sections and produced a full-length piece with just one paragraph only.

Cohesive words and expressions such as *'the overall impression'*, *'taking all into account ...'*, *'having said that'* and *'on the other side of the coin'* significantly helped cohesion when there was additional content or a change of direction in the review.

Overall, most candidates responded with a structured review which covered both a brief outline of the narrative of the series as well as the opinions of the writer. Less successful responses produced pieces which covered the storyline only. To gain access to higher marks for Content, a review format requires the writer to express their own opinions as well as give factual information. Generally, a good balance to the writing was established by providing an introductory comment on the aim of the review and a concluding statement, both of which helped to give a sense of cohesion to many of the pieces. More successful responses provided a different form of words in the concluding paragraph to that used in the main body of the review and avoided repetition of the same vocabulary and expressions.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/23

Reading and Writing (Extended) 23

## Key messages

- In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, **Exercise 1** proved accessible to the majority of candidates, although they should be reminded that for this task, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was well attempted although there was evidence that some candidates require more practice with items which assess inference.
- In **Exercise 3**, 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 shown by the bullet points.
- In **Exercise 4**, candidates must read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Candidates 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 many candidates interpreted the rubric correctly and successfully located some of the content points, a number of candidates also continued to include non-salient introductory details which impacted the number of content details available to them within the constraints of the word limit.
- In the extended writing exercises, **5** and **6**, responses should be of an appropriate length and should include relevant content and a range of language. In **Exercise 5**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide sufficient development. In **Exercise 6**, more formal register is required with clear paragraph organisation. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with the majority of responses achieving quite well.

## General comments

Overall, the majority of candidates were entered appropriately for the extended tier.

The paper offered a range of tasks within the six 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.

### **Comments on specific questions**

#### **Exercise 1**

This exercise was generally well attempted and provided a suitable introduction to the reading comprehension tasks. There was evidence from the majority of responses that the text had been understood and there were relatively few omissions. There was also an indication, however, that greater precision needed to be applied in the reading of the questions at times. More able candidates interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

#### **Question 1**

This item was generally well attempted with the majority of candidates correctly identifying 'seventeen years ago', although 'twenty-five years ago' proved tempting to several.

#### **Question**

This item was also well attempted with a good proportion of candidates identifying the salient detail 'portrait'.

#### **Question 3**

The key detail 'learn about equipment' was identified by the majority of candidates.

#### **Question 4**

This item was extremely well attempted with the vast majority of candidates correctly supplying 'comfortable shoes'.

#### **Question 5**

A good proportion of candidates correctly identified 'nature reserve', although some were distracted by the detail 'a trip to the local zoo', indicating a lack of precision in reading.

#### **Question 6**

This was also well attempted although responses which included the additional information 'download the photos you've taken', could not be credited.

#### **Question 7**

The vast majority of candidates supplied the salient detail 'experience'.

#### **Question 8**

This item was also generally well attempted with a good majority achieving both of the marks available. Marks were most frequently lost where candidates erroneously supplied 'improving photography skills' instead of 'improving presentation skills'.

#### **Question 9**

Candidates made a very good attempt at this item with all of the possible options proving accessible and a good proportion achieving at least three of the four marks available. Marks for this item were most frequently lost where candidates supplied '16-year-olds can sing up' rather than 'sign up' and a number supplied 'open to anyone between the ages of 13 and 15' indicating misunderstanding.

Centres are reminded that this final question in **Exercise 1** 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 2

This multiple matching exercise was generally well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text.

### Question 10

- (a) This was reasonably well attempted with many candidates correctly supplying B as the source text. Several did not, however, with texts C and A most frequently supplied in error.
- (b) This item also proved quite accessible with the majority of candidates correctly identifying text A. Several supplied Text D in error, however, possibly as a result of connecting the idea of repetition mentioned in the text to memory.
- (c) This item proved the most challenging for many candidates, with a considerable number supplying text B in error, possibly as a result of spotting the word 'scientists' in the first sentence or through a lack of inferencing skills.
- (d) This item was well answered with the vast majority of candidates correctly identifying text A.
- (e) This item was well attempted with a good proportion of candidates identifying source text D. Many were distracted by texts B and C, however, indicating a lack of precision in reading.
- (f) This item also proved quite accessible with the majority correctly supplying Text B.
- (g) This was extremely well answered with the vast majority correctly identifying Text A.
- (h) This was also well attempted although some candidates were distracted by text C.
- (i) This proved more challenging for some. While text B contained the salient detail, D was frequently supplied in error, possibly as a result of word spotting 'different situations in the future'.
- (j) This item was very well attempted with a considerable proportion correctly identifying source text C.

## Exercise 3

This exercise was generally very well attempted with many candidates able to show enough understanding of the text to extract the relevant information and score very well.

The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks tended to be lost where candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

### Question 11

This item proved the more challenging of the two in this exercise. Six content points from a total of eight available were required. Whilst all of these proved accessible, marks were most frequently lost where candidates failed to supply enough detail to fully convey the point to be made. For example, a number supplied 'do something practical' but did not include the required detail 'on (long) journeys'.

### Question 12

This was very well attempted with the vast majority of candidates correctly identifying all three of the four possible answers. As with the previous item, marks were most frequently lost where candidates omitted a salient detail, for example, 'how long it takes' without 'to make something'.

#### Exercise 4

The summary writing task discriminated to some extent, but, as with previous series, the higher range of marks was not widely awarded. Candidates were required to summarise one aspect of the text – recommendations for holding a snail race. More able candidates not only selected salient details, but also attempted to rephrase these, writing with a good sense of cohesion. Some responses, however, were less successful.

Although all of the possible content points proved accessible, relatively few candidates achieved full marks for content and many produced summaries which exceeded the prescribed word limit. In this series, many candidates copied information from the text without sufficient care as to the rubric requirements. Many, for example, lifted elements of the introduction, which only served to provide background information. This inevitably impacted on the number of words available for content points. Candidates should be reminded of the importance of meeting the precise rubric requirements within the word count in their conveyance of content details.

Language points were awarded across the range with the majority of candidates receiving at least five of the eight marks available. To achieve higher marks for language, they should also attempt to paraphrase and in this series, a good number did so. The more able expressed the salient points succinctly with appropriate conjunctions, giving the summary a good sense of cohesion and natural flow.

#### Exercise 5

##### General comments

This exercise was generally well attempted with clear evidence that candidates engaged well with the topic. In most cases, all three bullet points were addressed with attempts at development. The word limit was generally well observed with a number producing pieces towards the upper limit in this series and few falling short of the lower limit.

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.

#### Exercise 5

The majority of candidates addressed all three bullet points and made efforts to develop them. The three prompts required candidates to email the friend in order to explain why the writer's family decided to live without a car, describe how the writer will travel around in the future and say what might be difficult about not having a car.

Two visual stimuli were provided – one showing a couple handing over the car keys and another showing the family of four at a bus stop. Generally, candidates used an appropriately informal register, and in many cases, there was an attempt to develop all prompts. The first bullet point was generally well addressed with many candidates detailing environmental and economic issues as factors in the family's decision. In most cases, generally well-developed reasons were provided for giving up the car. The second bullet point was also generally well covered with most candidates mentioning the use of public transport, taxis or walking as methods of travelling around. The third aspect was also well attempted and was frequently the most developed. Responses included difficulties associated with the time taken to walk or travel by public transport or to travel longer distances, being late for school and not being able to pick friends up. While some were written in the form of a narrative, sometimes as three distinct points, there were clear attempts to interact with the reader in many of the responses, giving these a good sense of purpose.

Most candidates showed generally good control of tenses and sentence structure with the more successful responses attempting greater complexity and demonstrating ease of style and a wider range of vocabulary. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally very competent, and most candidates used an email format with the correct salutation and appropriate conclusion.

#### Exercise 6

##### General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided on the scenario outlined in the rubric. While many candidates referred to these cues, very occasionally using the prompts as 'quotes' from other 'students', a good proportion were able to venture beyond the prompts provided with the introduction of their own ideas. Word limits were generally well observed.

### Exercise 6

Candidates were required to write a review of the coursebook they have been using in their English lessons at school with a view to helping their teacher decide whether to use the coursebook with other classes in the future. Two prompts were provided. Most candidates put forward both positive and less positive viewpoints and provided an appropriate introduction and conclusion. Most candidates also drew upon the prompts provided for ideas, but many took the opportunity to go beyond these. On the positive side, a number commented on the layout of the book and use of images to support learning. Others mentioned how the book could be used at home, how it offers practice in the four skills and how the glossary provided in the book assists with vocabulary development. The majority of candidates provided both positive and negative viewpoints. In terms of negative comments, some commented on the length of the book, the inclusion of too many exercises and how expensive it is to buy. A number of candidates produced well-developed pieces which provided a full and thoughtful review of the coursebook. There was some very effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses enabling a good proportion of candidates to score quite well.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/31  
Listening (Core) 31

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters should be clear.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1 and 2**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercise (i.e. **Exercise 2**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercise 2**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercise 2**, it is advisable for candidates to practise using the framework provided by the gapped statements, 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 (**Exercise 3**) and the multiple-choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions 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. sea/see, weak/week etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing numbers, and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of *eighty* and *eighteen*. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

## General comments

- Candidates were required to use a set number of words for **Exercises 1 and 2**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.

- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they should not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

Overall, this section was well answered. There were few omissions, but responses could not be credited when more than the required words were written.

#### **Question 1**

(a) The majority of candidates identified the correct response 'castle'. Several candidates chose the distractors 'market' and 'museum'.

(b) There was a very mixed response here. Some candidates did not include the preposition and just wrote 'river' while a large number of candidates wrote 'in the river'. 'River' was sometimes spelt as 'rever' or 'reever'. Other responses that could not be credited were 'hotel', 'station' and 'neither the river'

#### **Question 2**

(a) This was very well attempted, and the vast majority of candidates were able to score a mark. Some candidates went for the distractor 'laptop' and some candidates lost the mark by writing the plural 'printers'. Other responses that could not be credited were 'print', 'printed' and 'printing'

(b) There was a mixed level of success here. Quite a few candidates included 'receipt' or 'guarantee' with the correct answer 'instructions' and lost the mark. Incorrect responses included 'last instructions' and 'the last one'.

#### **Question 3**

(a) This question caused difficulty for most candidates and proved to be very challenging for many weaker candidates. A large number of candidates wrote 'electricity card'. Quite a few candidates wrote the plural 'electricity bills' and lost the mark.

(b) This question was exceptionally well attempted, with many candidates scoring the mark by writing the correct spellings. Some candidates chose the distractor and wrote 'energy' while a few had spelling issues.

#### **Question 4**

(a) This question was fairly well attempted. Most of the candidates chose the distractor 'giving directions'. Very few wrote 'handing out water'. A large number of candidates had issues with the spelling of 'registration'.

(b) This question was extremely well answered. However, some candidates wrote 'finishing lane' and lost the mark while some candidates went for the distractors 'first aid tent' and 'starting point'.

#### **Exercise 2**

#### **Question 5**

Large parts of this question were answered well by a lot of 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, wrong singular and plural nouns meant that candidates could not be credited. Some parts of the question were left blank by a few candidates.

- (i) Overall, this question was well attempted, with quite a few candidates writing the distractor 'construction'. Other responses that could not be credited were 'designer' and 'next'.
- (ii) On the whole, this question was quite well attempted by the vast majority of candidates. Some candidates lost the mark due to spelling issues e.g. 'flexiball' and 'flexibile'. There were some random wrong answers that could not be credited e.g. 'welcoming' and 'hall'.
- (iii) There was a mixed level of success here – responses were fairly evenly divided between the key 'sound' and the distractors 'light' and 'windows'. Other responses that could not be credited were 'quietness' and 'noise'.
- (iv) There was a mixed level of success here, with the most popular incorrect response being 'the view'. Some candidates wrote 'roof stops', 'break times' or 'roof shops' which could not be credited.
- (v) This was generally well attempted by majority of candidates although quite a few candidates left it blank. However, some candidates wrote 'art stadium' or 'art facility' and lost the mark.
- (vi) This was fairly well attempted. Many candidates gave the distracting detail 'music practice rooms' while others wrote 'local community' or 'sporting centre' which could not be credited.
- (vii) There was a very mixed level of success here. In majority of cases, the incorrect response was the distractor 'December' while a large number of candidates had spelling issues.
- (viii) This was generally well answered but the following incorrect responses were often encountered: 'display room', 'tour' and 'displace'.

### Exercise 3

#### 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.

### Exercise 4

#### 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.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32  
Listening (Core) 32

## Key messages

- **Candidates need to be reminded to provide clear and legible responses.** The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read, may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for, son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1**, **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to 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.
- In the gap-filling **Exercise 2** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2**, candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, then no marks can be given.

## General comments

- In some cases, it was not always possible to determine whether a candidate included the final 's' to indicate the plural form.
- Where candidates changed their mind and provided an alternative answer, most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out. It was, therefore, very easy to determine which answer the candidate intended as their definite answer.
- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise. There were only a few instances where candidates wrote in full sentences in **Exercise 1**.
- There was evidence of exam techniques being used by candidates (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). However, in some case this still needs to be done more effectively, as some candidates tend to underline all words, rather than

selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.

- There were instances where candidates provided the targeted idea in addition to the distracting detail, especially in **Exercise 1**. Such attempts could not be credited. Candidates need to be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- There were fewer instances this session where candidates used the same letter more than once in **Exercise 3** or ticked more than one box in **Exercise 4**.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2** (e.g. 'chewing' and 'chewy' instead of 'chew'). Learners would therefore benefit from practising a wider range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'stomachs' versus 'stomach', etc.) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'back' versus 'bag').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'territory', but seemed to be less familiar with more frequent everyday words, for example, 'chocolate' and 'taxi'.

### **Comments on specific questions**

#### **Exercise 1**

##### **Questions 1 – 4**

Overall, this section was attempted reasonably well by many candidates. Most marks were lost where candidates selected the distracting detail, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

There were more No Responses in this part of the test than in previous sessions.

#### **Question 1**

(a) This question was answered fairly well. Most candidates provided the expected detail '8.20'. However, '0820' was also credited. Less able candidates sometimes provided the distracting times '8.15' and '9 o'clock'.

(b) The expected answer was 'back-pack' and only one third of all candidates provided this response. Some candidates provided the extra detail 'blue' in addition to the noun and also gained the mark. However, where the spelling attempts put the intended meaning in doubt, no marks could be given. The distracting details 'phone' and 'ID card' were occasionally selected in error. Less able candidates sometimes provided the time '9 o'clock' rather than what the boy left on the bus – the detail targeted by the question.

#### **Question 2**

(a) This question was attempted extremely well and most candidates provided the expected detail 'hospital'. Most candidates provided the correct spelling of the key detail but other spelling variants were also allowed. Less able candidates tended to focus on who the speaker was going to see (i.e. 'baby', 'cousin') rather than where she was going and lost the mark. The distracting detail 'tennis club' was occasionally given in error.

(b) The expected answer was 'chocolate'. Only about half of the candidates selected this detail correctly. The plural form 'chocolates' was also given the mark. Some candidates chose to provide their responses as part of a longer phrase, for example, 'a box of chocolate' or in addition to an extra detail, such as 'chocolate present' and 'buy chocolate' – all these attempts were credited. However, where the extra detail changed the overall meaning (e.g. 'chocolate milk'), no marks were given. The vast majority of spelling attempts were deemed recognisable and gained a mark.

However, there were a few variants which were ambiguous and were not given any marks. Marks were also lost where candidates selected the distracting detail 'soft toy'.

### Question 3

- (a) There was a relatively low level of success for this question, with less than half of all candidates giving the correct detail 'stepfather'. Most marks were lost where candidates wrongly selected the distracting detail 'brother' or mixed up the expected detail with the distractor (i.e. stepbrother).
- (b) This question produced an underwhelming level of success and only a small number of candidates selected the targeted number 'five'. Most marks were lost where candidates selected the distracting number 'seven' or 'two'.

### Question 4

- (a) This question was attempted reasonably well by a third of the candidature. There was also a fair number of candidates who did not attempt this question at all. The expected detail here was 'lock windows', but 'close windows' and the singular form 'lock window' were also allowed. Less able candidates sometimes misheard the detail as 'look windows' or 'knock windows' or provided only part of the response (i.e. 'windows') and lost the mark. The distracting detail 'pack suitcase' was also often given in error here.
- (b) This question was attempted fairly well, with most candidates providing the correct detail 'taxi'. Most candidates provided their response as part of a longer phrase (e.g. 'take/taking/using a taxi', 'a taxi ride', 'with/by a taxi') and as long as the extra detail did not change the targeted idea, all these attempts were credited. Marks were mostly lost where the spelling attempt put the intended meaning in doubt. Other marks were lost for selecting the distracting details 'public transport' and 'train'.

### Exercise 2

#### Questions 5(a) – 5(h)

This exercise provided a mix level of success. On average, candidates scored between 2 – 3 marks. The most successful attempts were for **Questions (b)** and **(g)**. Candidates were least successful with **Questions (d), (e) and (h)**. **Question (e)** was also where most No Responses appeared.

### Question 5

- (a) There was a reasonable level of success here, with more than half of the candidates selecting the correct number '46'. The most common reason for losing marks here was the inclusion of the distracting numbers '100' and '54'.
- (b) The targeted detail here, 'change colour', was successfully selected by a fair number of candidates. The plural form 'change colours' was also allowed. However, spelling variants which obscured the intended meaning could not be given any marks. Marks were also lost where candidates provided the distracting verbs 'escape' and 'swim fast'.
- (c) There was a very low level of success here, with only about 20 per cent of the candidates selecting the correct detail 'shallow'. Attempts which were too general (e.g. 'sea') could not be allowed. This was also the case for spelling attempts which were too ambiguous or which created a new meaning (e.g. 'shower'). Less able candidates wrongly provided a longer phrase which did not fit the gap (i.e. 'shallow area') or selected the distracting detail 'deeper'.
- (d) This question was poorly attempted on the whole and the targeted idea 'territory' was provided by only a very small number of candidates. However, alternative attempts, such as 'habitat' and 'space to live' were also credited as they conveyed the same or a very similar area. Most candidates provided the distracting detail 'body size' or random phrases from the recording (e.g. 200 times). Marks were also lost where candidates provided ambiguous spelling attempts which put the intended meaning in doubt.
- (e) There was a rather low level of success for this question with only a very small number of candidates giving the correct answer 'stomachs'. Less able candidates misheard the plural form as

'stomach' or provided an ambiguous spelling variant. Such attempts could not be given any marks. Many candidates provided a detail that referred to what seahorses eat (i.e. 'shrimps') rather than what they lack. No marks were given for this attempt.

(f) The expected answer here was 'chew' and only about half of all candidates provided this detail. Some candidates provided a synonymous verb instead of chew (e.g. 'bite'), but most of these attempts did not convey the correct meaning and could not be allowed (e.g. 'eat' and 'digest'). Some spelling attempts could not be credited because of their ambiguity. Less able candidates also misheard the key detail as 'chewy' or 'chewing' and as these forms did not fit the gap, no marks could be given.

(g) The correct response '58' was given by many candidates. Marks were lost where candidates selected the distracting numbers '30' or '300'.

(h) This question provided an extremely low level of success and only a very small number of candidates provided the correct detail 'souvenirs'. Most marks were lost where candidates provided the distracting detail 'traditional medicine'. Less able candidates often gave random nouns from the recording (e.g. 'fishing' and 'aquariums') and lost the mark. Other marks were lost where the spelling attempts put the intended meaning in doubt..

### Exercise 3

There was a relatively low level of success for this part of the test, with many candidates scoring 2 marks on average. The more successful attempts were for speakers 1 and 6.

Most marks were lost for speakers 2 and 3. Opinion D was sometimes given, in error, as the answer for speaker 2 and opinion C for speaker 3. The answers for speakers 3 and 6, and speakers 4 and 5, were occasionally transposed.

There were a few instances where candidates tried to overwrite their initial attempts resulting in unclear responses. In most cases, candidates clearly crossed out their initial attempt and clearly wrote their definitive answer next to it. There were minimal instances of the same letter being used more than once.

### Exercise 4

This part of the test was attempted reasonably well, on the whole, with many candidates scoring 4 marks. The more successful attempts were mostly for **Questions (b), (c) and (f)**.

Weaker candidates tended to be less successful with **Questions (a)** – option C was often given in error, (e) – option C was often selected here and (g) – option A tended to be the wrong answer provided here.

There were minimal instances where candidates ticked more than one box for individual questions, or where they did not tick any boxes for some of the questions in this part of the test.

# ENGLISH AS A SECOND LANGUAGE

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.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the word must be clear from these attempts. Spelling attempts that create a homophone are not accepted, (e.g., court/caught, poor/pour).
- More pronunciation awareness activities, particularly of connected speech, (e.g., assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning, (e.g., t/d as in 'tends' and 'tents').
- 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 benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units, (e.g., 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper.
- The word formation of the expected responses in **Exercise 2** should make an acceptable fit in the gaps for each item on the question paper.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g., how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to 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.
- In the gap-filling exercise candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same exercise, (i.e., gap-filling – **Exercise 2**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Exercise 3**) and the multiple-choice questions (**Exercise 4**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It needs to 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 it will be marked as wrong. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** 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 **Exercise 4**, if two boxes are ticked rather than one, and the intended response is not clear, then no marks can be given.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

## General comments

- Candidates left quite a few gaps blank/No Responses in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided 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.

- Learners need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.
- There was a wide range of spelling variants. However, in many cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### **Exercise 1**

##### **(Questions 1 – 4)**

Overall, this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

##### **Question**

(a) The expected response here was '(orange) juice'. Most candidates provided this expected response, usually spelt correctly. However, some candidates included the distracting detail 'tea' or 'coffee' as their answer and, therefore, lost the mark. A small number of candidates provided spelling attempts that put the meaning in doubt – such attempts could not be credited.

(b) The expected response here was '(bed) sheet'. Only a small proportion of the candidature provided the expected response, with the correct spelling. A significant number of candidates provided the distracting detail 'pillow' as their response and consequently lost the mark. Some spelling attempts of additional detail which changed the meaning of the response as a whole could not be credited, e.g., 'bead sheet', 'blank sheet' and 'bank sheet'.

##### **Question 2**

(a) The expected response here was '(to) (the) market'. Just over one third of the candidature provided a creditable response. Several candidates misheard the targeted idea as 'mall', which could not be credited as it changed the meaning of the response as a whole.

(b) There was a fairly low level of success here, with only around one third of the candidates providing the expected response '4.45'/'quarter to five', or an acceptable spelling variant. A significant number of candidates provided the distracting detail '4.30' in error.

##### **Question 3**

(a) This question was poorly attempted. The expected response 'wild life' was only provided by a small proportion of the candidature. Answers which included non-negating extra detail were accepted, e.g., 'benefit wildlife'. However, several spelling variants put meaning in doubt so were disallowed. 'Animals' was accepted as a reasonable synonym of the targeted idea. However, distracting (incorrect) detail was often encountered, e.g., 'the grass'.

(b) This question was poorly attempted. The expected response 'mail' was only provided by a small proportion of the candidature. A significant number of candidates lost the mark by providing distracting detail in addition to the key, e.g., 'shopping and mail'. 'sheep and mail'.

##### **Question 4**

(a) This question was generally well answered, with the majority of the candidature providing the expected response '1967'. However, a fair number of candidates provided the incorrect distracting detail '1963'.

(b) There was a good level of success here. The expected response 'scientist(s)' was often encountered. Some spelling attempts, however, put meaning in doubt so could not be credited. Some candidates provided the distracting detail 'tourists', so did not gain the mark.

#### **Exercise 2**

### Question 5(a) – 5(h)

This section was attempted with a very mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

- (a) This question was generally well answered. The expected response was 'story'. However, in some instances, the distracting (uncreditable) details 'project', 'experiment', or 'competition' were given in error. Some spelling variants of the expected response put the meaning in doubt, so could not be credited, e.g., 'storey', which created a word with a new meaning.
- (b) This question was reasonably well attempted, with just over half of the candidature gaining the mark. The expected response here was 'plastic bags' – both details were required for the mark. In several instances, the distracting (uncreditable) detail 'newspaper' was given in error.
- (c) This question was fairly well attempted. The expected response 'oval' was provided by over two thirds of the candidature. In some instances, the distracting (uncreditable) detail 'diamond', was given in error. Some spelling variants of the expected response put the meaning in doubt, so could not be credited.
- (d) Fairly well answered. The expected response 'shark' was provided by approximately two thirds of the candidates. However, marks were sometimes lost when the distracting detail 'tiger' was given in error.
- (e) This item was less successfully attempted. The expected response 'field' was provided by less than half of the candidature. Marks were often lost when the distracting detail 'park' was given in error.
- (f) This question was very poorly attempted, with only a very small proportion of the candidature providing the expected response 'chimney'. Most candidates lost the mark by providing spelling attempts which put the meaning of the response in doubt.
- (g) Candidates attempted this item with a fairly low level of success, with just under one third of the candidature providing the expected response 'thrilled' and gaining the mark. Some variants which did not put the meaning in doubt were also credited, e.g., 'thriled'. However, several spelling variants of the expected response put the meaning in doubt, so could not be credited. The distracting detail 'annoyed' was sometimes provided in error.
- (h) Fairly well answered. Nearly two thirds of the candidature provided the expected response 'Pizza'. Many candidates lost the mark by providing the incorrect distracting detail 'ice cream', or 'strawberries'.

### Exercise 3

The candidates performed fairly well in this part of the test with candidates, on average, matching around 4-6 of the speakers correctly.

Candidates appeared least successful in the matching of speakers 1 (C sometimes incorrectly matched in error) 3 (F sometimes matched in error) and 5 (C sometimes matched in error) to the correct letter.

Speakers 2, 4 and 6 were more successfully matched in general.

### Exercise 4

The candidates performed reasonably well in this part of the test with most candidates, on average, gaining between 4 and 5 points overall in this exercise.

Generally, candidates appeared to perform better in the multiple-choice questions 7(b), (d), (e), (f) and (h). Items 7(a), (c), and (g) were less successfully attempted. Item (g) was the least successfully attempted item in this part of the test.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/41  
Listening (Extended) 41

## 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, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1, 2 and 5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Exercises 2 and 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercises 2 and 5**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercises 2 and 5**, it is advisable for candidates to practise using the framework provided by the gapped statements, 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 (**Exercise 3**) and the multiple-choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions 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. sea/see, weak/week etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing numbers, and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

## General comments

- Candidates were required to use a set number of words for **Exercises 1, 2 and 5**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.

- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they should not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

Overall, this section was well answered. There were few omissions, but responses could not be credited when more than the required words were written.

#### **Question 1**

(a) The majority of candidates identified the correct response 'castle'. Several candidates chose the distractors 'market' and 'museum'.

(b) There was a very mixed response here. Some candidates did not include the preposition and just wrote 'river' while a large number of candidates wrote 'in the river'. 'River' was sometimes spelt as 'rever' or 'reever'. Other responses that could not be credited were 'hotel', 'station' and 'neither the river'

#### **Question 2**

(a) This was very well attempted, and the vast majority of candidates were able to score a mark. Some candidates went for the distractor 'laptop' and some candidates lost the mark by writing the plural 'printers'. Other responses that could not be credited were 'print', 'printed' and 'printing'

(b) There was a mixed level of success here. Quite a few candidates included 'receipt' or 'guarantee' with the correct answer 'instructions' and lost the mark. Incorrect responses included 'last instructions' and 'the last one'.

#### **Question 3**

(a) This question caused difficulty for most candidates and proved to be very challenging for many weaker candidates. A large number of candidates wrote 'electricity card'. Quite a few candidates wrote the plural 'electricity bills' and lost the mark. Other responses that could not be credited were 'electricity pill', 'electricity belt' and the distractor 'credit card'.

(b) This question was exceptionally well attempted, with many candidates scoring the mark by writing the correct spellings. Some candidates chose the distractor and wrote 'energy' while a few had spelling issues.

#### **Question 4**

(a) This question was fairly well attempted. Most of the candidates went for the distractor 'giving directions'. Very few wrote 'handing out water'. A large number of candidates had issues with the spelling of 'registration' and wrote 'regitestion'.

(b) This question was extremely well answered. However, some candidates wrote 'finishing lane' and lost the mark while some candidates went for the distractors 'first aid tent' and 'starting point'.

#### **Exercise 2**

#### **Question 5**

Large parts of this question were answered well by a lot of 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, wrong singular and plural nouns meant that candidates could not be credited. Some parts of the question were left blank by a few candidates.

- (i) Overall, this question was well attempted, with quite a few candidates writing the distractor 'construction'. Other responses that could not be credited were 'designer' and 'next'.
- (ii) On the whole, this question was quite well attempted by the vast majority of candidates. Some candidates lost the mark due to spelling issues e.g. 'flexiball' and 'flexibile'. There were some random wrong answers that could not be credited e.g. 'welcoming' and 'hall'.
- (iii) There was a mixed level of success here – responses were fairly evenly divided between the key 'sound' and the distractors 'light' and 'windows'. Other responses that could not be credited were 'quietness' and 'noise'.
- (iv) There was a mixed level of success here, with the most popular incorrect response being 'the view'. Some candidates wrote 'roof stops', 'break times' or 'roof shops' which could not be credited.
- (v) This was generally well attempted by majority of candidates although quite a few candidates left it blank. However, some candidates wrote 'art stadium' or 'art facility' and lost the mark.
- (vi) This was fairly well attempted. Many candidates gave the distracting detail 'music practice rooms' while others wrote 'local community' or 'sporting centre' which could not be credited.
- (vii) There was a very mixed level of success here. In majority of cases, the incorrect response was the distractor 'December' while a large number of candidates had spelling issues.
- (viii) This was generally well answered but the following incorrect responses were often encountered: 'display room', 'tour' and 'displace'.

### **Exercise 3**

#### **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.

### **Exercise 4**

#### **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.

### **Exercise 5**

#### **Question 8**

There was a mixed response to this question. Some responses provided were not always a grammatical fit and incorrect singular and plural nouns meant that some candidates could not be credited. There were a few questions that were not attempted by some candidates.

### **Part A**

- (i) This was generally well attempted by most candidates. Many wrong answers resulted from mishearing e.g. 'motoways' and 'motor waves'. There were some random guesses from some candidates e.g. 'birds'. Some candidates wrote 'routes' and 'airways' and lost the mark.
- (ii) There was a mixed level of success here. 'Area controller' and 'airport' were the most common incorrect answers. Some responses that could not be credited were 'approaching' and 'proach'.

- (iii) This question elicited many incorrect responses and was quite poorly attempted. There were several spelling issues. Some responses that could not be credited were 'holding pan', 'holding pannel' and 'holden pattern'.
- (iv) There was a very mixed level of success here. The distractor 'control centre' was often encountered. Quite a few candidates wrote 'control tower' and lost the mark. Other attempts that could not be credited were 'tour', 'office block' and the plural 'towers'.
- (v) This was really well answered by the vast majority of candidates. Incorrect responses were the distractors 'English' and 'attention'.

## Part B

- (i) This was really well attempted by the vast majority of candidates. There were some alternatives but quite a few variations in spelling. The most common incorrect response was the distractor 'wild flowers'. Some responses that could not be credited were 'sell fish', 'sheel fish' and 'fish' on its own.
- (ii) There was a mixed level of success here. The vast majority of candidates were able to pick out the correct answer 'tides' but there were many spelling issues. Some candidates lost the mark by giving responses such as 'seasons', 'time' and 'climate'.
- (iii) This was extremely well attempted, and the vast majority of candidates were able to score a mark here. Some candidates lost the mark when they went for the other numbers they heard e.g. 1400 and 19.
- (iv) There was a mixed level of success here as some candidates selected the distractors 'passenger' or 'helicopter'. Some other responses that could not be credited were 'emergency landing' and 'emergence'.
- (v) This question was consistently well answered by the vast majority of candidates. Very few candidates gave the distractor 'square' but the mark was lost because of spelling issues. A few candidates wrote the plural 'triangles' which could not be credited.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/42  
Listening (Extended) 42

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts, which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for, son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1**, **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to 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.
- In the gap-filling **Exercises 2, 5A** and **5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercises 2, 5A** and **5B** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

- In some cases, it was not always possible to determine whether a candidate included the final 's' to indicate the plural form.
- Where candidates changed their mind and provided an alternative answer, most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out. It was, therefore, very easy to determine which answer the candidate intended as their definite answer.
- The vast majority of candidates adhered to the required word limit set out in the rubric of each exercise, which is, once again, an improvement on previous years. There were only a few instances where candidates wrote in full sentences in **Exercise 1**.
- There was evidence of exam techniques being used by candidates this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). However, in some cases this still needs to be done more effectively, as some candidates tend to underline all

words, rather than selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.

- There were instances where candidates provided the targeted idea in addition to the distracting detail, especially in **Exercise 1**. Such attempts could not be credited. Candidates need to be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- There were instances where candidates used the same letter more than once in **Exercise 3** or ticked more than one box in **Exercise 4**.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2, 5A** and **5B** (e.g. 'chewing' and 'chewy' instead of 'chew'/'expensive' instead of 'expense'). Learners would therefore benefit from practising a wider range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'stomachs' versus 'stomach', etc.) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'back' versus 'bag' and the pronunciation of different vowels – 'pumps' versus 'pomps').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'territory', but seemed to be less familiar with more frequent everyday words, for example, 'chocolate' and 'taxi'.
- It is not advisable to enter candidates who are at a much lower level than expected for the extended tier.

## **Comments on specific questions**

### **Exercise 1**

#### **Questions 1 – 4**

Overall, this section was attempted very well by most candidates. Most marks were lost where candidates selected the distracting detail or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

An increase in the number of No Responses in this part of the test was noted.

#### **Question 1**

(a) This question was answered extremely well. Most candidates provided the expected detail '8.20'. However, '0820' was also credited. Less able candidates sometimes provided the distracting times '8.15' and '9 o'clock'.

(b) The expected answer was 'back-pack' and more than half of the candidates provided just that. Some candidates provided the extra detail 'blue' in addition to the noun and also gained the mark. However, where the spelling attempts put the intended meaning in doubt, no marks could be given. The distracting details 'phone' and 'ID card' were occasionally selected in error. Less able candidates sometimes provided the time '9 o'clock' rather than what the boy left on the bus – the detail targeted by the question.

#### **Question 2**

(a) This question was attempted extremely well and most candidates provided the expected detail 'hospital'. Most candidates provided the correct spelling of the key detail but other spelling variants were also allowed. Less able candidates tended to focus on who the speaker was going to see (i.e. 'baby', 'cousin') rather than where she was going and lost the mark. The distracting detail 'tennis club' was occasionally given in error.

(b) The expected answer was 'chocolate' and the vast majority of candidates selected this detail correctly. The plural form 'chocolates' was also given the mark. Some candidates chose to provide their responses as part of a longer phrase, for example, 'a box of chocolate' or in addition to an extra detail, such as 'chocolate present' and 'buy chocolate' – all these attempts were credited.

However, where the extra detail changed the overall meaning (e.g. 'chocolate milk'), no marks were given. The vast majority of spelling attempts were deemed recognisable and gained a mark. However, there were a few variants which were ambiguous and were not given any mark. Marks were also lost where candidates selected the distracting detail 'soft toy'.

### Question 3

- (a) There was a reasonable level of success for this question, with more than half of all candidates giving the correct detail 'stepfather'. Most marks were lost where candidates wrongly selected the distracting detail 'brother' or mixed up the expected detail with the distractor (i.e. stepbrother).
- (b) This question produced a mixed level of success and only a small number of candidates selected the targeted number 'five'. Most marks were lost where candidates selected the distracting number 'seven' or 'two'.

### Question 4

- (a) This question was attempted reasonably well. However, there was a fair number of candidates who did not attempt this question at all. The expected detail here was 'lock windows', but 'close windows' and the singular form 'lock window' were also allowed. Less able candidates sometimes misheard the detail as 'look windows' or 'knock windows' or provided only part of the response (i.e. 'windows') and lost the mark. The distracting detail 'pack suitcase' was also often given in error here.
- (b) This question was attempted fairly well, with most candidates providing the correct detail 'taxi'. Most candidates provided their response as part of a longer phrase (e.g. 'take/taking/using a taxi', 'a taxi ride', 'with/by a taxi') and as long as the extra detail did not change the targeted idea, all these attempts were credited. Marks were mostly lost where the spelling attempt put the intended meaning in doubt. Other marks were lost for selecting the distracting details 'public transport' and 'train'.

### Exercise 2

#### Questions 5(a) – 5(h)

This exercise provided a reasonable level of success. On average, candidates scored between 4-5 marks. The most successful attempts were for **Questions (b), (f) and (g)**. Candidates were least successful with **Questions (d) and (e)** where most No Responses appeared.

### Question 5

- (a) There was a reasonable level of success here, with more than half of the candidates selecting the correct number '46'. The most common reason for losing marks here was the inclusion of the distracting numbers '100' and '54'.
- (b) The targeted detail here, 'change colour', was successfully selected by the vast majority of candidates. The plural form 'change colours' was also allowed. However, spelling variants which obscured the intended meaning could not be given any marks. Marks were also lost where candidates provided the distracting verbs 'escape' and 'swim fast'.
- (c) There was a reasonable level of success here, with more than 50 per cent of the candidates selecting the correct detail 'shallow'. Attempts which were too general (e.g. 'sea') could not be allowed. This was also the case for spelling attempts which were too ambiguous or which created a new meaning (e.g. 'shower'). Less able candidates wrongly provided a longer phrase which did not fit the gap (i.e. 'shallow area') or selected the distracting detail 'deeper'.
- (d) This question was poorly attempted on the whole and the targeted idea 'territory' was provided by only a small number of candidates. However, alternative attempts, such as 'habitat' and 'space to live' were also credited as they conveyed the same or a very similar area. Most candidates provided the distracting detail 'body size' or random phrases from the recording (e.g. 200 times). Marks were also lost where candidates provided ambiguous spelling attempts which put the intended meaning in doubt.

(e) There was a rather low level of success for this question with only about 20 per cent of the candidates giving the correct answer 'stomachs'. Less able candidates misheard the plural form as 'stomach' or provided an ambiguous spelling variant. Such attempts could not be given any marks. Many candidates provided a detail that referred to what seahorses eat (i.e. 'shrimps') rather than what they lack. No marks were given for this attempt.

(f) This question provided a fairly high level of success. The expected answer here was 'chew' and many candidates provided just that. Some candidates provided a synonymous verb instead of chew (e.g. 'bite'), but most of these attempts did not convey the correct meaning and could not be allowed (e.g. 'eat' and 'digest'). Some of the spelling attempts that could not be credited because of their ambiguity. Less able candidates also misheard the key detail as 'chewy' or 'chewing' and as these forms did not fit the gap, no marks could be given.

(g) The correct response '58' was given by the vast majority of the candidates. Marks were lost where candidates selected the distracting numbers '30' or '300'.

(h) This question provided a low level of success and only a small number of candidates provided the correct detail 'souvenirs'. Most marks were lost where candidates provided the distracting detail 'traditional medicine'. Less able candidates often gave random nouns from the recording (e.g. 'fishing' and 'aquariums') and lost the mark. Other marks were lost where the spelling attempts put the intended meaning in doubt.

### Exercise 3

Most candidates dealt reasonably well with this part of the test, scoring 4 marks on average. The more successful attempts were for speakers 1, 5 and 6.

Most marks were lost for speakers 2 and 3. Opinion D was sometimes given, in error, as the answer for speaker 2 and opinion C for speaker 3. The answers for speakers 3 and 6, and speakers 4 and 5, were occasionally transposed.

There were a few instances where candidates tried to overwrite their initial attempts resulting in unclear responses. In most instances, candidates clearly crossed out their initial attempt and clearly wrote their definitive answer next to it. There were minimal instances of the same letter being used more than once.

### Exercise 4

This part of the test was attempted fairly well, on the whole, with most candidates scoring 6 marks. The more successful attempts were mostly for **Questions (b), (c) and (h)**.

Weaker candidates tended to be less successful with **Questions (a)** – option C was often given in error, and **(g)** – option A tended to be the wrong answer provided here.

There were minimal instances where candidates ticked more than one box for individual questions, or where they did not tick any boxes for some of the questions in this part of the test.

### Exercise 5

#### Part A

There was a mixed level of success for this exercise, with most candidates scoring between 2 and 3 marks. Candidates performed better in **Questions (c) and (d)**. There was a particularly low level of success in **Questions (a) and (b)**. The majority of marks were lost due to the inclusion of distracting information instead of the correct detail and by providing ambiguous spelling attempts. Most No Responses in this part of the test appeared for **Questions (b) and (e)**.

#### Question 8A

(a) More than half of the candidates coped reasonably well with this question and provided the expected detail 'water pumps'. Less able candidates misheard the key detail as 'water pipes', 'water parks' or 'water ponds' and lost the mark. No marks were given to incomplete responses where candidates provided 'water' on its own. The singular form 'water pump' was also disallowed.

(b) Only about 50 per cent of all candidates were successful in answering this question and providing the necessary detail – ‘boat’. However, ‘ship’ was also credited. Some candidates provided extra detail with their responses and when this extra detail did not alter the overall meaning, these attempts were given the mark (e.g. ‘power boat’ and ‘motor boat’). Less able candidates often provided the distracting detail ‘transport’ in error.

(c) This question was attempted very well by the vast majority of candidates. The expected answer here was ‘newspapers’, but the singular form ‘newspaper’ was also allowed.

(d) This question also produced a very high level of success with most candidates providing the targeted detail ‘liquid’. Most responses were spelled correctly.. Only a few candidates provided the distracting detail ‘gas’ and lost the mark.

(e) This question was attempted reasonably well and many candidates provided the expected detail ‘efficiency’. However, ambiguous spelling attempts could not be given any marks. Less able candidates misheard the key detail as ‘sufficiency’. The distracting detail ‘original ideas’ was sometimes selected in error.

## Part B

**Part B** elicited a rather low level of success. Candidates were more successful with **Questions (a) and (e)**, while **Questions (b) and (d)** produced the lowest scores. Most candidates only scored 2 marks on average. The most common reason for the loss of marks was the inclusion of distracting details. This part of the test also produced most No Responses, especially for **Question (b)**.

### Question 8B

(a) There was a reasonable level of success for this question. The expected detail was ‘decisions’, but most candidates provided this detail as a longer phrase ‘making decisions’. Where marks were lost, this was due the inclusion of the distracting detail ‘spotting dangers’. Ambiguous spelling attempts did not gain any marks.

(b) Only a small number of candidates selected the correct detail here, which was ‘regulations’. However, ‘laws’, ‘restrictions’ and ‘legal issues’ were also allowed. Some candidates misheard the key detail as the singular form ‘restriction’ and lost the mark as this form did not make the required fit. Attempts which were too general and did not convey the targeted detail closely enough (e.g. ‘problems’) could not be credited. Less able candidates often provided the distracting detail ‘technological problem’ as their response.

(c) This question was attempted reasonably well, with many candidates providing the necessary detail ‘expense’. However, ‘cost’ and ‘price’ were also credited. This question provided a myriad of spelling attempts and while some were deemed recognisable, spelling variants which created a new word (e.g. ‘expanse’ and ‘expends’) did not gain any marks. Less able candidates sometimes provided ‘expensive’, but this attempt did not get any marks as it did not make the required fit. Less able candidates often provided the distracting detail ‘safety’ as their response.

(d) Candidates achieved a relatively low level of success when attempting this question. The expected detail was ‘tunnels’, but ‘existing tunnels’ was also given the mark. However, where the extra detail changed the overall meaning of the response (e.g. ‘wide tunnels’), such attempts could not be given any marks. Most candidates selected the distracting detail ‘tracks’. Ambiguous spelling attempts did not gain any marks. This was also the case for the singular form ‘tunnel’.

(e) This question provided a relatively high level of success, with 70 per cent of all candidates selecting the targeted detail ‘environmental’, but ‘environment’ was also credited. Some candidates provided a longer phrase ‘environmental challenges’. However, the idea of ‘challenges’ was already included in the statement (i.e. issues), so this attempt did not fit the gap and could not be given any marks. Attempts that were too general and did not convey the targeted idea (e.g. ‘other’, ‘challenging’ and ‘priority’) gained zero marks. The vast majority of responses were spelled correctly or deemed recognisable. Less able candidates sometimes provided the distracting detail ‘housing shortages’ in error.

# ENGLISH AS A SECOND LANGUAGE

Paper 0510/43  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters should be clear.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the word must be clear from these attempts. Spelling attempts that create a homophone are not accepted, (e.g., court/caught, poor/pour).
- More pronunciation awareness activities, particularly of connected speech, (e.g., assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning, (e.g., t/d as in 'tends' and 'tents').
- 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 benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units, (e.g., 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper.
- The word formation of the expected responses in **Exercise 2** and **Exercise 5 Parts A and B** should make an acceptable fit in the gaps for each item on the question paper.
- In **Exercise 1 (Questions 1 to 4)** candidates should try to establish what a question is asking for, by highlighting the question words, e.g., how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to 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.
- In the gap-filling exercises, candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same exercises, (i.e., gap-filling – **Exercises 2, 5A and 5B**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Exercise 3**) and the multiple-choice questions (**Exercise 4**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It needs to 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 it will be marked as wrong. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** 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 **Exercise 4**, if two boxes are ticked rather than one, and the intended response is not clear, then no marks can be given.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

## General comments

- Candidates left quite a few gaps blank/No Responses in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided 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.

- Learners need to be reminded of the importance of clear handwriting.
- There was a wide range of spelling variants. In many cases, the spelling of certain items was such that the candidates' intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### **Exercise 1**

##### **Questions 1 – 4**

Overall, this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

##### **Question 1**

(a) The expected response here was '(orange) juice'. Most candidates provided this expected response, usually spelt correctly. However, some candidates included the distracting detail 'tea' or 'coffee' as their answer and, therefore, lost the mark. A small number of candidates provided spelling attempts that put the meaning in doubt – such attempts could not be credited.

(b) The expected response here was '(bed) sheet'. Around half of the candidature provided the expected response, usually with the correct spelling. However, a significant number of candidates provided the distracting detail 'pillow' as their response and consequently lost the mark. Some spelling attempts of additional detail which changed the meaning of the response as a whole could not be credited.

##### **Question 2**

(a) The expected response here was '(to) (the) market'. This question was fairly well answered with just under two thirds of candidates providing the expected response. However, several candidates misheard the targeted idea as 'mall', which could not be credited as it changed the meaning of the response as a whole.

(b) There was a fair level of success here, with around two thirds of the candidates providing the expected response '4.45'/'quarter to five', or an acceptable spelling variant. However, a significant number of candidates provided the distracting detail '4.30' in error.

##### **Question 3**

(a) This question was reasonably well attempted. The expected response 'wild life' was provided by around two thirds of candidates. Answers which included non-negating extra detail were accepted, e.g., 'benefit wildlife'. However, some spelling variants put meaning in doubt so were disallowed. 'Animals' was accepted as a reasonable synonym of the targeted idea. However, distracting (incorrect) detail was often encountered, e.g., 'the grass'.

(b) Less than half of the candidature provided the expected response 'mail'. A significant number of candidates lost the mark by providing distracting detail in addition to the key, e.g., 'shopping and mail', 'sheep and mail'.

##### **Question 4**

(a) This question was consistently well answered, with the vast majority of the candidature providing the expected response '1967'. However, a small number of candidates provided the incorrect distracting detail '1963'.

(b) There was a very good level of success here. The expected response 'scientist(s)' was often encountered. Some spelling attempts, however, put meaning in doubt so could not be credited. Some candidates provided the distracting detail 'tourists', so did not gain the mark.

## Exercise 2

### Questions 5(a) – 5(h)

Overall, aside from item 5(f), this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

- (a) This question was very well attempted. The expected response was 'story'. However, in some instances, the distracting (uncreditable) details 'project', 'experiment', or 'competition' were given in error. Some spelling variants of the expected response put the meaning in doubt, so could not be credited.
- (b) This question was reasonably well attempted, with just over half of the candidature gaining the mark. The expected response here was 'plastic bags' – both details were required for the mark. In several instances, the distracting (uncreditable) detail 'newspaper' was given in error.
- (c) This question was very well attempted. The expected response 'oval' was provided by the majority of the candidature. In some instances, the distracting (uncreditable) detail 'diamond', was given in error. Some spelling variants of the expected response put the meaning in doubt, so could not be credited.
- (d) Fairly well answered. The expected response 'shark' was provided by approximately two thirds of the candidates. However, marks were sometimes lost when the distracting detail 'tiger' was given in error.
- (e) Generally well answered. The expected response 'field' was provided by the majority of candidates. However, marks were sometimes lost when the distracting detail 'park' was given in error.
- (f) This question was poorly attempted, with only a small proportion of the candidature providing the expected response 'chimney'. Many candidates lost the mark by providing spelling attempts which put the meaning of the response in doubt.
- (g) Fairly well answered, with just under two thirds of candidates providing the expected response 'thrilled' and gaining the mark. Some variants which did not put the meaning in doubt were also credited. The distracting detail 'annoyed' was sometimes provided in error.
- (h) Consistently well answered. The vast majority of the candidates provided the expected response 'Pizza'.

## Exercise 3

The candidates performed very well in this part of the test with candidates, on average, matching around 4-6 of the speakers correctly.

Candidates appeared least successful in the matching of speakers 1 (C sometimes incorrectly matched in error) 3 (F sometimes matched in error) and 5 (C sometimes matched in error) to the correct letter. Speakers 2, 4 and 6 were more successfully matched in general.

## Exercise 4

The candidates performed reasonably well in this part of the test with most candidates, on average, gaining between 5 and 6 points overall in this exercise.

Generally, candidates appeared to perform better in the multiple-choice questions 7(b), (d), (e), (f) and (h). Items 7(a), (c), and (g) were less successfully attempted. Item (g) was the least successfully attempted item in this part of the test.

## Exercise 5

### Part A

A reasonable level of success was evident overall. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

- (a) This item was reasonably well-attempted, with just under two thirds of candidates gaining the mark. The expected response here was 'seeds'. Some spelling attempts put meaning in doubt so could not be credited. Distracting details from the recording were sometimes given in error, e.g., 'grain' and 'rice'.
- (b) This item was reasonably well-attempted, with just under two thirds of candidates gaining the mark. The expected response here was 'soil', and this was encountered reasonably frequently. Marks were sometimes lost when the distracting detail 'fields' was provided. Some spelling attempts put meaning in doubt so could not be credited.
- (c) Very well answered. The expected response here was 'sun(-)light', and this was often encountered. 'Sun' on its own was also often seen and credited. 'Sun-shine' was another alternative response that gained credited. Some spelling variants of the answer put meaning in doubt, so could not be credited.
- (d) Very well answered. The expected response here 'nuts', was frequently encountered. Distracting detail from the recording was sometimes given in error, e.g., 'cereal' and 'soup'. Some spelling variants of the answer put meaning in doubt, so could not be credited.
- (e) Very well answered. The expected response here, 'muscle(s)', were provided by the majority of candidates. Distracting detail from the recording was sometimes given in error, e.g., 'skin' and 'heart'. Some spelling variants of the answer put meaning in doubt, so could not be credited.

### Part B

A mixed level of success was evident overall. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

### Question 8

- (a) Generally well answered. The expected response here was 'chemicals'. Distracting detail from the recording was sometimes given in error, e.g., 'organs'. Some spelling variants of the answer put meaning in doubt, so could not be credited. 'Chemistry' was also accepted as a valid alternative response.
- (b) Poorly answered, with less than half of the candidature gaining the mark. The expected response – 'life(-) style'. However, several candidates lost the mark with spelling variants that put the meaning in doubt. Distracting detail was often given in error, e.g., 'eating habits'.
- (c) Poorly answered with only a small proportion of the candidature providing the expected response 'seminars'. Some spelling attempts put meaning in doubt, as they altered the meaning of the response as a whole, so could not be credited. Other answers that could not be credited included distracting detail from the recording such as 'tutorials' and 'lectures'.
- (d) Generally well answered, with the majority candidates successfully providing the expected response 'communication'. 'Communicating' was also accepted as a valid alternative response. Answers that could not be credited included distracting detail from the recording such as 'time management' and 'problem solving'.
- (e) Reasonably well attempted, with around two thirds of candidates gaining the mark. The expected response was '(consuming) sugar'. Answers that could not be credited included distracting detail from the recording such as 'the media'. In some instances, candidates provided extra detail which altered the overall meaning of the response, so could not be credited, e.g., 'mixing sugar'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/51  
Speaking

## Key messages

- The conduct and administration of the tests was generally good, with most examiners displaying high levels of professionalism in their interactions with candidates.
- In **Part D**, the assessed part of the test, most examiners engaged with candidates and encouraged them to expand their responses to individual prompts using open questions. Examiners should explore individual prompts in more detail and link their questions to what candidates have said.
- Examiners are reminded that they are marking the candidate for what they can do and not what they cannot do.
- Examiners are advised to use a timer to ensure that Parts B, C and D are of the appropriate length.

## General comments

### **Part A**

This part of the test was generally conducted well, although some examiners paraphrased rather than read the script, which sometimes resulted in the loss of important information.

### **Part B**

This part was well conducted. Most examiners followed the recommended timings, though there was a tendency for slightly short **Part Bs**. In most cases, the examiner used the warm-up to put candidates at ease. They mostly asked appropriate questions, focusing on hobbies, interests and family.

### **Part C**

The majority of examiners chose a topic card related to the interests expressed by the candidates during the warm-up. However, there were some tests where choices appeared to have been made in advance. Most examiners announced the topic card chosen and encouraged candidates to take their allocated preparation time even if they indicated that they were ready. Most centres used the full 2–3 mins. Candidates rarely asked for clarification. Occasionally examiners read through the prompts before the preparation time began. Some examiners repeated the instructions for **Part C** when handing out the card.

### **Part D**

Most examiners developed a conversation with the candidate, reacting well to the candidate's responses to the prompts and using open questions to develop the discussion. In a few cases, monologues were encouraged, with minimal intervention from the examiner. Some examiners went too rapidly through the prompts, resulting in conversations considerably shorter than the recommended minimum length of six minutes. They then had to add topic-related questions of their own at the end. Prompts were normally used as they appear on the card and not paraphrased. Many examiners supported candidates by asking appropriate open questions, developing ideas arising from the prompts.

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

The marking criteria were applied accurately by most examiners.

#### **Structure**

There was generally accurate marking in this area. When inaccuracy occurred, it was usually in the lower to middle mark range. The overall tendency was to mark generously in the higher mark range, perhaps based on how much the candidate said, rather than the range and accuracy of the structures used. In such cases, the higher mark should be reflected in Development and Fluency. The main difficulty seemed to arise when deciding a mark for candidates who spoke accurately, but without much ambition or for candidates who showed a lot of ambition but made frequent errors. Ambition should be rewarded when more complex structures are attempted.

#### **Vocabulary**

On the whole, examiners demonstrated a good understanding of the level of vocabulary expected and applied the marking criteria well. There were some instances of stronger candidates not being awarded marks for the use of idioms, phrasal verbs and collocations. Vocabulary tended to be slightly generously marked in the higher mark range, with examiners not appearing to notice that shades of meaning and sophisticated ideas were not being communicated. Examiners should reward topic-specific vocabulary and attempts to use appropriate strategies to use synonyms. However, when candidates use extended explanations, this does not meet the Band 1 Vocabulary criteria for 'precision'. It is worth noting that informal language is just as valid in terms of linguistic skills as formal language, but was not always rewarded.

#### **Development and Fluency**

Most centres accurately marked candidates' performance in this area. There was occasional slight severity in the middle mark range. Examiners should engage in conversation so that candidates have the opportunity to show that a conversation is being maintained, and that they can respond to changes in direction. Some candidates' performance was marked generously, either when candidates had been allowed to deliver a monologue and there was little evidence of a 'competent conversation', or when examiners had given the candidate little opportunity to develop or expand the topic as a result of going through the prompts too quickly. Candidates who spoke with deliberation and took their time to choose more sophisticated vocabulary and included a range of structures, were sometimes marked down in centres where 'fluent' was interpreted to mean 'fast'.

#### **Administration**

##### **Recordings**

The sound quality of most recordings was good. However, some candidates' responses were not clear which might have been because the candidate was not close enough to the microphone. In a few cases, background noise was an issue or tests were interrupted by people entering the room.

#### **Documentation**

Most centres used the PDF version of the summary form (SESF) and were accurate in entering and organising the data. Some centres scanned and uploaded handwritten versions of the form; others took photographs of the completed form. In both of these cases the quality of the image was variable. There were some errors of incorrect addition/transfer of marks and candidates not appearing in candidate number order. At some centres too many examiners were used.

#### **Internal moderation**

While some centres carried out internal moderation fully and accurately, many did not carry it out at all, despite using more than one examiner. Where internal moderation is carried out, it should always be recorded in the right-hand column on the Speaking Examination Summary Form, even if there are no changes to the marks.

### **Comments on specific questions**

#### **Card A – Popular places**

This card was frequently chosen. Some candidates gave examples of famous natural landmarks such as waterfalls, mountains and parks, while others mentioned cities and monuments, using terms such as 'tourist attraction' to explain their popularity. Prompt 2 provided more detail about specific attractions such as animal parks, aquariums and the creatures observed there. Candidates were able to expand on prompt 3 using vocabulary to express feelings (e.g. 'serenity', 'relaxation') along with comparatives to describe both the advantages and disadvantages (e.g. 'more pleasant', 'more secure', 'less protected'). Prompt 4 elicited broad agreement and candidates developed their answers using modals and linking words to express the need for protection. Although tourism brought economic benefits and the opportunity to experience other cultures first hand, the downside was the pollution, littering and damage caused by too many tourists. Prompt 5 saw nuanced responses to explain that the internet could be a useful starting point, while acknowledging that not everyone can afford to explore new places in person. Most candidates agreed that real life experience was better than seeing things on a screen, and that searching the internet for information before a trip was useful.

#### **Card B – The importance of music**

This card was frequently chosen. Prompt 1 gave candidates the chance to demonstrate a range of vocabulary to describe emotions, to talk about musical genres such as classical, jazz, gospel and pop, and to use specific terms to deal with music itself, for example 'lyrics', 'voice', 'rhythm' and 'beat'. Prompt 2 elicited descriptions of the atmosphere of live music events (e.g. 'energetic', 'noisy', 'crowded'). Live performances ranged from a school talent show to a festival in a stadium in Europe, complete with lighting show and sale of merchandise. Candidates described these experiences using a range of adjectives, e.g. 'phenomenal', 'incredible', 'amazing'. In response to prompt 3, candidates expressed definite opinions: 'I prefer ... because...', 'People lie to themselves when they say they can concentrate...'. Others weighed up pros and cons using modals: 'It can help you focus.', 'You can easily get distracted.' Using instrumental music as an aid seemed popular because it helped concentration, promoted a calm mood and assisted memory. On the other hand, the wrong music could be distracting and counter-productive. Prompt 4 gave the opportunity for candidates to name various instruments and suggest positive outcomes, for example, providing a challenge and improving muscle memory as well as the chance to play with others. Candidates agreed that learning to play an instrument should not be mandatory. Modals of possibility were employed in responses to prompt 5: 'it could be uplifting', 'it can be therapeutic.' Considered opinions were introduced using terms such as, 'It depends'. There was strong agreement that most music improved mood, bringing a sense of joy, an escape and relaxation but that sad music could cause greater sadness.

#### **Card C – Greeting people**

There were some interesting responses to prompt 1, acknowledging different customs and status in society. Specific vocabulary was included to depict this, for example 'genuflect', 'prostrate', 'elaborate salutations'. Most candidates were able to explain that the manner of greeting often depended on familiarity and level of formality – 'greetings aren't always the same'. Prompt 2 saw candidates use some effective collocations, e.g. 'show respect', 'speak politely', 'smile nicely', 'interact fully'. When discussing prompt 3, being able to use a few basic words and phrases together with awareness of cultural differences of the host country was considered important. Prompt 3 elicited strong approval for the idea: 'it makes people more comfortable', 'shows willing to learn about the country and its customs', 'no matter how good you are, you are always learning.' In response to prompt 4, candidates agreed that the topic of conversation differed according to who you were talking to and finding out what things they had in common helped communication, making the distinction between personal, private and the trust built up between friends which allowed them to share secrets. Prompt 5 also distinguished between face-to-face conversations and written communications, exploring the idea of personal and public. Candidates were able to expand on the idea that we communicate a lot more using the written word on social media while also warning that people 'could expose themselves too much on social media.'

#### **Card D - Markets**

Many candidates who discussed this topic had quite strong opinions. To start, they used a variety of structures, present and past tenses, and descriptive language to talk about markets. Stronger candidates described their appearance, characteristics and atmosphere ('chaos', 'festive', 'commotion'). Candidates drew on personal experiences and used a range of comparative constructions to list the positive and negative aspects of markets and shopping malls. Modals were used to discuss thoughts and feelings about working on a market. Stronger candidates used hypothetical structures. Opinions regarding street food were

often expressed using conditionals, modals and comparatives. Stronger candidates used personal anecdotes and a range of past tenses. Candidates used present structures to give their opinions about shopping trips, using language to describe the benefits. Most responses included a range of appropriate vocabulary, e.g. 'rowdy', 'ambience', 'cramped', 'tolerate', 'processed food'.

#### **Card E – Sharing meals**

When talking about their eating preferences, most candidates supported their answers and expressed their opinions using a variety of structures. Stronger candidates expanded their responses using modals and linking words. To talk about a special meal, candidates often used a variety of past tenses and descriptive vocabulary (e.g. 'I choked', 'my grandmother made a scene', 'made from scratch', 'a fancy-looking restaurant'). Weaker candidates did not always take advantage of the opportunity to use past tense here whilst stronger candidates skilfully described something that happened. Candidates used comparative and conditional constructions to express the pros and cons of cooking with others, often using personal anecdotes (e.g. 'If you cook with a friend...', 'On the other hand, if you cook with family...'). Most candidates agreed that electronic devices should be switched off during meals, and used mostly present structures to explain their opinion. Candidates had experience of trying local food whilst travelling abroad. Some just gave their general opinion, whereas others gave detailed accounts of their holidays. Stronger candidate justified opinions using appropriate modals and expanded ideas using sophisticated vocabulary, e.g. 'hypocritical', 'disrespectful', 'leftovers', 'doggy bag', 'wholesome'.

#### **Card F – Hot and cold**

Candidates had quite strong opinions on weather and temperatures. They used present structures to express their weather preferences. Stronger candidates expanded on why they liked a specific type of weather, using a range of adjectives and adverbs. Stronger candidates demonstrated the use of a variety of past tenses to describe what happened to them in an extreme temperature. The third prompt required the use of comparatives and superlatives. Stronger candidates also used language to talk about hypothetical situations. Although some candidates had not experienced both extreme cold and extreme heat, they were able to talk about the effects of such temperatures and the need for appropriate clothing. Stronger candidates skilfully expanded their responses using conditionals. The final prompt encouraged the use of future structures and modals to talk about possibility. Many candidates knew a lot about global warming and described its potential negative impact in the future. Most responses included a range of appropriate vocabulary, e.g. 'perspiration', 'environmental', 'climate change', 'put up with', 'light complexion', 'sensitive'.

#### **Card G – TV programmes**

A wide range of descriptive vocabulary was produced when candidates enthusiastically described their favourite programmes (e.g. 'mysterious facts', 'freak photos', 'detained', 'investigated', 'gangs', 'sabotage'). A broad range of grammatical structures was also evident, including passive voice and conditionals. Many candidates used conjunctions and modals to give details. Stronger candidates described some aspects of the plot, characters and acting. Some candidates, however, needed clarification of the phrase 'TV programme'. When exploring reasons as to whether they would like to be in a TV programme, many candidates used modals and conditionals (e.g. 'If I were to choose, I'd...'). When considering the pros and cons of watching television as a shared experience, candidates used comparatives, conditionals, superlatives, and modals. Those who gave examples used past structures in addition to the present. Modals were used to explore whether TV programmes should teach us something. Candidates had strong opinions about restrictions on children watching TV. They used present structures and a variety of modals to express opinions and provide reasons. This topic gave candidates the opportunity to use some relevant vocabulary, such as 'animates', 'sensation', 'addiction', 'conflict', 'disturbance', 'prolonged', 'hooked in'.

#### **Card H – Hopes for the future**

In responses to this topic, all candidates were able to share their thoughts about the future. Prompts 1 and 2 elicited present tenses, and many candidates express the view that the best thing about their life now was not having the responsibilities that will come later. They talked about freedom, the opportunity to enjoy their childhood, friends, family and being healthy. Future events included going to a concert, finishing exams, sports events and travelling. Conditionals were used for prompt 3 and a combination of past and future tenses and comparatives were used for prompts 4 and 5. There were some discussions about celebrity culture and if it is hard work or luck that ensures success. Most candidates had sufficient vocabulary to express their ideas. Stronger candidates used effective collocations and idioms to talk about their current and future lives, e.g. 'taking the weight off my shoulders', 'satisfy your inner self', 'you can't procrastinate',

‘without goals you have no motivation to achieve anything,’ ‘it gives your life more meaning,’ ‘be a better version of yourself,’ ‘a support mechanism,’ ‘no man is an island’.

### **Card I – Growing older**

Candidates talked about sports players, musicians and members of the family in response to prompt 1. Prompt 2 elicited ideas about jobs, houses and family. There was a range of opinions about what ‘being older’ meant. Some candidates thought that this applied to people in their 20s when their career was established, or they had a family. In response to prompt 3, candidates gave examples of older family members who had learned a new skill (e.g. using technology, baking, playing a musical instrument) and used the first conditional and modal verbs to discuss this. There were comparisons of the younger/older generations’ feelings in prompt 4. Some candidate stated that children did not always understand their parents. The past tense was effectively used in prompt 5 when candidates discussed personal experience. Many candidates developed their responses using a range of effective words and phrases: ‘determined’, ‘focused’, ‘idol’, ‘natural talent’, ‘a changing society’, ‘social rules have change’, ‘pass the baton’, ‘life lessons’, ‘a modern outlook’.

### **Card J – Modern buildings**

Many responses to prompt 1 included language which was limited to the present tense and simple descriptions. Prompt 2 gave candidates the opportunity to use past tenses and to give accounts of trips to other cities. Prompt 2 elicited conditional structures and discussions about AI apps. Present and future tenses, along with more colloquial language (e.g. ‘hang out’, ‘chatting’) and modal verbs were used in responses to prompt 4. Some candidates disagreed with prompt 5 but said that cities were already expanding. Others discussed the economy and class, saying that workers were still needed in rural areas, but young people would not be able to achieve their dreams unless they lived in cities. Appropriate vocabulary was used by the majority of candidates, e.g. ‘I aspire to build a home for my loved one’, ‘it’s more stressful and overcrowded’, ‘acquiring land and building a mansion’.

### **Card K – Saving time**

In response to the first prompt, candidates talked about things done quickly, such as school projects, assignments, exams, the consequences of oversleeping and buying from shops. Past, present and active/passive tenses were used. There was some discussion about using time-saving apps and multi-tasking in prompt 2. Candidates made comparisons between fast food and traditional food and the amount of time needed in prompt 3, with most candidates disagreeing with the statement. Conditionals were used in prompt 4. Prompt 5 elicited discussions about the need to use technology correctly and its potential negative impact; ‘fall into that trap’, ‘time/cost efficient’, ‘being productive’, ‘you are constantly being exposed to stimulating things’, ‘people may be addicted’.

### **Card L – New experiences**

Prompt 1 elicited some personal narratives, with many candidates describing challenging activities, such as extreme sports. For the second prompt, most candidates were able to come up with reasons for their aversion to a particular sport or food. A variety of responses to the third prompt included candidates’ preferences for trying new experiences with friends (more fun, sharing memories) or on their own (possible embarrassment). No candidates argued against the opinion in prompt 4, which often allowed for greater development and expansion using a variety of modals and conditionals. Prompt 5 was generally agreed with, although many candidates felt that it depended on what the skill was and the mindset of the individual. The saying ‘practice makes perfect’ was often used in this context.

### **Card M – Groups**

Candidates drew on personal experiences of social or recreational occasions (parties, holidays, concerts) in their response to the prompt 1. For the second prompt, candidates generally had strong opinions on their preference for studying on their own (lack of distraction, ability to concentrate) or for studying in a group (helping each other, sharing ideas). Responses to prompt 3 gave candidates the opportunity to introduce some precise vocabulary, such as ‘tolerate/accept others’, ‘cooperate’, ‘be respectful/polite’, ‘leadership’, ‘follow instructions’. Candidates’ responses to the fourth prompt often revealed their own struggles to organise group activities and mentioned factors such as having to fit in with everyone’s schedule, or difficulties in communicating with others. For the last prompt, very few candidates felt that it was possible to make real friends via social media. More often the opinion was that people could present ‘fake’ impressions

of themselves online, and there was a general awareness that this type of contact could not be trusted in the same way as face-to-face interactions when it came to deciding who might be your friend.

### **Card N – Birthdays**

This card was a popular choice. The first prompt allowed candidates to describe a very concrete and clearly defined personal experience. The second prompt often elicited responses in favour of letting others do the planning, thus allowing for an element of surprise. Some candidates needed the examiner's help in understanding what 'other events' could refer to in the third prompt, and this was generally explained in terms of things like graduating from school, or an engagement party. Some candidates were adamant that the intensely personal nature of a birthday party, which places them at the centre of their family and friends' attention, makes it the most important of celebrations, but others felt that the fact that it is an annual event makes a birthday less important than once-in-a-lifetime events such as graduation. In response to the fourth prompt, some candidates emphasised the importance of the people who are gathered together when celebrating something, but many were in agreement that food plays a central role on such occasions. For prompt 5, few candidates felt that a day off work or school was justified, and some argued strongly for being able to spend the day at school celebrating among friends if your birthday falls during term time.

### **Card O – Messages**

This card was frequently chosen. Most candidates had a lot to say on this topic, based on their own personal experience. Responses to the first prompt generally focused on the importance of messaging family and friends, usually as a way of keeping in touch. No candidates expressed a preference for long emails when it came to the second prompt. Reasons given tended to emphasise the imposition such extended forms of communication placed either on the sender or the receiver, or both. When discussing advantages for the third prompt, candidates tended to focus on the immediacy of images over words ('more in the moment', 'direct', 'instant reaction'), on how an image can reinforce a message ('prove a point', 'adds meaning'), or on the way that images can convey emotions that they would never be able to express in words ('capture how they're feeling'). Disadvantages were harder to come by, but sometimes focused on whether a particular image would be appropriate or might be thought too informal or lacking in seriousness. Responses to the fourth prompt were sometimes mixed, with some candidates arguing that it depended on who you were communicating with, or how important your message was. This also tended to be the way some candidates responded to the fifth prompt, although in general it was felt that face-to-face communication would still play a role, often for reasons to do with not always being able to trust individuals encountered online, but also sometimes referring to the difficulty of understanding the other person's emotional state when not in face-to-face contact with them.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/52  
Speaking

## Key messages

- Centres should adhere to the stipulated timings for each part.
- Examiners should familiarise themselves, not only with the topics, but also the individual prompts to ensure that the most suitable card can be selected for each candidate.
- Examiners should use the warm-up phase of the examination to elicit suitable topics for the assessed part of the examination.
- Background noise should be minimised as this can affect candidates' performance. This is a formal examination so a quiet room should be used.
- Candidates should be given more opportunities to expand on their ideas. Examiners should therefore ask open questions about what has been said to provide such opportunities for development of the conversation. For example, candidates should be encouraged to support their opinions with reasons and hypothesize about certain aspects of the topic.
- Examiners should also try to further elicit personal anecdotes, future predictions and comparisons from candidates, where applicable, to ensure that candidates are given the opportunity to use a wider range of grammatical structures and showcase their linguistic abilities.

## General Comments

### Part A

Most examiners followed the instructions and read the text of the examiner script in full. Some examiners paraphrased the script, which resulted in some of the information being lost.

### Part B

The warm-up was conducted well by the majority of centres. In most cases the examiner used the general discussion to put candidates at their ease and managed to identify a suitable topic for discussion in **Part D**. The examiner was usually able to choose an appropriate topic card. On occasion, there was no obvious link to the card and no indication of the examiner considering a choice. Sometimes the cards were chosen in strict alphabetical order with no consideration for the candidate. Some of the warm-ups were too short, which often limited the candidates' opportunities to relax and prepare and did not give examiners time to elicit a suitable topic.

### Part C

Most examiners announced the card at the beginning of the preparation phase. The timing for this part of the test was usually accurate, although some examiners allowed candidates who said they were ready to begin early, despite guidance that candidates should take the full preparation time. Most examiners provided clear explanations of words and phrases when clarification was needed.

### Part D

Most examiners used the prompts in order and developed the conversation based on ideas emerging from them, listening and responding to what the candidates said. Some examiners read out each prompt without encouraging candidates to develop the conversation. Examiners who used the prompts like this often had to ask questions at the end to fill the required time. Very short tests were rare but tended to limit the candidates'

opportunities to demonstrate their skills. There were some examiners who allowed monologues, limiting candidates' opportunities to develop a conversation. Candidates delivering monologues were often marked too generously.

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

#### **Structure**

The majority of centres marked Structure accurately. Some examiners marked generously in the higher mark range and severely in the lower mark range.

#### **Vocabulary**

Marking was generally accurate but often slightly generous at the higher range and slightly severe at the lower range. Some examiners did not recognise that 'shades of meaning and sophisticated ideas' were not being communicated when allocating Band 1 marks. There was a tendency to award high marks for vocabulary when a candidate spoke at length rather than rewarding the candidate on the strength of the vocabulary provided. In contrast, candidates with a wide range of vocabulary (e.g. high-level collocations, use of idioms and other fixed expressions, like phrasal verbs) were sometimes placed in Band 2.

#### **Development and Fluency**

Marking was generally accurate, with a tendency towards generosity at the higher range and severity at the lower range. There was generous marking when the candidates were allowed to speak without examiner intervention. Candidates who spoke with deliberation and took their time to choose more sophisticated vocabulary, and included a range of structures, were often marked down in centres where fast-paced delivery is understood to indicate 'fluency'.

#### **Administration**

#### **Recordings**

The quality of most recordings was good. Occasionally, there was background noise, suggesting that a sufficiently private room had not been used. Some recordings were very quiet, or the examiner could be heard clearly, but the candidate was very faint.

#### **Documentation**

The documentation was generally completed accurately. There were some clerical errors mainly due to incorrect marks being transferred to Submit for Assessment, particularly at centres where internal moderation had been carried out, and the original total mark, rather than the moderated one, was entered.

#### **Internal moderation**

Internal moderation was not always carried out at centres where tests were conducted by more than one examiner. Occasionally, it was carried unnecessarily when there was only one examiner. Where original total marks were changed, centres did not always indicate which individual marks had been amended.

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

##### **Card A – Spending and saving money**

Candidates gave examples of items for which they would like to save, ranging from laptops and phones to their own cars. This allowed them to diversify their subject-specific vocabulary whilst expressing their reasons for saving for the item. Stronger candidates were able to elaborate on their responses by adding more detail. In response to prompt 2, candidates offered examples of what people they know spend their money on. The prompt generated discussion on a range of items, allowing candidates to cite a range of reasons for their choices. Prompt 3 elicited comparatives and superlatives and opinions, e.g. 'I prefer to save up to buy something as you appreciate things more if you have had to wait for them.' Prompt 4 encouraged candidates to use modal verbs and conditionals. Prompt 5 gave candidates the opportunity to use anecdotes to support their opinions. Many of them used examples of rich and famous people who had problems even though they were wealthy. The prompt elicited a variety of grammatical structures, functions and vocabulary

as candidates recounted real events and hypothetical situations related to the problems of having a lot of money compared to having no money.

### **Card B – Animals**

Prompt 1 allowed candidates to identify their favourite animal and give reasons for this, using a range of adjectives, e.g. 'fluffy', 'sociable', 'loyal'. Prompt 2 encouraged conversations on a wide range of topics connected to different animals, allowing candidates to talk about the importance of animals and to give a variety of reasons for their responses. For prompt 3, candidates contributed at some length using past tenses. In response to prompt 4, candidates expressed their opinions and gave examples to justify them. Prompt 5 encouraged candidates to expand their opinions and to use comparatives and superlatives. Many candidates discussed programmes they had seen on television, animals they had seen in their gardens or when visiting the zoo.

### **Card C – Learning from others**

This card was too rarely selected for meaningful comments to be made.

### **Card D - Music**

In response to prompt 1, candidates were able to talk with enthusiasm about their favourite music, with many naming songs, artists and different genres of music. Stronger candidates developed their responses and said why they tended to listen to music, (e.g. 'while I'm cleaning because it makes me work faster'). Some candidates also compared their current preferences in music to what they liked when they were younger. For prompt 2, the vast majority of candidates talked about online concerts or extracts of music someone posted on social media. Stronger candidates were able to describe the atmosphere of a live concert with greater precision (e.g. 'the music was deafening', 'people singing at the top of their voices') and used a range of narrative tenses, including the past continuous. Most candidates expressed their preference for singing along in response to prompt 3 and some also explored the reasons behind their preference and compared the two ideas. Stronger candidates used their own ability as a springboard for their response to prompt 4 and then developed it by making a generalisation or comparing their ability to others, (e.g. 'I love singing, but family don't always like it. They say I'm tone deaf.'). In response to prompt 5, most candidates talked about social media and how easy it is to stream music nowadays. Stronger candidates discussed the different experience recorded and live music offer (e.g., 'when you go to a live concert, it gives you a completely different vibe'). Some candidates linked their opinions to what they said earlier when discussing prompt 3.

### **Card E – Spare time**

Candidates were able to discuss their daily routines and what they prefer doing in their free time using a range of structures to talk about routines and preferences (e.g. 'I tend to...', 'I'm into ... these days'). Most candidates talked about doing sports, spending time outdoors and gaming. Weaker candidates sometimes provided wrong collocations, (e.g., play bicycle), but these errors did not impact on the overall meaning of the ideas expressed. The majority talked about keeping fit as their reason for their free time activities. Stronger candidates talked about the time constraints even on their days off. For prompt 2, weaker candidates provided very short responses by giving a time and the feeling of boredom. Some candidates provided reasons why they prefer to keep busy (e.g., 'I guess it's the fear of missing out that doesn't allow me to do nothing at all.'). In response to prompt 3, many candidates successfully compared and contrasted the two, explored a range of benefits and gave examples of organised activities, such as volunteering. Stronger responses also included a range of appropriate linking devices and grammatical structures. Many candidates talked about different types of achievements in response to prompt 4 and the importance of being successful. Most candidates tended to agree with prompt 5, with stronger candidates giving their detailed predictions using a range of modal verbs, future tenses and opinion phrases. Many candidates explored the idea of artificial intelligence and how this might make life easier for people and provide more free time for them.

### **Card F – Social media**

This was a popular topic on which most candidates were able to offer a range of opinions. In response to prompt 1, almost all candidates gave examples of what they had learned from social media, e.g. cooking and information about cultures of other countries. For prompt 2, many candidates talked about gaming online. The main advantage of social media given in responses to prompt 3 was being able to stay in touch with family and friends. Vocabulary such as 'evolve', 'world events', 'upgrading' and 'false stereotypes' were used

to support views. Many candidates disagreed with prompt 5 and were able to use conditional structures as well as the future tense. Stronger candidates employed a range of adjectives and nouns related to technology, such as 'outdated', 'tricks and techniques', 'videography', 'user-friendly'.

### **Card G – Teamwork**

When discussing this topic, most students were able to describe a team that they had been part of and tell anecdotes about their successes using a range of past tenses. Stronger candidates were able to employ a range of verb phrases related to teamwork, such as 'quarrel with someone', 'manage time' and 'have a debate'. Prompt 4 focused on why family businesses could be more successful, and for many candidates it proved particularly relevant since they had some experience of family businesses. Stronger candidates used conditionals and modals of speculation to respond to this prompt. Similarly, prompt 5 required candidates to speculate about why some artists might choose to work alone. Some candidates were able to disagree with the suggestion and talk about collaborations.

### **Card H – Studying abroad**

In response to prompt 1, most candidates said that they were considering studying abroad at some point. Prompt 2 elicited many examples of what they would miss if they studied abroad, for example family, friends and food. The majority of candidates used conditionals and modal verbs to develop their responses. Many responses to prompt 3 included the language of speculation. For prompt 4, most candidates talked about learning about culture, food and free time activities of the country. Stronger candidates made good use of the future tense in their responses to prompt 5.

### **Card I - Shopping**

Prompt 1 elicited simple descriptions related to buying personal goods, such as clothes and mobile phones. Many candidates used past tenses to relate an experience at a shop they recently visited. In response to prompt 3, candidates gave their opinions about working in a shop using appropriate vocabulary and structures, e.g. 'in my opinion', 'personally', 'I would like to...'. Prompt 5 gave rise to some thoughtful responses. Candidates used comparatives effectively to discuss the impact on employees and customers of shops being open 24 hours a day.

### **Card J – Making things**

Candidates who had a hobby which involves making things were able to use a wide range of topic-specific vocabulary for this card. Stronger candidates were able to move away from their own hobby and discuss the broader issues of learning skills. Responses to prompt 3 generally focused on the cost of making something special versus time taken. Prompts 4 and 5 elicited some strong views and a range of structures and vocabulary.

### **K – Online events**

For prompt 1, most candidates gave examples of events they had watched from around the world. They used the past tense well and were able to describe how they felt using a range of adjectives. In response to prompt 2, many candidates gave both advantages and disadvantages using comparatives but some needed encouragement from the examiner to offer both. When responding to prompt 3, some candidates were not sure whether it should be free to watch sport and gave examples of when they had watched a sports event instead. The idea of going to a sports centre was generally covered well in prompt 4, but fitness online was more difficult. Stronger candidates were able to give good examples of doing things like yoga or Malaysian sports online and how it had helped them during Covid lockdowns. Many candidates were able to discuss prompt 5 as they had made friends using social media. Candidates presented their arguments in favour of and against meeting friends online, often using personal examples. Some of the impressive vocabulary and phrases used in addressing this prompt were: 'overpriced', 'costly', 'hyped up'.

### **Card L – Technology**

All prompts elicited sophisticated language, such as the use of conditionals, passive voice and subject-specific vocabulary, such as 'pollutants', 'lithium batteries', 'AI', 'VR', 'headset', 'immersive'. In response to prompt 2, candidates used a sufficient range of grammar to discuss what they would like to try. It usually involved a games console and playing games and they were able to express why they wanted it. For prompt

3, many candidates were able to give a number of disadvantages of living without technology but not as many advantages. Stronger candidates were able to use linking phrases to order the advantages and disadvantages. The final prompt served as a springboard for stronger candidates to demonstrate their ability to use some sophisticated vocabulary, such as 'biodegradable', 'irreplaceable', 'affordable', 'flammable', 'end up in a landfill' and 'cost-effective'.

#### **Card M – What we wear**

In response to prompt 1, all candidates were able to identify their favourite clothes (e.g. 'skirt', 'brightly coloured hoodies'), and most explained why they liked them. For prompt 2, the past simple was used effectively. All candidates appeared to wear school uniforms so had plenty of opinions and developed their ideas clearly in response to prompt 3. They used a wide range of descriptive vocabulary to express their thoughts on what clothes they would like to wear and why they did or did not like their school uniform. In response to prompt 4, most candidates discussed their own fashion choices, but some talked about famous people or social media influencers from their country to talk about how their clothes reflected their personality. For prompt 5, some candidates linked the concepts of fast fashion and the environment and what we should do in the future. Stronger candidates used this prompt to talk about 'impact', being 'environmentally friendly' and 'carbon footprint'.

#### **Card N – Helping nature**

This card was too rarely selected for meaningful comments to be made.

#### **Card O – Special days**

Most candidates were able to talk about special days and what they did in preparation or during them. They used a wide range of descriptive vocabulary and the present tense well. In response to prompt 2, all candidates talked about a memorable day, which was usually a birthday or a national celebration, such as Chinese New Year, and used the past tense effectively. When responding to prompt 3, stronger candidates were able to give suggestions using hypothetical language. Candidates offered many advantages and disadvantages of attending an event in response to prompt 4. There were many different ideas expressed in prompt 5, with candidates giving examples of when they were younger and did not have any money, and what this meant when celebrating an occasion.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/53  
Speaking

## Key messages

- Examiners are reminded to read the instructions and prompts as they appear in the Teacher's/Examiner's Notes and on the Speaking cards.
- Examiners should use open questions and develop individual prompts to engage candidates and encourage them to expand their responses.
- A timer should be used to ensure that candidates are given the correct amount of time for each part of the test.

## General Comments

### **Part A**

Most examiners correctly read the instructions as they appear in the Teacher's/Examiner's Notes.

### **Parts B**

The majority of centres allocated sufficient time for the warm-up phase of the examination.

### **Part C**

Although all examiners mentioned they had a card to give to the candidate, some did not announce the name or the letter of the card. The vast majority of preparation periods were correctly timed. Generally, examiners used a wide range of cards.

### **Part D**

Timings in this part of the tests were generally between 6–9 minutes and most candidates were engaged in conversation from the outset. However, some **Part Ds** were too short and some candidates were allowed to deliver monologues.

## Application of the marking criteria

### **Structure**

This criterion was applied accurately by the majority of examiners.

### **Vocabulary**

The marking was generally accurate for the vocabulary expected at this level.

### **Development and Fluency**

Most centres accurately marked candidates' performance in this area.

### **Administration**

Most centres carried out the administration well. Recordings were generally clear and both examiners and candidates were audible.

### **Internal moderation**

All centres need to ensure that internal moderation is carried out when two or more examiners are required. There is no need to carry out internal moderation if only one examiner is used.

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

#### **A – Hands**

Candidates used comparative forms effectively to express their opinions about writing by hand and typing. In response to prompt 2, candidates used past tenses to talk about doing origami, crocheting and cooking with their family. For prompt 3, many candidates offered anecdotes about buying hand-made objects. Prompt 4 elicited considered opinions. Some candidates extended the ideas to talk about sports in which hands are used, such as volleyball. In response to prompt 5, most candidates said that machine production was good for cheap, low-quality items, but for working with recyclable materials, or being able to make or purchase artisanal products or something of sentimental value, things made by hand were definitely preferred.

#### **Card B – Giving advice**

This card elicited some well-developed and original ideas that came from candidates' own experiences. Prompt 1 gave candidates the opportunity to use past tenses. For prompt 2, many candidates said that their mothers were good at giving helpful advice. Prompt 4 gave candidates further opportunity to communicate some sophisticated ideas, using comparative forms. In response to prompt 5, most candidates thought that social media can offer a wide range of advice but can be biased because of algorithms choosing the content that we see there.

#### **Card C – Watching sport**

Prompt 1 elicited a wide variety of sports that candidates liked or disliked watching, such as football, golf and tennis. Many had been watching from a young age and it was something they did with family and friends. Candidates were able to use the past tense when responding to prompt 2. Prompt 3 elicited some considered opinion and comparative forms, as well as allowing candidates to draw on their personal experiences. For prompt 4, candidates thought that peer pressure was a big influence on young people as well as sports stars. Prompt 5 elicited some original ideas about the role of sports venues for local communities as they provide opportunities for bonding when people watch and play sport.

#### **Card D – Electronic devices**

Prompt 1 gave candidates the opportunity to use the past tense. Prompts 2 and 3 elicited comparative language and the use of modals. All candidates agreed that electronic devices made it possible for them to study during the pandemic but they also talked about the fact that students had become dependent on their devices. In response to prompt 4, most candidates thought that they would find it difficult to live without their phones. Most candidates disagreed with prompt 5, e.g. 'There are jobs where you need to be there for some specific tasks, so it wouldn't be possible to do everything online.'

#### **Card E – Neighbours**

The card elicited some original ideas throughout, relating to the candidate's personal experience. When addressing prompt 2 many candidates discussed the impact of having bad neighbours. Prompt 3 allowed candidates to talk about hypothetical situations. Most candidates agreed with the view in prompt 4; people who live in cities are too busy to care about their neighbours. For prompt 5, most candidates agreed that we share more interests with people we know from social media, because we generally connect with people with whom we have common interests.

#### **Card F – Wearing special clothes**

Prompt 1 enabled candidates to use the past tense. Prompt 2 elicited the use of comparative when candidates talked about the type of clothes they like wearing. For prompt 3, candidates gave examples of

sports and outdoor activities that require special clothes. Prompt 4 allowed candidates to give their views on the way celebrities could influence people.

### **Card G – Teaching and learning**

This card was too rarely selected for meaningful comments to be made.

### **Card H – Singing and dancing**

Prompt 1 elicited a wide range of vocabulary and original ideas related to the role of music in candidates' lives. Prompt 2 enabled candidates to use past tenses. In response to prompt 3, many candidates said that professional singers and dancers were an inspiration to young people. For prompt 4, most candidates said that they would not be interested in taking part in competitions because of a lack of talent or too much pressure that this would create. Candidates generally agreed with prompt 5 and many said that singing and dancing could boost students' creativity and fitness.

### **Card I – Eating**

Prompt 1 enabled candidates to use the past tense as they recounted anecdotes about eating chocolate cake, sushi and meals prepared by their mothers. There was a range of opinions expressed in responses to prompt 2 but most candidates agreed that home-cooked food was the tastiest. Prompt 4 enabled candidates to talk further about their experience of having meals with their families. In prompt 5, candidates explored the advantages of fast food and its negative effects on our health. This card elicited a wide range of topical vocabulary.

### **Card J – Buying things**

In response to prompt 1, candidates gave detailed descriptions of their shopping trips. When addressing prompt 2 many candidates used comparative structures to discuss different ways of shopping.

Prompt 3 allowed candidates to further draw on their own experiences and to use past tenses and descriptive language. For prompt 4, many candidates said that the price is not always related to the quality of the product. Prompt 5 elicited a range of modal verbs and conditionals as candidates speculated on the effects of advertising on people's shopping habits.

### **Card K – Hearing**

For prompt 1, candidates talked about happy personal experiences. Prompt 2 elicited a range of opinions about preferred ways of studying, e.g. 'I just focus on the songs and not on my studying', 'It's background noise for me and it helps me study'. In response to prompt 3, many candidates said that they enjoyed listening to someone telling a story and that listening was more relaxing than reading it. Prompt 5 elicited a variety of original ideas. Most candidates thought that both music and the sounds of nature could bring joy.

### **Card L – Local travel**

Prompt 1 allowed candidates to use vocabulary related to transport and travelling, e.g. 'traffic jam', 'commute', 'pedestrians'. Prompt 2 enabled candidates to use the past tense as they described their journey to an interesting place. In response to prompt 3, candidates compared travelling by car to other forms of transport, with many talking about feeling bored when sitting in a car on a long trip. Most candidates disagreed with the statement in prompt 5. There was a strong opinion that people should pay for public transport because it was provided for everyone from the city budget that everyone contributed to.

### **Card M – Evenings**

For prompt 1, candidates gave examples of activities they enjoy doing in the evenings, for example 'taking naps', 'looking at the sunsets', 'practising volleyball', 'watching TV'. Prompt 2 led to candidates using the past tense as they gave an account of an enjoyable evening. Few candidates saw any advantages of studying and working late after a very busy day, e.g. 'I am exhausted after going to school,' 'it's not healthy'.

Responses to prompt 4 were varied: some candidates thought that spending time on your own could be beneficial while others stated that 'it is important to have quality time with family'. Most candidates agreed with prompt 5 because they do not have enough time to study, work, spend time with friends and family, or find time for other interests, as well as having time to relax.

### **Card N – Money**

In response to prompt 1, candidates used past tenses to describe the occasions when they had been given special gifts, such as trips and courses. Prompt 2 elicited some further thoughtful opinions about the types of things people spend their money on. In prompt 3, many candidates thought that children need to be taught how to manage their money. Most candidates agreed that money could bring satisfaction and make life easier. Prompt 5 elicited responses which were in complete disagreement with the suggestion. Candidates thought that everyone should work for their money, otherwise it would be very unfair.

### **Card O – Remembering**

This card was too rarely selected for meaningful comments to be made.