

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing

Key messages

What candidates did well

- Candidates located the key requirement of each question in **Exercise 1** and answered precisely.
- Candidates read the headings carefully in the note-taking exercise and ensured relevant detail was provided.
- Most candidates addressed all three bullet points in the email task.
- Candidates wrote emails in an appropriate informal style.
- Many candidates wrote engaging and convincing articles, developing their views beyond the prompts.
- Candidates adopted a suitable style and register for the article.
- A wide range of topic related vocabulary was evident in the extended pieces of writing.

What candidates needed to improve

- Candidates need to ensure that information in the text fully supports their choice of answer in the multiple choice exercises.
- Candidates should ensure all key detail is included in **Exercise 3**.
- Some candidates did not adequately address all three bullet points in the email.
- Some candidates relied too heavily on the prompts given for the article.

Comments on specific questions

Exercise 1

Question 1

Comprehensive responses

- Most candidates selected 42 kilometres.

Limited responses

- A few candidates were distracted by other numbers which referred to height.

Question 2

Comprehensive responses

- Most candidates identified the link between '*enjoyed*' in the text and '*good experience*' and provided the correct answer.

Limited responses

- A few candidates provided '*a guide*' which was a precondition for visiting the cave.

Question 3

Comprehensive responses

- Candidates correctly selected '*missed parts of Katya's talk*'.



Limited responses

- Some candidates omitted the key detail '*parts of*' which changed the meaning.
- A few candidates missed that this was a real problem and not a hypothetical one and provided '*got cold*'.

Question 4

Comprehensive responses

- Candidates identified '*ice structures*' by locating '*the highlight of the visit*' in the text.

Limited responses

- A few candidates were distracted by '*Katya's talk*' and the '*history of the cave*'.

Question 5

Comprehensive responses

- Some candidates distinguished between what Samira was hoping to see and what she was unlikely to see and provided '*bats*'.

Limited responses

- Many candidates provided '*cave bears*' and '*tiny cave worms*', missing the ideas that ruled them out – '*extinct for a long time*' and '*hard to see*'.

Question 6

Comprehensive responses

- Most candidates identified the rules.

Limited responses

- Some candidates omitted key detail such as '*only*' and '*the time on the ticket*'.
- A few candidates rephrased the rule about the arrival time using '*before*' which changed the meaning.
- Some candidates selected advice rather than rules, for example, '*wear suitable clothes*' and '*book tickets in advance*'.

Exercise 2

Questions 7(a), (b) and (g) were less well answered.

Question 7

- (a) Option **B** was a common incorrect answer.
- This suggests candidates did not connect Louie's comments '*I notice my ability to concentrate in lessons improves*' with the requirements of the question.
 - Some candidates seemed tempted by '*I've heard people say that if you're good at chess, you're also good at maths*' in Text B, overlooking that Daisy adds '*I wish that was true for me*'.
- (b) Options **A** and **C** were both common incorrect answers.
- Candidates did not match '*isn't the first kind that most people think of*' in Text D with the activity being quite unusual.
- (g) Options **C** and **D** were both common incorrect answers.
- Candidates seemed to overlook Tao's comments in Text A: '*You're probably thinking well, that's not very exciting!*' and '*That's what most people say*'.

Exercise 3

Question 8

Comprehensive responses

- Most candidates extracted the relevant information and provided brief notes under the heading.



Limited responses

- Some candidates did not read the heading carefully and provided details which did not focus on the environment.
- Common incorrect answers mentioned the roots keeping the trees secure and being effective at removing salt.
- The idea of '*remove pollution*' was repeated with '*maintain the quality of the water*'.
- Some candidates omitted key detail, for example, '*fish*', '*birds*' and '*storm*' in '*storm damage*'.

Question 9

Comprehensive responses

- Most candidates correctly identified two threats.

Limited responses

- Key detail was omitted such as '*rising*' in '*rising sea levels*' and '*too*' in '*removed too quickly*'.
- Some candidates selected '*salty coastal conditions*' and '*severe tropical storms*' which are not identified as threats.

Exercise 4

Questions 11, 14 and 15 were less well answered.

Question 11

- Option **B** was a common incorrect answer.
- Candidates overlooked the statement '*in no time at all I'd got into my new routine*'.
- Some candidates seemed tempted by '*The staff came from all over the world*'.

Question 14

- Options **A** and **B** were common incorrect answers.
- This showed that candidates did not connect '*the experience of getting to know people was so fantastic that I had to reapply*' with the requirements of the question.

Question 15

- Option **B** was a common incorrect answer.
- Candidates overlooked the positive and worthwhile aspects mentioned in the final paragraph - the good salary, chance to see lots of new places and the experience of getting to know people.

Exercise 5

Content

Comprehensive responses

- Candidates addressed all three bullet points with a good level of detail.
- Candidates wrote in an appropriate informal style for the task.
- The emails provided a realistic sense of excitement about the concert.
- Plausible explanations and suggestions were provided to adequately address each bullet point.
- Candidates mentioned a variety of competitions and offered some detail as to how they won the tickets.
- Reasons for liking the singer focused on their lyrics, voice, appearance, personality and stage presence.
- Sensible solutions to the dilemma included missing the concert as '*family comes first*', selling the tickets or giving them to the friend.

Limited responses

- Some candidates did not provide enough detail to adequately address the bullet points.
- Bullet points were omitted.
- The concert tickets were bought or acquired rather than won.
- A few candidates mentioned the type of competition and did not explain how they won the tickets.
- Some candidates reiterated '*favourite singer*' from the rubric with '*I've always loved this singer*' without explaining why.



- A few candidates did not provide a suitable solution and asked the reader for guidance.

Language

Comprehensive responses

- Candidates demonstrated a high level of accuracy throughout with varied sentence structure.
- Candidates used phrasal verbs to good effect – *'miss out'*, *'turned out'*, *'catch up'*.
- A range of appropriate vocabulary was evident – *'upbeat'*, *'meaningful lyrics'*, *'melodic'*.
- Many candidates used a range of idiomatic expressions correctly, for example, *'over the moon'*, *'on cloud nine'* and *'once in a lifetime'*.
- Suitable linking words were employed, for example, *'unfortunately'*, *'surprisingly'* and *'anyway'*.
- Candidates used the three prompts well to create a sound paragraph structure.

Limited responses

- Candidates used mainly high-frequency words.
- Responses comprised of short simple sentences.
- Slips were evident with subject verb agreements, for example, *'she sing beautifully'*.
- Some candidates omitted definite and indefinite articles, for example, *'she's releasing new song'*.
- Candidates used simple linkers such as *'and'*, *'so'* and *'because'*.
- The misspelling of *'price'* for *'prize'* was common.

Exercise 6

Content

Comprehensive responses

- Candidates were familiar with the genre of writing and adopted a semi-formal style.
- Many candidates produced engaging and persuasive articles.
- Candidates developed ideas beyond the prompts.
- Opinions expressed included the environmental impact of fast fashion, the bullying of those who do not follow the trends and the undue influence of celebrity fashion.
- A forceful statement or rhetorical question grabbed the attention of the reader from the start.
- Candidates wrote an appropriate conclusion with an original thought rather than a repetition of previous ideas.

Limited responses

- Some candidates relied heavily on the prompts with little development or independent contribution.
- Limited responses were repetitive.
- Some candidates used subheadings, more suited to a report.
- A few candidates focused solely on school uniform.

Language

Comprehensive responses

- Candidates demonstrated a high level of accuracy with varied sentence structure and ambitious vocabulary.
- A range of topic related vocabulary was evident, for example, *'branded'*, *'ever-evolving trends'*, and *'statement pieces'*.
- Paragraphs and linking words were used to good effect, providing a balance.

Limited responses

- In limited responses, the lack of punctuation affected clarity.
- Candidates wrote one continuous piece.
- Errors impeded communication at times.
- The misspellings of *'cloths'* for *'clothes'* and *'were'* for *'wear'* were common.
- Candidates did not have a range of vocabulary suited to the topic.



ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Listening

Key messages

Candidates performed well on **Questions 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 16, 17, 18, 20, 23, 24, 25, 26, 27, 28, 31, 34, 35, 36, 37, 38 and 39.**

Candidates performed less well on **Questions 4, 9, 10, 15, 19, 21, 22, 29, 30, 32, 33 and 40.**

What candidates did well

- Most candidates showed very good understanding when listening for specific information which was directly stated rather than implied and which was based around ideas, such as future intentions, descriptions, feelings, personal decisions and preferences.
- Many candidates dealt extremely well with items which were in the form of dialogues and/or short monologues.
- Many candidates also demonstrated very good understanding of lexical items set in the context of outdoor activities, food and cooking, learning new skills, clothes, means of transport and people's appearance.

What candidates needed to improve

- Some candidates would benefit from further practice in listening to more complex ideas (for example, speakers' opinions, reasons/explanations, advice) understanding the connections between these ideas (for example, mutual agreement) and items in which key information is implied rather than directly stated.
- Some candidates would also benefit from further listening practice of ideas which are implied by speakers rather than stated directly.
- Some candidates could improve by further study of more complex grammatical structures (for example, to express a future probability, to speculate about a past event) and lexical structures that are synonymous in meaning (for example, unexpected – to my surprise).
- When reading questions, candidates need to pay particular attention to words, such as *today/tomorrow*, *both*, *while*, *especially*, *still*, and so on, which will help them with selecting the correct relevant detail from the recording.
- Candidates need to listen carefully all the way to the end of each speaker's turn, to ensure they select the correct detail and can effectively rule out any other detail that acts as distracting information.
- Candidates need to ensure that the idea the speaker says in the recording fully matches the idea in the option on the question paper before they select the option as their response. Their selection of responses should not be based on hearing isolated words or phrases.
- Some candidates would benefit from further practice in listening to a range of text types, including longer monologues to ensure they can follow and navigate themselves through these texts (for example, talks and presentations).

Comments on specific questions

Exercise 1

Question 4

- Option **A** was a common incorrect answer.



- This suggests that some candidates were distracted by the hypothetical structure '*I thought granddad might end up in...*'.

Exercise 2

Question 9

- Option **C** was a common incorrect answer.
- Some candidates may have confused the idea of what's already been done, expressed by '*already weighed out*', for the targeted idea of what the speakers found difficult about the experiment.

Question 10

- Option **C** was a common incorrect answer.
- Some candidates were most likely tempted by the mention of '*useful*' and '*everyday life*'. This also suggests that they were unable to fully understand the connection between the vocabulary used by the speakers and the idea that it expressed.

Question 15

- Option **C** was a common incorrect answer.
- Some candidates appeared to be distracted by individual lexical items such as '*mending*', '*sheep*' and '*wild countryside*' and were unable to fully understand the complete idea expressed by the speaker.

Exercise 3

Question 19

- Options **A** and **B** were common incorrect answers.
- This suggests that some candidates focused on the description and habits of hedgehogs rather than the speaker's opinion of the animal. They were most likely tempted by the mention of '*sharp spikes*' and '*you rarely see them*'.

Question 21

- Option **C** was a common incorrect answer.
- This suggests that candidates focused on the isolated vocabulary '*physically*' and '*winter*' rather than the complete idea of what the speaker was interested in during the lecture.

Question 22

- Option **B** was a common incorrect answer.
- Some candidates may not have fully understood the phrase '*we're all aware that...*' and only focused on the second part of the sentence where the speaker says, '*milk gives hedgehogs a bad stomach*'.

Exercise 4

Question 29

- Option **F** was a common incorrect answer.
- Some candidates may not have fully understood the meaning of '*unexpected experience*' in statement F and linked this to the part of the recording where the speaker says, '*The manager's put me in touch with a couple of her colleagues who teach food technology at a local college.*'

Question 30

- Options **B** and **E** were common incorrect answers.
- This suggests that some candidates missed the targeted idea of unexpected experience, expressed by the speaker as: '*I had a lovely surprise once when...*'. Instead, they appeared to be distracted by the words '*chat*' and '*confident*' in the recording and linked these to the ideas of '*my communication has improved*' in statement B and '*my self-confidence is much higher...*' in statement E.



Question 32

- Option **F** was a common incorrect answer.
- Some candidates may not have fully understood the phrase '*put money aside*' and therefore were unable to link this phrase to the targeted idea of '*...save for my future*'. Instead, they appeared to be distracted by '*I've wanted to work as a vet for as long as I can remember*' and linked this to the idea of '*unexpected experience*' in statement F.

Exercise 5

Question 33

- Option **B** was a common incorrect answer.
- This suggests that some candidates were distracted by '*boosts mental well-being in a natural way*'. They most likely did not fully listen to the rest of the sentence, which states that this activity does not have an immediate impact: '*...though you need to keep doing it to really feel the benefits – once isn't enough.*'

Question 40

- Option **A** was a common incorrect answer.
- This suggests that some candidates were not familiar with the phrasal verb '*put off*' and were, therefore, distracted by '*...but don't let that put you off.*'



ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Speaking

Key messages

What candidates did well

- Most candidates responded relevantly and at length, demonstrating the ability to develop answers and sustain discussion.
- Many candidates used a wide range of vocabulary (including topic-specific language, idiomatic expressions and phrasal verbs) to express ideas clearly.
- Some candidates showed good control of both simple and complex grammatical structures (e.g. conditionals, modals, relative clauses and a range of tenses).
- Candidates were often able to justify opinions, compare options and give balanced arguments, particularly in the short talk tasks.
- In comprehensive responses, candidates addressed both options in **Part 2**, making clear comparisons and providing a reasoned final choice.
- Pronunciation was generally clear, and many candidates used intonation effectively to convey meaning and add fluency.
- Some candidates enhanced their responses by sharing personal experiences, anecdotes and examples, adding depth and engagement.

What candidates needed to improve

- Candidates should aim to use simple grammatical structures more accurately, while also developing a wider and more confident use of complex structures.
- Responses often need to be extended further, with more explanation, justification and relevant examples rather than brief or repetitive answers.
- In **Part 2**, candidates should ensure they address both options equally, including advantages and disadvantages, before giving a clear conclusion.
- A wider range of vocabulary (including adjectives, adverbs and topic-specific terms) should be developed to avoid repetition.
- Candidates should work on using appropriate verb tenses consistently, particularly when discussing past, present and future ideas.
- Greater use of anecdotes, opinions and personalisation would help to make responses more detailed and natural.
- Pronunciation and intonation should be refined, with attention to clarity, word stress and avoiding speaking too quickly.
- Candidates should listen carefully to questions and ensure their answers are relevant, developed and fully address the task.

Comments on specific tasks

Speaking Assessment A

Part 1

Interview – Feeling hot and cold

What candidates did well



- Candidates responded to all three questions with coherence and some candidates used a wide range of lexis precisely and range of simple and complex structures, with accuracy in use of verb tenses, and the addition of linking words and modals.
- Pronunciation was consistently applied with some clarity, and intonation was used effectively adding strength to the overall delivery.

I tend to see families travelling to tropical countries... Additionally, a few of my friends go snowboarding...

I ordered a hot beverage to cool me down, and guess what, it worked!

How candidates can improve

- Candidates need to use simple structures accurately and use and apply more complex structures effectively (use of conditionals, modals, relative clauses, etc).
- Candidates should try to draw upon experiences and share anecdotes in questions which begin 'Can you tell me...?'
- Pronunciation can be improved through practice to enhance clarity. Intonation needs to convey meaning; improve stress on particular words and the rising and falling tone of the voice.

Part 2

Short talk – Bringing people together

A meal in a local restaurant was the more popular choice.

Comprehensive responses

- Candidates demonstrated a range of structures including conditionals, relative clauses, modals, linking words, gerunds and comparatives together with topic-specific vocabulary.
- Candidates demonstrated an ability to weigh up the advantages and disadvantages and provided a suitable justification for the option preferred. Both options were treated with equal depth in the talk.
- Candidates used linking words and conditionals effectively.

Moving on to having a meal in a new restaurant... If you go to a restaurant, you will be able to meet new friends.

Limited responses

- One option was focused upon, and little was developed about the alternative. Consequently, candidates ran out of ideas quite quickly.
- There was limited use of structures and basic vocabulary.
- Candidates are advised to focus on balancing the time to talk about both options equally, as well as the benefits/advantages and disadvantages etc. (as stated on the card) of each option. Candidates should round off the talk by stating their preference and the reason why; by summing up the main points they have made in the talk.

Part 3

Discussion 4 – questions about neighbours, green spaces, keeping fit and families

What candidates did well

- Vocabulary was rich and varied demonstrating an ability to describe, share opinions and develop ideas.
- Responses were lengthy, developing and expanding with some thought and depth.
- Pronunciation was clear and intonation was generally effective in conveying meaning and showed an ability to nuance meaning.

Someone who can look after you if you do not have family members around... Parks provide a space to get together... build friendships... Green spaces are miniature habitats.

How candidates can improve

- Candidates need to develop skills to argue alternative viewpoints, give opinions and share examples relevant to the question.
- Candidates should ensure the question is understood and if necessary, ask for the question to be repeated.



- Candidates should use a varied range of simple and complex structures and develop a larger repertoire of vocabulary so that the questions can be extended and elaborated upon. Candidates should expand their responses and extend the discussion as much as possible.

Speaking Assessment B

Part 1

Interview – Popular trends

What candidates did well

- Candidates responded to all three questions relevantly with development, using a wide range of vocabulary and a range of simple and complex structures.
- Candidates demonstrated an ability to extend the ideas of each question, share anecdotes and examples, and give opinions.
- Pronunciation was clear and intonation used to good effect.

We like to wear baggy clothes... the clothes keep you nice and cool so you don't sweat all the time... there was lots of dancing and singing in the film which was fun and entertaining... on the edge of your seat...the latest trends can be expensive if you want to buy designer clothes... It is more important to be comfortable and dress for your personality... I like a more feminine style... to grip your attention...If you see something and you like, you should do it.

How candidates can improve

- Candidates should use simple structures, articles, singular and plural forms accurately and use a wider range of complex structures such as past perfect tenses, second conditionals and third conditionals.
- Candidates should develop a range of tenses so that they can easily look at future events as well as reflecting comfortably on trends happening now and in the past.
- Candidates should learn and use topic-specific vocabulary. In this instance, using lexis related to fashion and films would be helpful.
- Candidates should endeavour to improve pronunciation and focus on stress to help convey intonation with clearer meaning.

Part 2

Short talk – Choosing a gift

The most popular choice was taking a photograph of the whole class.

Comprehensive responses

- Candidates included a range of structures (conditionals, modals, gerunds, comparatives, etc.) with a range of vocabulary related to the topics covered in the options.
- Each option was explored in depth giving reasons why a whole-class photograph had value together with justifications for making a favourite cake. Candidates were able to make comparisons between the two.
- Candidates included a range of structures (conditionals, comparatives and modal verbs) and topic-specific language.
- Candidates gave a final opinion on which option they would prefer and why using linking phrases.

She will eat a cake and forget about it whereas she will be able to keep a photograph for ever... in my opinion, it would be a memorable gift for my classmate... baking a cake for my classmate would be a thoughtful gift...it would not be a lasting memory...she can find a cake where she goes.

Limited responses

- Some candidates focused on one option only and little was said about the alternative.
- Candidates did not use a wide range of vocabulary and structures, concentrating only on simple past and present.
- Pronunciation was mostly clear; intonation rarely used to convey intended meaning.
- Candidates can add depth to talks by using figures of speech and idioms where appropriate. Using discourse markers can add a natural fluency to the presentation.

Part 3



Discussion 4 – questions about parties, friends, baking and photographs

What candidates did well

- Candidates used a range of structures effectively (for example, conditionals, discourse markers, comparatives, relative clauses and passive tenses) together with good use of verb tenses and a range of vocabulary, including phrasal verbs, demonstrating knowledge of the topics raised in the questions.
- Candidates developed their answers beyond short replies showing depth and understanding.
- Pronunciation was clear. Intended meaning was conveyed with stress applied in such a way as to add natural fluency.

Even if someone is busy, calling them can cheer them up...however, you need to be present in the moment...they can have some good memories of their friends...you can grow apart from each other...not only is baking a practical skill, but...it is important to ask people for their permission so...

How candidates can improve

- Candidates need to develop an extended range of structures. For example, conditionals, conjunctions, relative clauses and reported speech.
- Candidates need to accumulate a greater variety of adjectives and adverbs to help enrich the contribution to the discussion.
- Candidates should add interest to the discussion by sharing anecdotes, opinions and giving examples.

Speaking Assessment C

Part 1

Interview – Being successful

What candidates did well

- Candidates responded to all three questions relevantly and with development, using a wide range of vocabulary (*qualities, sacrifice, determination, respect, inspirational, stability, dedication, resilience, ups and downs*) and a range of simple and complex structures with particular emphasis on appropriate verb tenses.
- Pronunciation was clear and intonation was used to good effect.

He came from a humble background...Not only am I proud of my father, but...a few years ago...making money from scratch...although I did not expect to win, I had worked very hard...a ceremony which my family attended...some people might feel happy if...promotion, and higher salary...but for me, happiness comes from being with my family and friends.

How candidates can improve

- Candidates should use a wider range of simple structures accurately and attempt a wider range of complex structures. Candidates should also use a wider range of linking devices. They should give well-developed responses to questions.
- Pronunciation should be clear and intonation used effectively to convey intended meaning.

Part 2

Short talk – Using technology

- The most popular choice was using books in the library to help you with homework although many candidates believed that both methods are slow and impractical compared to the ease and immediacy of using technology.

Comprehensive responses

- Candidates included a range of structures (conditionals, comparatives, superlatives and modal verbs) and topic-specific language.
- Candidates explored both options in equal depth, developing the talk by stating the advantages and disadvantages of each option.
- Candidates stated personal preference and gave reasons for the chosen option, using linking phrases.
- Candidates demonstrated an awareness of the time limit for the short talk.



It would be the best way of helping me to do my homework if I didn't use my iPhone... you have a vast amount of information at your fingertips... no distractions, more material available... too time-consuming and it might take a long time for them to reply... if I had to choose between the two options, I think that I would go to the library... scoured the library for books... not very spontaneous.

Limited responses

- Some candidates focused mainly on one option and said very little about the second option or did not discuss both the advantages and disadvantages.
- Candidates used a limited range of structures and vocabulary
- Pronunciation was mostly clear; intonation was rarely used.

Part 3

Discussion 4 – questions about parents, libraries, mobile phones and free time

What candidates did well

- Candidates responded to the questions in depth, using a range of simple and complex structures (conditionals, modals and passive tenses) and a relevant range of vocabulary (*emergency, necessary, drawback, flexible, even though*).
- Pronunciation was clear and intonation used to convey intended meaning.

In my opinion... if children spend too much time on gadgets, it can be bad for their eyes... no, I do not think that many people use the library a lot... nowadays people search for information on the internet... people need a place to meet... some children get distracted by them in the classroom and they do not focus on their lessons.

How candidates can improve

- Candidates need to respond precisely to questions using a range of grammatical structures and more varied vocabulary.
- Candidates should aim for accuracy when using simple structures and attempt to use more complex structures.
- Candidates need to develop their responses by justifying, extending, explaining, and giving examples.

Speaking Assessment D

Part 1

Interview – Travelling

What candidates did well

- Candidates responded to the three questions relevantly and at length, especially the first two questions which allowed candidates to support their choice of country and recall a long journey they went on. There was a wide range of vocabulary (*opportunity, experience, knowledge, foreigners, culture, serene, fantasise, anxious, I partially agree*) and simple and complex structures were used accurately: from a range of past and perfect tenses to structures using future and modal tenses.
- Pronunciation was overall clear and intonation was used effectively to convey the intended meaning.

...because it has always been my dream place... I'd love to visit it sometime... since I was a little kid... it is rich in culture... and you will be exposed to a completely different cuisine... they can experience new things without restrictions of their parents.

How candidates can improve

- Candidates need to use a wider range of simple structures accurately and attempt to use more complex structures, including conditionals.
- Candidates need to use appropriate verb tenses in relation to the question asked.
- Candidates should use a wider range of vocabulary in order to avoid repetition.
- Candidates need to use more descriptive and vivid language, such as adverbs and idiomatic expressions.
- Candidates need to develop responses with more detail and explanation.
- To improve pronunciation, candidates should avoid speaking too quickly and pay attention to word stress. Use intonation to reinforce feelings and personal opinions.



Part 2

Short talk – Making new friends

Comprehensive responses

- The talk was well-structured; each option being addressed equally and clear comparisons made between the two options.
- Candidates gave a final summary of stated facts, supporting their choice and reasons for it.
- A range of simple and complex structures were used accurately, such as first and second conditionals, gerunds and a wide range of comparatives.
- Vocabulary was varied and precise (*intellect, perspective, beneficial, whereas, pros and cons, not my cup of tea, one-off occasion, bond with each other*).
- Timing was well-managed.

If I were in this situation, I would say that...socialising with them...engaging and interacting and spending quality time...however, this option means buying tickets in advance...what if our busy schedules clash and therefore we can't meet?... we need to consider the option of joining an after-school book club.

Limited responses

- One or both options were only addressed briefly and comparisons between the two options were not made.
- Structures and range of vocabulary tended to be confined to simple tenses and vocabulary; cohesive devices were mainly *and, but, also*.
- Development and ideas were repetitive, frequently getting back to information already conveyed.

Part 3

Discussion 4 – questions about places to live, meeting people and reading

What candidates did well

- Candidates developed the discussion at length using an effective range of grammatical structures with accuracy (modals of speculation, comparatives, conditionals and future tenses).
- Candidates used a range of vocabulary, especially adjectives and abstract nouns to discuss ideas and support arguments (*facilities, essential, accessible, tranquil, expression, gesture, posture, interact, enhance vocabulary and communication skills, moreover, furthermore, when it comes to...shy*).
- Candidates used a wide range of connectors (*lead to, result in, unless*) to support the consequences of course of action described.
- Pronunciation and intonation were used effectively to reinforce conveyed content.

Living in the city is, without doubt, easier...not only is there healthcare, but also it is about education and work...however, the countryside provides peace and opportunities to unwind...it really depends on the kind of person you are... you won't know what is happening in the world.

How candidates can improve

- Candidates should develop answers and speculate more about the options embedded in the questions, rather than attempting to give a short, closed answer. They should try to respond at length and avoid information already touched on in **Part 2**.
- Candidates need to use a wider range of grammatical structures and vocabulary.

Speaking Assessment E

Part 1

Interview – Different sounds and noises

What candidates did well

- Candidates responded in detail, expressing opinions about sounds they enjoyed (birdsong) and noises they disliked (traffic) and related these to their experiences on the way to school.
- Candidates used a range of simple and complex structures (conditionals, past tenses and modals) and a good variety of idiomatic language to convey preferences and recount personal anecdotes. **Question 3** was an opportunity for candidates to use reporting structures and lexis.



- Intonation was used effectively to emphasise likes and dislikes.

Brings a sense of calming...it allows you a sense of peace, of having your own space...if a person around me is being noisy, I can use noise-cancellation headphones...you can also consider moving away if you are getting irritated...all alone, I would get bored, I would end up talking to myself...ear buds help me if it's noisy...people who shout are so annoying.

How candidates can improve

- Personal opinions should be given using the conditional and modal tenses, supported by effective intonation to convey preferences.
- Candidates should use a wider range of structures (rather than gerunds for descriptive purposes) and more consistently developed answers (rather than *nervous* or *irritated*) when it comes to the effects of sounds (**Question 2**).
- Candidates should use more speculative language in response to **Question 3** rather than stating basic facts.

Part 2

Short talk – A school project

- Candidates were evenly divided as to whether it was best to use the internet to do research or whether it was better to interview other students, with candidates weighing the greater accuracy of facts and figures on the internet against the personal interest of talking to individuals.

Comprehensive responses

- Candidates developed the talk by personalising the preferred option while also discussing the benefits and limitations of the alternative option using a range of simple and complex structures, tenses and topic-specific vocabulary. Conditionals and modals were used to speak about hypothetical situations.
- Candidates gave a final summary of stated facts, supporting their choice and making reference to their immediate reality/set up. Linking devices were used to contrast both options.

If I were given the choice, I would go for using the Internet...the information available is more up-to-date and reliable... have access to a wide range of sources... however, this does not mean the data is always accurate... you can also be exposed to fake or biased information... interviewing other students can give you a very limited perspective though...interviewing people you know would be more personal, but using the internet may be more efficient.

Limited responses

- Some responses focused on the candidate's preferred option, rather than considering both.
- Some candidates used the card to talk solely about the benefits of the internet, rather than addressing the topic they were asked to talk about.
- Structures and vocabulary were simple, with an over-reliance on present tenses, there were few cohesive devices.
- Reasons were not given for preferences.
- Intonation was flat and pronunciation was often unclear.

Part 3

Discussion 4 – questions about learning, relaxing, lifestyle and modern technology

What candidates did well

- Extended and developed answers used a range of vocabulary, especially collocations, phrasal verbs and abstract nouns to discuss ideas and support arguments.
- Candidates used a range of complex structures, such as passives and gerunds; cohesive devices were evident to describe benefits, drawbacks and conditions of different points of view.
- Pronunciation and intonation (with raising intonation in the middle of clauses) were used effectively to reinforce conveyed content.

Doing a project helps facts stick to our brain...It helps us understand the concept...a more holistic development... doing a project develops imaginary and social skills... all you have to do is...a significant impact on your body...junk food will harm your body in the long term...however, unless you combine it with regular exercise and discipline, it is unlikely to bring future benefits.



How candidates can improve

- Candidates should take the opportunity to personalise responses, which in turn will lead to a more consistent, developed approach.
- Candidates should aim to develop responses beyond simple agreement/disagreement with the question and use modals and conditionals to express and justify a personal opinion.
- Effective use of intonation will help to emphasise opinions and convey meaning.

Speaking Assessment F

Part 1

Interview – Being young

What candidates did well

- All three questions elicited anecdotes and opinions, using a range of complex structures (past tenses, gerunds, modals and conditionals).
- Pronunciation was clear with effective use of intonation to effectively communicate happy memories or enjoyable pastimes.

I'll always remember...before taking me out on his motorbike...I had a lot of gifts from my relatives...burn off energy...team spirit...bond with each other.

How candidates can improve

- Candidates should go beyond listing and provide more details and reasons why, or an occasion when, something enjoyable happened.
- Candidates should use anecdotes to speak about personal experience and use a range of structures such as conditionals and modals to justify their opinions. A range of topic-specific vocabulary would help develop points.

Part 2

Short talk – Celebrating a special day

- Candidates responded enthusiastically to the opportunity to speak about their grandmother, with the majority deciding that a party with relatives would be the more appropriate celebration.

Comprehensive responses

- Candidates used a wide variety of simple and complex structures and a range of formal and informal lexis to explain how important their grandmother was to them and why their choice of celebration would be the best. There was effective use of the conditional and modal forms to discuss the hypothetical party or outing.

It would make her day to be with all her relatives...however, gathering them together would be a tough job/she's very old, so she couldn't walk around a big city easily...too much disturbance...difficult to get there.

Limited responses

- Some candidates tended to focus on the chosen option and not consider the alternative.
- Candidates used only simple structures and vocabulary.
- Intonation was flat and pronunciation often unclear.

Part 3

Discussion 4 – questions about parties, celebrations, presents and school trips

What candidates did well

- Candidates used a wide range of vocabulary and complex and simple structures to develop the points.
- Care was taken to explain and justify opinions.
- Intonation was effectively used to add emphasis in responses.

I definitely think you need more than one day...small gifts like shoes.

How candidates can improve



- Candidates need to use simple language accurately and use conditional tenses and modal verbs to express personal opinions or beliefs.
- Candidates should use intonation to add emphasis to responses.

Speaking Assessment G

This card was infrequently used.

Part 1

Interview – Happiness

What candidates did well

- **Questions 1 and 2** provided an opportunity to recount personal anecdotes using complex structures to say why certain actions were a way of expressing happiness.

because not everyone can express their emotions in words...sport is the perfect way to...I love to scream and shout... it's the best way to let your excitement out.

How candidates can improve

- Candidates should develop the points using personal anecdotes rather than simply listing activities.
- Candidates should use past tenses in responses to questions about past events.
- Candidates should use intonation when giving opinions.

Part 2

Short talk – Becoming independent

- Most candidates favoured learning how to cook rather than getting a part-time job, although some recognised that a job might provide useful experience.

Comprehensive responses

- Candidates used a wide range of complex and simple structures, including a range of linking devices in order to organise responses.
- Candidates considered both options, using conditionals and modals to weigh each and summarised by justifying their chosen option.

Talking about the first option, I would say...however...moreover...therefore...on the other hand... whereas... the first thing that comes to mind is...I could reduce costs by learning to cook...a part-time job would be useful experience.

Limited responses

- Some candidates concentrated on only one option and said little about the alternative option.
- Pronunciation was unclear when the talk was delivered at speed.
- Intonation, which would have aided communication, was absent.

Part 3

Discussion 4 – questions about living alone, careers and schools and universities

What candidates did well

- Candidates used a wide variety of simple and complex structures to develop their responses, for example, considering both the advantages of living alone as well as the disadvantages (*feeling lonely, more expensive*).
- Complex structures which supported speculative language was a feature.
- A wide range of vocabulary was used to explore options and express opinions.
- Intonation was used effectively.

How candidates can improve

- Candidates need to use a range of vocabulary and structures to develop responses beyond a simple agreement or disagreement with the question.
- Candidates need to provide examples, include personal experience and justify opinions.



Speaking Assessment H

Part 1

Interview – Role models

What candidates did well

- Candidates responded relevantly to **Question 1** with a wide range of qualities and giving reasons why.
- **Question 2** elicited a range of appropriate vocabulary and verb tenses. Candidates were inspired by family members, teachers and sports coaches.
- Candidates varied in their response to **Question 3** quoting actors who use their fame to support good causes such as funding charities while others felt that they could be a bad influence.

hard worker... good at sport... empathy... honesty... people who can adapt to a situation... he taught me how to... tackle real-life situations... discipline... shaping a teenager's mind... depends how they act in public.

How candidates can improve

- Candidates need to use simple vocabulary and simple structures accurately.
- Candidates should attempt to use complex structures, for example, conditionals and relative clauses.
- Candidates should attempt to use a range of past tenses when asked about a past event and use comparatives and linking devices when asked for an opinion.
- Pronunciation should be clear and intonation used to convey intended meaning.

Part 2

Short talk – Reducing waste

- The most popular choice was not buying plastic products.

Comprehensive responses

- Candidates included a range of structures (including conditionals and comparatives) and topic-specific language.
- Candidates explored both options in equal depth.
- Candidates developed the talk by explaining how easy or difficult each option would be.
- Candidates gave a final opinion on which option they would prefer and why.
- Candidates used linking phrases.

In my opinion, not buying plastic products will have a greater impact ... on the other hand... reusing clothes reduces the amount of money spent on clothes... rather than buying once a year... landfill problems.

Limited responses

- Candidates focused only on one option and said very little about the second option.
- Candidates used a limited range of structures and vocabulary.

Part 3

Discussion 4 – questions about waste, clothes, advertising and learning

What candidates did well

- Candidates spoke clearly, using intonation to good effect and responded relevantly and at length using a range of vocabulary, and simple and complex structures.

By planning meals... storing food properly... look at expiry dates... unhygienic... advertising companies use psychological techniques... the majority of the time, ads are targeted towards a specific audience... age group and gender... a good way of survival when you leave home.

How candidates can improve

- Candidates should listen carefully to the question in order to respond relevantly using a range of appropriate vocabulary, simple and complex structures and speaking clearly.
- Candidates need to develop their responses by talking about personal experience, justifying, extending and giving examples.



Speaking Assessment I

Part 1

Interview – Winning

What candidates did well

- Candidates responded to **Question 1** with a wide range of competition types with most candidates enjoying watching a sport rather than taking part.
- **Question 2** elicited developed responses using a wide range of vocabulary and simple and complex structures with particular emphasis on appropriate past verb tenses. Most candidates were in favour of money as a prize.

tennis, football, making posters, quizzes, athletics, maths, chess... my heart was beating very fast when my name was announced ...I had been practising for days... best day of my life...money can be used to buy whatever you want.

How candidates can improve

- Candidates need to focus on using simple vocabulary and simple structures accurately.
- Candidates should attempt to use complex structures for example, conditionals and relative clauses.
- Candidates need to use intonation to emphasise a point and speak slowly and clearly.

Part 2

Short talk – A film night

- Opinion was divided on whether it was preferable to watch a film at the cinema or at home.

Comprehensive responses

- Candidates expanded the scenario, giving reasons why friends might be planning a film night, then developed each option using a range of structures (using comparatives and conditionals) and a range of topic-specific vocabulary.
- Candidates explored both options in equal depth and developed the talk by explaining how easy or difficult each option would be.
- Candidates gave a final opinion on which option they would prefer and why.

Being at home is more comfortable than the cinema...the cinema has a larger screen...surround sound system...3D or 4D...on balance, I prefer watching an action film at the cinema because...it feels like an event.

Limited responses

- Candidates focused only on one option and said very little about the second option.
- Candidates used a limited range of structures and vocabulary.

Part 3

Discussion 4 – questions about films, laughter and activities

What candidates did well

- Candidates responded relevantly and at length to all four questions.
- Most candidates preferred watching films with friends, particularly romantic films and many candidates agreed it was difficult to make people laugh.
- Candidates used a range of simple and complex structures accurately (modals, conditionals, relative clauses and perfect tenses) and a wide range of vocabulary to express their opinions and ideas.
- Candidates spoke clearly and used intonation to emphasise a point or convey intended meaning.

My friends don't find my jokes funny... not the best idea... other actors that are just starting up could be much better...comfort zone...charisma... distraction...fanbase... phenomenal role.

How candidates can improve

- Candidates need to listen carefully to the question in order to respond relevantly using a range of simple and complex structures and vocabulary.



- Candidates need to develop their responses by justifying, extending and giving examples.

Speaking Assessment J

Part 1

Interview – Digital devices

What candidates did well

- Candidates responded to all three questions using a range of general and topic-specific vocabulary. The responses were well developed using a range of simple and complex structures.

Router... glitches... digital detox ...I was restarting my phone to change my password... I had to go onto the internet to find out how...my life would come to a halt without them ...I would have to think what to do with this extra time.

How candidates can improve

- Candidates need to focus on using simple vocabulary and simple structures accurately.
- Candidates should attempt to use complex structures, for example, conditionals and relative clauses to develop responses.
- Candidates need to speak clearly without rushing and use intonation for emphasis and to convey intended meaning.

Part 2

Short talk – Starting your own business

- Candidates were generally divided on whether they would prefer a weekend job or do an online course.

Comprehensive responses

- Candidates included a range of structures including conditionals and comparatives.
- Candidates explored both options in equal depth by explaining how easy or difficult each option would be.
- Candidates gave a final opinion on which option they would prefer and why.

It would provide me with a lot of experience on how to handle customers...target a specific segment...pricing strategy...motivate employees...no time for a weekend job because of studying ...you can do an online course in your own time.

Limited responses

- Candidates focused only on one option and said very little about the second option.
- Candidates used a limited range of structures and vocabulary.

Part 3

Discussion 4 – questions about weekends, jobs, shopping and education

What candidates did well

- Candidates used a wide range of vocabulary to discuss a variety of ideas, facts and opinions.
- Candidates used a range of simple and complex structures accurately for example, modals, conditionals, relative clauses and perfect tenses.
- Candidates responded relevantly and at length.
- Pronunciation was clear and intonation used to convey intended meaning.

Side hustle...point of motivation...haggle with the shop owner... gravitate towards brands...status symbol...body language...nuances ...if you know the person, they will bring the price down for you ...the younger you are, the more salary you want... lessens the burden while not taking too much time away from the teaching aspect of things.

How candidates can improve

- Candidates need to listen carefully to the question in order to respond relevantly using a range of simple and complex structures and vocabulary.
- Candidates need to use the appropriate verb tense in response.



- Candidates need to develop responses by justifying, extending, giving examples and describing personal experience.