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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key messages

- In **Exercise 1**, it is important to read the questions carefully, so that the key requirements of each question can be identified, and the distracting information avoided. It might be helpful if candidates underline or highlight key words in the question to ensure that their answers are focused. Candidates should also be precise in writing their answers, as including too much detail may make the answer incorrect and affect the mark awarded.

- In **Exercise 2**, the information in the texts will be expressed using different words and structures from the questions, so candidates should look for synonyms and paraphrases. Candidates are required to identify opinions and attitudes and to show awareness of information that is implied but not explicitly stated.

- In **Exercise 3**, the requirement is for short notes. Candidates do not have to use their own words, and substitutions are not always appropriate, therefore it is recommended that they use wording from the text. Each note should correspond to the correct question and be written on a separate line. In this series, a number of otherwise correct answers were entered under the wrong question, which could not be credited.

- In **Exercise 4**, candidates are encouraged to write to the stated length and to avoid copying lengthy extracts from the text, as summaries which exceed the 90-word limit are restricted in the mark which can be awarded. It is vital that candidates read the question closely, in order to decide what information is required and what can be considered irrelevant and therefore not required. In this series, many summaries included an overlong introduction with too much general detail about communication, both speaking and listening, which had an impact on the mark.

- **Exercise 5:** in this series, the purpose of writing was well recognised, and many responses included sufficient development of the ideas to achieve higher marks for Content. Additionally, responses showed a suitable level of awareness of the target audience by using informal language and a conversational style.

- In **Exercise 6**, responses should be clearly organised. Candidates should be aware that the use of paragraphs and accurate punctuation, particularly the accurate use of commas and full stops, can assist in the coherent presentation of ideas. In this series, most articles correctly demonstrated a neutral or formal register, appropriate for the target audience.

General comments

Overall, candidates were correctly entered at this level. The majority of candidates attempted every question but there were also some candidates who offered no response to **Exercise 6**, suggesting that organisation of time is an area for improvement. Additionally, a number of individual questions throughout the paper were omitted. Candidates should be aware that it is preferable to offer an answer to each question, rather than leave a blank space.

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Comments on specific questions

Exercise 1

Generally, this exercise was well attempted. Candidates should be aware that there is distracting information in the text for every question, therefore close reading of the text is important in order to distinguish correct details from those which are incorrect or irrelevant. Less successful responses were characterised by the frequent selection of the distracting information in the text.

Question 1

Many responses correctly focused on the year when the work started and selected the correct answer *'1903'.* Incorrect answers tended to feature the year when the first station opened, '*1871*'. Candidates are advised that further reading of the whole section of the text would provide the correct detail, rather than opting for the first likely answer in the paragraph.

Question 2

This question was generally well attempted, with many responses correctly identifying the reason why steam trains were banned from New York City, '*accident between two trains'.* Some responses also included the cause of the accident, '*pollution'*, '*steam*' or *'the drivers couldn't see ahead'* which was acceptable as additional information.

Question 3

There were some creditable attempts to identify the way the Vanderbilts demonstrated the use of electricity in the station building, *'installed 4000 light bulbs'.* The incorrect response '*it was one of the world's first all-electric buildings'* did not include the details of how they did this and could not be credited.

Question 4

This question was very well answered and the majority of responses correctly selected '*slopes'.* The addition of any reference to '*stairs'* negated the correct answer, as this referred to '*other stations'* and could not be credited.

Question 5

This question proved challenging for many candidates who appeared to focus more on the '*positive affect'* in the question, and wrongly selected the idea that there would be *'more space on the streets'* or *'improved air quality'.* Correct answers identified the key element in the question '*What change in the station's location'* and selected the fact that it was '*moved underground'.*

Question 6

There was a successful response to this question, with most candidates correctly focusing on the key idea in the question, *'first person to travel'* and selecting '*General John Pershing'* as the man who used it '*before anyone else'.*

Question 7

This question produced the greatest number of incorrect answers. Two details were required for two marks, and candidates correctly located the section of the text where the answers could be found. There was evidence that the central idea in the question, '*information about the building's history'* had not been fully understood, as many responses did not include a reference to the past history of the building. Incomplete responses, '*small area of ceiling'* and *'new stairs were built'* could not be credited without the idea that the ceiling was left *'in its natural state',* and the stairs were built '*higher than the old ones'.*

Question 8

This question was better attempted, and a good proportion of candidates understood that the '*tennis courts'* in the text corresponded to '*sports facilities'* in the question, and correctly selected '*studios'* as the *'original'* place.

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Exercise 2

Question 9

Overall, there was a varying degree of success in this exercise. Almost all candidates attempted answers, and a few achieved full marks. The whole range of marks was awarded, and many candidates scored half of the available marks. Candidates achieved greater success in **Questions (a), (d), (e)** and **(f).** The most challenging questions proved to be **Questions (b), (c), (g)** and **(h).**

Question (b): the key phrase in this question is '*the reason for ... choosing the subject of the painting',* and all three texts refer to a 'reason'. In **Text B**, the writer says, *'what I really love about this painting ... is the style'.* This is distracting information, as it indicates their own feeling about the painting, rather than the reason why the artist chose to paint it. In **Text C**, candidates may have been tempted by the phrase *'The reason why this is one of my favourite paintings',* however this makes no reference to the artist's feelings about the painting, so is incorrect. Candidates are advised that the correct answers are likely to be expressed using different words from those in the question, so should not simply look for the same word in both question and text.

Question (c): all three texts contain some information about the writer's feelings; however, **Text C** is the only one that corresponds to the key focus of the question that '*not everyone will share his feelings'.* In **Text C**, the writer expresses their own opinion, '*I find it more appealing',* then continues to say, '*I realise that some people might be a bit put off',* implying that others might not feel the same.

Question (g): this question centres around the fact that *'people might not notice the painting'* and all three texts contain some reference to the idea of 'looking' at the painting. The first occurs in **Text A**, where the writer refers to many paintings in the hall, but this one is '*pretty easy to miss because of its size'.* This implies that people might not see the painting and is the correct answer. Candidates may have been tempted by the phrase 'You *just don't see them initially'* in **Text B**, and '*my advice is to keep looking – the more you do, the more you'll see'* in **Text C***.* However, careful reading of the text indicates that these two refer to what is in the painting, '*hidden messages'* and not to the painting itself, as the question requires, and so are incorrect.

Question (h): the focus of this question refers to a comparison, '*compares the painting he likes with another type of painting',* and all three texts contain some reference to this. In **Text A**, the writer compares the different sizes of paintings *'the others are much bigger'* and in **Text B**, the writer is unsure about '*how the finished result will compare to ...'* their imagination. Close reading indicates that neither of these fully addresses the question and so are incorrect choices. **Text C** contains the paraphrase of the central idea in the question, '*I find it more appealing than traditional oil paintings.'* and is the correct answer.

Exercise 3

There was a mixed response to this exercise. The whole range of marks was awarded, and some candidates achieved full marks. Almost all candidates attempted the two questions and greater success was achieved in **Question 11** than in **Question 10**. Answers should be in note form and use the wording from the text. Where responses are phrased using candidates' own words, this risks obscuring the exact meaning, which can affect the mark awarded.

Question 10

Many candidates identified two or three correct details, and some selected four correct notes for four marks. The most commonly selected were '*experience other cultures', 'increases our vocabulary'* and *'enjoy a range of writing styles'.* Very few responses recognised the idea that '*the best literature is likely to be translated'* or that *'a good translation is more than just a copy of the original'*. At times there appeared to be confusion between advantages for the reader and advantages for the translator, as in the idea that '*technical terms are easier to translate ... everyone understands them',* which was an advantage for the translator rather than for the reader and could not be credited. Similarly, *'help children to focus on the flow and pattern of the words'* was frequently seen which was not credited as this applied to children's stories in general, and not specifically to translated ones.

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Question 11

This question proved to be generally more accessible and produced a greater number of fully correct answers. Candidates responded well to the task of finding challenges for the translators and all the points on the mark scheme were selected. Most commonly chosen were the ideas that '*humour is easy to misunderstand', 'words with more than one meaning'* can be a complication, and '*cultural references'* which can be impossible to translate. Generally, notes included the key ideas in order to be meaningful, although some were incomplete, such as '*the original rhythm'* which without the idea of *'keeping the original rhythm'* did not accurately convey the challenge for a translator and could not be credited.

Exercise 4

The summary proved challenging for many candidates and a range of marks was awarded. All the relevant key points appeared accessible, with some responses successfully identifying four or five points. The most successful summaries focused entirely on the selection of details which advised on how to be a good listener and provided some organisation to their writing through the use of paragraphs and simple cohesive devices such as '*and', 'then', 'because'* and *'not only ...*' Additionally, the accurate use of pronouns for reference and relative clauses contributed to good summary technique.

In this exercise, there were a significant number of candidates who lost both content and language marks because they wrote over 90 words. Words were wasted by including a long introduction which focused on the two aspects of communication, and the idea that some people are easy to talk to and others not. This loss of focus meant that key points which were included after the limit could not be credited. Candidates are advised to read the rubric carefully and ensure that their writing corresponds fully to the task in order to have access to higher marks.

Higher marks were available to candidates who attempted to use their own words, either by restructuring the grammar of a sentence or through the use of synonyms, and there were some good examples of this technique, '*Simple gestures like nodding or even just looking at the other person would make them feel you are interested.',* and *'Instead of staying silent, ask them open questions and feel free to ask for explanation in case of any possible misunderstanding'.* The majority of responses, however, relied on copying the language from the text. Points were made using chunks of lifted language, with little attempt to rephrase them. They would then be linked with simple conjunctions or sequencing words. Without any attempt to re-work the text language, such summaries could only achieve marks in the middle band or lower for Language.

Exercise 5

In this series, there were many satisfactory or good responses which achieved marks in the top band. Most emails showed a good sense of purpose and were organised through the use of paragraphs or appropriate connective phrases such as *'The reason I'm asking you ...',* which enabled the reader to follow the direction of writing. More successful responses adopted a conversational style, engaging with the target audience, not just at the start, '*You remember I told you about ...'* but maintaining the contact by referring to the reader throughout, '*You might be wondering why ...'* and '*Anyway, do let me know what you think I should do'.* In contrast, in less successful emails, it was common for some more formal adverbial connectives such as *'nevertheless'* or *'furthermore'* to be used incorrectly, which led to inconsistency in tone. Candidates are advised of the need to sustain an informal style throughout their email.

Most candidates addressed all three bullet points. These were sometimes lacking in detail, especially if the response was slightly short. There was a greater response to the first prompt and many candidates showed confidence in describing helping a family member. Ideas ranged from helping to fix car problems, caring for a younger sibling or older family member, helping with a school project, and in some cases, lending money which was then returned with interest. Less effective emails outlined a problem but made no attempt to explain what was done to help, '*one of my relatives came to me and asked for help about which college course to take as she was not able to find it.'* Without an explanation of how the writer helped, higher marks could not be awarded.

The second prompt required candidates to provide ideas about what to do with the money received, and there were many successful accounts which described the possibility of investing the money, buying books or electronic toys, helping the homeless or giving it to a care home. In some emails, the writer simply expressed uncertainty as to how to spend the money, *'I can't figure out what to do with all this money'* or indicated that the money had already been allocated, '*I have already donated the money to the needy'*. In these cases, the response did not fulfil the requirement in the second prompt, and this had an impact on the mark awarded.

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For the third prompt, the most successful responses provided as much detail as for the other two prompts. The friend was frequently chosen because of their knowledge of business or their trustworthiness, '*I trust your choice as you have a brilliant record of spending and saving',* and '*You can help me decide as you have a good sense of money because you have a part-time job'.* Less developed responses only provided brief detail, 'I *chose you because you are a good person'* or failed to provide any details in answer to this prompt, which affected the mark awarded.

From a language point of view, some responses showed attempts at less common vocabulary, '*post pictures online, spread the word, banking transactions, data entry, reward, I'm indecisive'.* There were also attempts at more complex grammatical sentences, for example,' *I think you can help me better as you can help people in need'* or '*she handed me an envelope of cash as a thank you and I need your input on what I should do with it'.* The majority of responses, however, focused on simple grammatical structures, which at times lacked accuracy, *'I helped my dad because he have so many work'*. In some instances, such inaccuracies led to the meaning becoming unclear. To achieve higher marks for Language, it is important that responses show grammatical accuracy and a range of vocabulary.

Exercise 6

There was a mixed response to the requirement of the task. The most successful articles took a strong line on one side and produced a well-developed piece of writing, with some original ideas, *'reading a newspaper, we get knowledge, confidence, an ability to read and talk fluently the language'* and '*the only news young people want concerns themselves, and that is available on social media'.* The majority of responses put forward viewpoints on both sides of the debate, with a personal conclusion in the final paragraph.

In this series, many candidates relied heavily on the prompts and struggled to develop ideas beyond these. Those that did, however, commented on the fact that '*reading the news improves your reading skills and also increases the limits of your imagination'* and a commonly held view was that '*making a habit of reading the news will help to progress your career'.* A further popular opinion featured the idea that reading the news is a generational thing: '*teenagers think that reading the news is old-fashioned, but they are wrong'* and *'old people get news from newspapers and tv, middle aged people get it from their mobile and talking to people, and young people get it from social media platforms'.* Attempts to encourage young people to be more interested in the news included the belief that there are many different kinds of news – sports news, lifestyle news, business news – something for all age groups.

Less effective responses were those which moved away from the topic to compare the advantages and disadvantages of getting news from a newspaper or from an electronic device, or even discussing the benefits of different platforms for finding news. Others failed to relate their article to teenagers or focused entirely on giving advice to young people about how they should access the news. This digression frequently led to irrelevance and confusion which affected the mark awarded.

From a language point of view, many candidates took the opportunity to demonstrate less common vocabulary, such as '*open-minded, up-to-date, current affairs, mindset, across the globe, on a daily basis'.* Additionally, there were some attempts at more complex structures, such as '*Keeping up with the news can have additional benefits, such as absorbing new knowledge and increasing general awareness'.* These contributed to an effective article. Weaker responses were characterised by a limited range of grammatical structures and vocabulary.

Candidates would benefit from more practice in paragraphing and using appropriate sentence starters, such as *'On the other hand, a further point, in addition',* which allow the argument to move forward logically. In this series, weaknesses in grammar and punctuation impacted on the fluent presentation of ideas. Greater emphasis on grammatical accuracy and organisation is an ongoing area for improvement.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing (Extended)

Key messages

- In **Exercise 1**, it should be emphasised that precise reading is required to identify the key point of each question. Responses should be brief but precise and candidates should pay attention to any distractors in the text.
- In **Exercise 2**, it is important to recognise synonymous words or phrases in the text which connect with questions. This will help candidates locate the correct answers. Candidates need to be reminded to provide clear and legible responses.
- In **Exercise 3**, candidates should read the requirements of the headings carefully and ensure they include any key information in each brief note. Rephrasing of the information is not required and candidates are encouraged to use the relevant words from the text wherever possible in their responses.
- In **Exercise 4**, candidates are advised to read the instructions carefully to understand what information is to be summarised. They should attempt to rephrase the content points without altering the meaning and all aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both Content and Language.
- In **Exercises 5 and 6**, it is vital that the candidates read the tasks carefully and include all aspects to ensure the task is fully covered. Some candidates did not address the third bullet point in Exercise 5 this series and this affected the mark for Content. In Exercise 5, the email writing, candidates must recognise the need for informal register and should endeavour to provide enough depth and detail to sustain the reader's interest. In Exercise 6, a more formal register is required, and it is important for candidates to introduce original and independent ideas.

General comments

Most candidates were entered appropriately for the Extended paper although a few had difficulty at this level, so the Core paper might have been more suitable for their linguistic ability.

Regarding time management, the majority of candidates were able to complete all the exercises in the paper, indicating that they had managed their time well and had sufficient time to complete Exercises 5 and 6 fully. There were only a few instances of writing pieces which did not reach the minimum required word length.

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Comments on specific questions

Exercise 1

This exercise was generally very well attempted by candidates. There was evidence from the majority of responses that the text had been understood.

Question 1

This was very well answered with candidates correctly identifying '1903'.

Question 2

The correct response 'an accident' was well recognised although a number of candidates were distracted by the problems occurring prior to the accident and supplied 'pollution', 'steam' and 'drivers couldn't see ahead because of the steam' in error.

Question 3

This item was well attempted. Occasionally 'light' was omitted from responses and some candidates supplied '400' instead of '4000'. A common incorrect answer mentioned the 'energy- efficient bulbs', the replacement made later in 2008.

Question 4

This was very well attempted. However, responses such as 'slops' could not be credited as this misspelling created another word with a different meaning.

Question 5

This question proved to be more challenging, and many candidates mentioned the positive effects of the move, for example, 'more space for shops and businesses' and 'improved air quality' rather than mentioning the actual change in location, that the majority of the station 'moved underground'.

Question 6

Very few failed to identify that it was General John Pershing who was the first person to travel to the hotel in the special elevator.

Question 7

This item was answered less successfully by many candidates. Omission of key information such as 'small' and 'in natural state' in the first detail, 'small area of ceiling left in its natural state' and 'higher' in the second, 'stairs were built higher', meant that some candidates were not awarded the maximum two marks here. The most common incorrect response here was 'cleaning the ceiling'.

Question 8

This question was well attempted with most candidates correctly identifying the 'studios'.

Question 9

The final question in this exercise was more challenging. The task required candidates to provide four aspects of the construction process which meant that it took a long time to build the Grand Central Terminal. Less successful responses lacked important words and expressions. For example, for the first point on the mark scheme, the key details 'limited' and 'during the day' had to be included. Similarly, for the third point, 'regularly' was required and for the fourth point, 'machinery' was necessary. In the final point, 'workers had to wait for clear tracks', some candidates changed 'for' to 'to' and this unfortunately changed the meaning of the response so this could not be credited.

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Exercise 2

Overall, the performance on this multiple matching task was mixed with some candidates achieving maximum marks and most being credited with at least five correct answers.

Candidates are required to recognise key words in the question and ensure that the text they select fully supports their choice of answer.

Five questions proved to be more challenging **Q10(c)**, **(d)**, **(e)**, **(g)** and (**j)**.

Firstly, in **10(c)**, **Text D** was frequently supplied in error with candidates possibly distracted by 'a place that's become a popular tourist spot'. A number of candidates, however, correctly identified **Text A**, 'and why he decided to paint it', that the artist hoped visitors might find themselves wondering what could be on the other side of the blue door in the painting.

In **10(d)**, candidates needed to find someone who admits that not everyone will share his feelings about the painting. **Text D** was a common choice. In the correct response, **Text C**, Jon admits 'I realise that some people might be a bit put off'.

In **10(e)**, the wording 'changed over time' corresponded with the idea that Gerry, in **Text B**, had been back about ten times to the gallery and had begun to realise that there are some hidden messages in the painting. Those providing incorrect responses often seemed attracted to **Text D** but Eddie actually mentions, 'I've always felt the same about this one'.

The candidates had to consider which person says the artist didn't just produce paintings in **10(g)**. Here candidates did not seem to connect **Text B**, 'James also designed wallpaper using the same technique' with the requirements of the question.

Lastly, in **10(j)**, the key phrase was 'another type of painting' and the answer was **Text C** in which Jon mentions that he finds the painting 'more appealing than traditional oil paintings of landscapes'.

Exercise 3

Candidates generally performed well in this note-taking exercise. The topic of the exercise appeared to be accessible, and most candidates were able to extract the relevant information for each heading. Notes could not be credited if they appeared as the second idea on the line and some candidates added extra bullet points without crossing through any of the others so these could not be credited.

Advantages of reading translated fiction

Overall, this section was well attempted, and many candidates correctly located at least three or four appropriate details to fit under this first heading. The response most rarely used was point 6 on the mark scheme, that translated fiction is often 'more than just a copy of the original' or that it can be 'interesting to compare it with the original version'. Responses which could not be credited were those which referred to scientific or medical journals 'the terms are clear and everyone understands them' or children's stories, 'help children to focus on the flow and pattern of the words'. Occasionally, marks were lost here if candidates tried to express the ideas in their own words and in doing so changed the original meaning of the point, for example, 'allows us to modify our vocabulary' rather than 'increases our vocabulary'.

Challenges facing people who translate fiction

Question 12 appeared to be more accessible than **Question 11** and many candidates scored full marks. Some responses omitted key detail such as 'humour' in point 7, providing incorrectly 'concept is easy to misunderstand' and 'keep' in point 11. The omission of 'than one' in point 8 changed the original idea in the text to 'words with more meaning' so could not be credited.

Exercise 4

Most candidates made a reasonable attempt at this exercise. Candidates were required to write a summary about the benefits of national parks. The 120-word limit was generally well observed this series and fewer candidates exceeded that. When this did occur, it was largely due to writing an overlong introduction to a range of different- sized well known national parks or explaining that care must be taken to ensure human activity does not have a negative impact. All the content points proved accessible, and some candidates

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located eight discrete points often presenting them sequentially as they appeared in the text. However, some points made by candidates tended to lack the required precision or key details. For example, 'offering programmes and events' could not be credited without the idea of 'educational' and likewise 'provide employment' could not be credited without 'to local people'. In some points, candidates mentioned 'conversation' rather than 'conservation' and so the mark could unfortunately not be awarded since the meaning had changed.

Language marks were awarded across the range, with the majority of candidates achieving at least four marks. Many candidates relied heavily on the language in the text, connecting ideas with simple linking words 'and' and 'also'. To achieve higher marks for Language, candidates should attempt to express the ideas in their own words. A number of responses featured suitable synonyms for key vocabulary such as 'forefathers' for 'ancestors', 'boost' for 'increase' and 'good vibes' for 'positive emotions'. Additionally, some candidates showed good summary technique by restructuring the grammar of sentences, for example, 'The economy of the wider area can be greatly boosted by people coming to visit the national park' and by linking appropriate points together such as 'The parks also help the planet by the forested areas taking in harmful carbon dioxide and by having the resources to generate renewable energy'. Those candidates who used synonyms or paraphrased points and also used cohesive devices appropriately had access to marks in the higher bands for Language.

Exercise 5

Email to a friend about some money received for helping a family member

Content

Generally, responses provided developed, appropriate content. Some fulfilled the task skilfully and effectively. Some responses were less than the 150 words and these were generally not sufficiently developed to merit higher band Content marks. Most responses addressed all three bullet points but occasionally there was not enough appropriate detail to demonstrate adequate development. Some responses omitted to mention why the friend might be a good person to help decide how to spend the money, which had an impact on the mark awarded. Likewise, in some emails, it seemed a decision had already been taken about what to do with the money and the money had even been spent in some cases which also affected the Content marks.

The most effective responses demonstrated a suitable, personal register, addressing the recipient of the email throughout and conveyed a realistic sense of surprise and excitement about receiving the unexpected sum of money. The most consistently well-developed bullet point concerned the task carried out to help a family member. There was a range of jobs including helping cousins with revision before tests, searching for a lost item, carrying out household chores for sick relatives or helping produce a power point presentation for father's job.

For the second bullet point, candidates seemed to have a number of suggestions regarding possible ways to use the money received such as using it for entertainment purposes, donating to a charity, saving it for college funds or simply investing it wisely.

The final bullet point tended to be the least developed, but some candidates skilfully managed to link their reasons for seeking advice from the friend to their ideas for the money, such as considering purchasing tickets to watch Real Madrid and explaining that the recipient, being also a big fan and having attended matches in the past, is the perfect person to help decide if this would be worthwhile. Others sensibly suggested that they always trusted their friend's advice or that the friend was always good at managing their pocket money and 'experienced in such matters' which all seemed appropriate ways to address this final bullet point.

Language

The full range of marks was awarded for Language. The most successful responses featured vocabulary suited to the topic, for example, 'a dilemma', 'conflicted', 'indecisive' and 'a token of appreciation'. Less successful responses tended to lack a range of vocabulary, with a succession of short unambitious sentences which would have been improved using subordinate clauses. It was noticeable that many candidates concluded their email by incorrectly writing 'revert to me soon', rather than 'reply soon' or 'write back soon'. However, it was encouraging to note that tenses and spelling were generally sound this series and that many candidates demonstrated good use of paragraphing and punctuation.

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Exercise 6

Article – why some teenagers are not very interested in the news

Content

Most candidates were able to adopt a more formal tone and register for this final exercise. The rubric was understood, and the word limit was generally well observed, although on occasions with a tendency towards the lower limit which then affected the mark. Two prompts with different opinions on the news were provided. In order to achieve higher band marks, candidates needed to be resourceful in terms of their development of the prompts and in the introduction of their own ideas and perspectives on the topic. Many candidates tended to focus on the value of being interested in the news but did not focus on the reasons why teens might lack interest in it but, by incorporating the prompts, the response was relevant. In a small number of cases, candidates wrote more generally about the advantages and disadvantages of the news for adults without referring to teenagers. When the task is only generally fulfilled in such a way, this restricts the Content mark to the lower bands.

Stronger responses showed some original thought and candidates introduced some sensible arguments to suggest why teens might not be interested in the news. They explained that the content and vocabulary can be difficult to understand as teens lack experience and knowledge about the real outside world and that the topics are often depressing and, in some cases, not suitable for their age. Others mentioned the possibility of fake news or political bias making it less credible and reliable. Most seemed to agree that it is essential for young people to spend some time catching up on the news to be aware of world and local affairs and to gain an insight into how the real world works in preparation for adult life. Credit was given to those candidates providing an appropriate conclusion, perhaps making suitable suggestions as to how teens might be encouraged to view or read the news, rather than just restating the same points that had been made in the body of the article, often using the same words.

Language

Many responses attempted some more complex structures and less common vocabulary related to the topic. A number of stronger responses attempted more ambitious vocabulary and greater complexity, for example, ‘News channels are monotonous, stating information in a robotic way rather than the sensational and engaging way adopted by social media which is far more attractive to teenagers’.

Some candidates made slips with possessive adjectives, for example, ‘News can update teenagers with current affairs going on in your surroundings’. Others muddled ‘few’ and ‘a few’ and did not realise that ‘news’ is an uncountable noun which is followed by a singular verb. Overall, responses to this exercise showed some improvement in grammatical accuracy and were generally well organised with many candidates showing effective use of paragraphs for presenting different arguments and suitable linking language which gave a sense of cohesion to the response.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening (Core)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. 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. Attempts which cannot be read may not be awarded.
- Learners should be reminded 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. board/bored).
- 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, where, 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, 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, etc.) 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 also be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple matching items, ***Exercise 3***, and the multiple-choice items, ***Exercise 4***, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in ***Exercise 3*** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in ***Exercise 4***, if two boxes are ticked rather than one then no marks can be given.

General comments

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

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- There were minimal instances of candidates using the same letter more than once in ***Exercise 3*** and ticking two boxes in ***Exercise 4***.

- 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 for some candidates and learners would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts, (e.g. talks and presentations).

- Cases where candidates wrote over their initial answers or over half-erased attempts were minimal. Most candidates also used ball-point pens rather than felt-tip pens as in previous sessions, which has also improved the legibility of their responses. However, it was still 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 learners to write by hand as often as possible.

- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise.

- There were fewer instances of candidates including the distracting details in addition to the correct detail, especially in ***Exercises 1*** and ***2***.

- Learners 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, etc.). Although most candidates selected the correct detail, some did not always transcribe the word in the same word form as heard in the recording. By changing the word forms, candidates' final answers did not always make the required fit in ***Exercise 2*** (e.g. 'swim' instead of 'swimming').

- Some candidates still need more practice in listening for the correct phonetic detail. It is important that candidates are aware of how different sounds translate into the spelling of such words, (e.g. 'warm' versus 'worm'). Learners 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 learners to vocabulary sets on a wide range of topics, (e.g. public places, seasons, free time activities, etc.) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'autumn', 'noise', 'cycling' and 'exhibition'.

Comments on specific questions

Exercise 1 – Questions 1–4

Overall, this section was attempted fairly well by most candidates. Where marks were lost, candidates selected the distracting detail in error instead of the correct answer or provided an extra detail which changed the overall meaning of their response. The latter was a particular issue in **Question 1(a)** and **4(a)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Response in this part of the test, aside from **Questions 4(a) and 4(b)**.

Question 1

(a) This question was answered reasonably well. Many candidates provided the expected detail 'jacket' as their answer. Most candidates also included the extra detail 'warm' as part of their response. The vast majority of answers were spelled correctly. The majority of marks were lost where candidates misheard the extra detail 'warm' as 'warned' or 'woollen'. Other extra details included 'boom', 'mom's' and 'old'. As these adjectives changed the overall meaning of the response, such responses couldn't be given any marks. Other reasons for the loss of marks included incomplete answers (e.g. 'something warm') or providing the plural form 'jackets'.

(b) This question was attempted with a mix level of success, with only 40 per cent of all candidates providing the expected detail 'necklace'. Most marks were lost where spelling attempts put the intended meaning in doubt. The plural form 'necklaces' wasn't given any marks, as the grammatical form changed the intended meaning.

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Question 2

(a) There was a reasonable level of success for this question, with more than half of the candidates providing the correct detail 'Friday'. Weaker candidates tended to provide the distracting details 'Monday' and 'Wednesday' and lost the mark. The inclusion of the prepositions which changed the overall meaning, (e.g. after Friday) also could not be credited.

(b) The expected answer was 'salary' and candidates achieved a fairly high level of success in this question. Most responses also included the extra detail 'low' and were given the mark. Attempts such as 'less salary' and 'salary down' were also allowed as they conveyed a very similar idea. Most responses were spelled correctly, or the spelling variants were deemed recognisable. However, where the meaning was put in doubt, no marks could be given. Weaker candidates sometimes provided the distracting details 'location' and 'training' in error.

Question 3

(a) There was an extremely high level of success for this question. The expected detail here was the number '8'. Most candidates chose to provide the extra detail 'pm'. Some candidates chose to present their responses as words 'eight o'clock' or using the 24-hour clock – '20.00'. Other creditable attempts included responses with the addition of the extra detail '7 days a week'. Some candidates lifted a longer phrase 'until 8 pm'. However, as the question targets the closing time at the gym, the preposition 'until' changes the overall meaning and this attempt couldn't be credited.

(b) This question was another item where candidates achieved a high degree of success. Most candidates provided the correct activity 'cycling'. The majority of the spelling attempts were recognisable and therefore creditable. However, variants which put the intended meaning in doubt could not be given any marks. Responses where the targeted detail was presented as part of a longer phrase, (e.g. try cycling) were also given the mark. However, where candidates misheard the extra detail as something else, (e.g. twice cycling), such attempts lost the mark as they were deemed ambiguous. Weaker candidates sometimes included the distracting detail 'swimming' in error.

Question 4

(a) There was a low success rate for this question. The expected answer for this question was 'second-hand shop' but '2nd hand shop' and 'second-hand store' were also credited. Other creditable attempts included responses with the inclusion of correct extra details, for example 'second-hand shop near office' and 'second hand bookshop'. Marks were mainly lost where candidates changed one of the main details, (e.g. 'second time shop' and 'second hand stall') or omitted a key detail, (e.g. 'second shop' and 'second hand'). Weaker candidates sometimes transcribed '2nd hand shop' as '2 hand shop'. As this would cause some degree of ambiguity, such attempts couldn't be given any marks. Weaker candidates also provided the extra detail as their main response, (e.g. 'near her dad's office') or changed one detail that, consequently, affected the overall meaning, (e.g. shop in the office). In both instances, zero marks were given. Most spelling attempts were deemed recognisable and, therefore, creditable. However, where candidates provided a word form that changed the meaning of the targeted detail, (e.g. second handy shop), no marks were awarded. Most No Responses occurred in this question.

(b) This question was dealt with reasonably well by many candidates. The expected answer here was '£2.50.' There was an array of creditable attempts here, (e.g. '2.50 pounds', '2pounds 50). The singular form 2 pound 50 was also credited. Marks were lost where the wrong currency was included, (e.g. $2.50 cents, €2.50) or the intended amount was unclear, (e.g. 2.5 pounds). Weaker candidates often omitted a key detail from their responses, (e.g. 2.50, £2) and lost the mark. The vast majority of responses were spelled correctly. However, some spelling attempts put the intended meaning in doubt and could not be given any marks.

Exercise 2 – Questions 5(a) – 5(h)

This exercise provided a reasonable level of success on the whole. On average, candidates scored 4 marks. The most successful attempts were for **Questions (b)**, **(c)** and **(g)**. Candidates were least successful with **Questions (a)**, **(d)** and **(e)**. It was also **Question (e)** where most No Responses appeared.

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Question 5

(a) There was a relatively low level of success for this question, and only a small number of candidates provided the correct age '39'. Most marks were lost due to the inclusion of the distracting detail '24', in error.

(b) Candidates achieved a fairly high level of success in this question and correctly selected the expected detail 'smell'. Other creditable attempts included 'smelling', 'their smell' and 'smell sense', as they conveyed the same idea. However, the plural form 'smells' was not allowed as it did not express the same meaning as the targeted response. Weaker candidates occasionally provided the distractor in addition to the expected detail, (e.g. 'eyesight and smell') and lost the mark. The vast majority of responses were spelled correctly. However, when the key detail was misspelled, (e.g. 'smll' and 'smael'), these attempts often failed to secure a mark as they would cause some degree of ambiguity.

(c) This question was answered very well by most candidates, who provided the correct detail 'swimming'. Most candidates also provided the correct spelling. Weaker candidates often provided the distracting detail 'climbing' in error and lost the mark. Some weaker candidates also misheard the form used in the recording and transcribed their response as 'swim' or 'swimmer'. As these forms did not fit the gap, no marks could be given. Some candidates also tended to lift a longer phrase 'good at swimming'. This attempt did not fit the gap, nor did it show understanding for specific detail. It, therefore, failed to secure the mark.

(d) There was a mixed level of success for this question. The expected response was 'autumn', but 'fall' was also credited. While some spelling attempts were deemed recognisable, others were deemed ambiguous and disallowed. Weaker candidates often selected the distracting details 'spring' and 'hibernation' in error and lost the mark.

(e) This question was attempted reasonably well by only one third of the candidates, who selected the expected detail 'rocks', but the response 'stones' was also accepted here. The vast majority of responses were spelled correctly, but spelling attempts such as 'rockes' were also given the mark, as the intended meaning was not in doubt. Some attempts also included an extra detail. In cases where the extra detail fitted the gap and didn't alter the intended meaning, (e.g. 'the rocks'), marks were given. However, in cases where the extra detail changed the overall meaning, (e.g. 'rolling rocks') or did not fit the gap, (e.g. 'rocks that' and 'if rocks') the mark could not be given. Weaker candidates often provided a longer phrase 'turned over rocks' as their response. This attempt contained an idea already paraphrased in the text of the item on the Question Paper and, therefore, did not fit the gap. This attempt could not be credited. Some candidates also misheard the form used in the recording and provided the singular form 'rock'. As this form did not fit the gap, no marks could be given. Weaker candidates also tended to provide the distractor 'branches' in error or other random nouns from the recording (e.g. humans).

(f) This question was attempted reasonably well. The expected detail here was 'noise', but some candidates provided 'sound' instead and also gained the mark. Other forms that were credited included 'a noise' and 'noises' as they conveyed the same idea and fitted the gap. Some attempts included an extra detail, (e.g. 'noise' by clapping' and 'extra noise') and such attempts were allowed as they did not change the overall meaning of the response. Weaker candidates selected the phrase 'clapping hands'. As this phrase does not fit the gap, they lost the mark. Marks were also lost where spelling attempts put the intended meaning in doubt. Weaker candidates often provided the verb 'wave' as their response. As this response is nonsensical in this gap, no marks could be given.

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(g) More than half of the candidates achieved a good level of success for this question. The targeted adjective was 'curious'. Most spelling variants were recognisable and secured a mark. Weaker candidates tended to provide spelling variants which were deemed ambiguous and were given zero marks. Some candidates misheard 'curious' as 'furious' and no marks were given for this attempt. Weaker candidates also tended to select the distracting detail 'dangerous as their response and lost the mark.

(h) There was a mixed level of success for this item, with only one third of the candidates providing the targeted detail 'information boards' as their answer. Another creditable attempt here was 'notice boards'. The singular form 'information board' was also given the mark as it did not change the targeted meaning and fitted the gap. However, responses which were too general, (e.g. 'information' and 'updates') failed to secure the mark. Weaker candidates often provided the distracting details 'website' and 'leaflet' in error and lost the mark. Most candidates provided the correct spelling of the targeted idea. However, spelling attempts which were ambiguous or created a new meaning, (e.g. information bored) could not be given any marks. Marks were also lost where candidates misheard the targeted detail as 'information aboard' and 'information ward'.

Exercise 3

There was a mixed level of success in this part of the test with most candidates scoring between 2 and 3 marks. The more successful attempts tended to be for speakers 1 and 6. The most common errors included opinion F being given as the answer for speaker 2. A common wrong answer for speaker 6 was D. The answers for speakers 2 and 3, and speakers 3 and 6, were sometimes inverted.

There were no omissions in this part of the test and instances of the same letter being used twice as an answer were very rare this session.

The vast majority of candidates' responses were fully legible, which was a huge improvement on previous sessions.

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. Weaker candidates tended to be the least successful with **Question (g)** where option **A** was often given in error. There were almost no instances of candidates ticking more than one option for individual questions.

There were minimal instances of No Response in this part of the test. When this occurred, it tended to be for **item (e)**.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Listening (Extended)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. 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. Attempts which cannot be read may not be awarded.
- Candidates should be reminded 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. board/bored).
- 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, where, 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, 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, etc.) 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 also be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple matching items, ***Exercise 3***, and the multiple-choice items, ***Exercise 4***, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in ***Exercise 3*** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in ***Exercise 4***, if two boxes are ticked rather than one then no marks can be given.

General comments

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

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- There were minimal instances of candidates using the same letter more than once in ***Exercise 3*** and ticking two boxes in ***Exercise 4***.

- 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 for some candidates and learners would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts, (e.g. talks and presentations).

- Cases where candidates wrote over their initial answers or over half-erased attempts were minimal. Most candidates also used ball-point pens rather than felt-tip pens as in previous sessions, which has also improved the legibility of their responses. However, it was still 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 learners to write by hand as often as possible.

- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise.

- There were fewer instances of candidates including the distracting details in addition to the correct detail, especially in ***Exercises 1*** and ***2***.

- Learners 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, etc.). Although most candidates selected the correct detail, some did not always transcribe the word in the same word form as heard in the recording. By changing the word forms, candidates' final answers did not always make the required fit in ***Exercise 2*** (e.g. 'swim' instead of 'swimming').

- Some candidates still need more practice in listening for the correct phonetic detail. It is important that candidates are aware of how different sounds translate into the spelling of such words, (e.g. 'warm' versus 'worm'). Learners 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 learners to vocabulary sets on a wide range of topics, (e.g. public places, seasons, free time activities, etc.) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'autumn', 'noise', 'cycling' and 'exhibition'.

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 provided an extra detail which changed the overall meaning of their response. The latter was a particular issue in **Question 1(a)** and **4(a)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Response in this part of the test.

Question 1

(a) This question was answered very well. Most candidates provided the expected detail 'jacket' as their answer. Many candidates also included the extra detail 'warm' as part of their response. The vast majority of answers were spelled correctly. Another spelling variant that was also credited was 'jaket'. However, spelling attempts such as 'jeket' and 'jacke' were deemed ambiguous and did not receive any marks. The majority of marks were lost where candidates misheard the extra detail 'warm' as 'warned' or 'woollen'. Other extra details included 'boom', 'mom's' and 'old'. As these adjectives changed the overall meaning of the response, such responses could not be given any marks. Other reasons for the loss of marks included incomplete answers, (e.g. 'something warm') or providing the plural form 'jackets'.

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(b) This question was attempted reasonably well, with more than half of candidates providing the expected detail 'necklace'. Most marks were lost where spelling attempts put the intended meaning in doubt, (e.g. neckless, neckace). The plural form 'necklaces' was not given any marks, as the grammatical form changed the intended meaning.

Question 2

(a) There was a fair level of success for this question, with the vast majority of candidates providing the correct detail 'Friday'. Weaker candidates tended to provide the distracting details 'Monday' and 'Wednesday' and lost the mark. The inclusion of the prepositions which changed the overall meaning, (e.g. after Friday) also could not be credited.

(b) The expected answer was 'salary' and candidates achieved a very high level of success in this question. Most responses also included the extra detail 'low' and were given the mark. Attempts such as 'less salary' and 'salary down' were also allowed as they conveyed a very similar idea. Most responses were spelled correctly or the spelling variants were deemed recognisable. However, where the meaning was put in doubt no marks could be given. Weaker candidates sometimes provided the distracting details 'location' and 'training' in error.

Question 3

(a) There was an extremely high level of success for this question. The expected detail here was the number '8'. Most candidates chose to provide the extra detail 'pm'. Some candidates chose to present their responses as words 'eight o'clock' or using the 24 hour clock – '20.00'. Other creditable attempts included responses with the addition of the extra detail '7 days a week'. Some candidates lifted a longer phrase 'until 8 pm'. However, as the question targets the closing time at the gym, the preposition 'until' changes the overall meaning and this attempt could not be credited.

(b) This question was another item where candidates achieved a very high degree of success. Most candidates provided the correct activity 'cycling'. The majority of the spelling attempts were recognisable and therefore creditable. However, variants which put the intended meaning in doubt could not be given any marks. Responses where the targeted detail was presented as part of a longer phrase, (e.g. try cycling) were also given the mark. However, where candidates misheard the extra detail as something else, (e.g. twice cycling), such attempts lost the mark as they were deemed ambiguous. Weaker candidates sometimes included the distracting detail 'swimming' in error.

Question 4

(a) Candidates dealt fairly well with this item. The expected answer for this question was 'second-hand shop' but '2nd hand shop' and 'second-hand store' were also credited. Other creditable attempts included responses with the inclusion of correct extra details, for example 'second-hand shop near office' and 'second hand bookshop'. Marks were mainly lost where candidates changed one of the main details, (e.g. 'second time shop' and 'second hand stall') or omitted a key detail, (e.g. 'second shop' and 'second hand'). Weaker candidates sometimes transcribed '2nd hand shop' as '2 hand shop'. As this would cause some degree of ambiguity, such attempts could not be given any marks. Weaker candidates also provided the extra detail as their main response, (e.g. 'near her dad's office') or changed one detail that, consequently, affected the overall meaning, (e.g. shop in the office). In both instances, zero marks were given. Most spelling attempts were deemed recognisable and, therefore, creditable. However, where candidates provided a word form that changed the meaning of the targeted detail, (e.g. second handy shop), no marks were awarded.

(b) This question was dealt with reasonably well by many candidates. The expected answer here was '£2.50.' There was an array of creditable attempts here, (e.g. '2.50 pounds', '2pounds 50). The singular form 2 pound 50 was also credited. Marks were lost where the wrong currency was included, (e.g. $2.50 cents, €2.50) or the intended amount was unclear (e.g. 2.5 pounds). Weaker candidates often omitted a key detail from their responses, (e.g. 2.50, £2) and lost the mark. The vast majority of responses were spelled correctly. However, some spelling attempts put the intended meaning in doubt and could not be given any marks.

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Exercise 2 – Questions 5(a) – 5(h)

This exercise provided a fair level of success on the whole. On average, candidates scored 6 marks. The most successful attempts were for **Questions (b)**, **(c)** and **(g)**. Candidates were least successful with **Questions (a)**, **(d)** and **(e)**. It was also **Question (e)** where most No Responses appeared.

Question 5

(a) There was a relatively low level of success for this question, and only a small number of candidates provided the correct age '39'. Most marks were lost due to the inclusion of the distracting detail '24', in error.

(b) Candidates achieved a high level of success in this question and correctly selected the expected detail 'smell'. Other creditable attempts included 'smelling', 'their smell' and 'smell sense', as they conveyed the same idea. However, the plural form 'smells' was not allowed as it did not express the same meaning as the targeted response. Weaker candidates occasionally provided the distractor in addition to the expected detail, (e.g. 'eyesight and smell') and lost the mark. The vast majority of responses were spelled correctly. However, when the key detail was misspelled these attempts often failed to secure a mark as they would cause some degree of ambiguity.

(c) This question was answered very well by most candidates, who provided the correct detail 'swimming'. Most candidates also provided the correct spelling. Weaker candidates often provided the distracting detail 'climbing' in error and lost the mark. Some weaker candidates also misheard the form used in the recording and transcribed their response as 'swim' or 'swimmer'. As these forms did not fit the gap, no marks could be given. Some candidates also tended to lift a longer phrase 'good at swimming'. This attempt did not fit the gap, nor did it show understanding for specific detail. It, therefore, failed to secure the mark.

(d) There was a mixed level of success for this question. The expected response was 'autumn', but 'fall' was also credited. While some spelling attempts were deemed recognisable and credited, others were deemed ambiguous and disallowed. Weaker candidates often selected the distracting details 'spring' and 'hibernation' in error and lost the mark.

(e) This question was attempted reasonably well by many candidates, who selected the expected detail 'rocks', but the response 'stones' was also accepted here. The vast majority of responses were spelled correctly, but spelling attempts such as 'rockes' were also given the mark, as the intended meaning was not in doubt. Some attempts also included an extra detail. In cases where the extra detail fitted the gap and did not alter the intended meaning, (e.g. 'the rocks'), marks were given. However, in cases where the extra detail changed the overall meaning, (e.g. 'rolling rocks') or did not fit the gap, (e.g. 'rocks that' and 'if rocks') the mark could not be given. Weaker candidates often provided a longer phrase 'turned over rocks' as their response. This attempt contained an idea already paraphrased in the text of the item on the Question Paper and, therefore, did not fit the gap. This attempt could not be credited. Some candidates also misheard the form used in the recording and provided the singular form 'rock'. As this form did not fit the gap, no marks could be given. Weaker candidates also tended to provide the distractor 'branches' in error or other random nouns from the recording, (e.g. humans).

(f) This was question was attempted fairly well. The expected detail here was 'noise', but some candidates provided 'sound' instead and also gained the mark. Other forms that were credited included 'a noise' and 'noises' as they conveyed the same idea and fitted the gap. Some attempts included an extra detail, (e.g. 'noise' by clapping' and 'extra noise') and such attempts were allowed as they did not change the overall meaning of the response. Weaker candidates selected the phrase 'clapping hands'. As this phrase does not fit the gap, they lost the mark. Marks were also lost where spelling attempts put the intended meaning in doubt. Weaker candidates often provided the verb 'wave' as their response. As this response is nonsensical in this gap, no marks could be given.

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(g) The vast majority of candidates achieved a high level of success for this question. The targeted adjective was 'curious'. Most spelling variants were recognisabl and secured a mark. Weaker candidates tended to provide spelling variants which were deemed ambiguous and were given zero marks. Some candidates misheard 'curious' as 'furious' and no marks were given for this attempt. Weaker candidates also tended to select the distracting detail 'dangerous' as their response and lost the mark.

(h) There was a reasonable level of success for this item, with around half of the candidates providing the targeted detail 'information boards' as their answer. Another creditable attempt here was 'notice boards'. The singular form 'information board' was also given the mark as it did not change the targeted meaning and fitted the gap. However, responses which were too general, (e.g. 'information' and 'updates') failed to secure the mark. Weaker candidates often provided the distracting details 'website' and 'leaflet' in error and lost the mark. Most candidates provided the correct spelling of the targeted idea, but 'infomation boards' was also credited. However, spelling attempts which were ambiguous or created a new meaning could not be given any marks. Marks were also lost where candidates misheard the targeted detail as 'information aboard' and 'information ward'.

Exercise 3

Most candidates dealt very well with this part of the test, scoring 5 marks on average. The more successful attempts tended to be for speakers 1, 4 and 5. The most common errors included opinion F being given as the answer for speaker 2. A common wrong answer for speaker 6 was D. The answers for speakers 2 and 3, and speakers 3 and 6, were sometimes inverted.

There were no omissions in this part of the test and instances of the same letter being used twice as an answer were very rare this session.

The vast majority of candidates' responses were fully legible, which was a huge improvement on previous sessions.

Exercise 4

This part of the test was attempted very well, on the whole, with most candidates scoring 7 marks out of the available 8. Weaker candidates tended to be less successful with **Questions (a)** – option **B** was sometimes given in error, **(g)** – option **C** was often given in error and **(h)** – option **B** was occasionally the wrong answer here. There were almost no instances of candidates ticking more than one option for individual questions.

There were minimal instances of No Response in this part of the test. When this occurred, it tended to be for item **(g)**.

Exercise 5 – part A

There was a good level of success for this Exercise, with most candidates scoring 4 marks. Candidates particularly excelled in **Question (e)**. Candidates were least successful when attempting **Questions (a)** and **(b)**. The majority of 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 'umbrella'. Most responses were spelled correctly. However, ambiguous spelling attempts could not be credited. Some responses were presented as a phrase, i.e. 'inside-out umbrella'. As this attempt conveyed the correct meaning and fitted the gap, it was also credited. However, when the extra detail caused some ambiguity and the attempt did not fit the gap, (e.g. 'blown umbrella'), such attempts lost the mark. Weaker candidates provided the distracting detail 'mushroom' or a random noun phrase from the recordings, (e.g. 'Arabian sea') as their response and failed to gain the mark.

(b) This question was attempted with a mixed level of success. The required detail was 'mountains'. And while most spelling variants were deemed creditable, there were a few spelling attempts which put the intended meaning in doubt and could not be given any marks. Some candidates included a range of extra details in their responses and as long as these attempts conveyed the correct idea and fitted the gap, (e.g. 'high mountains', 'high altitude mountains'), they were given the mark.

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However, there were a few instances where the addition of the extra detail changed the overall meaning, (e.g. 'urban mountains', 'high alpine mountains') or where the new phrase did not fit the gap, (e.g. high up in mountains'). In both instances, no marks could be awarded. Weaker candidates also sometimes provided the wrong singular form 'mountain' and, as a result, lost the mark. Other reasons for the loss of marks included the inclusion of random words and phrases from the recording. For example, 'underneath' and 'close to one another'.

(c) The vast majority of candidates attempted this question very well and provided the expected answer 'toothpaste', but the plural form 'toothpaste' was also allowed. Spelling variants which were deemed recognisable were credited. Marks were sometimes lost due to the inclusion of the distracting details 'resin', 'glue' and 'medicine'.

(d) There was a relatively high level of success for this item. The expected detail was 'orange' – the colour of the tree's ripe berries. Most marks were lost due to the inclusion of the distracting details 'green' and 'black'. Some marks were also lost where candidates provided a spelling variant which put the intended meaning in doubt.

(e) The expected detail was 'climate change' and the vast majority of candidates provided this response. Most spelling variants were accepted as they did not put the intended meaning in doubt. Weaker candidates sometimes selected the distracting details, for example, 'development' and 'visitors', in error and lost the mark.

Exercise 5 – part B

Part B was attempted with a lower level of success compared to ***Part A***. Most candidates scored 3 marks on average. The more successful attempts were for **Questions (c)** and **(d)**. Candidates were less successful when attempting items **(b)** and **(e)**. The most common reason for the loss of marks was the inclusion of distracting details or mishearing the grammatical form. There were minimal instances of No Response.

Question 8B

(a) Candidates attempted this question fairly well, providing the expected detail 'reserves'. However, most attempts also contained the acceptable extra detail 'nature' or 'natural'.

Other creditable attempts included 'sanctuaries' and 'conservation areas', both of which expressed the same, or a very similar idea, to the targeted detail. Most attempts were spelled correctly or were recognisable, and, therefore, creditable. Spelling attempts which failed to secure the mark, for their ambiguity, included 'resorvs' and 'resirves'. Other reasons for the loss of marks were the lack of necessary detail, (e.g. 'areas' and 'environment') and the inclusion of the singular form 'reserve'.

(b) Candidates achieved a relatively low degree of success when attempting this question. The expected answer was 'donation', but 'payment' was also accepted. Most candidates, however, provided the distracting details 'video clip' or 'website', in error, and lost the mark. Some candidates combined the correct detail 'donation' with the distracting detail 'website'. This attempt failed to gain any marks. Some candidates misheard the grammatical form in the recording and gave the plural form 'donations' or the gerund form 'donating' as their response instead. No marks could be given to such attempts as they do not fit the gap.

(c) The vast majority of candidates attempted this question very well and provided the targeted idea 'exhibition. There was a range of spelling variants for this question, most of which were creditable as they did not put the intended meaning in doubt. Some candidates included an extra detail as part of their response, (e.g. 'local exhibition' and 'wildlife exhibition') and as these did not alter the overall meaning of the response, they were all credited. Some weaker candidates also included the distracting detail 'talk' in error.

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(d) This was another question where a high degree of success was achieved. The targeted idea was 'worksheets' and most candidates provided this as their response. Weaker candidates tended to provide the distracting detail 'textbooks' in error and lost the mark. Some candidates also misheard the grammatical form used in the recording and provided the singular form 'worksheet' instead. As this form does not fit the gap, no marks could be given.

(e) Many candidates coped reasonably well with this question and gained the mark by providing the expected detail 'forests'. Some attempts included the extra detail 'small(er)' and 'local' and these responses were also given the mark. However, where the extra detail introduced a different idea to the expected response, (e.g. 'new forests'), such attempts were given zero marks. Weaker candidates often misheard the form used in the recording and provided the singular form 'forest' instead. As this form does not fit the gap, no marks could be given. Weaker candidates often provided responses that did not convey the necessary detail (e.g. 'land' and 'trees') and failed to secure the mark. Marks were also lost where weaker candidates provided random nouns from the recording. These included 'rangers', 'local community' and 'wildlife'.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

- Tests were generally well administered and well conducted.
- Centres should ensure the sample is representative of the full range of marks.
- Examiners should make sure candidates have adequate time for each phase of the test to allow them to relax, prepare and demonstrate their language skills.
- Examiners should carefully read the Teacher's/Examiner's Notes in advance to ensure they are familiar with the procedure and the Topic Cards.
- **Part A** should be read out in full and not paraphrased.
- Examiners should use **Part B** to decide which topic card to assign based on the candidate's interests.
- Examiners should refrain from rephrasing prompts, or changing the order of prompts in **Part D**, as this often confuses the candidates and disadvantages them. Explanation of prompts should be undertaken in the **Part C** preparation period where possible, and should aim to render the meaning in a simpler form, e.g. by providing an example or context.
- Most examiners effectively encouraged the development of a conversation in **Part D**. Some examiners offered their own opinions too freely, interrupting candidates, or taking up valuable speaking time. The aim of the discussion is to elicit responses and opinions from the candidates.
- A few examiners are still not intervening at all during **Part D**, encouraging the candidates to give a presentation rather than engage in a two-way discussion, hence disadvantaging candidates.
- The selection of the samples to be uploaded on to Submit for Assessment was effective in ensuring a smooth moderation process.

General comments

Part A

Almost all examiners read the script as printed in the Teacher's/Examiner's Notes, with many delivering this at a good pace to ensure the candidate understood the procedure. Occasionally it is paraphrased and some important details were missed.

Part B

This part was generally well-conducted, with accessible topics personal to the candidates, such as hobbies and sports. Some of the warm-ups were too short. This part should last 2–3 minutes, not including **Part A**.

Part C

Generally well-conducted, although some were short due to the candidate saying they were ready before time. Examiners should encourage candidates to take their full preparation time. Most examiners announced the Topic Card before the preparation period. Candidates did not often ask for help, but when they did, examiners often did not provide sufficient clarification and just repeated the prompt without rephrasing it or explaining the meaning. Occasionally, cards seem to be preselected and not based on the warm-up.

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Part D

Most examiners understood the requirements of this part of the test, worked through the prompts logically and used the correct time allocations. Some examiners delivered short **Part Ds** after long **Part Cs**, in an attempt to remain within the overall recommended length of the exam. Examiners should ensure that the minimum six minute duration of the discussion part is observed in order not to disadvantage candidates. The best examiners listened to what the candidate said and used open questions to allow the candidate to further develop the discussion for each prompt. A few examiners, in their aim to be encouraging, need to be aware that comments such as 'good' or 'excellent' during this part may indicate how well a candidate has performed – something which is to be avoided. Examiners should avoid paraphrasing prompts unnecessarily. Examiners should also ensure a discussion takes place and discourage monologues or long turns.

Application of the marking criteria

Overall, secure rank orders were created. However, there was a tendency for slight severity across the three assessment criteria across the mark range at centres. Slight severity for each of the criteria does generate a large difference across the overall mark for a candidate.

Structure – Sometimes examiners rewarded accuracy above ambition, and some ambitious candidates were severely marked for small slips.

Vocabulary – Many candidates were not sufficiently rewarded for very natural idiomatic phrases, or appropriately using collocations and chunks of lexicon, whilst others who used highly formal vocabulary inappropriately were generously marked.

Development and Fluency – Marking tended to be slightly severe, although there was a tendency to mark over generously candidates who simply responded to questions without expanding the topic.

Administration

This was generally fine. There were no real issues with recordings or sampling. There were some errors in the transfer of marks from the summary forms to the marks submitted on Submit for Assessment. Some centres are still not listing candidates in candidate number order on their summary forms. Background noise should be minimised as this can affect candidates' performance. Some centres could have provided a quieter room for the conduct of the test.

Internal moderation

Some centres are still carrying out internal moderation when not necessary because only a single examiner was used. Others appeared to have carried out some internal moderation, but not across the mark range and all examiners.

Comments on specific questions

Card A – Books

This was a popular card. A detailed summary of a book was often given to start, using mainly present tense, with more able candidates reflecting upon the book using past tenses, adjectives and adverbs. Then followed a range of ways that people used to decide what to read, often referring to '*genre'* and '*blurb'*. More thoughtful responses reflected on the suitability and effect of these techniques. For prompt 3, many candidates liked the idea of having a talent and creativity to write, exploring the positives of being a writer. Prompt 4 elicited anecdotes, and a good range of modal and conditional use. Some were *'immersed'*, finding the experience *'nail-biting'* or that they were *'on the edge of [their] seat'*. This and the final prompt encouraged exploration of the value of reading, with prompt 5 often eliciting comparisons focusing on *'virtual'* versus *'physical'* books whilst using the future tense. There were good linking phrases – *'due to', 'so having'*, *'regardless'* – and some specific word choices – *'eradicate', 'preserve', 'extinct' and 'humanity'*.

Card B – Journeys

This card was often selected for candidates who had said that they liked to travel abroad. Typically to start, candidates mentioned their journey to school, with more able candidates describing in detail the experience. Most had experienced a long journey, talking about the logistics using the past tense, but often did not

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explore a specific incident, unless prompted by the examiner. This second part encouraged interesting anecdotes which included direct or reported speech and evaluative adjectives, e.g. *'memorable', 'fabulous'*. Candidates were able to offer evaluations of their local public transport, with more competent responses developing comparisons between the *'modes'* and exploring their preferences. Prompt 4 encouraged stronger candidates to evaluate different scenarios and to weigh up the '*pros*' and '*cons*' using a range of connectives, e.g. *'which leads to', 'since'* and modals, *'would … can ...'*. Prompt 5 also enabled evaluations and comparisons using modals, and more able candidates explored ideas about home and abroad through the conditional structure. Some interesting topic specific vocabulary was elicited – *'vacation', 'resorts', excursion', 'exchange rate'*.

Card C – Old and new

This card was often selected. To start, candidates talked about a special object, using a controlled mix of present and past tense, with the more able using descriptive language and detailing its significance – *'close to my heart'*. They all had something new they were *'attracted'* to, recounting an event, typically involving what was required to allow their parents to purchase it, with more developed responses including direct or reported speech. Prompt 3 enabled a range of modals – *'will … can …'* and the more competent responses explored the value of repairing items as a *'first step'*, often using qualifiers and adverbs such as *'most probably'.* The fourth prompt allowed comparison of the benefits and disadvantages of old versus new things, often using the conditional and providing examples – *'My father said that spice gets better with age as it gets more flavoursome'*. The final prompt encouraged a lot of environmentally specific vocabulary, such as *'scrap metal', 'landfills', 'extinction'* and candidates used a selection of modals and often used future tense to explore possibilities.

Card D – Being helpful

This was a popular card and elicited plenty of content across the prompts. Initially, candidates tended to discuss helping their family by doing '*chores*' and helping their friends with school work, with candidates often using *'like to', 'tend to'* or *'willing to'* structures. The more able explored a range of scenarios and the sense of feeling *'accomplished'*. All candidates had experience of helping others and relayed with varying detail what happened. More competent responses used more descriptive language and direct or reported speech. Candidates had various ways they could help improve their area and used some thoughtful structures, e.g. '*It would be better if*'. Less competent responses tended to talk at a personal level to explore prompt 4. More able candidates explored various perspectives, carefully sequencing and evaluating ideas. Many considered being *'taken for granted'* or feeling *'obligated'*. This and the final prompt enabled a lot of conditional, modal, past and future tenses, as well as comparative structures. Lots of specific vocabulary was used – *'heart and soul', 'exploited' 'respiratory', 'carbon footprint', 'organic products', 'water shortages', 'eco-system'.*

Card E – Children

This card was widely used. Candidates enjoyed talking about past memories and both prompts 1 and 2 elicited the use of a variety of past tenses and the form '*used to'*. Prompt 3 elicited strong use of comparatives, as candidates described the benefits, or negatives, of becoming adults *('we are freer', 'we have more time to do what we want', there's less pressure as a child'*). Prompt 4 also elicited comparative forms *('it's a more peaceful life'*) and candidates used a variety of adjectives to highlight the differences between city and country *('stressful', 'exciting', 'mind-blowing'*). Prompt 5 encouraged the use of modals and conditionals as candidates considered whether children under eight should go to school.

Card F – Schedules and timetables

Candidates given this card enjoyed describing their weekly activities in prompt 1. Sometimes this tended to become a list of activities, but it did elicit the use of gerunds and often elicited opinions on whether candidates felt too busy. Prompt 2 was effectively used to elicit anecdotes such as having to cancel plans with friends because of a family commitment or crisis, and elicited use of a range of past tenses. Most candidates were able to think of jobs where keeping to a timetable was important, and stronger candidates could explain why ('*surgeons have to finish the operation in the right timeframe so they don't kill the patient'*). Prompts 4 and 5 elicited more abstract thoughts about weekend working and whether students should be able to decide what and when they studied. Candidates were able to use modals and conditionals to speak in favour of this, citing the '*need to rest your mind sometimes'* and '*people's brains wouldn't be able to work properly if they didn't get a rest'.*

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Card G – Listening

This card was a less popular choice. In prompt 1, many candidates talked about enjoying music, and some used gerunds to good effect *('the chirping of birds', 'my mother loves singing', 'I hate the screeching of nails on a blackboard'*). Prompt 2 elicited good use of past tenses, and often related to listening to a teacher in school and being either inspired or bored. Prompt 3 tended to be answered very briefly, with most candidates saying they didn't listen to the radio and only a few saying that their parents or grandparents did. Prompt 3, why listening to others is important in jobs, elicited reflections on learning while working, and produced chunks of lexicon such as '*you can only learn by listening and then by doing*'. Prompt 5 enabled candidates to reflect on friends who complained and brought them down. The most successful responses used modals to express why people complain ('*they may feel jealous...*') and possible reactions ('*they need to realise it's horrible*.').

Card H – Talent

When this topic card was used, the first two prompts often elicited discussions about what the candidate liked doing, rather than a talent. In prompt 2, sporting skill was the most desired talent. Gerund forms were particularly useful here *('I'd like to be good at drawing', I love swimming'*). There was good use of conditionals for the advantages and disadvantages of being very talented, with most candidates saying that the advantages outweighed possible disadvantages but '*some people may use you'*. Prompts 4 and 5 elicited strong reactions, with many candidates of the opinion that taking part in talent shows was good for developing confidence and was potentially a path to success. The question of whether people needed talent to become famous produced arguments on both sides, with some candidates believing that talent could be learned; '*if you don't have a talent, you can develop one by learning'.*

Card I – Waste

This was a popular choice of card. Candidates were able to talk about how water is used domestically. Ideas on preventing waste of resources ranged from turning off unnecessary appliances, using energy-efficient appliances and timers and only using what you need. Prompt 3 about making resources more expensive generated a lot of discussion; ideas included: '*fining people instead',* using modals: *'it would make people more aware',' it would cause trouble', 'the poor would suffer', 'they are basic necessities'*. Reasons why some people don't recycle included the fact that not everything is recyclable (polyester) and that people are not creative enough. There were mixed views to prompt 5: there is no alternative, McDonalds are now changing cups to non-plastic, putting milk into metal containers which are durable and cheap, and plastic being harmful to the environment and the social impact of it.

Card J – Farming

This card was not frequently selected, but when chosen, it generated some sophisticated vocabulary and ideas. Types of food consumed included junk food *('it is tasty, healthy food isn't*.') and vegetarian. Prompt 2 wasn't very well addressed with most candidates agreeing with little justification: '*when I'm retired', 'gives you a proud feeling'*. Other ideas included '*children should visit farms to learn to respect nature',' it's a fun experience and gets them away from an urban atmosphere'*. Advantages of working on a farm were few*: 'it keeps you physically fit and you eat food without preservatives'.* Strong candidates were able to define disadvantages as living in remote, isolated places, not earning enough money leading to suicide and the physical exertion involved. Avian flu and illnesses in animals were cited as reasons why people will stop eating meat in the future.

Card K – Protecting nature

This card was not frequently chosen. Most candidates simply listed animals they like but few mentioned plants although one candidate talked about the lotus for '*its pink shade and unique lifecycle'*. Another mentioned the white peacock for its tail ('*fan-like structure'*). Candidates responded to prompt 2 by describing a place in their own country ('*it destresses me,' 'there are many animals I've never seen before'*). Looking after animals (most mentioned a park keeper) would be hard work and ok but only as a part-time job. Candidates agreed with prompt 4 saying that it leads to extinction, the physical damage done, and tourists harm plants and animals, with one candidate saying '*Let them live in peace*.' Prompt 5 generated a lot of discussion with many ideas to help save the planet put forward: using kitchen waste as compost, using less internet, reducing radiation by using phones less ('*it kills birds'*), volunteering to help birds, reducing deforestation, reducing the use of cars and motorbikes and using more electric vehicles instead. Most language made use of present tenses and modal forms.

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Card L – Agreeing and disagreeing

This card was frequently chosen. A parent was invariably the person they agree with because of their wisdom and experience. Disagreement about weekend plans (using past narrative tenses) often resulted in the older family members having been right in the first place. Ways of showing disagreement included facial expressions, showing disgust and distrust, one candidate saying that disagreements can lead to violence in the form of wars. Prompt 4 elicited straightforward ideas about going out with friends. There was the idea that young people think they are right but parents have experience in life. Weaker candidates struggled with prompt 5; they could agree but not justify. Stronger candidates used modals and conditionals to describe how we can develop our ideas and learn to understand both sides.

Card M – The people around us

Candidates used the present simple for prompt 1 and the people mentioned were parents, siblings, teachers, friends and the domestic help. One candidate said that he was *'inspired and motivated'* by his mother and another said that his friend had helped him to '*gain confidence*.' A range of past tenses were used for prompt 2 and examples given were joining a new school and meeting people at social events. Present and past tenses including '*used to'* were used for prompt 3, with many detailed, personal anecdotes provided. These included a father teaching a child chess and cooking, teachers motivating students, a father's friend inspiring the candidate to become an architect and a football coach showing the importance of discipline. Future, conditional and modals were used for the last two prompts. Reasons given in prompt 4 were for people to calm down, have their own personal space, to reflect, think about important decisions without distractions and it could depend on a person's mood. One candidate said that some people work better on their own and that sometimes '*too many cooks spoil the broth*.' Interesting ideas were expressed regarding robots and most candidates felt that robots could never replace real people. Reasons given were *'robots cannot replicate humans,*' they can't share thoughts, they won't have the same feelings as a friend, they can't show emotions such as '*empathy and sympathy'* and robots '*can lose control if they're not working properly*.'

Card N – Being a host

This card was frequently chosen. Candidates enjoyed discussing the topic and had plenty of ideas and personal experiences to contribute. A range of past tenses were used for prompt 1, and parties, family occasions and '*get togethers'* were described. Conditionals and a wide range of adjectives were used for prompt 2; the Taj Mahal was mentioned several times, as well as Darjeeling to taste the tea, art museums and places of natural beauty. One candidate used a rhetorical question 'who doesn't like to see beautiful places?' Modals were used to talk about the behaviour of guests and many candidates had the same idea that guests should be 'polite, well-mannered and respectful.' One candidate stated 'respect goes both ways, if you give respect you earn respect.' Several candidates mentioned the expectation of receiving gifts from guests. Differing ideas were expressed for prompt 4, some preferring to be a host as they would be in control and could enjoy seeing the enjoyment of their guest. Others preferred to be a guest as it was more relaxing and could bring '*surprises*' and '*the unexpected*.' A mixture of present and future tenses was used for the final prompt. Many felt that people already talk to each other through apps and that it was useful for maintaining long distance relationship with friends and family even though certain reactions and emotions couldn't be conveyed in the same way as face-to-face meetings.

Card O – City life

This card was a popular choice. Present tense, modals and relative clauses were used for prompt 1 and detailed descriptions of places were given using a wide range of adjectives. Candidates used a range of past tenses and provided personal anecdotes relating to visits to cities. These included someone's cousin being mugged in London and a trip to Barcelona and Madrid for a tennis training course. Candidates expressed many advantages of living in a big city such as having transport, job opportunities, clean water, apartments, offices, parks, airports, hospitals, schools and sports facilities. A wide range of extended vocabulary was used including '*infrastructure, cleanliness, accessibility, surroundings, environment and pollution*.' Apart from leaving litter, most candidates felt that cities benefit from tourists as it is '*an investment'* because it creates jobs, *'a lot of employment is based around tourism*,' it is '*good for the economy'* and provides '*economic growth*.' Candidates used past, future and conditional tenses to talk about the final prompt and most felt that the technology to build on other planets isn't yet available.

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