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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing – Core

Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, 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. When writing their answer, candidates should be encouraged to clearly indicate the letter they select.
- In **Exercise 3**, note-taking, candidates need to ensure that responses are brief and that they correspond to the heading of each question. Each line represents a separate point and candidates should not repeat a point. Where a candidate includes two points on the same line, only the first is taken into consideration. Additionally, candidates should not add extra bullet points unless they have crossed through a previous response.
- In **Exercise 4**, summary writing, it is essential that candidates focus on the key elements of the task and write relevantly. In this series, many candidates wrote too generally about the Golden Gate Bridge and omitted key Content points. Also, it is crucial that answers do not go beyond the required length as Content points included after the stated word limit cannot be credited.
- In **Exercise 5**, responses have to address all the bullet points in order to have access to marks in the top band for Content. Responses must provide relevant information and be written in an informal style.
- In **Exercise 6**, as in **Exercise 5**, it is essential that candidates focus on the requirements of the task and write relevantly. They need to ensure that they address each aspect of the task as otherwise, the Content mark will be affected. Also, **Exercise 6** is aimed at a different audience to **Exercise 5**, so there should be a different style and register when writing.

General comments

Overall, candidates were correctly entered for the Core tier. Most candidates were able to complete the paper in the time allowed, and in general, candidates had left sufficient time to complete **Exercises 5** and **6** fully. A small number of candidates made no attempt to answer individual questions, notably in **Exercise 1**, **Exercise 3** and **Exercise 4**.

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Comments on specific questions

Exercise 1

There were a number of very good responses to the exercise as a whole. Less successful responses tended to be too long which changed the meaning of the expected answer, or were unclear.

(1) This question was well answered, although some candidates who selected the temperature '80' did not include the full information 'minus 80 °C', which could not be credited. The general response 'in winter' did not provide enough precise detail and did not achieve the mark.

(2) This was well answered, although some candidates did not seem to have identified the key phrase in the question 'after the summer', and selected '60', the number living there during the summer.

(3) This question was targeted at the key question word 'cook', with the expected response 'fireman', and the majority correctly selected the answer. Responses relating to the distracting information, 'plumber', could not be credited.

(4) There was a mixed response to this question. A few candidates correctly identified that 'constant daylight' caused Sarah to have difficulty sleeping, but many incorrect responses supplied '24-hour darkness', which related to her current job, and not to her 'previous job' as the question demanded.

(5) This question proved more challenging for candidates. In order to be successful, they needed to select the 'biggest challenge' for Sarah. There were many challenges, 'freezing cold', 'lack of sunlight' and 'strong winds', but without reference to the challenge which was 'harder than anything else', only 'living with strangers' corresponded to the demands of the question. Responses which included more than one challenge were not credited.

(6) This was well answered by the majority, who correctly identified the key question phrase 'when not working' and selected 'Spanish' as the language spoken 'in social situations'.

(7) This question proved more challenging for candidates. Many identified the correct section of the text where the information was found, but the meaning was changed when candidates wrote too generally about 'making friends' or 'having friends', instead of the more precise idea of having 'a few close friends'.

(8) This question was generally well attempted. Candidates needed to select an activity that Sarah liked doing at the base, and stronger responses suggested that 'she enjoys taking photos'. A number of candidates wrote that 'she hopes it will be useful to measure people's eyesight', which was part of her work, but did not correspond to what she 'enjoys doing'. When responses also included 'reading books' or 'using games consoles', this was not credited as these were popular hobbies for the other people at the base.

(9) This was well answered by many who correctly selected 'salad' as the food Sarah wished she could have, although some candidates also included the distracting information, 'chocolate', in their answer which was not credited.

Exercise 2

(10) Most candidates demonstrated a good level of understanding of the task. The question was attempted well and more than half the candidates achieved five or more marks. A small number of candidates scored no marks and one candidate made no attempt at the exercise. Many candidates were successful in items **(c)** and **(d)** and the most common wrong answers were **(b)**, **(f)** and **(h)**. When writing their answers, candidates are reminded that if they change their mind, they should not write the second answer over the first, but should cross out the wrong answer clearly and write their final choice alongside.

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Exercise 3

This exercise was well attempted, and many candidates answered suitably briefly and in note form. Candidates achieved greater success at selecting details for **Question 11**, the benefits of wave power, than for **Question 12**, the disadvantages. Many candidates showed sufficient understanding of the text and selected relevant information. The whole range of marks was awarded.

(11) *Benefits of wave power*

There were four marks available for responses in this question and many candidates were successful in identifying three or four key ideas, the most frequently selected being 'it never runs out', 'it creates green jobs' and 'no harmful waste is produced'. The details that the 'equipment is already in place' and the 'noise is covered by the sound of the waves' seemed to have been overlooked by the majority of candidates. Less successful responses did not include the key words 'green' or 'harmful' in their notes, which meant that these notes were factually incorrect and were not credited.

(12) *Disadvantages of wave power*

This question proved to be more challenging for most candidates. Three points were required from the six available and candidates most frequently understood that the 'chemicals might spill into the water' or 'the chemicals might cause pollution', and that wave power could have a 'damaging effect on the local economy'. There were many responses which lacked key details such as 'causes disruption to shipping' and 'disturbs creatures', without the central focus that it was the 'equipment' which caused the disruption, and it was the creatures which lived 'on the seabed'. Such imprecise responses could not be credited. Candidates are reminded that their notes should correspond to the appropriate heading, as in this series there were many examples of answers to **Question 11** which were written in response to **Question 12**.

Exercise 4

(13) In **Exercise 4**, candidates are advised to read the question carefully to ensure they provide information relevant to the task. They should also focus on grammatical accuracy, cohesion and not exceeding the word limit. The inclusion of information simply copied from the text, or information which does not address the specific requirements of the task should be avoided.

In this series, this exercise proved to be a challenge for the majority of candidates, although a few demonstrated good summary skills and achieved high marks. The summary discriminated to some extent, but the higher range of marks was not widely awarded.

There were eight possible content points, four for each element of the task. Successful responses identified the four reasons why people did not want the bridge to be built, and made an attempt to explain the challenges in building it. Some candidates provided points from only one aspect of the task, which had an effect on the final Content and Language marks. In addition, a number of candidates wrote more than the required word limit, which also had an impact on the final Content and Language marks. This was generally because of a long introduction or the inclusion of irrelevant information. Less successful summaries were those which focused solely on a general description of the bridge, its location and purpose. Despite good attempts at organisation and paraphrasing, without any reference to the content points required by the two aspects of the task, these responses did not achieve any marks for Content or Language.

Language marks were awarded across the range, with the majority of candidates achieving three or four of the six marks available. Many summaries showed reasonable organisation. In general, candidates listed the content points as they appeared in the text, rather than attempting to re-order the points or using cohesive devices to link their ideas, which limited the marks to the lower bands. To achieve higher marks for Language, candidates should attempt to express the ideas to some extent in their own words. Although this appeared to be a challenge for many in this series, there were several successful responses which demonstrated good paraphrasing, mainly through grammatical re-structuring of sentences and the use of synonyms.

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Exercise 5

(14) *Email*

Generally, this exercise was successfully attempted. Overall, responses showed at least a satisfactory sense of purpose, and many attempted to develop the bullet points. The majority of candidates also showed an awareness of audience and adopted a style and register suited to an informal email.

There was a wide variety of response to the first prompt: some parties related to the candidates' own success, as in winning a quiz or examination success. Others included a party for a family member's birthday or parents' anniversary, and others celebrated a relative coming home from abroad. A common theme was the end of the school year requiring a farewell party for those leaving. Many candidates engaged well with the target audience and frequently asked the friend for help at the start of the email.

The second bullet point required candidates to describe the plans they had already made, and more successful candidates developed their ideas for the party and provided a variety of plans. These ideas usually involved booking a hall, ordering food, providing decorations and organising activities such as games and music. Less successful responses showed less development, including just one or two ideas. Most candidates communicated their ideas clearly, although at times ideas were repeated or became confused.

For the third bullet point, it was necessary to engage directly with the target audience and many achieved this by asking for help, usually with the invitation cards. Others confessed to being a poor cook and asking for help with the food for the party, or just delivering the invitations to friends living nearby. Less well developed responses were those which suggested that the friend could come a few days in advance of the party to help, but with no explanation what help was required. Other candidates merely asked for help. Without sufficient development of the third prompt, these responses did not achieve marks in the top band for Content.

In terms of language, most responses were generally safe and unambitious. Many candidates used simple tense construction and common vocabulary, and only the more successful responses included greater complexity in language, often through the use of relative clauses and indirect speech. Basic punctuation with the use of full stops and commas was generally accurate, but a number of candidates used commas throughout their writing in place of full stops. A few candidates wrote entirely without punctuation and therefore, should be reminded of the correct use of basic punctuation in extended writing in order to provide structure and organisation. Additionally, 'balloon's' and 'gift's' were regularly seen and improved accuracy in spelling plural nouns would advantage the Language mark.

Exercise 6

(15) *Report*

In this series, candidates were required to write a report for their teacher about a recent school trip and make suggestions for another school trip the following year. Candidates are advised to read the rubric carefully as it is crucial to address each aspect of the task. For instance, some less successful responses did not include any suggestions for a future trip, which had an effect on the mark awarded for Content. Most candidates engaged with the task with a fair degree of success and understood the requirement for a more formal style and register. A small number of candidates wrote a general article arguing the merits of going on school trips, which could not be credited as the question asked about a specific trip.

Many interesting places were described in the report, ranging from a recycling centre to a new exhibition in a museum, or a trip to a farm, the mountains or a historical site, and successfully developed responses provided considerable detail about the length of the trip, the means of travelling there and the time of departure and return. Many candidates also developed their responses by describing the activities available and the people they met. A number also included an opinion as to the value of such trips to school students. Some trips included only positive details and others both positive and negative, while a small number of candidates felt that based on their experience of the trip they described, overall school trips were a waste of money. Less successful

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responses were characterised by a heavy reliance on the written prompts with no mention of the location or details about the activities carried out there. A number of candidates focused on the negative prompts throughout the report but finished by saying ‘The trip was good value’, which left the reader confused.

From a language point of view, many candidates took the opportunity to demonstrate a knowledge of topic related vocabulary, with ‘historical monuments’, ‘snow-capped mountains, ‘exhibits’ and ‘machinery’ featuring throughout many reports, and this variety of vocabulary advantaged the Language mark. Ideas were expressed in mainly simple sentences and writing was generally organised. Accuracy in more complex sentences such as ‘there were many tasty foods which our whole trip loved that’ would have allowed candidates access to higher Language marks.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing (Extended)

Key messages

- In **Exercise 1**, reading comprehension, it should be emphasized that close reading is required to identify the key point of each question. Candidates should be reminded that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, the multiple matching exercise, candidates should practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, responses should be suitably brief and must correspond to the headings of each section. 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 should aim to provide eight discrete content points and must ensure that they are addressing exactly what is being asked for in the question. Some candidates could not access marks in the higher bands as they wrote more than 120 words, often including irrelevant details in an overlong introduction. Content points which come after the word limit has been reached cannot be credited.
- In **Exercises 5** and **6**, it is vital that the candidates read the tasks carefully and include all aspects to ensure the task is fully covered. Some candidates did not include suggestions for the next school trip in **Exercise 6** and this affected the content mark. In **Exercise 5**, the email writing task, candidates must consider the required purpose and audience, and should develop the content of their response.

General comments

A range of tasks was included in the paper, requiring candidates to demonstrate a variety of practical reading and writing skills. These ranged from selecting short relevant details from texts, a multiple matching task and a note-taking exercise, to the more challenging skills of summary writing and extended writing.

Candidates are reminded that throughout the paper, the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

Comments on specific questions

Exercise 1

Overall, this exercise was well attempted.

(a) There were many correct responses to this question. However, some omitted the minus sign or the ‘C’ for Celsius so the mark could not be awarded.

(b) This was mostly well answered but some response included the distractors in the article, ‘13’ or ‘60’.

(c) This was well answered.

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(d) Most candidates answered correctly here but some suggested '24 hour darkness' or 'flat landscape and strong winds' to be the environmental factor.

(e) This item was well attempted.

(f) This item was very well answered.

(g) This item was less accessible for a number of candidates who gave the response 'making new friends' here, or omitted either the 'few' and 'close' from their response.

(h) Many responses correctly identified that Sarah liked 'taking photos' but some added 'reading books' or 'using the games console' which negated the correct response. A few candidates appeared to understand that she liked spending time measuring people's eyesight.

(i) Most candidates responded correctly to this question. Incorrect answers included 'chocolate', 'vegetables and meat'.

(j) This item was answered less successfully by many candidates. Incorrect responses made reference to 'extreme temperatures', 'measuring people's eyesight', and 'trying to make friends'. Some responses did not include key detail so, for example, they mentioned that water was reused, but did not refer to the 'recycling system'. There were also responses which implied that communication with people back at home could not be done at all rather than it being difficult. Candidates must take care not to repeat the same points here as the ideas of being far from civilisation and having artificial light were sometimes repeated and could not be credited.

Exercise 2

In general, this exercise was very well attempted by many candidates. **Questions 11(b)** and **11(f)** were the most challenging. Some candidates appeared to be less precise in their reading for these items, and incorrectly chose C (Lionel) for both of these.

Exercise 3

Candidates generally responded well to this note-taking exercise. They showed sufficient understanding of the text to be able to identify the relevant details and enter them under the correct heading. A number of candidates accurately provided four or five of the required notes in this first section. Less successful responses lacked clarity and sufficient detail. Notes could not be credited if they appeared as the second idea on the line. A few candidates added extra bullet points under the headings without crossing through any of the others so these could not be credited.

Benefits of Wave Power

This section was very well attempted by candidates and there was good recognition of points 1–8 on the mark scheme. Some omitted 'easy' in point 1, 'to the Earth' in point 6 and 'green' in point 8. Responses that could not be credited were, for example, 'a vital part of our lives', 'a source of energy' and 'protect our planet from destructive human activities'.

Disadvantages of Wave Power

This section proved to be more challenging for some candidates. There was a widespread misunderstanding from the article that the noise from the machinery was a disadvantage, when, in fact, the article explains that the noise made is actually covered by the natural sound of the waves, which is actually louder than the equipment. Another common wrong answer was 'damage to landscape' which in the text refers to being a result of coal mining rather than wave power. Certain salient details were sometimes omitted in responses, for example, 'it causes disruption to shipping' which omits the idea of 'equipment' and also 'it can only be used in urban areas' which does not specify 'close to the sea'. Additionally, in point six some candidates mentioned the machinery 'disturbs the sea creatures' without the specific detail of 'on the seabed'.

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Exercise 4

Many candidates found this exercise challenging. A significant number wrote more than the 120 word limit, which in some cases affected the final Content and Language marks. The inclusion of initial irrelevant detail, such as naming the different species of sloth and where they live, meant that the summary was unnecessarily long and that correct content points came at the end and could not be credited as 120 words had already been written. In more successful responses, candidates demonstrated a good awareness of the summary writing skills required, keeping within the word limit and expressing content points in their own words whilst attempting to organise the points using a range of cohesive devices.

Most candidates generally located three or four Content points. Certain points, in particular, tended to lack the required precision or key details. For example, some candidates mentioned the 'greenish fur' or 'algae growth' but did not explain that this helps sloths to hide from other animals. Others failed to mention that it was the extra bone in the neck that allows sloths to turn their heads nearly 270 degrees. It is also very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning is changed.

Language marks were awarded across the range with the majority of candidates generally gaining at least four marks. A number of candidates relied heavily on the key words in the text without expressing points in their own words. More successful responses effectively used synonyms or paraphrased points and used cohesive devices appropriately.

Exercise 5

Email

Generally, candidates engaged well with this exercise. The rubric was understood and the word limit was generally well observed.

The most effective responses conveyed a realistic sense of excitement about the upcoming party and a clear desire to persuade the friend to become involved, for example, in designing the invitations due to their 'creativity and artistic flair' or choosing suitable music as 'an avid jazz fan'. They were written as if to a real friend, referring possibly to shared experiences and interests. In such responses, candidates used the prompts well to create an effective structure to the email, giving it a cohesive organisation. Many candidates started the email with a suitable and effective greeting. Comments such as 'I've been meaning to write to you for some time and this party I'm planning has given me the perfect opportunity' provided a suitable introduction. Candidates wrote about a wide variety of parties, the most popular being for birthdays of siblings, anniversaries of parents or grandparents or simply for celebrating the end of exams or saying farewell to a friend, all with one aim in common to make it 'a memorable day'.

For the second bullet point there was a range of plans which had been made. These often included having booked a suitable venue, DJ, or musician or having decided on an appropriate menu to satisfy the tastes of all the guests. While there was an attempt by many candidates to provide additional detail here, some chose simply to list the plans that had been made with little further development.

The final bullet point included requests which included help in choosing a theme or in decorating the venue in advance, and many required help in baking the cake or designing the invitations and distributing them. Comments such as 'I really hope this isn't too big of a favour to ask of you' and 'It would really mean the world to me if you could help me out' provided effective conclusions.

In terms of language, the majority demonstrated a reasonable level of accuracy or better. More successful responses were characterised by greater complexity of expression and sentence construction.

Exercise 6

Report

In this final exercise, candidates were required to write a report about a recent school trip they had been on and to make suggestions for next year's trip. The majority of candidates found the topic accessible and appeared to write from their own experience.

Sometimes the topic was not fully addressed with candidates writing only about negative aspects of the trip without including any suggestions. Others responded too generally and focused purely on the advantages

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and disadvantages of school trips. Such responses did not adequately fulfil the requirements of the task and, as a result, the Content mark was affected.

There were trips to a variety of destinations including museums, tea factories, planetariums, recycling centres, places of natural beauty and activity centres. One candidate wrote ‘watching the stars and planets and being told about their origins further instilled curiosity in our minds’. Another wrote about ‘an informative talk’ at a tea factory ‘it was heart-breaking to know about the environmental problems faced by the plants due to climate change’.

Suggestions for the future favoured extending the duration of the trips as ‘we were sadly denied the opportunity to visit every section of the museum’, activities suited to different abilities, and either allowing or banning mobile phones ‘some students were so busy and distracted taking selfies and photos that they were not able to focus on the activities at hand’.

Many candidates were successful in using vocabulary suited to the topic, for example, ‘a tightly packed schedule’, ‘highly informative’ ‘stress relieving’, ‘eye opening’ and ‘an exceptional learning experience’. The full range of marks was awarded for language. More able candidates demonstrated a high level of accuracy throughout. Their writing included accurate, varied sentence structures, good punctuation and paragraphing along with ambitious vocabulary. Less successful responses relied heavily on the language in the prompts and were characterised by overlong sentences without full stops.

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ENGLISH AS A SECOND LANGUAGE

Paper 0510/32
Listening – Core

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear.
- 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 in their response. The intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. steel/steal, buy/bye).
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- In **Exercise 1**, **Questions 1** to **4**, 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, 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**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and make sure they fit grammatically in the gaps for each of the sentences on the question paper.
- In **Exercises 2**, candidates should also be reminded not to include words, which are already printed on the question paper before or after each gap, as part of their answer.
- Candidates should make it clear which option they wish to be taken as their final answer in **Exercise 3** multiple matching, and **Exercise 4** multiple choice.

General comments

- There has been an improvement in good exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.).
- Candidates should be encouraged to clearly cross out attempts after they have changed their mind. There were still a lot of instances this series where candidates wrote over their initial attempt and this often resulted in their final answer being illegible.
- Candidates should be encouraged to provide responses to all questions and items, including **Exercises 3** and **4**. There were still a few instances where no answers were given, particularly in these two exercises.
- 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.

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- Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given. Learners would also benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form. By changing the part of speech, candidates' final answers did not make a grammatical fit in **Exercise 2**.

- Learners would also benefit from more practice of collocations and other fixed expressions (e.g. go *on* easy rides, but go *to* a biking centre).

- Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap.

- Learners would also benefit from more practice focusing on synonyms and other words/phrases with similar meaning.

Comments on specific questions

Exercise 1, Questions 1–4

Overall, this section was reasonably well attempted by many candidates. Responses could not be credited which included distracting detail either on its own, or in addition to the correct answer. This was a particular issue in items **1(a)**, **2(a)**, **2(b)**, **3(a)** and **4(a)**.

Other reasons for loss of marks are outlined below.

Question 1

(a) This question was answered fairly well. Some candidates provided extra detail, such as 'peaceful lake', 'near a lake' and these responses were credited. Responses were not credited where extra information changed the intended meaning, for example 'on/in the lake'. The plural form 'lakes' and spelling attempts which put the intended meaning into doubt could not be credited either.

(b) Only a small number of candidates provided the correct answer 'cooker'. Many responses put the intended meaning in doubt, or changed the meaning altogether. For example, 'coco', 'cukker', 'kuku', 'cuckoo', 'cocoa', etc. Other incorrect attempts included the distracting information 'weather' or 'tents'. However, 'cooking' gained the mark.

Question 2

(a) This question was attempted fairly well by the vast majority of candidates. In addition to the expected answer: 'buildings', some candidates chose to provide a longer phrase: 'shots of buildings' or 'photographs of buildings' and attempts like these were credited. Some responses selected the distracting detail (e.g. 'landscapes', 'portraits') which could not be credited.

(b) There was a high level of success here. The expected answer was 'maps'. Most candidates also provided an extra detail; for example 'maps were confusing', 'confused by maps' and 'confusing maps'. Responses which were too general (e.g. 'some faults') were not credited. Some candidates also provided the distracting detail 'lighting'.

Question 3

(a) There was a mixed level of success in this item. The question asks how the man describes his teacher on his writing course and the answer was 'strict'. Most candidates included the distracting details 'inspiring', 'kind' or 'imaginative'.

(b) Less than a half of the candidature provided the correct detail 'ending'. Other creditable attempts included 'the end', 'last part', 'conclusion', etc. Most responses featured the distracting detail 'natural dialogue' which was not credited. Answers which were too general, e.g. 'story' and 'writing', could not be credited either.

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Question 4

(a) This question was answered fairly well by most candidates, who provided the correct detail 'jokes'. Other attempts included extra information: 'don't include jokes', 'no jokes', 'avoid jokes', 'excluding jokes', 'not to put jokes', etc. all of which were also given the mark. Responses which included distracting details 'facts and figures', 'important dates' and 'personal opinions' were not credited.

(b) Candidates dealt with this item extremely well. The intended answer for this question was 'organising content' and most candidates provided just that. Other attempts included various combinations of the correct idea (e.g. 'content organisation', 'organise content', etc.) and were also given the mark. Some candidates provided synonymous ideas for the verb, (e.g. 'arranging content' and 'presenting the content') and these attempts were credited. Incomplete answers which only gave 'organising' could not be credited.

Exercise 2

This question was attempted reasonably well by most candidates. On average, candidates scored 4 marks. The most successful attempts were for items **(b)**, **(c)**, **(g)** and **(h)**. Most no responses appeared for item **(f)**.

Item (a)

There was a mixed level of success here and only a small number of candidates supplied the required detail 'easy rides'. Attempts which could not be credited included the details 'mountain biking centres' or 'second hand bike'. The singular form 'easy ride' also could not be given the mark.

Item (b)

Most candidates attempted this item successfully. The expected detail here was 'tyres. Responses such as 'tiers' and 'tryes' could not credited as they put the intended meaning in doubt. The answer 'new tyres' could not be awarded as this attempt changed the overall meaning.

Item (c)

Most candidates provided the correct detail 'confidence'. The adjective form 'confident' was not given the mark as it didn't fit the gap grammatically. Other incorrect answers included the distracting details 'fitness' and 'balance'.

Item (d)

Only half of the candidates answered this item well and provided the correct detail 'backpack'. Most incorrect attempts included the distracting detail 'tool box', water bottle' and 'medical kit'.

Item (e)

There was a mixed level of success for this item. The expected answer was 'boots', but most candidates also provided the additional detail 'hiking'. Other extra detail which was credited included 'protective boots', 'mountain boots' and 'safety boots'. However, extra details which changed the meaning, for example 'biking boots' and 'riding boots' were not credited.

Item (f)

The expected answer for this item was 'getting lost' and only a small number of correct responses were seen. Most attempts could not be credited as they did not convey the same idea. For example, 'losing himself', 'losing' and 'coming last'. Other attempts lost the mark as they did not fit the gap grammatically (e.g. 'lost'). The distracting details: 'hitting rocks' and 'falling off' were also seen.

Item (g)

Candidates dealt fairly well with this item. The expected detail was 'risk management'. Other creditable attempts included 'risks', 'danger', 'safety rules', etc. Incomplete answers such as 'management' could not be given the mark. Marks were also lost where candidates provided the distracting detail 'environmental protection' or repeated details from the text surrounding the gap, e.g. 'injuries'.

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Item (h)

This was the best attempted item in this part of the test, and most responses secured the mark. Attempts which could not be credited included ambiguous spelling attempts (e.g. 'jumming') or the distracting details 'downhill riding' and 'cross-country biking'.

Exercise 3

Candidates dealt with this task with a variable level of success. The majority of candidates matched, on average, 2–3 speakers correctly to the expected letter with the most correct answers for speakers 2, 5 and 6. There were minimal omissions. Some candidates provided the same letter more than once and consequently these attempts could not be given the mark. Statement A was occasionally wrongly matched to speaker 3. Statement C was sometimes given for speaker 1.

Exercise 4

Most candidates scored between 4–5 marks. Weaker candidates tended to be less successful with items **(a)** – giving option **A** instead of the correct response, **(b)** – giving option **C**, **(d)** – giving option **C** and **(h)** – giving option **B**. A few candidates did not provide any answers to some of the items.

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ENGLISH AS A SECOND LANGUAGE

Paper 0510/42
Listening – Extended

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear.
- 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 in their response. The intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. steel/steal, buy/bye).
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- In **Exercise 1**, **Questions 1** to **4**, 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, 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.). At the end of each listening section, candidates should also check their responses carefully and make sure they fit grammatically in the gaps for each of the sentences on the question paper.
- In **Exercises 2**, **5A** and **5B** candidates should also be reminded not to include words, which are already printed on the question paper before or after each gap, as part of their answer.
- Candidates should make it clear which option they wish to be taken as their final answer in **Exercise 3** multiple matching, and **Exercise 4** multiple choice.

General comments

- There has been an improvement in good exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.).
- Candidates should be encouraged to clearly cross out attempts after they have changed their mind. There were still a lot of instances this series where candidates wrote over their initial attempt and this often resulted in their final answer being illegible.
- Candidates should be encouraged to provide responses to all questions and items, including **Exercises 3** and **4**. There were still a few instances where no answers were given, particularly in these two exercises.
- 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.

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- Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given. Learners would also benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form. By changing the part of speech, candidates' final answers did not make a grammatical fit in **Exercises 2**, **5A** and **5B** (e.g. 'confident' instead of 'confidence', 'find' instead of 'finding').

- Learners would also benefit from more practice of collocations and other fixed expressions (e.g. go *on* easy rides, but go *to* a biking centre).

- Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap.

- Learners would also benefit from more practice focusing on synonyms and other words/phrases with similar meaning.

Comments on specific questions

Exercise 1, Questions 1–4

Overall, this section was reasonably well attempted by most candidates. Responses could not be credited which included distracting detail either on its own, or in addition to the correct answer. This was a particular issue in items **1(a)**, **2(a)**, **2(b)**, **3(a)** and **4(a)**.

Other reasons for loss of marks are outlined below.

Question 1

(a) This question was answered fairly well. Some candidates provided extra detail, such as 'peaceful lake', 'near a lake' and these responses were credited. Responses were not credited where extra information changed the intended meaning, for example 'on/in the lake'. The plural form 'lakes' and spelling attempts which put the intended meaning into doubt could not be credited either.

(b) Only a small number of candidates provided the correct answer 'cooker'. Many responses put the intended meaning in doubt, or changed the meaning altogether. For example, 'coco', 'cukker', 'kuku', 'cuckoo', 'cocoa', etc. Other incorrect attempts included the distracting information 'weather' or 'tents'. However, 'cooking' gained the mark.

Question 2

(a) This question was attempted fairly well by the vast majority of candidates. In addition to the expected answer: 'buildings', some candidates chose to provide a longer phrase: 'shots of buildings' or 'photographs of buildings' and attempts like these were credited. Some responses selected the distracting detail (e.g. 'landscapes', 'portraits') which could not be credited.

(b) There was a high level of success here. The expected answer was 'maps'. Most candidates also provided an extra detail; for example 'maps were confusing', 'confused by maps' and 'confusing maps'. Responses which were too general (e.g. 'some faults') were not credited. Some candidates also provided the distracting detail 'lighting'.

Question 3

(a) There was a mixed level of success in this item. The question asks how the man describes his teacher on his writing course and the answer was 'strict'. Most candidates included the distracting details 'inspiring', 'kind' or 'imaginative'.

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(b) Less than a half of the candidature provided the correct detail 'ending'. Other creditable attempts included 'the end', 'last part', 'conclusion', etc. Most responses featured the distracting detail 'natural dialogue' which was not credited. Answers which were too general, e.g. 'story' and 'writing', could not be credited either.

Question 4

(a) This question was answered fairly well by most candidates, who provided the correct detail 'jokes'. Other attempts included extra information: 'don't include jokes', 'no jokes', 'avoid jokes', 'excluding jokes', 'not to put jokes', etc. all of which were also given the mark. Responses which included distracting details 'facts and figures', 'important dates' and 'personal opinions' were not credited.

(b) Candidates dealt with this item extremely well. The intended answer for this question was 'organising content' and most candidates provided just that. Other attempts included various combinations of the correct idea (e.g. 'content organisation', 'organise content', etc.) and were also given the mark. Some candidates provided synonymous ideas for the verb, (e.g. 'arranging content' and 'presenting the content') and these attempts were credited. Incomplete answers which only gave 'organising' could not be credited.

Exercise 2

This question was fairly well attempted by most candidates. On average, candidates scored between 5 and 6 marks. The most successful attempts were for items **(b)**, **(c)**, **(d)**, **(g)** and **(h)**. Most no responses appeared for item **(f)**.

Item (a)

There was a mixed level of success here and only a small number of candidates supplied the required detail 'easy rides'. Attempts which could not be credited included the details 'mountain biking centres', or 'second hand bike'. The singular form 'easy ride' also could not be given the mark.

Item (b)

Most candidates attempted this item successfully. The expected detail here was 'tyres. Responses such as 'tiers' and 'tryes' could not credited as they put the intended meaning in doubt. The answer 'new tyres' could not be awarded as this attempt changed the overall meaning.

Item (c)

Most candidates provided the correct detail 'confidence'. The adjective form 'confident' was not given the mark as it didn't fit the gap grammatically. Other incorrect answers included the distracting details 'fitness' and 'balance'.

Item (d)

Most candidates answered this item well and provided the correct detail, 'backpack'. Most incorrect attempts included the distracting detail 'tool box', water bottle' and 'medical kit'.

Item (e)

Only half of the candidates provided the correct detail for this item. The expected answer was 'boots', but most candidates also provided the additional detail 'hiking'. Other extra detail which was credited included 'protective boots', 'mountain boots' and 'safety boots'. However, extra details which changed the meaning, for example 'biking boots' and 'riding boots' were not credited.

Item (f)

The expected answer for this item was 'getting lost' and only a small number of correct responses were seen. Most attempts could not be credited as they did not convey the same idea. For example, 'losing himself', 'losing' and 'coming last'. Other attempts lost the mark as they did not fit the gap grammatically (e.g. 'lost'). The distracting details: 'hitting rocks' and 'falling off' were also seen.

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Item (g)

Candidates dealt fairly well with this item. The expected detail was 'risk management'. Other creditable attempts included 'risks', 'danger', 'safety rules', etc. Incomplete answers such as 'management' could not be given the mark. Marks were also lost where candidates provided the distracting detail 'environmental protection' or repeated details from the text surrounding the gap, e.g. 'injuries'.

Item (h)

This was the best attempted item in this part of the test, and most responses secured the mark. Attempts which could not be credited included ambiguous spelling attempts (e.g.' jumming') or the distracting details 'downhill riding' and 'cross-country biking'.

Exercise 3

This part of the test was attempted fairly well by most candidates. The majority of candidates matched on average, 5–6 speakers correctly to the expected letter with the most correct answers for speakers 1, 2, 4 and 5. There were minimal omissions. Some candidates provided the same letter more than once and consequently these attempts could not be given the mark. Statement A was occasionally wrongly matched to speaker 3.

Exercise 4

Most candidates scored between 5–7 marks. Weaker candidates tended to be less successful with items **(a)** – giving option **A**, **(d)** – giving option **C** and **(h)** – giving option **B**. A few candidates did not provide any answers to some of the items.

Exercise 5, Part A

There was a mixed level of success for this question. On average, candidates scored 2 marks. The more successful attempts were for items **(b)** and **(c)**. Some candidates also dealt reasonably well with item **(a)**. The vast majority of responses which could not be credited included distracting information instead of the correct detail. Some attempts indicated that candidates may not have understood what the required idea was, as their responses did not make sense given the context.

Item (a)

This item was reasonably well attempted. The required answer was 'period', and most candidates included the extra detail 'historical'. Other attempts which secured the mark included 'historical era'.

Item (b)

This item was attempted well. The required detail was 'director'. The plural form 'directors' was also credited. Most spelling attempts were credited as these did not put the meaning in doubt. The most common incorrect answer was the distracting detail 'leading actor', followed by 'lighting engineer'.

Item (c)

This was another fairly well attempted item. The required answer was 'models', but most candidates included the extra detail 'scale', too. Other alternative creditable attempts provided by some candidates were 'stage ideas', 'stage looks' and 'small models'. Some responses also included the distracting details 'detailed notes' and 'rough sketches' and were not credited.

Item (d)

This item proved to be challenging. The intended answer was 'telephones', but many responses included the distracting detail 'furniture' and could not be credited. Some responses which included incorrect extra detail (e.g. 'small telephones', '10 telephones', etc.) could not be accepted.

Item (e)

Only a small number of correct responses were seen for this item. Responses which included distracting details such as 'moving equipment', 'installing designs' and 'chores' were not be credited.

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Exercise 5, Part B

There was a varied level of success for this question, with many candidates gaining between 2 and 3 marks on average. The most successful attempts were for item **(d)**. Items **(a)** and **(b)** were reasonably well attempted overall. Candidates were least successful with item **(e)**.

Item (a)

More than a half of candidates provided the correct detail ‘comedy’. Most candidates also provided the extra detail ‘contemporary’. Other extra details which did not alter the intended meaning, for example ‘comedy show’ and ‘comedy play’ were also given the mark. Responses could not be credited due to the inclusion of the distracting details ‘classical drama’ and ‘traditional musical’, or combining these with the correct answer (e.g. ‘comedy drama’, ‘traditional comedy’, etc.).

Item (b)

There was a reasonable level of success in this item. Again, the inclusion of distracting details ‘stage assistant’ and ‘production manager’ meant that these responses could not be credited.

Item (c)

This item was not well attempted on the whole. Most common wrong attempts included the distracting information ‘online publicity’ or the incomplete answer ‘volunteers’. The singular form ‘finding volunteer’ could not be credited in this instance as it did not fit the gap. However, there were a few alternative answers, such as ‘getting volunteers’, ‘inviting volunteers’ and ‘approaching people’ which were allowed.

Item (d)

Most candidates coped fairly well with this item. Responses such as ‘reharcil’, ‘rhersal’, ‘rehircal’ , where the intended meaning was not clear, could not be credited. The most common incorrect answer was the distracting detail ‘script meeting’.

Item (e)

This item proved challenging for many candidates. The expected answer was ‘desert island’ and only a small number of candidates provided this. Responses could not be credited due to the inclusion of the distracting details ‘strange planet’ and ‘forest’. Incomplete answers such as ‘desert’ and ‘island’ also could not be credited.

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ENGLISH AS A SECOND LANGUAGE

Paper 0510/52
Speaking

Key messages

- Examiners should engage candidates in a two-way conversation from the outset.
- Candidates did well when they supported answers with examples or personal anecdotes.
- Examiners should allow candidates who are speaking to complete their responses without interruption.
- Examiners should familiarise themselves with the Speaking Assessment cards for the series. The pack can be opened one working day before the tests.
- Examiners should test the quality of the recording equipment to be used together with the positioning of the microphones.

General comments

Part A

Most Examiners read the supplied script as instructed but did not always follow these instructions and timings as stated in **Part A**. Some Examiners paraphrased the given text, often omitting important information.

Part B

It is important to take 2–3 minutes for this part so that there is time to find out about the candidates' interests to help in the choice of the assessment card. Majority of Examiners showed an interest in candidates' hobbies and families, although some conducted **Part B** as if it were part of the exam. This part should be a conversation. If possible, the examination topics should be avoided during the warm-up stage of the test.

Part C

Examiners should not allow the candidates to begin **Part D** before they have had two minutes of preparation time even when they say they are ready. Please encourage candidates to use the full time allowed (2–3 minutes) as candidates who take their full preparation time generally perform better. A visible clock can help the candidate with time. Avoid asking the candidate if they are ready in case they feel hurried.

Part D

Timing of the assessed part was generally accurately observed (6–9 minutes), although quite a few **Part Ds** were too long. Approaches to beginning **Part D** varied enormously. Some Examiners simply instructed candidates to 'begin now', which either triggered a monologue, or unnerved candidates. This part should be a discussion between the candidate and the Examiner based on the prompts, not the candidate talking on their own for long stretches of time. It is important that the Examiner expands the prompts by asking open questions and intervenes if candidates attempt to deliver a monologue.

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Application of the marking criteria

There seemed to be a trend to be rather severe with marking and there was some reluctance to award maximum marks. Candidates can make mistakes and they are recognised for being ambitious, for showing variety and range and for taking risks. If candidates speak too quickly, it is sometimes hard to understand what they are saying so Examiners should encourage candidates to slow down.

Structure

This criterion tended to be severely marked, with candidates who were clearly confident and secure in their use of structures being given low marks when their responses included slips which did not impair understanding. Candidates need to be able to recognise where a particular past, present or future tense should be used and be confident in the way they use modal verbs, conditionals and other structures to express complex ideas. Comprehensibility is an important aspect of candidate performance; and candidates should be awarded marks for the skills they demonstrate during the assessment.

Vocabulary

This assessment criterion was generally well applied. Stronger responses included the appropriate use of idioms and phrasal verbs along with topic specific vocabulary.

Development and Fluency

Candidates who spoke slowly and thoughtfully were often marked quite severely. Conversely, speaking at speed was often rewarded even though it did not equate with fluency. Candidates should aim for quality rather than quantity; some candidates were too generously marked for simply repeating the same point several different ways. Candidates need to be engaged in a discussion to show how well they can negotiate their turn and express their opinions and ideas.

Administration

In the main, centres presented accurate paperwork with very few clerical errors. A few centres did not process their samples as per instructions sending recordings of all candidates or omitting the bottom range. For a few centres the candidates were not listed in a numerical order on the summary form but followed an alphabetical order or ranked their candidates according to the marks awarded.

Internal moderation

Please remember to transfer the internally moderated marks onto the MS1. Remember that internal moderation is only applicable to large centres where more than one Examiner conducts the tests.

Comments on specific topic cards

A – Saving and spending

Strong candidates used a wide range of appropriate collocations and topic specific vocabulary such as ‘pocket money’, ‘currency exchange’, ‘medical expenses’, ‘daily needs’. Many candidates were able to add variety to their responses by using synonyms. When telling anecdotes some candidates successfully linked the points they were making by using a variety of connectives, which improved the fluency of their responses.

B – New experiences

Weaker candidates listed facts but in stronger responses candidates expressed their opinions, recounted their reactions or feelings about events. Candidates who spoke about personal experience using a good range of past tense structures performed well with prompt 1. New activities discussed ranged from scuba diving to photography. Useful collocations and phrases for prompt 3 included: ‘overcome my fear of heights’, ‘part of a learning process’, ‘out of my comfort zone’, ‘boost confidence’ and ‘take risks’.

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C – Thinking about the future

When discussing this topic many candidates were able to make effective use of future tenses and conditional structures to speculate and make predictions, for example: 'In five years' time I'll be starting my career', 'I might take a gap year'. Vocabulary that helped some candidates express their ideas dealt with time and included verbs such as 'plan ahead', 'set goals', 'postpone', 'procrastinate'.

D – Tourist destinations

Many candidates expanded their answers by providing explanations and examples. Strong candidates used phrases such as 'on one hand', 'on the other hand', 'one main advantage/disadvantage' to organise their responses to prompt 3. Strong responses were developed effectively with detailed descriptions of holiday destinations which included topic specific nouns and adjectives, for example, 'wonders of the world', 'outdoor activities'.

E – People we admire

In response to this assessment card candidates talked about their parents, grandparents as well as siblings and cousins. Some well-chosen adjectives explained why these family members were admired. Careful choice of language can give more precision and add to the shades of meaning expressed, for example not just 'hardworking' but 'industrious' or 'inspirational'. Prompt 3 elicited discussions of issues such as invasion of privacy, the paparazzi, having to set a good example, having a lavish lifestyle and unsung heroes. Various reasons why leaders are rarely admired focussed on fraud, corruption and false promises.

F – The food we eat

The responses to this card suggest that many candidates are very enthusiastic about the topic. Some candidates offered detailed descriptions of the dishes they enjoyed eating. Prompt 2 was an excellent lead into anecdotes, particularly about disastrous meals. In response to prompt 3 many candidates reflected on the importance of having meals with family and friends.

G – Keeping promises

This card prompted many strong responses in which candidates discussed loyalty to friends and family and elicited some very expressive answers including reflections on the promises some candidates made to themselves. Prompt 5 succeeded in drawing out opinions on politics: 'The promises politicians make are really fake. It is all about power.'

H – Toys and games

This topic was mostly used when candidates expressed an interest in new technologies or electronic devices. All candidates were able to talk about beloved old toys from when they were young. Some candidates did argue the benefits of video gaming: 'It might be an imagination booster' and 'you need a lot of thinking ability. You have to use your brains.'

I – Relaxing

This was a popular card which generated some interesting responses. Candidates talked in detail about activities they enjoy doing in their free time and whether they prefer relaxing in the same way as their parents and friends. When discussing prompt 4 many candidates admitted that they cannot stop worrying and do not feel comfortable until all their work is completed: 'If I don't finish my homework, my mind is thinking work is pending and I cannot relax'.

J – Working in medicine

This topic was infrequently chosen. Strong candidates were able to express their opinions and feelings using a variety of phrases: 'I feel that....', 'I believe that....', 'I would say that....'. Most candidates were able to widen the discussion beyond their feelings into the ethics of medicine. All candidates gave their opinions on prompt 5 – the likelihood of robots taking over medical procedures.

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