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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key messages

- In **Exercise 1**, careful reading of the questions is important in order to recognise the key elements in each question. In this series, many candidates correctly identified the key requirements. However, when additional incorrect information was also included this affected the answer.
- In **Exercise 2**, the texts may include opinions and attitudes, or information which is not explicitly stated, only implied. Candidates should read the questions carefully in order to identify the key elements which correspond to the required information in the text.
- In **Exercise 3**, candidates should make sure that their answers correspond to the right question and focus on writing brief answers. They should only write the number of responses required.
- In **Exercise 4**, candidates should carefully consider whether or not the information they include is relevant to the summary topic. It is essential that the summary is within the specified word limit, as correct Content points which are included after the limit cannot be credited, and candidates cannot receive the maximum Language mark. In this series, many responses were too long, which affected the total mark awarded.
- There were generally successful responses to **Exercise 5**. Many responses showed a good sense of awareness of the target audience by using an informal register, and the purpose of writing was generally well recognised.
- In **Exercise 6**, many responses correctly differentiated the register of writing from **Exercise 5**, by using a more neutral or formal style and tone. Candidates were also mainly successful in developing their ideas at appropriate length.
- In this series, it is evident that basic punctuation continues to be an area for practice in both **Exercise 5** and **Exercise 6**.

General comments

There were many examples of incomplete or reviews in **Exercise 6**, and some instances where **Exercise 6** was omitted.

Comments on specific questions

Exercise 1

Some candidates found this exercise challenging. Some items proved more challenging than others and although there was evidence that the text had been understood, it appeared that, at times, more careful interpretation of the questions was required.

Question 1

This question was well-attempted, but some candidates included incorrect additional information.

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Question 2

This question proved challenging with many responses featuring the distractor '1988' in place of the correct answer.

Question 3

This was a 2-point question. Candidates were mostly able to find 'Artistic Committee', but some appeared to struggle to find the second response, '5 independent judges,'.

Question 4

This question proved slightly challenging with only about half the candidates being able to locate the correct response. Responses that included a mention of 'calls countries to sing and celebrate together' could not be credited.

Question 5

This item proved slightly challenging. While many responses correctly featured 'open air', some also include the incorrect information, 'concert halls,'. Such responses could not be credited.

Question 6

This 2-point question was generally well attempted with candidates generally achieving at least one mark. They were most likely to get the first response, 'develop the economy,' correct.

Question 7

This question was well attempted with the majority of candidates locating the correct response.

Exercise 2

Overall, the performance in this exercise was mixed. Almost all candidates attempted answers and a small number achieved full marks. Some candidates achieved more than half of the available marks for this exercise. Candidates appeared to find **Questions (a)**, **(b)**, **(d)** and **(f)** the most accessible. The most challenging questions proved to be **(c)** and **(h)**.

In **Question (c)** the key focus was on who found it 'necessary to be critical', with the correct answer being found in Text C, 'I'm not afraid to give my honest opinion'. Some candidates appeared to find it difficult to understand the inference in this information.

In **Question (h)** the central idea was who gets satisfaction from their work giving pleasure to people, with the correct answer in Text D, 'I feel real pride knowing that my creations are bringing joy to children'. Responses indicated that some candidates appeared to have been distracted by the information given in Text C.

Exercise 3

This exercise was generally well attempted. More successful responses were able to show enough understanding of the text and extract the relevant information to score well. Candidates were able to identify more correct answers in **Question 9**. Most answers were suitably brief and in note form. Notes could not be credited when they were repeated, omitted key information or were under the wrong heading. When notes were incorrectly placed, this appeared to indicate that some candidates had not fully understood the requirements of the heading and more precise interpretation of the wording of the heading was required.

Question 9

In this question, three answers out of a total of five were required. All five ideas required a verb at the beginning of the response in order to be credited with a mark. All five ideas on the mark scheme were used with the most frequent being, 'give children free access to books' and 'deliver reading workshops in schools.' Some responses were incomplete, for example 'protect the country's literary…' and 'give... free access to books.' Some candidates wrote 'give children free books' for point 3 on the mark scheme and this could not be credited.

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Question 10

In this question, four out of the six possible answers were required. Candidates did less well than they did in **Question 9**. All six ideas were used but some responses omitted important information, for example 'give their...books' and 'sponsor...'. For point 4 on the mark scheme some candidates omitted the first part of the response, 'raise money' and others omitted 'school book sales', and therefore could not be awarded the mark. Some candidates wrote, 'raise money through selling school books,' which could not be credited.

Exercise 4

Candidates were required to summarise the different reasons why people have worn sunglasses and all the available content points on the mark scheme were used.

More successful responses highlighted the key ideas in the text, and expressed them in a clear and logical order, by using connecting words and phrases. Points were generally presented in the order they occurred in the text. Many responses exceeded the 90-word limit and when this occurred, it was largely due to candidates writing too much detail about the history of sunglasses, which was not relevant to the summary task. Very few responses managed to include six Content points within the 90-word limit. When reading the rubric and the text, candidates should carefully consider whether the information they include is relevant to the purpose of the summary.

Some responses were successful at demonstrating summary skills, and they included attempts at paraphrasing the ideas in the text by using synonyms for key vocabulary, for example 'view' for 'see' and 'hide' for 'disguise'. Additionally, some responses showed good summary technique by restructuring the grammar of sentences, for example 'would make people's sight problems better', and 'trends were followed'. When candidates did present words and sentences from the text in a different grammatical way it resulted in higher marks for language. The majority of responses however, relied to a great extent on the language in the text and provided cohesion to the summary by using a series of simply connecting words such as 'secondly, thirdly, and in addition'. Unfortunately, some attempts at restructuring sentences resulted in loss of accuracy and meaning.

Exercise 5

Candidates generally dealt with the topic successfully. Many responses showed a good sense of purpose and developed relevant ideas clearly and appropriately.

To be awarded marks in the top band for Content, responses should also demonstrate a good sense of the target audience, by using a suitably informal style and register, but this was sometimes not achieved. Some good examples were, 'As you know it was my grandfather's birthday last week', 'You know how much I love to dance', 'I wished you had been there too'.

Some responses tended to mix informal and formal language, for example, 'I want to inform you about a celebration I organised', 'In addition we played games and ate food', 'Firstly, I hired a room in a hotel, and then I decorated it', which resulted in an inconsistent tone and affected the mark.

Most responses addressed all three prompts and provided satisfactory or effective development of each one. In response to the first prompt, ideas ranged from the writer organising a celebration for a birthday party to organising a party to celebrate a parent's promotion at work. The second prompt required candidates to explain what they did to make the celebration memorable, and these largely took the form of delicious food and expensive gifts or singing and special choreographed dance routines. There were many effective and appropriate descriptions of party decorations and food and for celebrations for elderly relatives, candidate often described putting together a family photo album or showing a family video. In some less successful responses, these activities had not taken place, but were planned for the future. Candidates are reminded of the need for careful reading of each prompt. For the third prompt, candidates were asked to describe their family's reactions. Less successful responses tended to just state that their family had been happy, but more successful responses expanded on this idea saying that their family had burst into tears of happiness or had said how proud they were of them for organising the celebration. Occasionally some responses did not address the third prompt at all, which had an impact on the mark awarded.

In terms of language, a range of marks was awarded. Stronger responses attempted greater complexity of grammatical structures, 'If you'd been there, you would have really enjoyed it', 'My parents were so overcome with tears that they couldn't speak' and some candidates attempted some less common vocabulary, for example 'had a blast, choreographed, emotional, decorated with baubles and ribbons,

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flabbergasted', which allowed them to access marks in the top band for Language. Less successful responses tended to be characterised by a lack of a range of vocabulary and a reliance on simple structures. Organisation was frequently affected by the absence of basic punctuation and this lack of accuracy had an impact on the mark awarded. Basic spelling, such as 'there' and 'their', 'where' and 'were', 'taught' and 'thought' continue to be an area for practice.

Exercise 6

It is important that candidates read the rubric and consider the four comments which are provided as support. For a mark in the higher band, content should be developed and the style and register should differ from that in **Exercise 5** and be appropriate for the type of task.

Candidates were asked to write a review about an amusement park they had visited. Some candidates misunderstood the meaning of amusement park and interpreted it as meaning a fun park. These responses were acceptable as long as candidates followed the rubric.

Some responses relied to a great extent on the comments provided. These responses generally featured arguments on both sides, with a concluding opinion and little further development of the comments. Other more successful responses argued strongly on one side, often going beyond the comments, and including explanations, reasons and examples to support their ideas. Opinions were shared equally on both sides of the topic.

Responses commenting on the positives of the amusement park frequently featured details of exciting rides and emphasised that the park was good value for money 'First we went to the horror house which was really exciting, but a little scary too,' 'The entry fee was 1400 for a whole day, and according to me it was worth it.' Responses that commented on the negative aspects of their visit usually concentrated on the park being difficult to find and the facilities not being up to date: 'We were unable to find the location because the roads were confusing,' 'The facilities weren't up to date so it's a little bit risky right now.'

A few candidates wrote a review about amusement parks in general and therefore could not be awarded full marks for content.

In terms of language, stronger responses demonstrated some successful attempts at grammatical complexity, 'the flaws were that the route was complicated so that half of our time was lost,' 'As it was the opening day the rides were discounted so it was superb value for money.' There were also attempts at a range of vocabulary suited to the topic, for example 'rides were safely secured,' 'delicious aromas drifted,' 'ravenous and dehydrated,' 'it was isolated,' 'time efficient.'

An area for improvement would be that of organisation: many responses provided a number of different views and ideas, and these would have been more effectively communicated with the use of linking words and phrases, and basic punctuation. This would have provided structure to the writing and resulted in more coherent arguments.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing (Extended)

Key messages

- In **Exercise 1**, reading comprehension, it is important that candidates take time to read and understand the requirements of individual questions. Responses should be as brief as possible but precise and candidates should pay attention to any distractors in the text.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practice skimming and scanning reading techniques and carefully consider each question.
- In **Exercise 3**, note-taking, candidates are advised to read the requirements of the headings carefully and to ensure they include any key information in each brief note.
- In **Exercise 4**, summary writing, candidates should address exactly what is being asked in the question. It is crucial that answers do not go beyond the required length of 120 words as content points which are included after the word limit cannot be credited.
- In **Exercise 5**, email writing, candidates are reminded to use an informal register and address all three bullet points.
- In **Exercise 6**, candidates need to respond to the different requirements of the task, and they should adopt a more neutral or formal style and register, appropriate to the target audience.
  In **Exercises 5** and **6**, candidates should aim to make the content effective and include a range of appropriate language and vocabulary. Responses which are significantly less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands.

General comments

Most candidates were entered appropriately for the extended tier. Candidates should be reminded to carefully read and recognise the requirements of individual questions and to ensure responses are precise.

Comments on specific questions

Exercise 1

The topic of the World Choir Games proved very accessible. There were many good answers and many candidates were able to score well. Stronger responses demonstrated successful interpretation of the rubric, and ability to select key detail from the text and provided brief and precise answers. In weaker responses, candidates often opted for the most obvious selection of detail.

Question 1

This question was well answered. Occasionally ‘contacts’ was misspelt as ‘contracts’ which did not answer the question ‘who’ and some responses incorrectly provided ‘Europe’ or ‘a passionate choir singer’, which was in fact a reference to Günter Titsch.

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Question 2

Many candidates appeared to misread this question as 'where' rather than 'when' and offered 'in Austria' as the response and some selected the distracting information: '1988 in Hungary', the date and venue of the first singing event rather than the first World Choir Games.

Question 3

This question was well attempted, but some responses indicated difficulty to locate the second detail 'five independent judges' and often provided 'team of international experts', the team responsible for judging the World Choir Games rather than involved in deciding which category of competition choirs can join.

Question 4

This question proved more challenging. While successful responses identified 'the five continents', many offered 'to call countries to sing and celebrate together' which could not be credited since this explained why the bell is rung rather than what the ringing represents.

Question 5

The salient detail 'in the open air' was identified by the vast majority but some were tempted by the distracting detail 'in the concert halls' where other performances take place.

Question 6

This was very well answered with most candidates providing two correct details.

Question 7

There were many correct responses for this question, but some appeared to overlook 'although to begin with' in the text and provided 'filling in questionnaires', part of the year-long application process and not the first thing cities must complete.

Question 8

This question was generally well answered. All of the possible answers proved accessible. Marks were frequently lost when responses included the general benefits of being in a choir such as 'good for the mind and body' and 'fun' rather than those specific to the World Choir Games. Some responses featured incomplete detail such as 'training' and a common misunderstanding here was that the choirs would gain financial support to take back to their home country. Candidates must take care not to repeat similar points in this exercise as the idea of 'developing relationships with other choirs' and the Games 'bringing people together' were sometimes repeated and could not be credited.

Exercise 2

This multiple matching exercise was generally well attempted.

Three questions proved to be more challenging **(b)**, **(d)** and **(j)**.

First, in **(b)**, candidates had to focus on the key idea of 'the potential for creativity' in order to correctly select Text E where this information was found, 'it (chocolate) can be adapted in so many ways with limitless possibilities'. Some candidates seem to have possibly been misled by 'the freedom of coming up with fantastic new ideas' in Text D. Others were tempted by Text A, possibly distracted by 'love using my voice in different ways'.

In **Question (d)**, the key phrase was 'necessary to be critical of other businesses' and the answer was Text C, in which Mina explains that she is not afraid to give her honest opinion about a local restaurant if it means passengers will enjoy themselves on shore. Those providing incorrect responses seemed equally attracted to Text D and Text E.

In **Question (j)**, candidates had to consider which person gets satisfaction from the pleasure their work gives people and Text C was frequently supplied in error. Here, candidates appeared not to connect 'I feel real

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pride knowing that my creations are bringing joy to children around the world' in Text D with the requirements of the question.

Exercise 3

Candidates responded very well to this note-taking exercise. Many were able to show enough understanding of the text to score very well here under both headings. Candidates should be reminded that any extra bullet points cannot be considered unless they have crossed through a previous response.

The aims of the National Centre for Children's Books

This section was very well attempted, and many candidates correctly located three or four appropriate ideas for this first heading. A few responses omitted key words such as 'treasure' and 'children'. The wording of the heading required responses to use a suitable verb for each answer and some did not, e.g. 'reading workshops' rather than 'deliver reading workshops'. One common incorrect answer was 'to build up successful links with schools' which was not a valid aim.

How people can support the National Centre for Children's Books

This section was also very well attempted, and a significant number of responses were accurate. On occasion, key detail was omitted such as 'childhood' in 'give their childhood books' and 'of the centre' in 'become a Friend of the Centre'. It was not always clearly conveyed that money was being raised 'through *school book* sales'. Incorrect answers under this heading included 'loyal involvement' and 'gain useful skills and be part of the local community'.

Exercise 4

The summary task proved to be more challenging. It was a good discriminating exercise and there was a full range of marks awarded.

A number of candidates wrote more than the 120-word limit which in some cases affected the final content and language marks. The inclusion of irrelevant detail, such as the reasons why these trees should be saved and the typical shape of such ancient trees, meant that the summary was unnecessarily long and that correct content points came at the end and could not be credited as 120 words had already been written.

Sometimes responses attempted to make points but expressed them inaccurately or imprecisely. Some candidates correctly mentioned the harm animals can do to these trees but did not specify that it was the *larger* animals or deer responsible and failed to explain that it was them 'taking shelter underneath the trees' that can do the harm over time. Trees were often referred to as 'blowing up' rather than 'blowing down' and some candidates implied that 'heavy pedestrians' were causing the damage to the roots of trees.

It was encouraging to note the increased use of appropriate cohesive words and linking words such as 'moreover' and 'not only…but also'. This allowed candidates to link related points effectively, e.g. 'Not only sudden exposure to intense sunlight but also a lack of sufficient sunlight due to overcrowding of new trees can be harmful to these old trees'. Candidates are encouraged to use their own words and more successful responses made an attempt to paraphrase by using suitable synonyms for example, they changed 'diseases' to 'pathogens', 'extreme weather' to 'hazardous weather' and 'trees blowing down' to 'trees uprooted'. However, many responses were close to the wording of the text but did demonstrate organisation and a good level of grammatical accuracy.

Exercise 5

Generally, this exercise was well attempted. The rubric appeared to be understood and the word limit was well observed, although on occasions with a tendency towards the lower limit which then affected the content mark.

Stronger responses included effective paragraphing serving to divide the different ideas and generally there was an appropriate beginning and ending to the email. The majority of the responses adopted an appropriate style and register for this genre. Candidates should be reminded that the use of idiomatic expressions can be appropriate in informal writing, but they must be suited to the context and these should not be overused or it may slow down reading and make the piece of writing awkward and less effective.

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Content

In this task, candidates were required to write an email describing an event they had helped organise to celebrate a special occasion. Most candidates addressed all three bullet points, but these were sometimes lacking in detail. Responses scoring highly were exactly as one would imagine being written to a friend and the recipient was referred to in a natural and easy way, e.g. 'You know how much we all love your chocolate lava cake recipe' and 'A lot of the success was thanks to you because some of the ideas were certainly taken from your lovely party'.

For the first bullet point, there was an interesting variety of events which included family birthdays, anniversaries, baby showers and baby gender reveal parties.

For the second bullet point, the most successful responses showed some thought for the family member involved and considered what might make the event memorable. Some had organised a surprise visitor, a favourite singer or prepared a touching speech or a special slideshow for a trip down memory lane. In less developed responses, candidates tended to focus purely on the decorations, the food and the gifts purchased.

The final bullet point tended to be the least developed of the three or even overlooked on occasions. Some candidates managed to successfully expand here by adding their own feelings about how all their careful planning of the event had been received and described family members as 'teary eyed' or 'emotional wrecks', suggesting just how successful the party had actually been.

Language

From a language point of view, most candidates were able to write in a suitably informal register to their friend. Expressions such as 'to take matters into my own hands', 'it was a herculean task' and 'a truly heart-warming occasion' were appropriate to the context. Tenses were generally sound, and the majority of candidates demonstrated a reasonable level of accuracy or better. However, weaker responses tended to lack a range of appropriate vocabulary and were characterised by overlong sentences and repetition of 'so' and 'the party' throughout.

Exercise 6

In this final exercise, candidates were required to write a review of a recent visit to an amusement park where people can do lots of different outdoor activities. The majority of candidates appeared to find the topic accessible. Two prompts were provided to help candidates form ideas.

It is important that candidates take time to read the question and its requirements carefully. A small number of responses focused generally on the advantages and disadvantages of amusement parks. Others were written in a narrative style, recounting a story of the day out. When the task is only generally or partially fulfilled in such ways, this restricts the content mark to the lower bands.

Content

Successful reviews conveyed clear and relevant detail that provided interesting information and gave some opinion and evaluation. The target audience (peers in the school) was addressed using an appropriate style and register. Many effective responses mentioned a variety of aspects regarding the amusement park such as the location, layout, food stalls, details of the different rides available and ratings and also the staff and safety rules. Credit was given to those responses which concluded by giving sensible recommendations for improvements and/or suitable guidance to those wishing to visit the park.

Less developed responses tended to focus on the difficulty locating the park and detail about the snacks for sale and gift shops with no further development. Additionally, there were a few responses which were rather confusing and contradictory. In these responses, candidates outlined a series of flaws in the park (e.g. too few rides, rude staff and expensive food) but then concluded in a very positive tone 'This park is totally worth a visit and friends and family will certainly have fun here'.

Language

The full range of marks was awarded for language, with most responses featuring at least some attempt at more complex structures and some less common vocabulary. It was encouraging to note that many candidates successfully used ambitious language suited to the topic, e.g. 'pocket friendly', 'visually pleasing',

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'adrenaline inducing rides' and 'informative staff'. Some variety of style was effectively achieved by the use of rhetorical questions which grabbed the attention of the reader from the start, e.g. 'Do you love superfast rollercoasters and other thriller rides that make your hair stand on end?'.

Spelling was generally sound, but some candidates confused 'where' and 'were' and also 'quite' and 'quiet' (e.g. 'quiet affordable'). Others would benefit from practice in subject and verb agreement.

Overall, however, many responses proved to be well organised through some attempt at using paragraphing and linking words to good effect and generally the tone and register were suitable for this review.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening (Core)

Key messages

- Candidates should be reminded to make every effort to provide clear and legible responses. When altering their responses, candidates should simply cross these responses out and write their corrections next to them. Candidates should not write over, or try to erase, their initial answers.
- Candidates should be reminded of the importance of using the correct singular/plural form of nouns as use of 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., site/sight).
- 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 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', 'where',' when', and the key words in the question. In most cases, a short, direct response is sufficient. In cases where candidates supply additional information in addition to the expected key answer, and the extra information is incorrect, such attempts 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) before listening. Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In ***Exercise 2***, candidates should be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple matching items, ***Exercise 3***, and the multiple-choice items, ***Exercise 4***, candidates should be encouraged to make it clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in ***Exercise 3,*** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in ***Exercise 4***, if two boxes are ticked rather than one then no marks can be given.

General comments

- There were minimal instances of No Responses, especially in the multiple-choice exercises ***3*** and ***4***.
- There was very little evidence of exam techniques being used (e.g., prediction of answers and parts of speech in gap-fill exercises, highlighting key words in questions in ***Exercise 1***).

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- There were minimal instances of candidates using the same letter more than once in ***Exercise 3*** and ticking only one box in ***Exercise 4***. However, as there were still some instances where this was an issue, candidates still need to be reminded to read (and listen) to the rubric at the start of each exercise very carefully and follow the instructions.

- Overall, as in previous sessions, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some candidates, who would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts (e.g., talks and presentations).
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- There were some candidates who wrote over their initial answers or over half-erased attempts, which often resulted in their final answer being illegible. In some cases, it was difficult to determine whether a candidate had included the final 's' to indicate the plural form. Other letters that often proved difficult to decipher included *u/n, m/n* and *o/a*. It would be beneficial to encourage candidates to write by hand as often as possible.

- Most candidates adhered to the required word limit set out in the rubric of each exercise. However, there remain l some candidates who write their answers as long sentences, especially in ***Exercise 1***.

- There were increased instances of candidates including the distracting details in addition to the correct detail, especially in ***Exercises 1*** and ***2***. Such attempts could not be credited.

- Candidates would benefit from listening to a wider range of numbers, to familiar themselves with how these are recorded in English and the difference in meaning, especially when used with different prepositions (e.g., 'in the 50s', 'within 50 years', '50 years later', 'in/by 2050').

- It might also be helpful for some candidates to practice countable and uncountable nouns and how the use of plural forms changes the meaning of a word (e.g., 'memory' versus 'memories'). Candidates should also be made aware of common cohesive devices used in semi-formal talks (e.g., 'former' and 'latter').

- 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 – 'site' versus 'side' / syllable stress in numbers – '**fif**ty' versus 'fif**teen**'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form that they heard. By changing the word forms, candidates' final answers did not always make the required fit in ***Exercise 2***. Candidates should also be made aware of changes in the pronunciation of words in isolation and how this may change when they are pronounced in continuous speech (e.g., omission or assimilation of sounds).

- It is also advisable to expose candidates to vocabulary sets on a wide range of topics (e.g., public places, food) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'family', 'minutes', 'gym', 'university' and 'chocolate'.

Comments on specific questions

Exercise 1 – Questions 1–4

Overall, this section was attempted reasonably well by most candidates. Where marks were lost, candidates selected the distracting detail in error instead of the correct answer or included the distracting detail in addition to the correct answer. The latter was a particular issue in **Question 4(b)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Responses in this part of the test.

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Question 1

(a) This question was answered very well. Most candidates provided the expected detail 'Tuesday' as their answer, but the abbreviation 'Tue(s)' was also accepted. Some candidates included the additional information of the time 'Tuesday at 11' and such attempts were also given the mark. Most answers were spelled correctly.

(b) This was another question that was attempted very well. Most candidates provided the expected detail 'park', but other creditable attempts included the longer phrase 'in the park'. Phrases that included other prepositions which did not change the intended meaning were also credited (e.g., at the park). The additional detail 'near school' was allowed only when provided in addition to the expected detail 'park near school' but attempts which included 'near school' on its own did not secure any marks. Marks were also lost where candidates misunderstood the key detail as 'school park'.

Question 2

(a) There was a fair level of success for this question, with most candidates providing the correct number '50 years'. Most creditable attempts also included the use of prepositions (e.g., 'within 50 years'). Weaker candidates tended to select the distracting details '30 years' and '200 million years' in error. The date of the turtle world day '23rd May' was occasionally given in error. Spelling attempts which put the intended meaning in doubt received zero marks, as did responses that failed to convey the intended meaning.

(b) There was a mixed level of success for this question. Only half of the candidates provided the expected answer 'plastic bottles'. Spelling attempts that were deemed recognisable were allowed. Credit was also given for the singular form 'plastic bottle' as it correctly expressed the type of danger young turtles face. However, 'plastic' and 'bottles' on their own lacked the necessary level of detail and could not be credited. Other reasons for losing marks included poor ambiguous spelling attempts and the inclusion of the distractor 'shopping bags'.

Question 3

(a) There was a fair level of success for this question. The expected detail here was 'family'. Most candidates chose to provide the extra detail 'size' as part of their answer or transcribe the phrase as 'family sized'. Both attempts gained the mark. Other extra detail that some candidates included as part of their response, in addition to the targeted idea, was £2 extra'. This attempt secured the mark too. Creditable spelling variants were awarded but attempts which put the intended meaning in doubt were not. Weaker candidates often provided the distracting detail 'medium' in error. Other incorrect attempts included 'greater size' or 'large size'. These attempts were not given any marks as they omitted the expected detail 'family'.

(b) Candidates achieved a reasonable degree of success here. Many candidates provided the correct time of '20 minutes'. Some candidates provided their responses as longer phrases, for example, 'in 20 minutes' and '20 minutes later', and such responses were also credited. The abbreviation '20 mins' was also allowed. Creditable spelling attempts were awarded. However, ambiguous spelling attempts were not. Attempts which created a new meaning also lost the mark. Weaker candidates tended to provide the distracting details '50 minutes' and '1 hour', or a combination of the two ('50 minutes to one hour') and could not be given any marks.

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Question 4

(a) Candidates dealt reasonably well with this item. The expected answer for this question was 'city square' and more than half of the candidates provided that as their response. Most attempts were spelled correctly, but recognisable spelling attempts were also allowed. However, spelling variants which put the intended meaning in doubt could not be given the mark. Some candidates provided the extra detail '7am' in addition to the answer and gained the mark but attempts that gave the time on its own were not credited. Weaker candidates also gave the distracting detail 'car park' in error or randomly combined two nouns from the recording (e.g., 'park street') and such attempts were not credited.

(b) This question was dealt with fairly well by more than half of the candidates. The expected answer here was 'jacket', but most correct answers also included the extra detail 'warm'. Most marks were lost where candidates included the distracting details 'shorts' and 'sandals' in addition to the correct answer. Most responses were spelled correctly. Spelling attempts which put the intended meaning in doubt were not credited. Some marks were also lost where candidates misheard 'warm jacket' as 'worm jacket', or where candidates included incorrect extra detail. Some weaker candidates also included 'warm clothes' as their response. However, this was considered too general and was given zero marks.

Exercise 2 – Questions 5(a)–5(h)

This exercise provided a mixed level of success overall. On average, candidates scored between 3–4 marks. The most successful attempts were for **Questions (c)** and **(d)**. Candidates were least successful with **Question (h)**. It was also this question where most No Responses appeared.

Question 5

(a) There was a relatively low level of success here, with less than half of the candidates selecting the correct detail 'website'. Some candidates provided an extra detail 'college' in addition to the expected answer, and this was also credited. Marks were also given to attempts which included synonymous adjectives, for example 'school website'. Most spelling attempts were deemed creditable, but some put the intended meaning in doubt and lost the mark. Weaker candidates tended to include the distracting detail 'reception' as their response, in error.

(b) The correct detail 'gym membership' was selected by more than one third of candidates. The plural form 'gym memberships' was also accepted here. However, answers that were incomplete; either 'gym' or 'membership' on its own, could not be given the mark. Marks were also lost where candidates provided an idea that was too general (e.g., 'some items', 'some things') or combined the correct detail with the distracting detail (e.g., 'gym tickets'). Most spelling attempts were considered creditable but there were a few that put the intended meaning in doubt and scored zero marks. Weaker candidates misheard the key detail as 'June membership' and lost the mark. They also tended to select the distracting detail 'cinema tickets' or the type of discount (e.g., '50%' and '25%') in error.

(c) This item was answered well by most candidates, who provided the correct detail 'top floor'. Most candidates also provided the correct spelling. However, there were a few instances where the spelling was deemed ambiguous, and no marks were given. Weaker candidates provided the distracting detail 'basement' in error or misheard, and misunderstood, 'at first' in the recording as 'first floor'. Such attempts were given zero marks. Answers which were incomplete and did not convey the same idea as the targeted detail (i.e., 'top') were not credited.

(d) The vast majority of candidates were successful in selecting the correct number '12'. Some candidates chose to provide the word 'twelve' instead. The response 'noon' was also accepted due to its synonymous meaning. Weaker candidates tended to provide the duration of the lunch break (i.e., '12–12.30') rather than just the starting time. Such attempts were given zero marks.

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(e) This question was attempted fairly well by 40 per cent of the candidates, who successfully selected the expected detail 'chocolate bars'. However, 'chocolate' and 'chocolates' were also allowed as they conveyed the same idea. Some candidates misheard the plural form and provided the singular form 'chocolate bar' instead. This could not be credited as it does not fit the gap. There was also a range of spelling attempts. While most were recognisable and, therefore, creditable, some put the intended meaning in doubt and were not. Weaker candidates misheard 'chocolate bars' as 'chocolate pies' or 'chocolate parts' and lost the mark. Weaker candidates also tended to include the distracting detail 'fried foods' in error.

(f) This question was attempted fairly well. It targeted a place where the science classes will take place. The expected detail here was 'university', but most candidates included the extra detail 'local' and this was also accepted. The American synonym 'college' was another acceptable alternative here. . Candidates provided a wide range of spelling attempts and most of these were credited However, spelling attempts deemed ambiguous were disallowed. The plural form 'universities' and incorrect extra details were not given any marks. Weaker candidates also provided the distracting detail 'main building' in error. Weaker responses also contained an extra detail 'lab', which is already provided in the stem on the Question Paper. The response 'university lab', therefore, did not fit the gap and was given zero marks.

(g) There was a reasonable level of success for this question. The expected detail was 'memory', but most candidates also included the extra detail 'human', which was also creditable. Most spelling attempts were accepted. However, there were a few spellings which put the intended meaning in doubt, and were, therefore, disallowed. Weaker candidates tended to select the distracting detail 'learning languages' or the speaker giving the talk rather than the actual topic of the talk (i.e., Dr Smith). Answers which included the wrong detail (e.g., 'children's memory', 'women's memory') were also given zero marks.

(h) There was a low level of success here with around 20 per cent of the candidates giving the targeted detail 'maths' as their answer. Responses which gave the American form 'math' or 'maths' written in full as 'mathematics' were also credited. Some candidates provided the referencing word 'latter' used in the recording. However, this attempt was deemed too general to be given the mark. Most candidates misheard the word 'latter' as 'letter' and gave just that as their final response. This attempt was also given zero marks. Weaker candidates also did not differentiate between the distracting and the correct detail and gave both as their response (i.e., 'history and maths'), which resulted in a loss of marks.

Exercise 3

Around half of the candidates dealt reasonably well with this part of the test. Most candidates matched between 2–3 speakers correctly with the expected letter. The maximum mark of 6 was rarely encountered. The more successful attempts tended to be for speakers 1 and 4. The most common errors included opinion **D** being given as the answer for speakers 3 and 5. The answers for these two speakers were often inverted.

There were no omissions in this part of the test. However, there were some instances of the same letter being used twice. These attempts could not be credited.

Some candidates overwrote their initial answers after changing their mind rather than crossing out their initial attempt. This often resulted in illegible answers which sometimes could not be deciphered and may have led to a loss of marks.

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Exercise 4

This part of the test was attempted fairly well, on the whole, with most candidates scoring 5 marks out of the available 8. Candidates dealt best with **Questions (g)** and **(h)**. Weaker candidates tended to be less successful with **Questions (b)** – option **C** was often given in error, and **(c)** – option **A** tended to be the wrong answer here. There remain some candidates who tick more than one option for individual questions. Such attempts were not given any marks.

There were minimal instances of No Responses in this part of the test.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Listening (Extended)

Key messages

- Candidates should be reminded to make every effort to provide clear and legible responses. When altering their responses, candidates should simply cross these responses out and write their corrections next to them. Candidates should not write over, or try to erase, their initial answers.
- Candidates should be reminded of the importance of using the correct singular/plural form of nouns as use of 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. site/sight, poor/pour).
- 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 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', 'where',' when', and the key words in the question. In most cases, a short, direct response is sufficient. In cases where candidates supply additional information in addition to the expected key answer, and the extra information is incorrect, such attempts cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling exercises ***2***, ***5A*** and ***5B,*** candidates should be encouraged to try and predict the answers in the gaps (e.g., a number, a name) before listening. 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 be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple matching items, ***Exercise 3***, and the multiple-choice items, ***Exercise 4***, candidates should be encouraged to make it clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in ***Exercise 3,*** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in ***Exercise 4***, if two boxes are ticked rather than one, then no marks can be awarded.

General comments

- There were minimal instances of No Responses, especially in the multiple-choice exercises ***3*** and ***4***.
- There was very little evidence of exam techniques being used (e.g., prediction of answers and parts of speech in gap-fill exercises, highlighting key words in questions in ***Exercise 1***).

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- There were minimal instances of candidates using the same letter more than once in ***Exercise 3*** and ticking only one box in ***Exercise 4***. However, as there were still some cases where this was an issue, candidates should be reminded to read (and listen) to the rubric at the start of each exercise very carefully and follow the instructions.

- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some candidates, who would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts (e.g., talks and presentations).

- There were some candidates who wrote over their initial answers or over half-erased attempts, which often resulted in their final answer being illegible. In some cases, it was difficult to determine whether a candidate had included the final 's' to indicate the plural form. Other letters that often proved difficult to decipher included *u/n, m/n* and *o/a*. It would be beneficial to encourage candidates to write by hand as often as possible.

- Most candidates adhered to the required word limit set out in the rubric of each exercise. However, there remain some candidates who write their answers as long sentences, especially in ***Exercise 1***.

- There were increased instances of candidates including the distracting details in addition to the correct detail, especially in ***Exercises 1*** and ***2***. Such attempts could not be credited.

- Candidates would benefit from listening to a wider range of numbers, to familiar themselves with how these are recorded in English and the difference in meaning, especially when used with different prepositions (e.g., 'in the 50s', 'within 50 years', '50 years later', 'in/by 2050').

- It might also be helpful for some candidates to practice countable and uncountable nouns and how the use of plural forms changes the meaning of a word (e.g., 'memory' versus 'memories'). Candidates should also be made aware of common cohesive devices used in semi-formal talks (e.g., 'former' and 'latter').

- 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 – 'site' versus 'side', 'wheat' versus 'weed'/syllable stress in numbers – '**fif**ty' versus 'fif**teen**'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form that they heard. By changing the word forms, candidates' final answers did not always make the required fit in ***Exercises 2***, ***5A*** and ***5B*** (e.g. 'agricultural' instead of 'agriculture'). Candidates should also be made aware of changes in the pronunciation of words in isolation and how this may change when they are pronounced in continuous speech (e.g., omission or assimilation of sounds).

- It is also advisable to expose candidates to vocabulary sets on a wide range of topics (e.g., public places, food) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'family', 'minutes', 'gym', 'university' and 'chocolate'.

Comments on specific questions

Exercise 1 – Questions 1–4

Overall, this section was attempted extremely well by most candidates. Where marks were lost, candidates selected the distracting detail in error instead of the correct answer or included the distracting detail in addition to the correct answer. The latter was a particular issue in **Question 4(b)**. Other reasons for loss of marks are outlined below. There were no instances of No Responses in this part of the test.

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Question 1

(a) This question was answered very well. Most candidates provided the expected detail 'Tuesday' as their answer, but the abbreviation 'Tue(s)' was also accepted. Some candidates included the additional information of the time 'Tuesday at 11' and such attempts were also awarded. Most answers were spelled correctly.

(b) This was another question that was attempted very well. Most candidates provided the expected detail 'park', but other creditable attempts included the longer phrase 'in the park'. Phrases that included other prepositions which did not change the intended meaning were also credited (e.g., at the park). The additional detail 'near school' was allowed only when provided in addition to the expected detail 'park near school', but attempts which included 'near school' on its own did not secure any marks. Marks were also lost where candidates misunderstood the key detail as 'school park'.

Question 2

(a) There was a high level of success for this question, with most candidates providing the correct number '50 years'. Most creditable attempts also included the use of prepositions (e.g., 'within 50 years'). Weaker candidates tended to select the distracting details '30 years' and '200 million years' in error. The date of the turtle world day '23rd May' was occasionally given in error. Spelling attempts which put the intended meaning in doubt received zero marks, as did responses that failed to convey the intended meaning.

(b) The expected answer was 'plastic bottles' and most candidates responded with a good level of success. Spelling attempts that were deemed recognisable were allowed. Credit was also given for the singular form 'plastic bottle' as it correctly expressed the type of danger young turtles face. However, 'plastic' and 'bottles' on their own lacked the necessary level of detail and could not be credited. Other reasons for losing marks included ambiguous spelling attempts and the inclusion of the distractor 'shopping bags'.

Question 3

(a) There was a very high level of success for this question. The expected detail here was 'family'. Most candidates chose to provide the extra detail 'size' as part of their answer or transcribe the phrase as 'family sized'. Both attempts gained the mark. Other extra detail that some candidates included as part of their response, in addition to the targeted idea, was '£2 extra'. This attempt secured the mark too. Creditable spelling variants were awarded but attempts which put the intended meaning in doubt were not. Weaker candidates often provided the distracting detail 'medium' in error. Other incorrect attempts included 'greater size' or 'large size'. These attempts were not given any marks as they omitted the expected detail 'family'.

(b) Candidates achieved a high degree of success here. Most candidates provided the correct time of '20 minutes'. Some candidates provided their responses as longer phrases, for example, 'in 20 minutes' and '20 minutes later', and such responses were also credited. The abbreviation '20 mins' was also allowed. Creditable spelling attempts were awarded. However, spelling attempts which were ambiguous were not. Spelling attempts which created a new meaning also lost the mark. Weaker candidates tended to provide the distracting details '50 minutes' and '1 hour', or a combination of the two ('50 minutes to one hour') and could not be given any marks.

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Question 4

(a) Candidates dealt well with this item. The expected answer for this question was 'city square' and most candidates provided that response. Most attempts were spelled correctly, but recognisable spelling attempts were also allowed. However, spelling variants which put the intended meaning in doubt could not be given the mark. Some candidates provided the extra detail '7am' in addition to the answer and gained the mark but attempts that gave the time on its own were not credited. Weaker candidates also gave the distracting detail 'car park' in error or randomly combined two nouns from the recording (e.g., 'park street') and such attempts were not credited.

(b) This question was dealt with well by many candidates. The expected answer here was 'jacket', but most correct answers also included the extra detail 'warm'. Most marks were lost where candidates included the distracting details 'shorts' and 'sandals' in addition to the correct answer. Most responses were spelled correctly. Spelling attempts which put the intended meaning in doubt were not credited. Some marks were also lost where candidates misheard 'warm jacket' as 'worm jacket', or where candidates included incorrect extra detail.

Exercise 2 – Questions 5(a)–5(h)

This exercise provided a high level of success overall. On average, candidates scored between 6–7 marks. The most successful attempts were for **Questions (c)**, **(d)** and **(f)**. Candidates were least successful with **Question (h)**. It was also this question where most No Responses appeared.

Question 5

(a) There was a good level of success here, with most candidates selecting the correct detail 'website'. Some candidates provided an extra detail 'college' in addition to the expected answer and this was also credited. Marks were also given to attempts which included synonymous adjectives, for example 'school website'. Most spelling attempts were deemed creditable, but some put the intended meaning in doubt and lost the mark. Weaker candidates tended to include the distracting detail 'reception' as their response, in error.

(b) The correct detail 'gym membership' was selected by more than two thirds of candidates. The plural form 'gym memberships' was also accepted here. However, answers that were incomplete; either 'gym' or 'membership' on its own, could not be given the mark. Marks were also lost where candidates provided an idea that was too general (e.g. 'some items', 'some things') or combined the correct detail with the distracting detail (e.g. 'gym tickets'). Most spelling attempts were considered creditable, but there were a few that put the intended meaning in doubt and scored zero marks. Weaker candidates misheard the key detail as 'June membership' and lost the mark. They also tended to select the distracting detail 'cinema tickets' or the type of discount (e.g., '50%' and '25%') in error.

(c) This item was answered very well by most candidates, who provided the correct detail 'top floor'. Most candidates also provided the correct spelling. However, there were a few instances where the spelling was deemed ambiguous, and no marks were given. Weaker candidates provided the distracting detail 'basement' in error or misheard or misunderstood, 'at first' in the recording as 'first floor'. Such attempts were given zero marks. Answers which were incomplete and did not convey the same idea as the targeted detail (i.e., 'top') were not credited.

(d) The vast majority of candidates were extremely successful in selecting the correct number '12'. Some candidates chose to provide the word 'twelve' instead. The response 'noon' was also accepted due to its synonymous meaning. Weaker candidates tended to provide the duration of the lunch break (i.e. '12–12.30') rather than just the starting time. Such attempts were given zero marks.

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(e) This question was attempted well by most candidates, who successfully selected the expected detail 'chocolate bars'. However, 'chocolate' and 'chocolates' were also allowed as they conveyed the same idea. Some candidates misheard the plural form and provided the singular form 'chocolate bar' instead. This attempt could not be credited as it does not fit the gap. There was also a range of spelling attempts. While most were recognisable and, therefore, creditable, some put the intended meaning in doubt and were not. Weaker candidates misheard 'chocolate bars' as 'chocolate pies' or 'chocolate parts' and lost the mark. Weaker candidates also tended to include the distracting detail 'fried foods' in error.

(f) This was another very well attempted question. It targeted a place where the science classes will take place. The expected detail here was 'university', but most candidates included the extra detail 'local' and this was also accepted. The American synonym 'college' was another acceptable alternative here. Candidates provided a wide range of spelling attempts and most of these were credited However, spelling attempts deemed ambiguous were disallowed. The plural form 'universities' and incorrect extra details were not given any marks. Weaker candidates also provided the distracting detail 'main building' in error. Weaker responses also contained an extra detail 'lab', which is already provided in the stem on the Question Paper. The response 'university lab', therefore, did not fit the gap and was given zero marks.

(g) There was a fair level of success for this question. The expected detail was 'memory', but most candidates also included the extra detail 'human', which was also creditable. Most spelling attempts were accepted. However, there were a few spellings which put the intended meaning in doubt, and were, therefore, disallowed. Weaker candidates tended to select the distracting detail 'learning languages' or the speaker giving the talk rather than the actual topic of the talk (i.e., Dr Smith). Answers which included the wrong detail (e.g. 'children's memory', 'women's memory') were also given zero marks.

(h) There was a low level of success here with around one third of candidates giving the targeted detail 'maths' as their answer. Responses which gave the American form 'math' or 'maths' written in full as 'mathematics' were also credited. Some candidates provided the referencing word 'latter' used in the recording. However, this attempt was deemed too general to be given the mark. Most candidates misheard the word 'latter' as 'letter' and gave just that as their final response. This attempt was also given zero marks. Weaker candidates also did not differentiate between the distracting and the correct detail and gave both as their response (i.e., 'history and maths'), which resulted in a loss of marks.

Exercise 3

Most candidates dealt very well with this part of the test, matching between 4–6 speakers correctly with the expected letter. The maximum mark of 6 was frequently encountered. The more successful attempts tended to be for speakers 1, 4 and 6. The most common errors included opinion **D** being given as the answer for speakers 3 and 5. The answers for these two speakers were often inverted.

There were no omissions in this part of the test. However, there were some instances of the same letter being used twice. These attempts could not be credited.

Some candidates overwrote their initial answers after changing their mind rather than crossing out their initial attempt. This often resulted in illegible answers which sometimes could not be deciphered and may have led to a loss of marks.

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Exercise 4

This part of the test was attempted very well, overall, with most candidates scoring 6 marks out of the available 8. Weaker candidates tended to be less successful with **Questions (b)** – option **C** was often given in error, and **(c)** – option **A** tended to be the wrong answer here. There remain some candidates who tick more than one option for individual questions. Such attempts were not given any marks.

There were no instances of No Responses in this part of the test.

Exercise 5 – part A

There was a fair level of success for this exercise, with most candidates scoring between 3 and 4 marks. Candidates particularly excelled at **Question (c)**. Candidates were least successful when attempting **Question (a)**. Most marks were lost due to the inclusion of distracting information instead of the correct detail.

Question 8A

(a) Candidates attempted this item reasonably well. The expected answer was ‘dancing’ and only around half of the candidates provided this response. Most responses were spelled correctly, with recognisable attempts also accepted. However, ambiguous spelling attempts, could not be credited. Weaker candidates misheard the form as ‘dance’ and as this form did not fit the gap, no marks were given. Marks were also lost due to the inclusion of the distracting detail ‘kangaroo’.

(b) This question was attempted well by most candidates. The required detail was ‘explorers’. While most spelling variants were deemed creditable, there were a few which put the intended meaning in doubt and could not be given any marks. Weaker candidates also sometimes provided the wrong form, for example, the singular form ‘explorer’ and the verb form ‘explores’, and, as a result, lost the mark as they did not fit the gap. Other reasons for loss of marks included the inclusion of the distracting details ‘farmers’ and ‘inhabitants’.

(c) Most candidates attempted this question very well and provided the expected answer ‘dark’. However, the form ‘darker’ and some spelling variants were also allowed. The paraphrase ‘black’, provided by some candidates, was not considered close enough to the expected detail and no marks could be given for this attempt. Weaker candidates also wrongly selected ‘unusual’ as their response. As this detail refers to the flavour rather than the appearance of the bread the team made, zero marks were given for this attempt.

(d) There was a relatively high level of success for this item. The expected detail was ‘poor quality’ – a term the speaker uses to describe the type of land used to grow native crops. However, ‘poor’ on its own and ‘poorer quality’ were also credited here as they convey the same idea. Some spelling variants put the intended meaning in doubt and could not be given any marks. Weaker candidates misheard ‘poor’ as ‘pool’ and lost the mark. Spelling attempts that created a new meaning also could not be given any marks. Loss of marks also occurred where candidates selected the adjective ‘unused’ as their response. This was used as factual information in the recording rather than a term used personally, by the speaker, to describe the condition of the land.

(e) The question targets something that is not necessary and consequently reduces growing costs. The expected detail was ‘chemicals’ and about two thirds of candidates provided this response. Most marks were lost due to the inclusion of the distracting detail ‘machines’. The singular form ‘chemical’ was also not accepted. Most spelling attempts were unambiguous and gained the mark. A few, however, were considered unrecognisable and no marks could be given.

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Exercise 5 – part B

Part B was also attempted with a fair level of success. Most candidates scored 4 marks on average. The more successful attempts were for **Question (a)**. Candidates were less successful when attempting items **(d)** and **(e)**. The most common reason for the loss of marks was the inclusion of distracting details. There were minimal instances of No Responses.

Question 8B

(a) Candidates attempted this question extremely well providing the expected detail 'India'. There were no spelling issues. The main reason for the loss of marks was the inclusion of the distracting detail 'China'. Weaker candidates occasionally provided random ideas from the recording (e.g. 'break up' and 'flight').

(b) Candidates achieved a fair degree of success when attempting this question. The expected answer was 'agriculture'. Most responses were spelled correctly, but recognisable attempts were also allowed. Spelling attempts which were deemed ambiguous and, therefore, not creditable, were disallowed. Some candidates misheard the form as 'agricultural' and lost the mark here, as this form did not fit the gap. Weaker candidates sometimes included the distracting detail 'food' science' and lost the mark here.

(c) The majority of candidates attempted this question very well and provided the targeted idea 'wheat'. Most responses were spelled correctly, or the attempts were deemed recognisable, and, therefore, creditable. However, a few spellings failed to gain the mark as they were either ambiguous or created a new word. Weaker candidates occasionally lifted a longer fragment from the recording which did not fit the gap and did not demonstrate the skill of listening for a specific detail (e.g. 'wheat is grown'). They consequently lost the mark for such attempts. Some weaker candidates also included the distracting detail 'fruit' in error.

(d) Candidates attempted this question with a fair degree of success. The targeted idea was 'pasta' and most candidates provided this as their response. Weaker candidates misheard 'pasta' as 'paster' or provided a spelling attempt which put the intended meaning in doubt. Such responses could not be given any marks. Some answers were deemed too general as they did not convey the necessary detail (e.g., food) and were awarded zero marks. Weaker candidates provided the distracting detail 'cake' in error.

(e) Most candidates coped well with this question and gained the mark by providing the expected detail 'hostel'. Most attempts included the extra detail 'youth' and 'student hostel' and these responses were also given the mark. Most responses were correctly spelled. Where spelling attempts created a new word or put the intended meaning in doubt, no marks could be given. Weaker candidates sometimes misheard 'youth hostel' as 'huge hostel' or 'used hostel' and these attempts did not gain any marks. 'Local facility' was deemed too general and was not allowed. This also applied to the plural form 'hostels', as this form did not fit the gap and changed the intended meaning. Marks were also sometimes lost due to the inclusion of the distracting details 'student room' and 'campsite'.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

- Administration and conduct of the test were generally of a high standard.
- Examiners should adhere to the timings of **Parts B–D** as specified in the syllabus and not choose cards randomly or select them prior to the assessment.
- Examiners should not just run through the prompts – they should engage the candidate in conversation, with additional open questions, throughout, so as to enable the full range of marks for Development and Fluency to be available. Candidates need to be given opportunities to respond to changes of direction in the conversation.
- Examiners should not allow monologues to occur and should interrupt the candidate to engage them in a two-way discussion if they attempt to deliver an extended speech.
- Candidates did well when they supported answers with examples or personal anecdotes.
- Examiners are advised to watch the Speaking Test Demonstration Video on the School Support Hub for guidance on how to conduct the test.
- Examiners should read out the explanation of the test supplied by Cambridge International so that candidates have a good understanding of the structure of the test.

General comments

Part A

Nearly all examiners read out the script supplied by Cambridge International. Occasionally, the script was paraphrased but the key information was included. In a few cases, there was no **Part A** or it followed **Part B**, and sometimes the explanation of the test provided by the examiner lacked sufficient detail and clarity.

Part B

The warm-ups were either of appropriate length or too short. The content was generally relevant; there was quite a lot of discussion about Covid, which was uncomfortable for some candidates. Most examiners are using **Part B** appropriately to put the candidates at ease and to seek out a suitable topic for discussion. Almost always, the selected card had been announced before **Part C**.

Part C

Overall, the preparation periods were appropriately timed and controlled by examiners, though there was some evidence of short and long parts. Few candidates asked for clarification during the preparation period. Some examiners did not provide adequate clarification if candidates asked for help and merely re-read the prompt rather than re-phrasing it.

Part D

The length of the assessed parts of the tests typically ranged within the guidance time of 6–9 minutes, allowing sufficient time for candidates to demonstrate their ability. Overall, the test conduct followed the recommendations given in the Teacher's/Examiner's Notes. Some examiners allowed the candidates to speak at length, working their own way through the prompts with little interaction or engagement from the examiner. However, many candidates were competent and able to express their ideas without support.

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Examiners should take care not to comment on how the candidate has performed, either during or at the end of the test.

Application of the marking criteria

For all criteria, on the whole, many centres were severe. Centres should familiarise themselves with the requirements of the top band and recognise that candidates do not need to be near first language speaker standard and can make some minor errors and still get a mark of 30. It is recommended that examiners refer to the training materials available to support assessment of candidates which can be found on the School Support Hub at www.cambridgeinternational.org/eoguide.

Administration

Overall, administration of the tests met the criteria, with many centres meeting all expectations. There were, however, a few centres that had not provided the Speaking Examination Summary Form with the mark breakdown for each of the assessment criteria, with more not listing the candidates in candidate number order. Some centres had submitted all recordings for their candidates.

Internal moderation

Not always applicable but it was satisfactory when carried out. Centres need to indicate the change to marks on the summary form against each of the criteria.

Comments on specific questions

Card A – Parties

Candidates tended to talk using the past tense about parties they went to in prompts 1 and 2. More able candidates provided more detail and explored different content, often including some conversation or reported speech. Weaker candidates found it difficult to discuss both the advantages and disadvantages of surprise parties. More able candidates often weighed up the situation, recognising it depended on the actual situation. This prompt enabled candidates to use a good range of adjectives to describe feelings or behaviours '*suspicious*' as well as adverbs '*genuinely*' and to give some thoughtful expressions '*put a smile on her face'*. Prompt 4 encouraged candidates to explore possibilities and to use the conditional tense. Again, more able candidates made comparisons, often evaluating certain parties to be boring but that others '*create a bond which we can never forget'*. For prompt 5, weaker candidates tended to consider whether their neighbours should help in organising a party rather than focusing on whether they should be invited. This prompt also enabled more able candidates to explore different possibilities, inviting conditional and future structures.

Card B – Taking care

The first prompt enabled candidates to provide a narrative of a time when they looked after a person, typically a younger sibling or elderly family member, with more able candidates providing detail about successes or failures in an honest and sometimes humorous way. For prompt 2, candidates were able to talk about a range of ways they could care for themselves, with more able candidates typically using the modal '*can*' or the conditional '*if*', and occasionally talking about the impact of a lack of care, e.g. '*obesity*'. Responses prompt 3 were often well developed. A lot of subject-specific vocabulary was used such as '*recycling', 'raise funds', 'biodegradable', 'de-compose'*. More able candidates explored possibilities, '*rather than* …' or considered the impact: '…*hence, affecting us indirectly'*. Candidates engaged well with prompt 4, discussing the concepts of responsibility, maturity and guidance, e.g. '*reach a state of independence*', with more able candidates considering the role of parents before and after the age of 18. Prompt 5 encouraged plenty of discussion about robots having no understanding of feelings, e.g. *'no humanity*', and that children needed '*psychology to be handled by parents'*. More able candidates recognised that robots '*have a place'* and explored the possibility that they may or will take over certain jobs.

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Card C – Personality

Many candidates found it challenging to discuss personality using adjectives, but rather described their behaviour or talked about what they do or do not like to do in response to prompt 1. For prompt 2, candidates engaged well in explaining why they have certain friends, focusing often on the ideas of trust and not being judged. More able candidates would use the past tense as well as the present to generalise and use passive structures: '*Patience plays a vital role*…' Responding to prompt 3, most candidates could consider whether people's personalities change with age and there was no specific agreement or disagreement overall. More able candidates explored in detail by providing a real example and considered the reason for the change, e.g. '*loss of a beloved one'*. Many candidates, for prompt 4, tended to have friends who were similar to them, so they found it challenging to respond fully. More able candidates could explore the benefits, such as being '*exposed to different opinions*'. Prompt 5 enabled candidates to explore the benefits of kindness and generosity ('*Treat people the way you want to be treated*') and consider what it means to be successful, with more able candidates evaluating what it takes to be successful.

Card D – Pictures

All candidates had a picture to talk about for prompt 1, and could explain what made it special, e.g. '*close to my heart'*, whether or not it was self-produced, or a famous or personal picture. Some subject-specific terminology was used, e.g. '*sketch', 'portrait'* and *'landscape'*. For prompt 2, candidates engaged well with a discussion about the benefits of having more art lessons, with more able candidates exploring a range of reasons beyond the idea that if you are talented, you could make a career in the field: ('… *wouldn't have enough exposure', 'An exchange of ideas is really healthy', 'two mind-sets*'). Candidates were able to give a number of advantages and/or disadvantages for prompt 3, though only more able candidates could discuss both sides of the argument fully. In response to prompt 4, candidates engaged well discussing '*selfies*'. More able candidates weighed up the positive and negative reasons: ('*want to live in that situation at that point', 'forced by social media', 'self-obsession'*). Most candidates were able to offer a reason to support their viewpoint for prompt 5, with more able candidates talking about interesting concepts, such as what is '*fake*' and whether we should '*judge a book by its cover'*.

Card E – Making things better

This card was well-received; as one candidate said: '*Repairing things is part of the Indian culture*.' For the first prompt, candidates could easily discuss an object they repaired, with many talking about '*gadgets* and '*devices*, and with more able candidates using subordinate clauses, e.g. '… *in order to*…'. For prompt 2, most candidates were all able to discuss a repair and what happened, with more able candidates using a range of modals, e.g. '*can', 'might'* and interesting verb choices, e.g. '*shattered', 'whacked'*. A range of jobs were selected for prompt 3, from medicine to manufacturing to travel, with more able candidates providing more detail of the benefits to people. There was a range of opinions as to whether a broken friendship could be fixed in response to prompt 4, and more able candidates often used the conditional to explore possibilities. There were some strong opinions expressed in response to prompt 5, with some candidates saying that it was '*unjust that the older generation can pin this on the current generation.'.*

Card F – Housework

All candidates had experience of sharing housework with siblings and used the present tense, passive voice and verbs such as '*cleaning'*, *'cooking', 'arranging', 'ironing'* and *'decorating'* to speak about this. Many candidates did not like cleaning their room, but some said that '*it helps to reduce stress*.' Candidates described surprise birthday parties and Diwali when discussing celebrations for prompt 2. In responses to prompt 3, candidates agreed that housework should be shared. Prompt 4 allowed candidates to use a wide vocabulary including '*motivated,' 'encouraged,' 'responsibility'* and '*duty*.' Candidates did not feel that teenagers should be paid for doing jobs around the house. Mixed views were expressed for the final prompt and several candidates used the proverbs '*cleanliness is next to godliness'* and '*health is wealth.'*

Card G – Things to look forward to

Candidates related well to this topic and were able to speak about their own personal experiences and plans for the future. Past tenses were used for prompt 1 and experiences included going on a plane for the first time, acquiring new phones/laptops and looking forward to the release of new seasons of their favourite TV series or video games. Future tense and modals were used for prompt 2 and candidates widely expressed looking forward to freedom and independence. Candidates agreed with prompt 4 and said that family celebrations were often just a '*formality*.' There were mixed feelings towards the final prompt and some candidate strongly disagreed, stating that '*most parents are attached to their children*.'

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Card H – The neighbourhood

Candidates used the present tense to talk about people and places in their neighbourhood for prompt 1. All candidates had examples of a time when they had helped a neighbour and used a variety of past tenses to relate events. It was widely agreed that neighbours in the countryside are friendlier than those in the city, as people in the countryside are calmer and have more time for each other. However, some candidate did not necessarily agree with the statement and said that '*it depends on the nature of the people*.' Candidates had fewer ideas for the final prompt but agreed with the opinion.

Card I – Going to the movies

This was the most frequently used card and candidates found it relevant and engaging. Initially, candidates referred to the pandemic to explain that they had not been to the cinema as much as usual but then used past tenses to talk about previous cinema visits. Candidates said that they relied on trailers and reviews to decide which films they would like to see, as well as if they were '*age appropriate*.' Candidates also spoke about different genres such as '*mystery', 'romcom'* and '*horror',* with one candidate stating that '*fantasy movies take you out of the real world*.' Many candidates agreed with the opinion in prompt 3 but some said that they also enjoyed other activities such as painting and reading. Prompt 4 generated considerable discussion and use of conditionals. Candidates made references to lockdowns and how watching films at home had become popular as a result, '*people are more accustomed to watching movies at home nowadays*.' Various advantages of watching films at home were stated, such as saving on travel costs and food and being more comfortable, but some candidates mentioned the audio and visual benefits of watching films on a cinema screen. Modals and the passive were used for prompt 5. Some candidates talked about actors who had been able to overcome challenges such as drug addiction through hard work and courage.

Card J – Working as a chef

In response to prompt 1, candidates used the present simple and present continuous to talk about cooking. Most enjoyed cooking and some candidate mentioned that he preferred to follow recipes to avoid *'experimenting'.* Candidates used a range of past tenses for prompt 2 and spoke about watching videos to learn how to cook. There were many examples given of mistakes made and accidents which had occurred whilst learning to cook. Modals were used in response to prompt 3 and advantages mentioned were that '*chefs can learn about other cultures'* and '*chefs learn the skill of multitasking*.' A disadvantage stated was that the job was very challenging. Mixed views were expressed in response to prompt 4, some candidates feeling that it was impolite to criticise someone's cooking and others saying that they would want to know if their guests had not enjoyed the meal which they had cooked so that they can learn from their mistakes and improve. Candidates made interesting comments about the final prompt and agreed that cooking is a form of art in the sense that '*we decorate food to make it more appealing'* and '*we cook according to our mood like any artist.'*

Card K – Green spaces

This card was often selected for candidates who expressed an interest in outdoor activities. For prompt 1, playing cricket was often quoted. Many candidates were against the idea of lessons outdoors in prompt 3, quoting problems with weather, no air-conditioning or electricity. Responding to prompts 4 and 5, candidates used subject-specific vocabulary relating to the environment and were generally in agreement with the idea of planting trees.

Card L – Technology

Candidates responded to prompt 1 with a wide range of subject-specific vocabulary. Many candidates used past tenses wen responding to prompt 2. Prompt 3 had often been addressed already in the discussion. Candidates quoted examples of the benefits and drawbacks of instant communication – *'useful in an emergency', 'messages are sometimes sent which would have been better left for a while'*. Candidates were able to call on recent experience to respond to prompt 4, with most candidates feeling that face-to-face learning is the best option. Most candidates agreed with prompt 5. More able candidates expanded on the lack of social contact.

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Card M – Being in charge

Candidates' responses generally related to school experiences. For prompts 1 and 2, they were able to talk about school projects and sports teams when they had been in charge or the captain, for example, and this elicited good narratives. In response to prompt 3, candidates were able to quote the qualities required to be a good leader, e.g. '*integrity', 'honesty', 'charisma'* and most candidates disagreed with the view that anyone can become a good leader. For the last 2 prompts, some candidates were reluctant to express criticism of parents or leaders. However, more able candidates expressed a balanced view for prompt 4 – '*both parents and children are responsible'* and explored the opinion that responsibility rests with the leader in prompt 5.

Card N – Fame

Prompt 1 elicited a wide range of answers from singers to actors or sportspeople. All candidates offered well-developed responses to prompt 2. Most candidates were able to use past tenses and relevant vocabulary, e.g. 'a *competition', 'a sports event', 'an exam', 'a performance'.* Prompt 3 elicited a wide range of vocabulary, e.g. '*no privacy', 'more money', 'bigger house', 'problems with alcohol and drugs'*. For prompt 4 most candidates had experience of social media and were aware of the role of influencers. Prompt 5 elicited a wide range of opinions, with more able candidates agreeing that doctors and scientists should be respected but should not necessarily be the most admired.

Card O – Research

The discussion for the first three prompts revolved around school matters or projects. Some candidates were able to identify non-school related topics for prompt 2, e.g. a famous person, recipes, jobs or a hobby. Prompt 3 gave candidates pause for thought as most were familiar with books and libraries and chose those as an alternative to the internet. For prompt 4, most candidates could talk about something they had bought recently that was good or bad and how they had found out about it and what had helped them with the decision to buy it. Prompt 5 elicited ideas about solving global warming and pollution, and this brought up a good range of vocabulary, e.g. '*carbon dioxide', 'oxygen', 'release harmful gases'*.

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