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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key messages

- In **Exercise 1**, brief and precise answers are required. It is important that candidates should avoid including too much information, as additional incorrect details may result in the loss of a mark. In this series, many candidates correctly identified the key requirements of each question.

- In **Exercise 2**, candidates should look for key details in texts which may include attitudes and opinions, and show an awareness of what is implied but not explicitly stated. Practising skimming and scanning reading techniques is recommended, and when selecting their answer, candidates should carefully distinguish details which may appear to correspond to the key elements of the question, but which do not entirely fulfil its requirements.

- **Exercise 3**, note-taking requires brief answers. The length of the line provides a guide as to the length of the response. Attention should be paid to the heading of each question, as correct answers which are written under the wrong heading cannot credited. The number of bullet points indicates the number of responses required in each question, and where a candidate provides two responses on the same line, only the first will be considered.

- In **Exercise 4**, candidates are advised to read the rubric and instructions carefully, in order to distinguish between the information that needs to be summarised and details which are not relevant to the task. It is essential that the summary is within the specified word limit, as exceeding this can affect the marks for both Content and Language. In this series, many candidates included an over-long general introduction about Hammarby Lake City, and some irrelevant concluding information, which placed the summary beyond the required length and prevented top marks being awarded. Summary writing skills such as paraphrasing, ordering information and linking ideas together cohesively continue to be an area for improvement in candidate preparation.

- In this series, there was generally a successful response to the task in **Exercise 5**. To achieve marks in the top band, candidates should develop ideas in response to each bullet point and show an awareness of the target audience by using an informal register and showing an awareness of the audience.

- In **Exercise 6**, responses should demonstrate a style and register different from that in **Exercise 5**. It is important that candidates focus on the wording of the task and write relevantly in response. In order to achieve marks in the top band, responses should be well organised and sequenced. They should also demonstrate good organisation and clarity, as well as clear development of content.

- In this series, it is evident that in both **Exercise 5** and **Exercise 6**, greater emphasis on organisation of ideas and basic punctuation continue to be an area for improvement.

General comments

A small number of candidates omitted individual questions, notably in **Exercise 1** and **Exercise 3**.

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Comments on specific questions

Exercise 1

There were many good responses to this exercise. Candidates who demonstrated precise reading of the text and who selected relevant information, avoiding extra distracting details were more successful than those who opted for the most obvious choice of information.

Question 1

(1) This question was well answered, with most candidates selecting, '*hearing her teacher at school...made Jenny want to try mountain biking herself'.* Incorrect responses were those where the first idea in the sentence was chosen, '*parents',* where further reading of the paragraph would have identified the contrast, '*but ...'.*

(2) This question proved to be more challenging. Successful responses identified the text detail, '*she went to a valley...',* in response to the key question word 'Where', however many candidates selected the first piece of information in the sentence, '*fields at the back of her house'.* Further reading of the sentence would have elicited the information that this was where she *'could have gone riding. However,...'* Candidates are reminded to read more carefully in order to avoid distracting details.

(3) In this question, the key words were *'which team...at school'.* Candidates were required to select the information which corresponded to these key words. A significant number of candidates appeared to overlook this information, opting instead for '*her regional swimming team',* which had no connection to her school and could not be credited.

(4) This was well answered by the majority. A small number of responses incorrectly related to the length of time she had used her bike, '*a couple of years',* rather than the length of time it took for her to save up for a new bike, *'eight months...to get enough money...'.*

(5) There was a mixed response to this question. Candidates had to choose the way that Jenny found the information *'to contact'* Helen. Successful responses detailed '*online*', however, there were many which simply stated where information about Helen could be found, '*in a magazine'.* A further incorrect response suggested that she '*received a letter with race information',* which did not correspond to the requirements of the question.

(6) Generally, this was well answered, with the majority of candidates showing understanding of the question and correctly stating that it was '*sunny'.* Responses which indicated that it was '*rainy'* failed to recognise that '*it had been rainy, but...'.* Centres are reminded to encourage candidates to look out for contrasting connecting words such as '*but', 'however',* and '*although'.*

(7) There were many good attempts to select two of the things that Jenny took home after the race, and many scored two marks for this question. Less successful were responses which did not distinguish between the things that Jenny took home, '*certificate, medal and leaflet'*, and things that other riders took home, '*helmets, sunglasses, cash prize'.* Responses which indiscriminately listed all six things were not credited.

(8) This question proved to be more challenging for candidates, many of whom were unable to identify the name of the session that Helen ran, '*Competitive Skills'.* Candidates commonly selected the name of the other stated session, *'Safe Mountain Biking'* or the name of the whole course, *'Biking for All'.* Responses which detailed the content of the correct session, *'important to learn from mistakes'* without the title were also credited, however, the non-specific response '*the former'* did not receive credit.

Exercise 2

Overall, the performance in this multiple matching exercise was mixed. Almost all candidates attempted answers and a small number achieved full marks. Many candidates scored more than four marks.

Throughout the exercise there were correct and incorrect answers equally, but candidates appeared to find **Questions (a)** and **(f)** the most accessible. The most challenging questions proved to be **(c)**, **(e)** and **(h)**.

In **Question (c)**, candidates had to understand that the *'family changed a decision'* in order to select the text where this information was found. Texts A and C included changes of instruments and a change of school, but only Text B fully supported the idea in the question, '*although we'd decided to return to the US, ...we stayed in the UK.'*

In **Question (e)**, the key question words were '*instrument'* and *'unexpected'.* The text which fully supported the idea of the choice of instrument being unexpected was Text A, '*to my surprise, I fell in love with it',* and successful responses provided this answer. Other candidates appeared to have been misled by mention of instruments in Texts B and C, although these did not include the idea of being '*unexpected'.*

In **Question (h)**, the key question words were '*past event'* and *'help his confidence',* which led candidates to Text B, *'I've actually performed in the place...that's making me feel less nervous'.* Although Text A suggests that studying at music school *'helped me mature as a musician',* this idea does not fully correspond to '*confidence*' in the question.

Centres are asked to encourage candidates to look for tense forms and contrast connecting phrases as an area of continuing improvement in understanding texts.

Exercise 3

The topic of the text in this exercise appeared to be accessible and candidates made a good attempt at this exercise. More successful responses showed sufficient understanding of the text to be able to identify and select precise ideas and enter them under the correct heading. Less successful answers lacked clarity or included wrong details. Answers which were correct but entered under the wrong heading were not credited. In responses where candidates included two discrete points on the same line, as in '*less pollution and absorbs greenhouse gases',* only the first idea was considered. A number of candidates answered using full sentences, frequently continuing below the line or lower down the page, and Centres are advised that this exercise requires only note-form answers and that extended answers may risk including incorrect details which could affect marks awarded.

Question 10 – *Why bamboo is good for the environment*

Many candidates performed well and were awarded three or four marks. All the six points on the mark scheme were identified. At times the notes were incomplete, for example '*root system prevents soil from being washed'* which made the answers ambiguous or factually incorrect and these were not credited. Points 1 and 6 were the most challenging, with many candidates omitting the key word *'leaves'* in the first point, and *'root system'* in Point 6. Without these specific words, the ideas lacked the required precision.

Question 11 – *What bamboo products are used for*

Three points were required from a total of four available ideas and all the ideas were selected with equal frequency. Many responses also included additional details, such as '*low-fat food tastes delicious',* '*clothes excellent at absorbing moisture'* or *'strong stems for household items',* which were acceptable. A number of responses supplied incorrect details in this question, for example '*food for pandas'* and '*beautiful addition to many gardens',* which did not correspond to the heading and therefore were not credited.

Exercise 4

There was a mixed response to the summary writing task. In this series, a significant number of candidates exceeded the 90-word limit, which in many cases affected the marks for both Content and Language. By including a long introduction detailing the location of Hammarby, and a final concluding paragraph containing irrelevant information, responses frequently went beyond the required length. If correct Content points were included after the 90-word limit, these were not credited.

Many responses achieved five or six marks for Content. There was clear evidence of understanding of the text and in most cases, Content points were presented in the order they appeared in the text. In many summaries, candidates correctly selected the main ideas, however, there were many instances where candidates followed the main idea with an example of this, such as '*Hammarby uses energy efficiently and produces its own heating and electricity for residents'*. By including the main idea and an example, this takes up unnecessary words and does not gain extra marks.

Language marks were awarded across the range, with the majority achieving four marks. In general, summaries relied to some extent on the language in the text and connected ideas through the use of a series

of simple connecting phrases such as '*and, also, in addition, moreover'.* This reliance placed the Language mark in the middle band. More successful responses attempted to express the ideas in different words, by using synonyms for key vocabulary, for example '*garbage'* for '*rubbish*', '*environment'* for '*habitat',* and '*bicycle lanes'* for *'bicycle network'.* Additionally, some responses showed good summary technique by re-structuring the grammar of sentences, for example '*people in Hammarby burn rubbish to produce their own heating and electricity',* and '*many buildings have gardens on the roof'.* This use of synonyms and presenting sentences in a new grammatical way resulted in higher marks for Language. Several less successful responses presented the ideas as a list, without any attempt to connect points cohesively, or as a series of bullet points. Such responses did not have access to marks in the higher bands for Language.

Exercise 5

Email to a friend about an activity you tried last week

In this series, many responses fulfilled the task. Overall, candidates showed a satisfactory sense of purpose, and attempted to develop the points relevantly. To achieve marks in the top band for Content, candidates should show awareness of audience by writing in an informal style and register to suit the recipient of the email, and there were a number of successful ways in which this was done. For example, '*Do you remember the last time we....',* '*I know you're very good at....'* or *'How about we both....'*. In many responses however, this sense of audience was not present, and emails were written in too formal a style, with the use of '*firstly, secondly, moreover, concluding'.* These responses did not achieve high marks for Content. Development of content varied greatly. In general, candidates developed the first and second points better than the third, and candidates are reminded to consider all bullet points when planning their response, and include appropriate ideas for each one.

There were a number of varied ideas for activities in response to bullet point one and generally these fell into three categories: sporting activities, ranging from mountain climbing, paragliding, roller skating, skydiving to learning to swim; community activities, ranging from helping the homeless and poor, visiting relatives and orphanages to planting trees and cleaning the streets; and cooking activities which invariably involved a competition. A small number of responses provided scientific descriptions of helping to create robots and discovering new medicines, in order to improve health. Less successful were the responses where candidates listed and described several different activities and invited the friend to choose one to take part in. These responses appeared to show less understanding of the task.

The majority of explanations offered in response to the second bullet point prompt involved working as part of a team; achieving a degree of success in the activity; an adrenaline rush from doing an extreme sport, realising a hidden talent or making a useful contribution to society. Many responses also suggested the importance of the role that others played in their enjoyment of the activity, '*when I made a mistake, the teacher always showed me how to do it better, and when I did it again, I was proud of myself'.*

For third bullet point, candidates were asked to invite their friend to join them in the activity next time. More successful responses developed this point beyond a simple invitation, for example: '*Since you are a music lover, why don't you join me? It will be pretty fun and we can also join the school band',* '*please come here to join me as it requires a partner'.* Less effective responses were those where the candidate asked their friend for help with a project or artwork, without making it clear that this was an invitation to join the activity. This lack of clarity affected the marks awarded.

In terms of language, most candidates attempted to use more complex tense construction, with a degree of success. Many candidates demonstrated appropriate vocabulary on their chosen topic, '*shuttlecock, aquatic animals, strategy, chopping vegetables',* and candidates who selected cooking as their activity were able to supply a wide range of vocabulary. There were instances of multiple grammar inaccuracies within a sentence, notably in compound and more complex sentences, such as '*it has been long since we have not met',* and '*I want to tell you about an activity which had took place before the couple of weeks',* and '*At next week there will be another activity going to took place'.* Centres are asked to continue to encourage greater grammatical accuracy in complex sentences. Spelling errors such as '*where/were', 'there/their' 'our/are', 'to/too'* were widespread, and this is also an area for improvement in future language practice.

Exercise 6

Do teenagers use the internet too much?

The task was for candidates to write an article discussing the question of whether teenagers use the internet too much and to give their own views. The topic appeared to be a familiar one and many candidates took the

opportunity to write about their own personal use of the internet and the use of family and friends around them. The most successful responses kept the focus on teenagers throughout the article, however in a significant number of cases the article centred on the general advantages and disadvantages of the internet, without reference to teenagers. In addition, some candidates limited their writing to a discussion of the merits of reading newspapers online rather than traditional newspapers. Such incomplete engagement with the topic meant that the articles only partly fulfilled the task, and this had an effect on the mark awarded for Content. Candidates are advised to read the rubric carefully, as it is essential that they address the task fully. Many candidates wrote in a suitably neutral or formal style.

All four written prompts were widely used. Stronger responses used these for further development through explanations and examples, '*my eyes get really tired and there is a risk of damage to our eyes', 'living without the internet is breathing without oxygen'. O*pinions were shared equally on both sides of the topic, on one side, '*using the internet helps you come up with innovative ideas',* while on the other, '*internet helps us to find solutions to every problem, so we are not able to come up with our own ideas'.* A commonly held view was that '*you might gain lots of facts, but you lose your creativity'.* Although a number of candidates included the advantages of using the internet for study purposes, most responses relied to a large extent on the written prompts and appeared to struggle to develop ideas beyond these. In order to have access to marks in the top band for Content, candidates should develop ideas. Despite this, a number of stronger candidates were able to present ideas effectively, '*some come online in their free time, and others free their time to come online'.*

From a language perspective, many candidates took the opportunity to include a range of vocabulary on the topic and a number of candidates were able to attempt greater complexity of structure with a degree of accuracy and control throughout the writing. Organisation of ideas presented more of a challenge. Many candidates were able to provide a good range of ideas, but these were frequently presented more as a list and without any sense of cohesion, either by internal organisation through the use of connecting devices or by using paragraphs. A significant number of responses were also written without any punctuation. Consequently, ideas were not communicated clearly and this left the reader confused. Candidates are advised that responses should be well organised and use a good range of linking words and other cohesive devices in order to have access to the top band of marks awarded for Language.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing – Extended

Key messages

- In **Exercise 1**, candidates should locate the key requirements of individual questions and ensure responses are precise. It is important that candidates avoid including additional, incorrect information.
- In **Exercise 2**, it is important that candidates recognise synonymous words or phrases in the text which connect with the questions. This will help to locate correct responses.
- In **Exercise 3**, candidates are advised to read the requirements of the headings carefully and ensure they include any key information in each brief note. Candidates should not add any extra bullet points unless they have crossed through a previous response.
- In **Exercise 4**, candidates should read the question carefully to ensure they provide information relevant to the task. They should focus on accuracy, cohesion and not exceeding the word limit of 120 words as this can affect marks for both Content and Language. Any content points given after the word limit cannot be credited so if there is a lengthy introduction, marked language might contain much irrelevant content.
- In **Exercises 5** and **6**, candidates should focus on the requirements of the task and ensure all aspects are developed. Responses need to be of an appropriate length, demonstrating relevant content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent, well developed ideas in both tasks. Candidates will not be given credit for using language which has simply been copied from the prompts.
- In **Exercise 5***,* candidates are reminded to use an informal register and to address all three bullet prompts. In **Exercise 6**, a more formal register is required and candidates should use persuasive language to convince the reader of their opinions.

General comments

It is important for candidates to read and carefully consider the requirements of each exercise.

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. In **Exercise 3**, candidates should ensure they do not continue writing over two lines and that they only provide one relevant detail per bullet point. If candidates provide more than one correct note per line, only the first one can be credited.

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Comments on specific questions

Exercise 1

This exercise was very well attempted by candidates. More successful responses were those where candidates selected information relevant to the question and avoided distracting details. Less able candidates frequently opted for the most obvious selection of detail.

1 This question was very well answered.
2 This question was well answered. However, some candidates wrote '*the fields at the back of her house*' which was a possible place Jenny could have gone riding rather than the actual place she preferred riding.
3 This question was generally well attempted. A few candidates wrote '*swimming team*'. Jenny was asked to join her regional swimming team but turned down the offer.
4 This was very well answered.
5 This was well answered. Several candidates wrote '*a letter with race information*' which is where Jenny spotted Helen Foxton's name. Jenny actually found Helen's contact details '*online*'.
6 This question was well answered. There were a few candidates who wrote '*rainy*' which described the weather prior to the actual race day.
7 A significant number of candidates provided both correct details here. A few candidates included '*cash prize*' which was actually the prize awarded to Helen Foxton for coming first.
8 Most candidates answered this question well. On occasion, some wrote '*Safe Mountain Biking*' which was the session being run by another top leader. Some candidates appeared not to have understood '*the former*' here. Also mentioned was the phrase '*useful to vary the places where you practice*' which was actually a piece of advice from Helen.
9 Many candidates achieved maximum marks here and successful responses conveyed all key details for each answer. Incorrect responses were often incomplete, e.g. '*places you practise*' and '*learn mistakes*' or items that were incorrectly identified as advice such as '*a proper downhill bike*'.

Exercise 2

This multiple matching exercise was well attempted and there was evidence that a good proportion of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text. Some candidates achieved maximum marks and most were credited with at least six correct answers. The most challenging questions were **10(a)**, **(e)**, **(g)**, **(j)**.

Question 10

(a) This question was generally well answered. Text B, which mentions the past event of Louis having performed in the place where the competition was happening, was most frequently given, but could not be credited. A number of candidates, however, correctly identified in text D the technique Ahmed mentions of taking deep breaths to relax.

(e) In **10(e)** the key question words '*his family changed a decision*' corresponded with the sentence '*although we'd planned to return to the US… we stayed in the UK*' in text B.

(g) In **10(g)** the key question words were '*unexpected choice of instrument*' which should have directed candidates' attention towards text A in which Max talks of going to a cello concert '*where to my surprise, I fell in love with the instrument*'.

(j) The most challenging question was **10(j)**. Many candidates supplied text D in error, appearing to confuse the technique of taking deep breaths to relax with the past event mentioned by Louis (text B) that he had actually performed in the place where the competition was happening '*so that's making me feel less nervous*'.

Exercise 3

Candidates generally responded very well to this note-taking exercise. Many were able to show enough understanding of the text and extract the relevant information to score well underneath both headings with some candidates gaining the full nine marks available. Notes could not be credited when they were repeated, omitted key information or were under the wrong heading.

Why bamboo is good for the environment?

This section was well attempted and there were many accurate responses. Some responses omitted key detail, giving for example '*provide shelter*' instead of '*leaves provide shelter*' and also '*prevents soil from being washed*' rather than '*root system prevents soil from being washed away*'. Sometimes a point was repeated as with '*fights against global warming*' and '*absorbs harmful greenhouse gases*' which were given as separate bullet points. Incorrect responses here included '*source of food for pandas*' and '*grows in different climates and soil types*'.

What bamboo products are used for?

This section was also very well attempted and a significant number of responses were accurate. There were a few references to ideas which belonged under the first heading, namely, '*fighting against global warming*' and '*leaves providing shelter*'. Some incorrect responses concentrated heavily on bamboo's qualities, being anti-bacterial in its natural form and excellent at absorbing moisture to keep the skin dry or mentioned the '*leaves displaying interesting patterns*'. Some responses featured the word '*cloths*' instead of '*clothes*'. This could not be credited as it conveyed a different meaning.

Exercise 4

This exercise proved to be challenging for many candidates. Candidates were required to summarise how the design features of the Eastgate Centre, a shopping centre in Africa, help control the temperature inside it. Many candidates exceeded the 120-word limit and when this did occur, it was largely due to writing overlong introductions about termites and their homes or including irrelevant detail about other traditional malls and facts and figures which did not answer the question. Centres should continue to emphasise that there may well be whole sections of the text which are not required when writing the summary. Some responses indicated a potential lack of understanding of some of the concepts in the text. The features provided by some candidates of '*recycling the air in the mall*' and a '*large amount of glass being used*' could not be credited for Content because these described the features in other traditional malls, not the Eastgate Centre.

Points were generally presented sequentially as they appeared in the text. All the content points proved accessible, however, responses could not be credited when points were incomplete. It was not always clearly conveyed that it is '*the temperature that can be controlled by natural methods in this building*', that it is the '*central area that is open to breezes*' or that '*warm air is pushed out through vents*'.

Language marks were awarded across the range with the majority of candidates achieving at least three marks. A considerable number of candidates relied heavily on the wording of the points from the text and attempted to link these in various simple ways including, '*and*', '*in addition*' and '*also*'. This meant there was little attempt to use own words which affected the language mark.

More successful responses showed good summary technique with candidates restructuring sentences in their own words without losing accuracy or meaning. For example, the design of the small windows '*positioned so that they are not in direct sunlight*' was changed to '*tiny windows which are strategically positioned so they remain unexposed to the rays of the sun*'. Candidates demonstrating language with a high level of accuracy, using synonyms and paraphrased points with the appropriate cohesive devices gained access to marks in the higher language bands.

Exercise 5

Email telling a friend about a new activity

Generally, candidates dealt with the topic successfully and provided satisfactorily developed, relevant content. Some responses fulfilled the task quite skilfully and effectively. Candidates were required to write an email to a friend telling them about a new activity they had just tried. The most effective emails provided a realistic sense of excitement about the activity and an obvious desire to persuade the friend to try it too. These responses connected the content of the email to the recipient with references to shared experiences and interests such as '*Do you remember how we used to always talk about going trekking after the exams?*'.

Candidates wrote about a wide range of activities such as sky diving, trekking, designing robots and ice skating in response to the first prompt. The most common ones were cookery courses, sports and art classes. Some candidates successfully connected taking up the activity with something that persuaded them to join, such as wanting to try something outside their comfort zone or wanting to release stress and relieve the boredom after school exams.

The second bullet point required candidates to explain what they liked about the activity. What made the activity enjoyable was often explained as the development of new skills or friendships, respect and admiration for the leaders or the chance to express their emotions through some new dance form or creative activity. For many, it was simply the end result, e.g. an Italian cheesecake or a portrait painting.

For the third bullet point, candidates were asked to invite their friend to do the activity with them. Some responses managed to successfully expand on this by giving reasons why the friend should join in too, such as sharing the same interests or having the opportunity to spend more time together '*As I know you are an ardent cook and you love trying out new mouth watering recipes, it would be great if you could join me next time*'.

Most responses addressed all three bullet points with adequate development. Some did not address all three which had an impact on the Content mark awarded.

An informal tone is most appropriate for this email and the majority of candidates correctly used one throughout the email. Some responses tended to mix informal with formal language such as '*firstly*', '*secondly*' and '*furthermore*' resulting in an inconsistent tone.

A range of marks was awarded for Language. Many candidates wrote well organised responses, using the three prompts well to create a clear structure to the email. An example of Language used which gained access to the higher bands is as follows: '*As a volunteer, I had plenty of tasks like: rescuing injured stray animals, relocating lost pets, vaccinating stray animals and my favourite – taking care of abandoned puppies*'.

Less successful responses tended to lack a range of appropriate vocabulary and comprised a series of short simple sentences which would have benefitted from some subordinate clauses. The level of accuracy affected some responses for example, some slips with the non-agreement of subject and verb, e.g. '*the last week have been hectic*', and there was some mixing of past and present tenses evident: '*Overall, I enjoyed the cookery course and I learn many new recipes*'.

Spelling was generally sound but these basic words continued to be confused '*thought*' and '*taught*', '*found*' and '*fond*' and '*their*' and '*there*'.

Exercise 6

Article – teenagers spend too much time on the internet.

In this task, candidates were required to write an article for their school magazine in response to the idea that people say that teenagers spend too much time on the internet nowadays. Generally, they managed the discussion well and put forward some different views. The topic appeared to be of personal interest to many candidates who appeared to write from their own experience or knowledge and could offer personal opinions.

It is important that candidates read the task carefully and make certain that the content of the article is relevant. Many candidates concentrated heavily on the advantages and disadvantages of the internet with little development of the suggestion that teenagers use the internet too much. Others developed one of the prompts, but focused exclusively on whether the internet is a better source of the news than newspapers. In such responses, the Content mark was affected.

When discussing the topic, most responses introduced arguments to support the idea that not all teenagers are overusing the internet. Most responses concluded that it is essential to put some limit on usage, maybe under parental guidance and to strike a happy balance between time spent online and time spent away from the screen, socialising with family and friends or pursuing hobbies.

In the most effective articles, candidates addressed their fellow students, using rhetorical questions and pronouns like '*we*', '*you*' and '*us*' and attempted to engage them with the topic.

From a language point of view, many candidates took the opportunity to include a range of vocabulary suited to the topic, for example, '*engrossed in gadgets*', '*mindlessly*', '*readily available*' and '*curbing their curiosity*'. Candidates are encouraged to increase their topic related vocabulary in order to achieve marks in the higher bands. Some candidates made slips in incorrectly using the nouns '*motivation*' and '*addiction*' rather than the adjectives '*motivated*' and '*addicted*' and also frequently omitted the definite and indefinite articles, e.g. '*Internet has become daily tool for finding out useful information*'.

In more successful responses, candidates demonstrated a high level of accuracy throughout and their writing included varied sentence structure, with ambitious vocabulary and good punctuation and organisation. Many used effective linking words and phrases which helped with cohesion when different views and suggestions were being offered. In order to access marks in the higher bands, candidates should include a wide variety of accurate language that is effectively organised and sequenced and also use a wide range of linking words and other cohesive devices.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening (Core)

Key messages

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

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General comments

- There were fewer instances where candidate's handwriting was illegible. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage candidates to practice writing by hand as often as possible.

- There was an increase of candidates this series who wrote over their initial answers or over half-erased attempts, which often resulted in their final answer being illegible.

- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise, which is an improvement on previous years.

- There was less evidence of 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). Where used, candidates would benefit from applying such techniques more effectively, as some candidates tend to underline *all* words, rather than selecting the key words in each question.

- Most candidates seem to be aware of the distracting information in the listening exercises now and do not include these in addition to the correct detail. However, there was an increased number of candidates who provided the distracting detail in addition to the expected answer in **Exercise 1**. Such attempts could not be credited.

- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. They need to be encouraged to read (and listen) to the rubric at the start of each exercise very carefully.

- Overall, as in previous series, most candidates dealt 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 candidates would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).

- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'blog' versus 'block'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'patience' instead of 'patient').

- It is also advisable to expose candidates to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with low frequency words such as 'technical language', but seemed to be less familiar with more frequent everyday words, for example, 'uncle', 'restaurant' and 'country'.

- Some candidates would also benefit from studying how different grammatical forms or spelling patterns change the meaning of a word (e.g. 'clothes' versus 'cloths').

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Comments on specific questions

Exercise 1 – Questions 1–4

Overall, this section was well attempted. The most common incorrect responses included the distracting detail or the wrong extra detail. The latter was a particular issue in **Questions 3(b)** and **4(b)**. Other reasons for loss of marks are outlined below. There was an increase in instances of No Responses, especially for **Questions 2(b)** and **3(a)**.

Question 1

(a) This question was answered well by half of the candidates. The expected detail was 'clothes', but 'clothing' was also accepted. Spelling attempts which did not put the intended meaning in doubt were also give the mark (e.g. 'cloathes'). However, 'cloths' could not be credited as this attempt created a different meaning. Weaker responses often provided the distracting detail 'chocolates'.

(b) The correct answer was 'shopping centre' and there was a high level of success for this question. Most candidates provided the correct spelling, but spelling attempts such as 'shoping centre' and 'shoppin centre' were also credited. Some attempts included an extra detail and were credited where this didn't alter the meaning (e.g. 'from a shopping centre'). However, where the extra detail changed the intended meaning of the response (e.g. 'outside/near the shopping centre') no marks could have been given. Some other unsuccessful attempts were either too general (e.g. 'shopping area') or the spelling put the intended meaning in doubt (e.g. 'shopping central'). Other answers tended to include the distracting detail 'bookshop' in error.

Question 2

(a) This question was attempted well. Many candidates provided the expected detail 'parking', and other creditable attempts included 'the parking part', for example. In some instances, candidates provided a response which put the intended meaning in doubt (e.g. 'find parking') – such responses could not be given the mark. The vast majority of answers were spelled correctly.

(b) The expected answer was 'uncle' and about half of the candidates provided this. Most candidates provided their answer as part of a longer phrase (e.g. 'his uncle's advice') and as long as these attempts conveyed the same idea, they were credited. However, some responses did not include the necessary detail (e.g. 'support') and could not be credited. There was also a wide range of spelling attempts and while 'unkle' was given the mark, attempts such as 'oncal' could not be credited. Weaker responses often provided the distracting details such as 'driving instructor'.

Question 3

(a) There was a very good level of success for this question, with most candidates giving the correct detail 'singer'. Some candidates gave their answer in a different form (e.g. 'singing'), which was also credited as it conveyed the same idea. Most answers were spelled correctly, but spelling attempts which put the intended meaning in doubt (e.g. sining), or which created a new meaning (e.g. signing) could not be given the mark. Weaker responses often included details which referred to Gina Foster's current activities rather than the past.

(b) This item was successfully answered. Both the singular (i.e. school) and plural form (i.e. schools) were credited here. Some candidates provided their answer as a longer phrase 'speaking in schools'. Most incorrect responses provided the distracting detail 'companies' on its own or in addition to the expected detail 'schools'.

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Question 4

(a) This item was well answered. The intended answer for this question was 'morning', and most candidates provided this response. Most attempts were spelled correctly, but other attempts like 'morrning' were also allowed. However, 'moning' and 'moring' put the intended meaning in doubt and could not be given the mark. Neither could 'mourning' as the spelling attempt created a new meaning. Weaker responses often included distracting details such as 'night'.

(b) This was another well attempted question. There was a wide range of spelling attempts and most of these were credited as the intended meaning was clear (e.g. 'resturant'). Where there was doubt about the intended meaning (e.g. 'resrant'), no marks were given. Some candidates provided attempts which altered the meaning of the expected answer (e.g. restaurant roof). Other attempts which could not be credited included the inclusion of one of the distracting details (e.g. 'restaurant and offices').

Exercise 2 – Questions 5(a)–5(h)

This exercise provided a mixed level of success. On average, candidates scored three marks. The most successful attempts were for **Question (d)**. Candidates were least successful with **Questions (a)** and **(h)**. Most No Responses appeared for **Question (b)**.

Question 5

(a) This item was not very well answered, with few candidates selecting the correct detail 'technical language'. Attempts including 'technical terms' and 'technical vocabulary' were also credited as these conveyed the same idea and fitted the gap. Attempts which could not be given the mark were either incomplete or too general (e.g. 'language', 'technicality'). Some candidates seemed to have misheard the adjective 'technical' and provided an alternative adjective (e.g. 'digital'), which altered the overall meaning of the phrase. Such attempts were not allowed. Other answers which could not be credited included one of the distracting details (e.g. 'cost').

Most spelling attempts were considered creditable as the intended meaning remained clear (e.g. 'tecnical language'). However, where the spelling put the meaning in doubt (e.g. 'tecincal lanuage'), no marks were given.

(b) The question targeted something that Laura found particularly useful, which was 'blog'. The correct detail was selected by a quarter of the candidates. Some answers included an extra detail (e.g. 'blog online') and some candidates provided a synonymous phrase which also fitted the gap (e.g. 'website'). All of these attempts were also allowed.

Most incorrect answers provided the distracting detail 'beginners' course' or 'manual'. 'Advice' was also often selected as the answer for this gap. However, as Laura received *advice* on the beginners' course as well as from a blog online, this attempt is therefore too general and could not be given the mark. Other attempts which could not be credited included 'online' and 'vlog'.

(c) About half of the candidates answered this item well and provided the correct detail 'light'. Some candidates appeared to have misheard the correct form and transcribed their answer as 'lights' or 'lighting'. As these two forms change the meaning of the intended detail in the given context, no marks could be given. Weaker answers tended to provide the distracting detail 'setting' in error.

(d) This was one of the better attempted items in this part of the exam with most candidates successfully selecting the expected detail 'supermarket'. The plural form 'supermarkets' was also given the mark as it did not alter the expected meaning and fitted the gap. Spelling attempts which were credited included 'suppermarket' and 'supermaket'. Most incorrect responses included the distracting details 'party' and 'park', and others included an alternative word which didn't express the targeted idea clearly enough (e.g. 'market').

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(e) This item was well attempted by a third of the candidates. The expected answer was ‘sunsets’. Many candidates seemed to have misheard the plural form and as ‘sunset’ did not fit the gap, no marks could be given. Some candidates included the distracting details ‘natural landscapes’ and ‘children’ and could not be credited.

(f) This item was not well answered. Most candidates seemed to have misheard the plural form in the recording and provided ‘other country’ as their answer instead. This answer as a whole did not fit the gap, so no marks could be given. Some candidates provided an alternative adjective in addition to the plural form ‘countries’ and as long as these attempts retained the same idea as the expected answer, they were credited (e.g. ‘foreign countries’). Attempts which did not convey the same idea (e.g. ‘new countries’), were incomplete (i.e. ‘countries’), were too general (e.g. ‘different places’) or didn’t fit the gap (e.g. ‘abroad’), could not be awarded the mark. There was also a range of spelling attempts for this item. While ‘other contries’ and ‘other countrys’ were deemed recognisable and credited, attempts such as ‘other contres’ were not given any marks. This was also the case for spelling attempts which created a new meaning (e.g. ‘other counters’). The distracting details ‘gardens’ and ‘museums’ were also often given in error.

(g) There was a reasonable level of success for this question. The expected detail was ‘patient’. Some candidates seemed to have misheard the correct form and incorrectly provided ‘patience’ as their answer. Other incorrect attempts often included the distracting detail ‘creative’. Most candidates also provided an array of spelling attempts. While ‘paitient’ and ‘patiant’ were allowed, ‘pasent’ and ‘pation’ could not as the intended meaning was obscured. Spelling attempts which created a new meaning (e.g. ‘patent’) were also disallowed.

(h) This was the least successfully attempted item in this part of the test. The expected detail was ‘exhibitions’, but spelling attempts such as ‘exibitions’ and ‘exibhitions’ were also credited. Unrecognisable, and therefore not creditable spelling attempts included ‘exibations’. Some candidates included the extra detail ‘local’ (i.e. ‘local exhibitions’) and were also given the mark. However, where the adjective changed the overall meaning of the answer (e.g. ‘global exhibitions’), this could not be credited. Other unsuccessful responses included the distracting detail ‘photography clubs’ or a random detail (e.g. hobby).

Exercise 3

The majority of candidates matched, on average, 2–3 speakers correctly with the expected letter. The most correct answers were for speakers 2, 4, and 5. Opinion C was often given, in error, as the answer for speakers 1 and 6, while option G was sometimes provided in error for speakers 3 and 6.

There were minimal omissions in this part of the test. However, there were an increased number of instances of the same letter being used twice, compared to previous series. These attempts could not be credited. Some candidates still try to overwrite their initial answers after changing their mind. This often results in illegible answers which sometimes cannot be read.

Exercise 4

Overall, this part of the test was attempted well, with most candidates scoring four marks. Some candidates tended to be less successful with **Questions (a)** as option C was often given in error. In **(c)**, option A tended to be the wrong answer and in **(f)**, option C was often given in error. There was an increased number of candidates this series who still ticked more than one option for individual questions. Such attempts were not given any marks.

There were some instances where candidates did not provide any answers to some of the questions in this part of the test, especially in **Question (b)**.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Speaking (Extended)

Key messages

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

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General comments

- There were fewer instances where candidate's handwriting was illegible. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage candidates to practice writing by hand as often as possible.

- There was an increase of candidates this series who wrote over their initial answers or over half-erased attempts, which often resulted in their final answer being illegible.

- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise, which is an improvement on previous years.

- There was less evidence of 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). Where used, candidates would benefit from applying such techniques more effectively, as some candidates tend to underline *all* words, rather than selecting the key words in each question.

- Most candidates seem to be aware of the distracting information in the listening exercises now and do not include these in addition to the correct detail. However, there was an increased number of candidates who provided the distracting detail in addition to the expected answer in **Exercise 1**. Such attempts could not be credited.

- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. Candidates need to be encouraged to read (and listen) to the rubric at the start of each exercise very carefully.

- Overall, as in previous series, most candidates dealt 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 candidates would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).

- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'blog' versus 'block'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2**, **5A** and **5B** (e.g. 'humidity' instead of 'humid').

- It is also advisable to expose candidates to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with low frequency words such as 'marine reserve' and 'introduced species', but seemed to be less familiar with more frequent everyday words, for example, 'uncle', 'restaurant' and 'country'.

- Some candidates would also benefit from studying the different shades of meaning (e.g. 'humid' versus 'wet'), how different grammatical forms or spelling patterns change the meaning of a word (e.g. 'clothes' versus 'cloths').

- It is not advisable to enter candidates who are at a much lower level than expected for the extended tier.

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Comments on specific questions

Exercise 1 – Questions 1–4

Overall, this section was well attempted. The most common incorrect responses included the distracting detail or the wrong extra detail. The latter was a particular issue in **Questions 3(b)** and **4(b)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Responses for this part of the test.

Question 1

(a) This question was answered well. Most candidates provided the correct detail 'clothes', but 'clothing' was also accepted. Spelling attempts such as 'chlothes', which did not put the intended meaning in doubt were also given the mark. However, 'cloths' could not be credited as it created a different meaning. Weaker responses often included the distracting detail 'chocolates'.

(b) The expected answer was 'shopping centre' and there was a high level of success for this question. Most candidates provided the correct spelling, but other attempts such as 'shoping centre' were also credited. Some attempts included an extra detail, and where this did not alter the meaning, the answers were credited (e.g. 'from a shopping centre'). Where the extra detail changed the intended meaning of the response (e.g. 'outside/near the shopping centre') no marks could have been given. Some other attempts which were not credited were either too general (e.g. 'shopping area') or the spelling put the intended meaning in doubt (e.g. 'shopping central'). Other incorrect responses included the distracting detail 'bookshop'.

Question 2

(a) This question was attempted well. Most candidates provided the correct answer 'parking', but other creditable attempts included 'the parking part', for example. In some instances, candidates provided a response which put the intended meaning in doubt (e.g. 'find parking'), which could not be given the mark.

(b) The correct answer was 'uncle', which was selected by half of the candidates. Most candidates provided their answer as part of a longer phrase (e.g. 'his uncle's advice') and as long as these attempts conveyed the same idea, they were credited. Other responses missed the necessary detail (e.g. 'support') and could not be credited. There was also a wide range of spelling attempts and while 'unkle' was given the mark, attempts such as 'oncal' and 'uncul' could not be credited. Weaker answers often provided distracting details such as 'driving instructor'.

Question 3

(a) This question was successfully answered, with most candidates giving the correct detail 'singer'. Some candidates gave their answer in a different form (e.g. 'singing'), which was also credited as it conveyed the same idea. Most answers were spelled correctly, but spelling attempts which put the intended meaning in doubt (e.g. 'sining'), or which created a new meaning (e.g. 'signing') could not be given the mark. Weaker responses often included details which referred to Gina Foster's current activities rather than the past.

(b) This question was successfully answered. Both the singular (i.e. 'school') and plural form (i.e. 'schools') were credited. Some candidates provided their answer as a longer phrase 'speaking in schools'. The most common reason for answers not being credited was providing the distracting detail 'companies' on its own or in addition to the expected detail 'schools'.

Question 4

(a) The intended answer for this question was 'morning' and most candidates provided this. Most attempts were spelled correctly, but spelling attempts like 'morrning' were also allowed. Spelling attempts which put the intended meaning in doubt (e.g. 'moning') could not be given the mark. Weaker answers often included the distracting details 'night' and 'afternoon'.

(b) This question was also successfully answered, with most candidates providing the correct detail 'restaurant'. There was a wide range of spelling attempts and most of these were credited as the intended meaning was clear. Where there was doubt about the intended meaning (e.g. 'resrant'), no marks were given. Some candidates provided attempts which altered the meaning of the

expected answer (e.g. ‘restaurant roof’). Other attempts which could not be credited included the inclusion of one of the distracting details (e.g. ‘restaurant and office’).

Exercise 2 – Questions 5(a)–5(h)

This exercise provided a mixed level of success. On average, candidates scored four marks. The most successful attempts were for **Questions (d)** and **(g)**. Candidates were least successful with **Question (h)**. Most No Responses appeared for **Question (b)**.

Question 5

(a) This question was not very well answered, with a third of candidates selecting the correct detail ‘technical language’. Attempts including ‘technical terms’ and ‘technical vocabulary’ were also credited as these conveyed the same idea and fitted the gap. Attempts which could not be given the mark were either incomplete or too general (e.g. ‘language’). Some candidates appeared to have misheard the adjective ‘technical’ and provided an alternative adjective (e.g. ‘digital’), which altered the overall meaning of the phrase. Other answers which could not be credited included one of the distracting details (e.g. ‘cost’).

Most spelling attempts were considered creditable as the intended meaning remained clear (e.g. ‘tecnical language’). Where the spelling put the meaning in doubt (e.g. ‘tecincal lanuage’), no marks could be given.

(b) The question targeted something that Laura found particularly useful, which was ‘blog’. The correct detail was selected by half of the candidates. Some answers included an extra detail (e.g. ‘blog online’) and others provided a synonymous phrase which also fitted the gap (e.g. ‘website’). All of these attempts could be credited.

Most incorrect answers included the distracting detail ‘beginners’ course’ or ‘manual’. ‘Advice’ was also often selected as the answer for this gap. However, as Laura received advice on the beginners’ course as well as from a blog online, this attempt is therefore too general and could not be given the mark. Other attempts which could not be credited included ‘online’ and ‘vlog’.

(c) About half of the candidates answered this item well and provided the correct detail ‘light’. Some candidates appeared to have misheard the correct form and transcribed their answer as ‘lights’ or ‘lighting’. As these two forms change the meaning of the intended detail in the given context, no marks could be given. Weaker responses tended to provide the distracting detail ‘setting’.

(d) Most candidates successfully selected the expected detail ‘supermarket’. The plural form ‘supermarkets’ was also credited as it did not alter the expected meaning and fitted the gap. Spelling attempts which were credited included ‘suppermarket’ and ‘supermaket’. Many incorrect responses included the distracting details ‘party’ and ‘park’. Others provided an alternative word which did not express the targeted idea clearly enough (e.g. ‘market’).

(e) This item was well attempted by more than half of the candidates. The expected answer was ‘sunsets’. Some candidates appeared to have misheard the plural form and as ‘sunset’ did not fit the gap, no marks could be given. Some candidates included the distracting details ‘natural landscapes’ and ‘children’, which could not be credited.

(f) This question was not well answered. Most candidates appeared to have misheard the plural form in the recording and provided ‘other country’ as their answer instead. This answer as a whole did not fit the gap, so no marks could be given. Some candidates provided an alternative adjective in addition to the plural form ‘countries’ and as long as these attempts retained the same idea as the expected answer, they were credited (e.g. ‘foreign countries’). Attempts which did not convey the same idea (e.g. ‘new countries’), were incomplete (i.e. ‘countries’), were too general (e.g. ‘different places’) or did not fit the gap (e.g. ‘abroad’), could not be awarded the mark. There was also a range of spelling attempts for this item. While attempts such as ‘other contries’ were deemed recognisable and credited, attempts such as ‘other contres’ were not given any marks. This was also the case for spelling attempts which created a new meaning (e.g. ‘other counters’). The distracting details ‘gardens’ and ‘museums’ were also often given in error by some candidates.

(g) For this item, the expected detail was ‘patient’, and there was a fair level of success. Some candidates appeared to have misheard the correct form and provided ‘patience’ as their answer.

Other incorrect attempts often included the distracting detail ‘creative’. Most candidates also provided an array of spelling attempts. While ‘paitient’ and ‘patiant’ were allowed, ‘pasent’ and ‘pation’ could not be credited as the intended meaning was obscured. Spelling attempts which created a new meaning (e.g. ‘patent’) were also disallowed.

(h) This was the least successfully attempted item in this part of the test. The expected detail was ‘exhibitions’, but spelling attempts such as ‘exibitions’ were also credited. Unrecognisable, and therefore not creditable spelling attempts included ‘exibations’ and ‘exapitions’. Some candidates included the extra detail ‘local’ and were also given the mark. However, where the adjective changed the overall meaning of the answer (e.g. ‘global exhibitions’), these attempts could not be awarded any marks. The distracting detail ‘photography clubs’ or a random detail (e.g. ‘hobby’) could not be credited either.

Exercise 3

Most candidates answered this part of the exam well. The majority matched, on average, four speakers correctly with the expected letter. The most correct answers were for speakers 2, 4, and 5. Opinion C was often given, in error, as the answer for speakers 1 and 6, while option G was sometimes provided in error for speakers 3 and 6.

There were minimal omissions in this part of the test. However, there were an increased number of instances of the same letter being used twice, compared to previous series. These attempts could not be credited. Some candidates still try to overwrite their initial answers after changing their mind. This often results in illegible answers which sometimes cannot be read.

Exercise 4

This part of the test was attempted very well, with most candidates scoring six marks. Some candidates tended to be less successful with **Questions (a)** as option C was often given in error, and for **(c)**, option A tended to be the wrong answer. An increased number of candidates this series ticked more than one option for individual questions. Such attempts could not be given any marks.

There were some instances where candidates did not provide any answers to some of the questions in this part of the test.

Exercise 5 – part A

There was a good level of success for this question with most candidates scoring three marks. Candidates particularly excelled at **Questions (a)** and **(e)**. Many incorrect responses provided the distracting information instead of the correct detail. Most No Responses in this part of the test appeared for **Question (d)**.

(a) This item was very well attempted as the majority of candidates provided the expected answer ‘pirates’. Most spelling attempts were creditable (e.g. ‘pyrates’), but where the intended meaning was questionable (e.g. ‘piriets’), no marks could be awarded. Some spelling attempts created a new meaning and were also disallowed. The singular form ‘pirate’ could not be credited as it changed the overall meaning and did not fit the gap. Some candidates selected the distracting details in error.

(b) Half of the candidates were successful at answering this question. The question targets *something* that was created to protect *underwater* plants and creatures. The required detail was ‘marine reserve’. Incorrect responses often included distracting details such as ‘research station’ and ‘national park’. Spelling attempts were mostly recognisable and were, therefore, credited. Others, which put the meaning in doubt or created a new meaning could not be awarded any marks.

(c) This question was well attempted by most candidates. The correct answer here was ‘humid’, which describes the particular conditions in the pampa zone, and which is why answers like ‘grassland’ could not be credited. Some candidates selected the distracting detail ‘dry’ in error. Others seemed to have misheard the form used in the recording and provided the noun ‘humidity’ as their answer. Another attempt which did not secure any marks was ‘wet’ as it did not convey the targeted idea closely enough. While most spelling attempts were deemed recognisable and credited, some could not be given the mark as they put the intended meaning in doubt (e.g. ‘humaid’).

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(d) Most candidates correctly selected ‘volcano’ as their answer. As the question targets the best place the teacher visited on his trip to the islands, the name of the islands, given by many candidates, could not be credited. Other incorrect answers included distracting details such as ‘beaches’. Spelling attempts which made the intended meaning questionable (e.g. ‘volano’) could not be credited.

(e) This question asks for something which appears on the islands in small quantities (i.e. ‘mammals’), and this response was successfully provided by most of the candidates. Most spelling attempts were recognisable and therefore allowed (e.g. ‘mammels’). Some candidates selected the distracting details ‘flowering plants’ and ‘amphibians’ in error. ‘Few mammals’ could also not be given the mark as it repeated an idea already printed on the question paper and therefore did not fit the gap.

Exercise 5 – part B

Part B was attempted with a mixed level of success, and most candidates scored two marks on average. The more successful attempts were for **Questions (b)** and **(c)**. Candidates were least successful with item **(e)**. The most common reason for incorrect responses was the inclusion of distracting details. Most No Responses appeared for **Question (d)**.

(a) There was a mixed level of success in this item. The expected detail was ‘feeding habits’, but ‘eating habits’, ‘feeding behaviour’ and ‘feeding patterns’ were also credited. However, ‘feeding’ on its own was not given the mark as it did not convey the meaning of the targeted idea closely enough. Weaker responses included the distracting detail ‘physical strength’.

(b) This item was well attempted. The expected answer was ‘location’, but ‘place’ and ‘region’ were also allowed as reasonable paraphrases. Some candidates provided the distracting detail ‘age’ and did not gain any marks for this attempt.

(c) Most candidates attempted this question well. The targeted idea was ‘shelter’, but candidates provided a wide array of attempts and most of these were creditable as they retained the intended meaning (e.g. ‘sheltered beaches’). Attempts which could not be awarded any marks included answers that were too general (e.g. ‘beach’) or did not convey the same idea as the targeted detail closely enough (e.g. ‘darkness’). Weaker responses often included the distracting detail ‘sunlight’.

(d) About half of the candidates answered this item well. The expected detail ‘sharks’ was spelled correctly by most candidates, but ‘sharkes’ was also credited. Many incorrect responses provided the distracting details ‘pelicans’ and ‘turtles’. Others tended to include random details from the recording (e.g. ‘beach’).

(e) This item was attempted least successfully. The expected answer was ‘introduces species’ – the *biggest* threat to the Galapagos wildlife – but any reasonable paraphrase was also accepted (e.g. ‘new species’). Another successful attempt was ‘unbalanced ecosystems’ as it expressed the same concept and showed understanding. However, ‘introduce species’ did not fit the gap and therefore could not be awarded any marks. Creditable spelling attempts included ‘intruduced species’ and ‘introduced speicis’. The most common incorrect answers included distracting details (e.g. ‘habitat loss’).

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

- Candidates did well when they supported answers with examples or personal anecdotes.
- Teachers and Examiners should read the Moderation Report sent to each centre which gives advice on the conduct of the test.
- Examiners are advised to watch the Speaking Test Video on the School Support Hub.
- Examiners should adhere to the timings of Parts B, and D as specified in the Teacher's/Examiner's Notes.
- Examiners should read out the explanation of the test supplied by Cambridge International in Part A so that candidates have precise details of the format of the test.
- Centres should ensure that the sample sent to CAIE covers the full range of marks, including the lowest and highest scoring candidates.
- Examiners should not run through the prompts too quickly but ask open questions to allow the candidate to develop ideas. Examiners should engage candidates in a two-way conversation from the outset.
- There was an overall pattern of slight severity in marking. Examiners should be prepared to award full marks. It should be noted that candidates do not have to be of native speaker level to achieve full marks.

General comments

Part A

This was generally well conducted with most Examiners reading the script provided. The script was occasionally paraphrased with the key information included. Rarely, there was no **Part A** or the explanation of the test was inadequate.

Part B

Although frequently too short, the warm-up was generally well-conducted, with Examiners often putting candidates at ease with conversation about their lives and hobbies. Some Examiners did not use the warm-up appropriately, most commonly prompting the candidate to produce a monologue that sounded pre-prepared. The purpose of **Part B** is to relax the candidate and identify suitable topics for the assessed part. Examiners are reminded of the importance of familiarising themselves with the topic cards the day before the examination.

Part C

This was generally satisfactory. In most tests the preparation phase was of appropriate length. Most Examiners used **Part B** carefully to select appropriate cards for individuals. Few candidates asked for clarification during the preparation period. Several Examiners did not provide adequate clarification if students asked for help and merely re-read the prompt rather than re-phrasing it. Examiners should be careful that any clarification given does not take up the entire amount of preparation time, so that candidates have a chance to prepare their thoughts.

Part D

Timings were generally accurate for this part. There is still a trend for the Examiner to allow the candidate to speak at length, working their own way through the prompts with little interaction or engagement from the

Examiner. The marking criteria for Development and Fluency are difficult to apply if a 'conversation' is not taking place.

Application of the marking criteria

Structure – The application of this marking criterion was satisfactory in many cases but there was a tendency to be severe. 'A range of structures that are generally accurate' was not always recognised and rewarded by Examiners. Sometimes Examiners were too harsh in marking down small, repeated errors, such as the over-use of the present continuous, while over rewarding candidates who did not demonstrate a range of tenses and structures.

Vocabulary – Where marking was severe, this was the criterion most often under marked. Candidates displayed some very precise vocabulary and Examiners did not always reward candidates for this and for using phrasal verbs, idioms and phrases such as '*here's the twist'* and '*follow the crowd'*. Specific technical vocabulary was sometimes given higher marks than effective use of collocations or idiomatic vocabulary.

Development and Fluency – There was a tendency to mark severely, with some thoughtful, fluent speakers penalised for pausing to choose their expressions accurately and effectively. Garbled, over-speedy delivery and repetition should not be mistaken for development and fluency. Examiners should listen to how accurately the candidate answers each prompt and not simply award marks if the candidate speaks for any length of time. For example, where there was much repetition and/or long but unclear responses, some candidates were rewarded with a higher mark. Severe marking was more often found in the lower range.

Administration

This was generally done well. Centres are reminded that not all recordings need to be submitted and only a sample of tests is required.

Internal moderation

Where more than one Examiner is used at a centre, internal moderation must be carried out. Although internal moderation was usually completed, in many cases it was not carried out according to the guidelines supplied by Cambridge International.

Each Examiner should list their candidates in descending order of marks (this is called 'rank order'). The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the Speaking Examination Summary Form. They should then submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

Comments on specific tasks

A – Important jobs

This card was not frequently chosen. Prompt 1 elicited a list of jobs such as a doctor, teacher, police and a firefighter. Stronger candidates were able to give specific examples of why they are important (e.g. '*the firefighters in Australia*', '*taxi drivers who help lost tourists*' or '*people too poor to afford a car*', '*the police guard the neighbourhood from thieves*'). In prompt 2, most said they would not like one of these jobs as there

was '*too much responsibility*', or '*it is too physical*'. Prompt 4 created debate for stronger candidates: '*is being a parent a job?*' '*It's more a responsibility than a job*', '*how children are raised affects society*'. Weaker candidates needed a lot of support from the Examiner to answer this prompt fully. The final prompt elicited a range of modal verbs (e.g. should, must).

B – Behaviour

The first three prompts mostly elicited present tenses but also some precise vocabulary ('*can't control myself*', '*takes time to open up*', '*open and casual*'), with prompt 2 allowing stronger candidates to compare formal and informal situations and behaviour when spending time with old and new friends. In prompts 4 and 5, candidates used narrative tenses to talk about personal experiences of visitors to their home or when they visited a family member in another country, and situations they had encountered on public transport. There was some very precise vocabulary ('*basic decency*', '*there's no rule book*', '*India is a diverse country*', '*others' behaviour makes people uncomfortable*'). Most disagreed with prompt 4 but a few candidates agreed '*as we are all strangers'*. Stronger candidates were able to evaluate the idea in prompt 5, saying that we are judged by gender, colour, caste, creed and religion not only behaviour.

C – Keeping up to date

This card was rarely chosen. Candidates mostly focused on mobile phones. In prompt 2, common reasons given for having the newest version were that a new version is more efficient and less prone to bugs and viruses. Candidates were able to give reasons why people keep things ('*memories*', '*precious*', '*the feelings associated with the object*') usually citing a parent or grandparent who has kept something from the past. In prompt 4 Examiners seemed keen to focus on the idea of peer pressure, ignoring the possibility of the pressure of advertising. This elicited the idea of jealousy, either feeling it or trying to make friends jealous. The final prompt elicited some interesting ideas and diverted from the concrete items discussed in response to previous prompts. Candidates talked about needing to be up to date with the weather, world events and knowledge in general.

D – Climate

This was a popular choice. When this card was given to weaker candidates, the Examiners seemed to expect them to have specific knowledge and implied there were right or wrong answers. Most candidates said they preferred sunny weather in prompt 1, generally because they felt better. Prompt 2 elicited past tenses as candidates recalled school sports day, a cancelled cricket match or a planned cycle ride ('*thwarted by rain*'). There was some overlap with prompt 3 when candidates had already discussed a sports event, but stronger candidates could elaborate on the reasons ('*because of injuries*', '*wet and slippery*'). Prompt 4 provided opportunities to evaluate and there was no consensus; reasons for agreeing included: '*health benefits*', '*people can travel faster*', '*winter makes people lazy*', '*tough to survive a hard winter*' and '*saving money on heating*'. When disagreeing, candidates gave such reasons as: '*crops don't grow*', '*drought*', '*risk of skin cancer*', '*too many bugs*' and '*diseases spread more easily*'. Prompt 5 allowed candidates to use future tenses, modals verbs and topic-specific vocabulary ('*ice melting*', '*deforestation*', '*rising sea temperatures*', '*on the path of extinction*').

E – School

This was the most frequently used card. The prompts elicited present and future tenses along with modal verbs. Most, if not all, candidates talked about meeting, playing with and talking to friends as the thing they enjoy about school. Most agreed with prompt 2; weaker candidates focused on looking neat and tidy, representing the school and aspects of identification. Stronger candidates gave such reasons as: '*decreases discrimination*', '*reduces jealousy*' and '*acts as security against kidnap*'. Prompt 3 elicited future tenses, modals and conditionals. All candidates agreed that boys and girls should learn together, with most responses focusing on mutual understanding, having more friends and separate education not being the natural state. All disagreed with the idea behind prompt 4, although weaker candidates found it difficult to justify their opinions. Stronger candidates said that students are not mature at 14 and would not have achieved their goals. Prompt 5 elicited a range of responses. Those candidates who agreed said online lessons would be more interesting and better for lazy students. Those disagreeing cited the need for the human touch, the value of student interaction and the element of competition.

F – Things we like

This card was a popular choice. Most candidates had plenty to say on this topic, and enjoyed talking about themselves. Prompt 2 gave candidates the opportunity to use a range of past tenses, as well as phrases such as '*I often used to...*', and comparatives: '*I'm more mature now...*' '*I don't have as much free time*'. Prompt 4 elicited a range of conditionals: '*If students pick their favourite topics, they might achieve more*'. In response to prompt 5 candidates tended to consider '*older people*' as very old people, which confused them, as they thought retired people would have plenty of time. Candidates who referred to working parents, for example, made good use of modals such as '*they should set aside some time*'.

G – Supermarkets

This was a popular choice giving opportunities to use comparatives: '*cheaper*', '*easier*', '*bigger*', '*more expensive*', '*friendlier*'. Prompt 3, on the positive and negative effects of supermarkets, stretched candidates, prompting some excellent answers which encompassed causing pollution and traffic problems and destroying green spaces. Prompt 5 encouraged use of the future tense, when candidates generally said that they did not think online shopping would take over from physical shops.

H – Family Life

This was a very popular card which was frequently chosen. There was much discussion of how family members helped and supported each other. Candidates were often prompted to produce anecdotes using the past tense, and those who expressed themselves most effectively used phrasal verbs such as '*she picks me up when I'm down*'. Prompt 4 about parenting classes gave candidates the opportunity to use modals such as '*parents would find it easier to...*' and '*in our society we don't need to learn parenting from school*'. The responses to Prompt 5 suggested many candidates interpreted children becoming '*more confident*' as meaning they might become arrogant or defiant and misbehave; '*parents should be strict if they want their children to do well...*', '*if children become too confident, they think they know everything and then they make mistakes*'.

I – The world of science

This card was rarely chosen and tended to be picked for candidates who clearly had this specific interest. There were one or two students who, rather than following the prompts, talked wholly about their current science project, meaning that marks were lost as their general ability in English was not really tested. Very few candidates engaged with the idea of linking science to everyday lives, such as cooking.

J – Speaking another language

This was a popular choice as most candidates speak at least two other languages apart from their mother tongue. In Prompt 1 candidates could go into some detail about the places where it was most appropriate to speak in either their mother tongue or English, and prompt 2 gave the opportunity both for more practical reasons for speaking a new language and theoretical scenarios using a range of modals. Prompts 3 and 4 both gave the opportunity for anecdotes set in the past, and the use of vocabulary such as '*tone*', '*accent'*, *'cadence'*. Some interesting ideas were expressed for Prompt 5, with many candidates pointing out that while speaking the same language would make life easier, it would lead to loss of culture and identity.

K – Knowledge

The topics candidates would like to learn more about included ancient civilisations, maths, science, the origin of the universe and the human anatomy. They felt that knowledge was important for engineers, teachers, scientists and professionals in the fields of medicine and law. Many candidates referred to search engines and social media as sources of information as well as using libraries or asking teachers and experienced adults. They felt that the younger generation tend to use the internet but the older generation still prefer to use books. Candidates were thoughtful and precise in their responses to prompt 4, stating that information should not be shared by the government, military operations or business, and gave examples, such as, if information is leaked it could be dangerous and business ideas could be stolen. Candidates predominantly used conditional structures and modal verbs as well as some sophisticated ideas such as '*with age comes wisdom*' and '*knowledge is a force to be reckoned with*'. A common response to the final prompt was '*an educated person may not be knowledgeable but a knowledgeable person is educated*'.

L – Accessories

On the whole, this topic was selected more often for female than male candidates. Candidates generally used present tenses but the conditionals and modals were sometimes used. Favourite accessories included shoes, hairbands, watches and a range of jewellery. In response to prompts 4 and 5, many candidates agreed that accessories were a way of demonstrating wealth but others felt that they also reflect a person's fashion sense and personality. '*People judge you by the way you look and what you wear*' was stated by several candidates and the idea that '*natural beauty is the best beauty one can have*' was often expressed. A range of effective idioms was used, e.g. '*cost an arm and a leg*'. Many candidates were opposed to the killing of animals for leather and fur, but others were confident that some companies were developing more eco-friendly and sustainable ways of making clothes.

M – Activities

Everyday activities mentioned in response to prompt 1 were listening to music, talking to friends and sports. Prompt 2 elicited anecdotes regarding an occasion when they had helped someone. One candidate explained how he had saved a friend's life when he became ill and he took him to hospital. A common response to prompt 4 was that it can be too stressful to do too much if you need relaxation. In response to prompt 5, some candidates said that one should not be too dependent on others, explaining that '*if others prompt you to do things, you don't think for yourself*'. Many candidates agreed with the final prompt and said that effort, dedication and sacrifices are needed in order to be successful and that '*hard work is the key to success*'.

N – Machines and robots

This card was a popular choice. Candidates developed the discussions using a range of structures: conditionals, future continuous and modals. Responses to prompt 1 included transport and manufacturing, various household appliances, mobile phones and computers. Responses to prompt 2 were varied; many said they would like a personal robot because they are lazy but others said they did not want to be dependent on it. In response to prompt 3, candidates said that jobs in factories, restaurants and schools could be replaced by robots and that they are already used in many industries such as car manufacturing. Prompt 4 generated considerable discussion with many original views being expressed. The disadvantages mentioned were that robots and machines can malfunction and are difficult to re-program if errors occur, they do not have feelings or emotions and they do not provide any personal touches or variations. However, many advantages were also mentioned such as: '*machines increase productivity as they don't need sleep*', '*they are more accurate and they can work more quickly*'. Some interesting and original ideas expressed include '*if machines replace people, it will increase unemployment which will reduce the economic growth of the country*'; '*teaching involves sentiments*'; '*machines are trustworthy, humans can betray you*'.

O – Eating outdoors

The word '*outdoors*' was commonly misunderstood by many candidates and Examiners and was often interpreted as '*eating out*' or '*going out to eat*' rather than staying at home. Therefore, many of the conversations revolved around the advantages and disadvantages of eating in restaurants. However, this interpretation elicited a range of responses. Those who were clear on the topic described a rooftop restaurant, forgetting to pay the bill and the inconvenience of rain. A range of past tenses, the future and conditional were used as well as vocabulary specific to food such as *'taste'*, '*flavour*', *'dishes'* and *'sensation'*. There was an effective use of an idiom '*raining cats and dogs*' and another candidate stated, '*it's a pleasure rather than a pressure to eat with our family*'. All candidates agreed that the people they eat with are more important than the food or where it is eaten.