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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key messages

- In **Exercises 1 – 4**, it is suggested that candidates underline or highlight the central focus of each question, in order to ensure that each part of the question is addressed and to avoid including incorrect details which would affect the mark awarded.
- In **Exercise 1**, candidates should select brief details for their answers and be aware that these details need not be paraphrased. If a response is written in the candidate's own words, it must be clear that the meaning is exactly the same as that in the text. In this series, at times a paraphrased answer did not convey the same meaning and this affected the mark.
- In **Exercise 2**, candidates should give a clear response to each question. If there is a change of mind, the final answer should be written alongside the first one and not cover the first attempt. Candidates need to look for ideas in a text that fully address all aspects of the question. These may include the writer's opinion or attitude, and information that is implied rather than explicitly stated.
- In **Exercise 3**, candidates need to ensure that their answers are brief and correspond to the correct question. In this series, many otherwise correct answers were entered for the wrong question and so could not be credited.
- In **Exercise 4**, candidates should be aware that the details in each option, **A**, **B**, **C**, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question. Candidates are reminded of the need to make it completely clear which option they have chosen.
- In **Exercises 5** and **6**, it is important that candidates read the rubric for each task carefully and identify the purpose of the task and all the key information that should be included in their response. Also, they need to make sure that they respond in a suitable style and register for the different target audiences.
- **Exercise 5**: in this series, the purpose of writing was well recognised and most responses addressed all three parts of the task to a degree. Writing for the target audience was less effective overall, as some responses were too narrative and lacked the conversational tone required when writing to a friend.
- **Exercise 6**: candidates should be aware that this task requires a more formal or neutral tone and register, suited to a different audience. In this series, the report task required factual details and suggestions for the future.
- Many responses relied completely on the prompts provided; it is important to be aware that in order to gain higher marks, responses should further extend and develop the ideas in these prompts or introduce separate ideas of their own.

General comments

Overall, candidates were correctly entered at this level. Time management did not appear to be a problem and there were confident attempts at all the tasks, including the new multiple choice **Exercise 4**. It was evident that more attention needed to be paid to reading the headings for **Exercise 3**, in order to identify and select the different details required for **Question 8** and **Question 9**.

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Comments on specific questions

Exercise 1

This exercise was well attempted by the majority of candidates. It is important that each question is carefully read in order to identify the targeted details and to avoid the distracting textual information.

Question 1

This question produced the greatest number of incorrect answers. The focus of the question was the way the stones are usually displayed, and correct responses selected the detail '*attached to a wooden frame*'. Incorrect responses overlooked 'usually' in the question, which corresponded to 'commonly' in the text, and frequently selected '*placed on the ground*'. This happened 'sometimes', rather than 'usually' and was an incorrect answer. A number of responses provided both the correct and the incorrect answer, which could not be credited, and some appeared to be tempted by the picture, incorrectly offering the phrase '*in a row*'.

Question 2

This question was well answered. The key elements of the question were '*Who....in Dak Lak*.' The majority of responses correctly selected '*road builders*'. Incorrect answers were generally '*Bo Ren*' who although he had found stones before the road builders, they were not in Dak Lak, and '*Georges Condiminas*' who was the scientist who was consulted after the stones had been found. Such responses could not be credited.

Question 3

There was a very good response to this question**,** with the majority of responses highlighting '*in good condition*' as a key part of the question, and correctly providing the information, '*ten*'. Incorrect answers appeared to be the result of candidates not reading to the end of the question, and simply selecting the total number of stones discovered.

Question 4

This question produced the greatest number of correct answers. The majority of candidates specified the city, '*Paris*' where '*further investigation*' took place. Some responses were not precise, providing the details '*from Vietnam to Paris*' which could not be credited.

Question 5

Generally, candidates dealt well with this question. The focus of the question was to identify the purpose of the stones for the Raglai people, and many correct responses selected the fact that the stones were used to '*scare away predators*'. Less successful responses detailed the process for doing this, '*hung above streams*', '*making a loud noise*', which could not be credited.

Question 6

This question required candidates to re-read the text and look for three points out of a possible four which could be found at any point in the text, and there were many confident attempts. The central focus of the question was to select what affected the different sounds that the stones could produce. Many responses were correct in selecting the '*quality*' the '*thickness*' and the '*length*' of the stones for three marks, and some also provided the fact that a variety of sounds were produced according to different '*cuts made on the stones' surfaces*'. Less successful responses referred to 'the *movement of the water'* and the '*arrangement of the stone*s', which lacked accuracy and could not be credited.

Exercise 2

Question 7

Overall, success was varied in this exercise. The majority of candidates attempted all the items in the question and provided clear, legible answers. The whole range of marks was awarded, with some candidates achieving full marks and many scoring more than half the available marks. Greater success was achieved in **Questions (b)**, **(g)** and **(h)**. The most challenging questions proved to be **(c)**, **(d)**, **(e)** and **(i)**.

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Question (c): the key focus of the question is that the writer has an unusual or different opinion about an activity from others, and activities are mentioned in all four texts. In **Text C**, the writer gives the opinion of surfing that '*it's just never appealed*', and further supports this idea in the sentence '*My friends are always trying to persuade me to find out what I'm missing, with no success!*', which implies that her opinion of the activity is different from others. Further support is given in the text sentence, '*people laugh that local kids can surf before they can walk.....All except me*', which indicates that the writer is unusual in not being able to surf. Only **Text C** provides the correct details which correspond to the key ideas in the question. A number of candidates appeared to have been tempted by the sentence in **Text B**, in which the writer explains that '*I love anything active, but I also love watching the waves*'. In this sentence, the writer is separating active pursuits from watching the waves. Similarly, '*you might think that's a bit strange - after all, waves all look the same*, *right? Wrong*!' seemed to mislead candidates. However, this opinion is concerned with the appearance of the waves and supported by the description that follows.

Question (d): This question proved challenging for many. The question can be paraphrased as 'wanting to learn about something locally', and candidates should look for details in a text which correspond to all parts of the question. **Text D** appeared to be particularly tempting, with the sentence '*...a dinosaur fossil....it's in the local museum now, helping people learn more about the history of the area*'. However, this sentence makes no reference to having '*an intention to gain ...knowledge*' in the question, so only partly addresses the demands of the question and is incorrect. In **Text B**, the sentence '*there are some rare seahorses that live in our area, and I'm really keen to find out more about them*' addresses the idea of 'locally', 'learning' and having 'an intention to', so is the correct answer. Candidates should be aware that in this exercise correct answers can be found as a result of a paraphrased word or sentence, and that simply selecting the same word, for example 'local' may be misleading.

Question (e): the focus of this question centres around the idea of the writer providing a personal reaction to changes in the environment which take place during the year, and each part of the question should be addressed. There are references to the environment in **Text A**, '*in the mountains*', *green as far as you could see*', however the changes relate to the area where the writer lives, not to the environment, '*It's the opposite now*', so is incorrect. **Text B** includes a reference to the environment when writing about the waves, '*every day brings something new....the colours and shapes change completely*', but lacks the idea of '*during the year*'. Text D describes the writer's personal reaction to the changes where they live during the year, '*I like it just as much in the winter as I do in the summer*'. This is followed by supporting descriptions of the environmental changes, '*in the winter...the wild waves crashing onto the beach*' and '*in the summer it's much calmer*'. Only **Text D** fully addresses all aspects required in the question.

Question (i): This question requires a comparison of the scenery to be found in different places. A common wrong answer was **Text D**, which provides a comparison, but is a comparison of the seasons of the year in the same place, rather than relating to different places, and so is incorrect. **Text A** compares living in two places and the scenery found there, '*I grew up in the mountains....everything was green*..' and '*It's the opposite now...the beach isn't far away*.' and is the correct answer.

Exercise 3

There was generally a good response to this exercise. Some candidates achieved full marks across the two questions, and the majority were able to score more than half of the available marks. Greater success was achieved in **Question 9** than in **Question 8** and most answers were suitably brief and included key details.

Question 8

There was evidence of good understanding of the ways in which storytelling can benefit listeners and all four possible answers were equally selected. A comparative idea was required for each answer, '*adds more context*' '*remember details more accurately*' '*complex ideas easier to understand*' and '*feel more positive about learning*' and marks were lost when this was omitted. Additionally, at times a key element of the note was omitted, for example, '*feel more positive*' without '*about learning*' and '*complex ideas become easier*' without '*to understand*' which were incomplete and could not be credited.

Question 9

This question produced a greater number of fully correct answers. Candidates were generally successful in selecting four correct details from the five available. Marks were lost most frequently when the incomplete detail '*the story's central message is clear*' was copied from the text. This did not refer to the way storytellers should prepare, as required in the heading, and could not be credited. Additionally, a number of responses provided the idea that the storyteller should '*keep to the set time*' and '*not talk for too long*' which referred to

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the time of speaking, rather than the preparation and was incorrect. In a number of responses, '*acquire techniques from other people*' was mistakenly placed as an answer to **Question 8**, which affected the mark.

Exercise 4

Questions 10 – 15

In this multiple choice exercise, candidates are required to read a text and answer six multiple choice questions. Each question has three optional answers, **A**, **B**, **C**, and candidates should enter their choice by placing a tick in the corresponding box. The questions follow the order written in the text, and in this series the final question was a global one which required an impression of the text as a whole. Candidates should look for information and ideas which are connected in the text through the use of, for example, pronouns for reference; words and phrases which indicate time, cause and effect, contrasting ideas and examples. Additionally, information may be implied, and identifying words and phrases that suggest the writer's attitude and feelings can be helpful.

Overall, candidates responded well to the new task type. The majority of candidates attempted all the questions in the exercise and provided clear, legible answers. Many responses scored more than half the available marks, and there were some fully correct responses. Greater success was achieved in **Question 11**, **Question 14** and **Question 15**, and the most challenging questions proved to be **Question 10**, **Question 12** and **Question 13**.

Question 10: in this question, candidates should look for details which support the idea of success at a job, and reference to all three options appear in the first paragraph. Some candidates who selected option **B** appeared to have been tempted by the different cultures, '*exotic places like Paris, Milan, London and New York*', however, the writer says that '*the job's not only about the clothes*'. Close reading of the text indicates that all the key elements in option C, '*confident*', '*different elements of fashion*' can be found in the sentence, '*Having a good understanding of the entire process involved in clothes production....is key, and that's my real strength*' and is the correct answer.

Question 12: in this question, candidates are asked to find details in the text which correspond to the writer's opinion of the effect of fashion on the environment. Close reading of paragraph 3 indicates that option **B** is incorrect, found in the sentence, '*for some time now, almost everything I write has had a focus on the environment - that's pretty much normal now for me and my colleagues*', suggesting that the writer and her colleagues are already highlighting the problems. Many responses incorrectly selected option **C**, although '*the impression I get ...is that people are keen to make better choices*' also demonstrates that customers are already aware of fashion issues. The final sentence in the paragraph, '*while there are some signs that <u>this</u> will change, the evidence is that <u>this</u> really doesn't appear to be happening any time soon, unfortunately*', refers back to the idea that there are companies which consider making money more important than helping the environment, and implies that change is too slow. Understanding the use of referencing in a text is recommended as an ongoing area for practice.

Question 13: this question also underlines the importance of understanding the use of referencing as a reading skill, and there were many incorrect answers. Candidates should focus on the key word '**They**' in the numbered line of the text, and read the sentence which contains this word carefully. The targeted phrases in all three options appear in paragraph 4, and candidates should consider which phrase accurately corresponds to the text sentence where 'They' is found, '*add to the whole excitement of the event*....'. In this instance, the text indicates that the '*unusual clothes*' are produced by the students, and that the students might become future '*young designers*' but it is the '*large audiences*' that provide the excitement to the event, and is the correct answer.

Exercise 5

The topic in this series appeared to be relatable to the majority, and misinterpretation of the context and task was unusual. A high proportion of responses showed a good sense of purpose and achieved high marks for Content. Most emails included all three required Content points, with the majority of the details provided for the first and second points. More successful responses recognised that the audience for the email was someone they know quite well and shared information with the reader in an informal style, bringing the reader into the email, 'you *won't believe this...*' '*anyway, guess what....*', '*little did we know that...*' .Less successful responses were characterised by a mix of informal and formal language, which led to the wrong choice of vocabulary and cohesive devices, such as '*moreover*', '*as a consequence*' and '*in conclusion*'. Candidates are advised to maintain the informal style throughout the response, as inconsistency in tone can affect the mark awarded.

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For the first point, there were many valid examples of how the writer prepared for the concert. Many responses provided details of practising an instrument, '*I started preparing a month ago, because I wanted to be perfect and not mess up anywhere*', or '*my teacher helped me after school finished*'. A number of responses appeared to be guided by the picture and offered ideas of helping to get the concert ready, '*I wanted to take part, but I don't know how to play any instrument, so I helped out with costume designing*'. Others volunteered, for example, to put chairs out, do publicity, and choreograph the performers, '*a week before the event, everyone was assigned a role to make the event run smoothly*'. Responses which either gave details of participating in or of organising the concert were equally acceptable. Less successful were responses which appeared to misinterpret the concept of a 'concert', and which focused on preparing for a competition, giving a speech, and in some cases a sports event. This had an impact on the mark awarded.

The second point required candidates to explain something surprising that happened, and the majority of responses provided maximum detail for this point. Responses mostly centred around the unexpected arrival of a famous singer, '*little did we know the artist of that song would show up*'*;* a power cut*,* '*suddenly it all went dark*'; a problem with an instrument '*in the middle of our song a string broke on the guitar*', or an accident which happened during the performance, '*the singer fell off the stage - luckily he wasn't injured and could continue singing*'. Some also included the way that they managed to overcome a difficulty, '*people in the audience helped and we could continue*'. At times the response to points one and two merged, which led to a lack of clarity in the writing, causing some confusion and affecting the effectiveness of the response.

The third point required candidates to say what they did after the concert. This point could have been more fully developed in some responses and was sometimes confined to a single sentence. Ideas largely featured the participants in the concert meeting with the famous person, '*we was so happy that we got a chance to* met him and take a selfie with him', or going to a restaurant, '*we went for a party and celebrated*'. Less developed responses provided only brief detail, '*I was tired and went home*', and some failed to provide any details in answer to this point, which affected the mark awarded.

From a language point of view, many responses used a range of language to make the writing sound informal, through the accurate use of grammatical structures such as past perfect, present perfect, relative clauses and time clauses in complex and compound sentences. Many also took the opportunity to showcase a range of vocabulary related to the topic, '*auditorium, autograph, volunteer, rehearsals, backstage, adrenaline rush, limelight*' and some made use of phrasal verbs to good effect, as in '*the concert went off without a hitch*' and '*lots of people showed up to watch*'. There were some ambitious attempts at integrating learned idioms into the email, some very appropriately , '*the concert was an absolute blast*'*,* '*I was thrilled to bits*'*,* and others less suitably, '*I was head over heels to perform in the concert*', and '*a lot of things went down that day*'. It is important that idioms are learned in the correct context, as otherwise the writing appears confused and unclear.

Errors commonly featured the omission of articles, as in '*recently my school hosted concert in which I was guitarist*'. Additionally, punctuation remains an area for ongoing practice. Candidates are advised that the use of full stops is crucial in providing a framework to organise ideas, enabling the reader to follow more easily the direction of writing.

Exercise 6

Overall, the report task was slightly less well attempted than the email task. Some responses appeared unfamiliar with the format of the report genre, preferring to write an article. This had an impact on the mark awarded. Candidates were required to write a report on a visit to a careers day and to suggest ways that the day could be improved for the following year. The named audience, in this instance a teacher, provided information as to the style and register required for a more formal piece of writing, which should be factual, informative and make suggestions. The most successful responses fulfilled the task, with a clear introduction, a well developed analysis of the career day, listing the positive and negative points, and some strong suggestions and recommendations in a conclusion. Some responses were organised through the use of sub-headings and in others, organisation was achieved through signposting of clearly defined paragraphs, '*To begin with..*', '*firstly*', '*furthermore*...'. Both methods were equally acceptable.

Less successful responses wrote in a style more suited to an article, outlining the advantages and disadvantages of having a day for careers guidance, '*are careers days really necessary? They are often held to inspire young people to think more positively about their future...*', and without the specific evaluation of the careers day required in the rubric, could not achieve high marks. Other responses provided too much descriptive detail, '*There were people from many different backgrounds. We had snacks provided....I saw*

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many of my classmates there and a lot of our teachers attended too...'. Answers which relied too heavily on the narration of events limited the opportunity for a personal evaluation, as the task required.

Over-reliance on the written prompts was noticeable; even some stronger responses at times interpreted the rubric as requiring the reactions of the other students, and frequently meant that the writer's own opinion was omitted. Without providing a personal aspect in the report, responses could not be credited with high marks. In order to achieve higher marks for Content, candidates are reminded that they should extend and develop the given prompts or provide information of their own. Stronger responses provided positive details which went beyond the prompts, such as '*the booth for each career had leaflets which contained useful information regarding job opportunities, average salary and other details related to a career*', and negative ideas '*the booths were relatively disorganised, which made it difficult and time-consuming to look for specific careers.*' Other positive details such as '*the volunteers were incredibly helpful*', '*they offered one-to-one conversations*' '*wider perspective*' and '*positive feedback*' frequently occurred. When it came to providing suggestions for the following year, the majority relied on the prompts provided, which stronger candidates were able to re-phrase using their own words, '*the number of options in careers could be improved to broaden the horizon of students.*' A number of responses omitted the second aspect to the task, and candidates should read the rubric carefully to ensure that they are clear about the purpose of the task and make sure they cover all aspects in their response.

From a language point of view, most candidates had adequate vocabulary to access the topic to some extent, and there were some successful attempts at less common vocabulary, '*advisors, experts in their field, one-to-one sessions, work-life balance, Q and A session, genetic engineering, corporate work, influencing*'. Additionally, some candidates were able to demonstrate a range of grammatical structures suited to a more formal report, such as passives, '*most of our questions were clearly answered*...'; modal forms '*this could have been done much earlier*..' and conditionals '*if this had been a two-day event, we would have had more time to speak to the experts*'. In some reports, there was a need for a wider range of complex sentence structures in combination with a greater range of vocabulary to have access to higher marks.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Listening Multiple Choice

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	D	11	A	21	A	31	A
2	B	12	C	22	C	32	C
3	C	13	A	23	C	33	B
4	C	14	B	24	B	34	C
5	A	15	B	25	B	35	B
6	D	16	C	26	A	36	C
7	A	17	A	27	D	37	A
8	B	18	C	28	F	38	B
9	C	19	B	29	G	39	A
10	B	20	B	30	E	40	C

General comments

The paper consisted of 40 multiple-choice questions and the vast majority of candidates attempted all questions very well. Candidates need to be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.

Candidates listened to 5 exercises which consisted of monologues (e.g., a voicemail message, teacher's feedback to students, descriptions), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increase in difficulty and complexity and test a range of listening skills from listening for specific information to listening for more complex ideas (e.g., opinions, attitudes, reasons, personal preferences and experiences) and understanding the connections between these ideas. The script for each question also contains distracting information, in addition to the targeted key idea, in order to test the level of detail and the range of grammatical and lexical structures candidates are able to understand.

On the whole, most candidates dealt better with items that focused on identifying specific information which was stated rather than implied. Only about half of all candidates dealt very well with items which focused on more complex ideas, such as speakers' opinions, and items in which key information was implied rather than directly stated.

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Comments on specific questions

Exercise 1

In this part of the exercise, candidates listened to short recordings on familiar topics and selected one visual prompt from four options. On the whole, candidates performed very well in this part of the test.

Question 1

This item was attempted fairly well. Less able candidates tended to select the place which the family visited rather than the location of their tent.

Question 2

This item was attempted extremely well by many candidates. The question targeted the present that the boy would make for his friend. Some candidates missed the boy's confirmation of the girl's suggestion 'Let's do that.' and wrongly selected option **D**; the present the girl had decided to make.

Question 3

The majority of candidates correctly identify the correct means of transport the boy took to get home. Option **A**, the transport used by the girl, was sometimes selected in error here.

Question 4

Candidates dealt reasonably well with this item and selected option **C** as the correct description of the speaker's brother. However, option **A** was often selected in error here, which was a description of someone similar to the speaker's brother.

Question 5

The vast majority of candidates selected the correct activity that the speaker suggests doing in option **A**.

Question 6

About two thirds of candidates correctly identified the pancake in option **D** as the special dish. Option **A** was sometimes given in error, a dish that was popular on that day, but was not the dish of the day.

Question 7

Almost all candidates provided the correct activity the friends agreed to do at the weekend.

Question 8

This item was attempted fairly well by many candidates, who provided the correct part of the picture the boy painted particularly well. Less able candidates selected option **C** in error – something the boy painted well, but still needed to work on to improve it.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. On the whole, there was a high level of success for this exercise. However, items which targeted implied feelings, opinions and mutual agreements tended to produce a slightly lower level of correct responses. There were a few instances of No Responses for **Questions 10**, **14** and **17**.

Question 9

The vast majority of candidates attempted this item extremely well.

Question 10

This item was attempted very well by many candidates. Option **C** was a common error here - this option referred to something that would help the general public, not the speaker.

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Question 11

The vast majority of candidates attempted this item extremely well.

Question 12

The vast majority of candidates attempted this item extremely well.

Question 13

There was a fair level of success for this item, with the majority of candidates providing the correct option here. Option **C** was a common error here – the speaker implies she was pleased with the changes she's made to her bedroom, not disappointed ('…*but painting that one wall white has made the room look smart'*).

Question 14

This item was attempted very well by most candidates.

Question 15

Candidates achieved a fair level of success for this item. However, some candidates found the context of a film review, implied opinions and a mutual agreement between the two speakers regarding what they liked about the film, challenging and often provided option A as their response. Stronger candidates successfully identified the idea of a script (i.e., '*what superb writing … amusing in places*…') and the mutual agreement between the two speakers (i.e., M: *'…superb … amusing … and emotional …*' / F: '*Impressive*!').

Question 16

There was a fair level of success for this item, with the majority of candidates providing the correct option here.

Question 17

More than two thirds of all candidates selected the targeted idea correctly here – the feeling of being sorry supported by the phrase '*I do apologise for this'* in the script. Option **B** (i.e., the feeling of being annoyed) was often selected in error.

Question 18

There was a fair level of success for this item with the majority of candidates providing the correct option here. However, some candidates missed the detail of '…to do first today' and provided option B which is something the teacher wants the class to do later on, supported in the script by the phrases '…*lead on to*…' and '…*later in the class'*.

Exercise 3

This exercise required candidates to follow a longer talk about volunteering in a sea turtle project and to complete each of the 8 statements with one of the three multiple-choice options. There were some omissions for each question, particularly for **Question 23**. On the whole, most candidates dealt fairly well with most of the questions in this exercise. Questions which tended to produce a lower level of success often tested the speaker's feelings and attitudes.

Question 19

More than half of all candidates provided the correct option for this item – what the speaker was excited to find out. Option **A** was often provided in error here, which was something the speaker already know about Costa Rica before going there.

Question 20

Most candidates dealt very well with this item, selecting the targeted idea in option **B**.

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Question 21

The vast majority of candidates successfully selected the targeted idea of feeling guilty in option **A** – supported in the script by *'…I'm ashamed I played a part in this'*. However, the feeling of 'surprised' in option **B** was sometimes selected in error. The script says '…*which won't be a shock to hear',* which does not match the idea in option **B**.

Question 22

Only two thirds of candidates provided the correct detail here. This item targets what the speaker was disappointed about. The script says '…*I didn't witness the event, which was a pity'*, which clearly refers to the 'arrival' event in option **C**. Option **A** was often given in error here.

Question 23

There was a fair level of success for this item. Most candidates understood the phrasal verb 'look out for' in the stem and correctly identified the targeted idea in the text 'The volunteers' *task was to spot areas of sand which had been moved'.* However, option **B** was sometimes given in error, which was who caused the sand to be disturbed, not what the volunteers were asked to focus on.

Question 24

The vast majority of candidates successfully selected the targeted idea in option **B**.

Question 25

The vast majority of candidates successfully selected the targeted idea in option **B**.

Question 26

This item targeted how the speaker felt about the fact that turtles return to the same beach. The correct idea of 'delighted' in option **A** is supported in the script by the phrase '…*it's extremely pleasing to know…'.* Option **B** (i.e., worried) was sometimes given in error.

Exercise 4

In this multiple-matching part of the test, candidates are required to match statements that expressed ideas, such as opinions, preferences, feelings and personal experiences, to the correct speaker. Candidates choose from a list of 8 statements. This Exercise provided a very good level of differentiation.

On the whole, this part of the test produced a mixed level of success and most candidates found this exercise more challenging than the tasks in the other four exercises. This Exercise also produced more No Responses compared to the rest of the test.

Candidates were most successful with **Question 28**, but there was also a high level of success in **Question 29**. Candidates attempted **Questions 27** and **31** fairly well, while **Questions 30** and **32** proved more challenging for many.

Question 30 targeted the idea of the lack of intention in the past supported by '… *a friend finally persuaded me to give kitesurfing a go*…' in the script. The distracting ideas in statements **C** and **D** were sometimes given in error here.

Question 32 focused on the reason behind the speaker's enjoyment of their chosen activity. This was supported in the script by '…*and now I feel good out on the water because of that'*. The ideas in statements **A** and **E** were sometimes given in error here.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a chef who runs weekend cooking courses and answer 8 multiple-choice questions. There were minimal instances of No Responses. On average, candidates performed fairly well with many scoring 6 marks. Candidates tended to be most successful with **Question 33**. **Questions 37** and **39** produced less successful responses.

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Question 33

The vast majority of candidates provided the correct option **B**.

Question 34

This item was attempted very well by most candidates.

Question 35

This item was attempted very well by most candidates.

Question 36

There was a fair level of success for this item with many candidates selecting the correct option **C**. However, option **A** was often given in error here. The item targeted what the students were surprised about. The correct idea was preparing the dessert first. This was supported in the script by '…*a starter, main course and dessert. It's not done in order, though, which some students find unexpected. We do it in the opposite order*…'.

Question 37

Only about 40 per cent of all candidates were successful at selecting the correct speaker's opinion about cooking without meat and dairy products. The targeted idea was option **A** – 'He is glad more students are choosing it.' Which was supported in the script by '…*vegan food … is becoming increasingly popular with students. I find that very satisfying*…'. A common error here was option **B** – 'He has considerable knowledge of it.' The script says that the speaker has a lot of ideas for vegan recipes, but that he is no expert.

Question 38

This item was attempted very well by most candidates.

Question 39

Only about half of all candidates were successful at providing the correct option **A** here. The targeted idea was the reason why the speaker chooses to run courses in different types of food – 'to offer what students want'. The idea is supported in the script by '…*ask for suggestions during my courses and try to create new ones based on the most common ideas*…' Option **C** 'to keep teaching interesting for himself' was often given in error here. The speaker says he enjoys planning his lessons and presenting in general, he does not state that he includes different types of food in his courses to keep the teaching interesting for himself.

Question 40

This item was attempted very well by most candidates.

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ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Speaking

Key messages

- Examiners are to be congratulated on making a smooth transition to the new Speaking exam. The overwhelming majority of exams were conducted successfully, with accurate scripting and timings. When these were observed, and candidates knew what was expected of them, they effectively demonstrated their abilities and achieved high marks. When problems arose, they usually centred on ways of approaching the short talk in **Part 2**.

- Candidates would benefit from doing several practice tests prior to the actual test. In particular, they should practise giving the **Part 2** talk in two minutes, in order to become accustomed to the timing and structure of this part of the test. They are advised to pay attention to the wording of the task in **Part 2**, focus on balancing the time to talk about both options equally, as well as the pros and cons (as stated on the card) of each option. Candidates should round off the talk by stating their preference and reason why, by summing up the main points they have made in the talk.

- Candidates should practise responding to a variety of questions, giving extended answers.

- Candidates should adhere to the timings stated for each section of the test.

General comments

Introduction: Generally very well done and delivered correctly.

Warm-up: Very well done and used appropriately to put the candidates at ease. The vast majority of examiners used the 3 questions as written and in order. A number of examiners added their own questions as well as those provided, which was fine. The timing was mostly good with only a few being too long or too short. Some examiners bridged the transition between introduction and warm-up by asking ‘shall we begin?’ which achieved a gentler transition than moving straight to the first question of **Part 1**. Candidates should practise giving full answers to short questions rather than short responses. Some warm-up questions naturally elicit longer answers.

Part 1: Interview: This section was generally delivered accurately and worked effectively to give candidates the opportunity to demonstrate their conversational skills, range of vocabulary, clarity of pronunciation and ability to develop and expand ideas. Most examiners read the script and used all three questions as written, and some effectively prompted nervous or hesitant candidates with ‘can you tell me a little more about...?’ as suggested in ‘Additional instructions on conducting **Part 1** and **Part 3** of the test’. A few examiners did not use all three questions, which disadvantaged their students. The timing was mostly appropriate, with only a few being too short or too long.

Part 2: Short talk: The majority of examiners read the script as written and allowed the candidate to prepare for one minute and then to speak for up to two minutes. It is not necessary for examiners to read out the topic card to the candidates. Candidates should be encouraged to use the full minute for preparation, rather than just reading the prompts then saying they are ready to begin. Some preparation times were too short because of this; however, very few talks were longer than 2 minutes. Candidates should be discouraged from reading out the card once the two minutes has started as they are wasting valuable time. Occasionally, when candidates had not reached the full 2 minutes, either they did not start their talk immediately or found themselves unable to say much before being unable to continue, examiners prompted candidates to add

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more (in accordance with the examiner script on page 6). Otherwise, examiners should not interrupt candidates during the Part 2 talk.

Most candidates managed the talk well, covering both options, referring to the task stipulated and stating their preference at the end. Weaker candidates gave a narrative or explanation of their own personal preference or experience, without understanding the need to evaluate the two options. A common example of this occurred in **Assessment G**, when the candidate just spoke about their favourite celebrity or about a famous historical figure that they admired – the task here is to 'talk about how interesting each option would be'.

The key to achieving top marks in **Part 2** is structuring the talk so that both options are discussed and a conclusion is reached. Successful candidates adopted two possible approaches for this part, both of which were acceptable:

- Talking about the pros/advantages of option 1 then 2, followed by the negatives/disadvantages for option 1 then 2, before reaching an overall decision on their personal preference.

- Talking about the pros and cons of option 1, followed by the pros and cons of option 2, before reaching an overall decision on their personal preference.

When preparing candidates for this part, it is recommended to encourage one of the above two methods in order to ensure that the candidates' answers are both relevant and sufficiently developed within the given time. Examiners should remember that the more support a candidate receives, the lower their mark is likely to be for Development (see marking criteria).

Part 3: Discussion: This part was generally very well done**.** The vast majority of examiners read the script and the questions as written. Most examiners used all of the questions and some added one or two of their own. Having completed **Parts 1 and 2** of the test, many candidates were thoroughly warmed up at this stage and often excelled in giving opinions and developing the discussion using a good range of structures and vocabulary. Stronger students linked answers back to their talk in **Part 2** ('as I said before, sport is good for everyone...') Weaker candidates sometimes needed repetition of the questions in order to fully understand them. In most cases all four questions were used, and where examiners needed to elicit further development, they used additional questions appropriately.

Areas for improvement: the examiners should not run through the prompts too quickly and as in **Part 1**, if a candidate has very little to say, a fuller response should be encouraged by asking an extension question, e.g., 'Tell me more about …'. Examiners should refer to the 'Additional instructions on conducting **Part 1** and **Part 3** of the test'. If the examiner does use extra questions or prompts the candidate, they should still ensure that the timing is between 3-4 minutes.

Application of the marking criteria

Grammar – Generally marked well with a slight general tendency to generously mark stronger candidates at the higher end i.e., Levels 4 and 5 but severely mark weaker candidates at Levels 2 and 3. There was a negligible amount of Level 1's seen in this series.

Vocabulary – Inconsistently marked; many candidates were severely marked even when vocabulary was effectively and precisely used, and others were generously marked for using overly elaborate vocabulary in an inappropriate or incorrect context. There was a slight tendency observed to award a Level 3 mark to candidates who clearly demonstrated sufficient range of basic, general and topic-based vocabulary to be marked as Level 4.

Development – Again, this was inconsistently marked with some candidates penalised for a slower, but often more thoughtful, delivery. If the candidate is unable to continue speaking and finishes their talk well before the two minutes allowed or if they require examiner support in any other way, they should not be awarded 9-10 marks. The examiners should also be aware of the relevance of the candidates' answers and not award high marks purely because the candidate speaks for two minutes.

Stronger candidates will give well-balanced talks, in which they use discourse or signalling devices well, to indicate that they are giving an example, repeating or adding to something they said earlier, summarising or concluding what they have said etc.

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Pronunciation – This was generally marked more securely with a slight tendency to severity. Strong accents were often penalised even if they had no impact on communication. Examiners should remember that to be awarded a Level 3 mark, there should be occasional inaccuracies which actually impede communication.

Stronger candidates spoke more slowly and clearly, with effective pausing, good enunciation, correct word and sentence stress and accurate pronunciation of individual sounds.

Weaker candidates had a tendency to speak too quickly, without adequate pausing, word and sentence stress and rushing or combining certain sounds. Candidates should be encouraged not to just say a word that they are unsure of quickly and quietly, as this is likely to impede communication.

Throughout the tests, pronunciation was generally clear but intonation not used effectively.

Administration

Recordings – The quality of recording was generally very good and there were only a few cases of one or two candidates not sitting close enough to the microphone or problems with the recording quality in general. There is, however, a problem with background noise. Centres should make sure that a quiet room is used as there were several instances of background noise, particularly shouting and people entering or leaving the exam room.

Documentation – Generally good, only occasional errors in the addition of marks on the summary form or the transfer of the internally moderated mark from the summary form to the mark submitted on Submit for Assessment.

Internal moderation

Infrequently carried out but very few centres had more than one examiner. If more than one examiner is used, internal moderation must be carried out to ensure a common standard is applied to all candidates.

Comments on specific questions

Speaking Assessment A

Part 1

Interview – Our homes

Strong responses to all 3 questions were relevant and well-developed using a wide range of vocabulary and a range of simple and complex structures with particular emphasis on appropriate verb tenses (e.g., **Question 2** *I went to my grandmother's house for her birthday. When we were there, we had a special meal and my uncle arrived while we were eating cake*.) Pronunciation was clear and intonation used to good effect. Weaker responses were limited to simple vocabulary and simple structures with inaccuracies (subject/verb agreement, only using the present tense). Pronunciation was not always clear and intonation was rarely used to convey intended meaning. To achieve the best marks, candidates should ensure they use, or attempt to use, a range of appropriate tenses when asked about a past event or to speculate about the future.

Part 2

Short talk – Learning a new skill

Strong responses included a range of structures (conditionals, comparatives) and topic specific language. The most popular approach was to develop the talk by explaining how easy or difficult each option would be for them and then giving a final opinion on which option they would prefer and why. The most popular choice was learning a new language. Stronger candidates used linking phrases, for example – '*In my opinion, learning a new language would be easier for me than learning to play a new sport as I am not very sporty and enjoy watching foreign films and travelling. On the other hand, I do like fresh air, so perhaps a sport like tennis wouldn't be too bad… '*. Weaker responses tended to focus on the chosen option and say very little about the second option.

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Part 3

Discussion

Four questions based on the short talk relating to learning, technology, sport, and school subjects. Strong responses included using a wide range of vocabulary to discuss a variety of ideas, facts and opinions using a range of structures and responding relevantly at length. For example –*Technology can make learning easier by being able to search for information on line, but sometimes it is easier to find information in a book.* Pronunciation was clear and intonation used to convey intended meaning. Weaker responses included mainly relevant answers using a limited range of structures and vocabulary, but were not developed.

Speaking assessment B

Part 1

Interview – Singing

Strong responses to **Question 1** used a range of adjectives to describe mood *(stressed, pensive, happy, sad*). Strong responses to **Question 2** and **Question 3** were relevant and well-developed using a wide range of vocabulary and a range of simple and complex structures using the past tense where appropriate (e.g., **Question 2** *Last year I went to a concert being held in my town, everyone was singing along*.) Pronunciation was clear and intonation used to good effect. Weaker responses were limited to simple vocabulary and simple structures with inaccuracies (subject/verb agreement, only using the present tense). Pronunciation was not always clear and intonation was rarely used to convey intended meaning. To achieve the best marks, candidates should respond relevantly to the questions and develop their responses using, or attempting to use, a range of vocabulary, verb tenses and sentence structures.

Part 2

Short talk – Choosing a job

Strong responses used a range of structures and precise vocabulary. *(Being a doctor seems more fun in TV dramas than it probably is in real life; If I started my own company, I would like to have a business selling designer clothes*.) The most effective approach was to develop the talk by talking about the advantages of option 1 then 2 (*The main advantage of …is …As well as …*), followed by the disadvantages for option 1 then 2 (*The biggest disadvantage is …*), before reaching an overall decision on their personal preference (*On balance …/On the whole …*). Candidates seemed equally divided on whether they would prefer working as a doctor or starting their own company. Weaker responses tended to focus on the chosen option and say very little about the second option.

Part 3

Discussion

Four questions based on the short talk relating to future work, part-time jobs, family business, lunch breaks. Strong responses included using a wide range of vocabulary to discuss a variety of ideas, facts and opinions using a range of structures and responding relevantly at length. For example – *Having a part-time job can be an excellent way of earning money on the side and preparing you for the real world. However, school holidays should be a time to have fun and relax.'* Pronunciation was clear and intonation used to convey intended meaning. Weaker responses included mainly relevant answers using a limited range of structures and vocabulary, but were not developed.

Speaking assessment C

Part 1

Interview – Animals

Strong responses to all three questions with **Questions 1** and **2** eliciting a wide variety of ideas. **Question 3** was more contentious but all candidates had an opinion. Descriptions of their favourite animal elicited descriptive language and justification (*a lion is a leader like me; dogs are loyal and cute; dogs think we are the god*). Narrative tenses were used to good effect in **Question 2** *(a dog came chasing me on my bicycle; I saw a group of puppies paying near their mother; at the zoo, the chimps were acting, the pandas were*

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naughty; I was walking when suddenly I heard a little bark). **Question 3** allowed the candidates to evaluate and justify their opinion (*it depends on the animal; they get all they need in the wild, that is where they belong; cats and dogs can live with humans; if they live together it can be pretty chaotic).* To achieve the best marks, responses should include past narrative tenses and the language of comparisons.

Part 2

Short talk – School facilities

The most popular approach was to relate the scenario to the candidate's own school/area. Candidates were able to compare the two options giving reasons for/against, most describing the benefits. Most candidates agreed that improving the school canteen was the better option and explained how it could be improved as well as why it should be (*we should provide more seats and food options; most students use it, it is a place for students to meet during lessons; I'm a big foodie, you can hang out with your friends*). Arguments against improving the school gym were largely along the same lines (*it would cost too much; few students use it compared to the canteen; students go to outside gyms anyway*). Higher marks were achieved by using modal verbs and being able to describe the benefits and drawbacks.

Part 3

Discussion

Questions based on computers, cooking and facilities. Many candidates began their responses by rephrasing the question, a useful strategy giving them extra thinking time. Most candidates were in agreement with the questions so there was not much debate. Candidates were able to justify their opinion using descriptive language (*yes, everyone needs to know how to use one, eating healthy food is important because…*) Stronger candidates could respond at length but higher marks could be achieved by considering the opposite argument thus developing the response.

Speaking assessment D

Part 1

Interview – Competitions

All candidates could respond to the questions, some giving short answers to **Question 1** while others going into more detail. Many responses were about cricket (*it is very popular in India*) but other competitions included school-based competitions such as chess, debates, maths, singing and football. **Question 2** elicited narratives and outcomes, some positive. Candidates had a variety of opinions about **Question 3** with some in agreement and others not (*they teach sportsmanship; they are for those who like sport, not for children who are sensitive; parents can be against competitions*). Candidates also talked about the benefits of sport using conditionals and comparisons, both of which achieved higher marks.

Part 2

Short talk – Preparing for a celebration

Both options were selected as preferable with the focus being on ease/difficulty of each although some candidates talked about advantages and disadvantages instead. Many candidates began by setting the scene (*it is my cousin's birthday on March 20th*). A range of adjectives and conditionals were used (*it is comparatively easier, even though it is difficult for me; I don't cook so it is challenging for me, it would be a tedious task, even if we make one mistake it can ruin the whole meal; I feel awkward inviting them, it would not only be easier but would give me joy,*). The preferred option was often made quite quickly, leading to an early finish (1'30''). Higher marks for Development were achieved by spending an equal time on each option rather than focusing on one.

Part 3

Discussion

The questions were based on celebrations. Again, many candidates began their responses by rephrasing the question, a useful strategy giving them extra thinking time. There were differing opinions to the first question (once misinterpreted as the benefits of having a big family) but modals and adjectives were used to

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justify (*they can be overwhelming; you can spend quality time with the family; it can be a huge work afterwards; it would be a wonderful memory*). Stronger responses evaluated the idea in **Question 2** while weaker responses simply agreed saying if the recipient wanted money, then it was fine or it is easier (*you don't exactly know what the receiver wants; with the money they can do bad things or good things; it would be a great opportunity for him to buy whatever he wants*). Responses to **Question 3** included to give a surprise party inviting all family and friends or to visit a special place (*to gather everyone and go to a good place for the good vibes; hire a turf and play football*). Stronger responses to **Question 4** explained the issues faced by the environment (*this is because climate change and the environmental impact is a real thing; data proves that the temperature continues to rise, we must do something about it*).

Stronger responses were prefaced with *for me, personally, from my perspective, according to me, I personally feel that.* Weaker responses were relevant but undeveloped.

Speaking assessment E

Part 1

Interview – Books

All candidates were able to respond to the questions. Stronger responses used a range of simple and complex structures accurately over the 3 questions, ranging from the present simple and the gerund after verbs of like and dislike for **Question 1** (*young people often read/*mostly like reading/*they love reading*) to past tenses and adjectives/adverbs for **Question 2** *(I remember reading a book recently that I enjoyed/I had heard about this book so I decided to read it) and* present tenses, comparatives and conditionals for **Question 3** *(I think some people are better at writing books than others/if I had the time I would write a book).* A range of less common topic-based vocabulary was used appropriately and precisely over the 3 questions (*fiction/nightmarish/fantasised dream/sci-fi/aliens/suspense*).

Weaker responses often used a limited range of simple structures over the 3 questions and not always accurately. Common errors included incorrect subject-verb agreement/overuse of the present continuous/missing definite and indefinite articles/problems with plural and uncountable nouns. Basic and everyday vocabulary was used mostly appropriately but with no attempt at range or less common words. The vocabulary used had noticeable errors which sometimes impeded communication, caused by mispronunciation, mistranslation from the mother-tongue or incorrect word-choice. These candidates sometimes lacked the vocabulary to finish their sentence/idea.

Part 2

Spending time with friends

Both options were considered as preferable depending on the individual candidate, with most candidates exploring the advantages and disadvantages of each option. Some candidates elected to give additional context (*I have been wanting to see that film for a long time*) but weaker answers became quite anecdotal, discussing past visits to the mall/cinema. The preferred option was again often made quite quickly, leading to an early finish. Higher marks for Development were achieved by spending an equal time on each option rather than focusing on one.

Part 3

Discussion

The discussion questions explored how young people spend their free time, the benefits of shopping in local shops and cinema etiquette. Again, many candidates used the strategy of rephrasing the question at the beginning of their response to gain more time to think about how best to develop their answers. Most candidates seemed to want more free time in **Question 1**, although there were some strong arguments against that notion. Stronger responses explored the extended benefits of shopping locally in **Question 2** while weaker responses tended to only see the benefits of larger stores (*it's got everything you could need; I like all the different options in the mall).* Responses to **Question 3** included joining clubs and groups, and taking up a new hobby. Stronger responses to **Question 4**, and indeed all questions, were prefaced with *for me, personally, from my perspective.* Weaker responses were unbalanced or didn't address the question wholly relevantly.

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For all three parts, stronger responses went beyond a simple sentence. Communication was fluent and maintained without hesitation for all 3 parts, and the listener was fully informed for all 3 parts. Weaker responses included answers of just one sentence, monosyllabic answers or answers/sentences which were started but could not be finished or ideas that were not clearly expressed because of language issues.

Speaking assessment F

Part 1

Interview – Holiday Destinations

Strong responses used a range of simple and complex structures accurately over the three questions, ranging from the present simple and modal verbs for **Question 1** to passive forms and narrative tenses for **Question 2** *(it was recently renovated/we had just reached our destination when it started to rain) and* comparatives and conditionals for **Question 3** *(going on holiday with friends is more enjoyable than spending time with strangers/if you went with a friend, it would be more enjoyable).* A range of less common vocabulary was used appropriately and precisely over the 3 questions, including nouns, adjectives, phrasal verbs, collocations and idiomatic phrases (*sunset/bio-diversity/ancient sites/scenic/mountainous …).* Stronger responses were developed beyond a simple sentence. Communication was fluent and maintained without hesitation, and the listener was fully informed.

Weaker responses used a limited range of simple structures over the three questions and not always accurately. Common errors included incorrect subject-verb agreement/lack of past simple where required/overuse of the present continuous/missing definite and indefinite articles/problems with plural and uncountable nouns. Weaker responses included answers of just one sentence, monosyllabic answers or answers/sentences which were started but could not be finished or ideas that were not clearly expressed because of language issues.

Part 2

Short talk – After school clubs

Stronger candidates gave a balanced, relevant and communicative talk. Weaker candidates did not understand the task and responded by saying what films and sports they like/prefer/have seen/have played, or responded by explaining why they would choose one option e.g., ‘a sports club’ without saying anything about the second option ‘a film club’.

Part 3

Discussion

The discussion questions explored the future of cinema attendance, the best role models for young people, the structure of the school day and whether it was better to read a book or watch a film. In stronger responses candidates were able to explore the topics in some detail, using a variety of sentence structures and vocabulary. The pronunciation of individual sounds and words was clear and intonation was used appropriately. In weaker responses candidates tended to either agree or disagree without going into details. The overall speech was often very rushed so the listener had difficulty in understanding what was being said. The pronunciation of certain sounds was unclear, which impeded communication, and there was little or no use of intonation to convey meaning.

Speaking assessment G

Part 1

Interview – Free time

All candidates could respond to the topic, with gaming cited as a popular pastime. A good range of simple and complex structures were used, with gerunds particularly used to list favourite activities such as ‘ *I love going horse-riding, swimming, shopping’*. **Question 2** provided a good opportunity for anecdotes and descriptive language such as ‘*stunning scenery’*.

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Part 2

Short talk – Famous people

Many candidates chose Mahatma Gandhi as the historical figure that they would talk about, using the simple past tense to describe his life and present perfect to discuss his achievements *('he has done some great things for India'*) and contrasted that with the life of a modern celebrity ('*no one really admires celebrities*). Vocabulary ranged from '*freedom fighter'* and '*civil rights'* to '*immora*l' and *'improper behaviour'*.

Part 3 – Discussion

The subsequent questions elicited a good range of responses which used a variety of structures and vocabulary to develop the topics. Stronger candidates were able to contrast the right to privacy with the need for freedom of information. Weaker candidates tended to agree or disagree with the questions without providing a justification for their opinions. Strong responses referred to the dangers of misinformation in historical films, and to the wider issue of fake news, using effective linking phrases and intonation to emphasise their point *('I would say that films are a terrible way to learn about history, because they are only about being dramatic*').

Speaking assessment H

Part 1

Interview – The way we travel

Most students found plenty to say, using a good range of tenses, particularly in answer to **Question 2**, which elicited anecdotes about memorable trips. A range of past tenses (simple, past continuous and past perfect) were used in stronger responses (e.g., *'we only realised we had forgotten our passports when we were driving to the airport*'). Modals were useful in **Question 3**, whether people should use cars less ('*we need to do something', 'electric cars could be the answer, but they might be too expensive for many*'). Intonation was used effectively to convey delight or dismay at candidates' experiences. Weaker responses used a limited range of tenses (e.g., by talking only generally about family trips, and cars, in the present tense) and simple vocabulary.

Part 2

Short talk – Planning a social activity

Strong responses structured the answer clearly, first comparing the two options (many candidates said that either would be a good idea, but went on to suggest advantages and disadvantages of each), then summarising their arguments and giving a preference. Strong answers used a good range of comparative language '*museums would be more expensive, and trying new dishes would be more fun'*), and structures including conditionals and modals ('*people from a different country wouldn't know your local dishes, but they could get a hard copy of information and pictures from the museum', 'they could discover our culture by eating our food'*). Appropriate vocabulary was used to strengthen the argument ('*visiting a museum is too time-consuming', 'our spices give exquisite flavour')*.

Less successful responses tended to concentrate on one option only, using simple vocabulary and structures, often to relate an anecdote about eating local food, or visiting a museum, without relating it to the topic card.

Part 3 – Discussion

There were four questions relating to school exchanges, trying foreign food and visiting cultural sites. Strong responses used a wide range of structures and vocabulary, principally conditionals and modals, to convey opinions and suggestions ('*students should of course have some say in how their school is run, but not in all matters', 'trying foreign food might be a great way to find out there is a healthy alternative to the fast food that you can find everywhere*'). Good use was made of intonation to express opinions and pronunciation was generally clear. Weaker responses answered the questions relevantly, but failed to develop those answers with opinions or further detail.

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Speaking assessment I

Part 1

Interview – Shopping

Strong responses were relevant and well-developed using a wide range of vocabulary and a range of simple and complex structures, predominantly the present tense for the first and third questions, and past tenses for the second question. An effective range of topic specific vocabulary was used, such as *affordable, product, demand, brand, purchase, accessories, quality, discount, outlet.* Candidates provided interesting personal anecdotes in response to the second question but there were some inaccuracies in the use of the past tense in weaker responses. If responses are brief, and in order to achieve a minimum of 2 minutes for the interview, candidates should be encouraged to develop their answers. Centres are reminded that examiners should elicit more detailed responses (following the additional instructions on page 6).

Part 2

Short talk – Your local community

Strong responses managed the 2 minutes efficiently and clearly structured the talk by addressing both options equally, referring to advantages & disadvantages of both and stating overall preference with reasons. There was a range of effective approaches; some candidates stated the topic and defined 'community' before talking about the options, while others started the talk by addressing each option separately, clearly stating the advantages & disadvantages of both. A range of simple and complex structures were used including conditionals and modals. Phrases to express ideas, to distinguish between the options and to round off the talk were used appropriately to provide an organised structure to the talks e.g., *in my opinion, on the other hand, let's talk about, first of all, secondly, in conclusion.* The most popular choice was planting more trees and candidates expressed concern for environmental issues using a wide range of precise vocabulary – *pollution, greenery, sustainability, ecosystem, global warming, biodiversity, nurture, deforestation.* The talks were less effective if candidates focussed on one option only (usually the preferred one) and did not refer to both advantages and disadvantages.

Part 3 – Discussion

Strong responses included using a wide range of vocabulary to discuss a variety of ideas, facts and opinions using a range of structures (future, conditional, passive, modals) and responding relevantly at length. In response to the first question, one candidate used a rhetorical question *what is the difference between rural and urban?* before developing ideas. Other effective use of language included *in my opinion, as I said earlier, I strongly agree,* and to express opinions in support of libraries – *books in libraries create a different attachment compared to ebooks, reading books opens up a world of imagination.* Appropriate, topic related vocabulary was used – *air pollution, asthma, unhealthy, future generations, environment, abroad, economic growth.* In order to improve weaker responses, ideas and opinions need to be developed in more detail using a wider range of vocabulary. The inaccurate use of '*childrens*' was a common error; candidates should be reminded to aim for accuracy by referring to language on the topic card and through careful listening of the questions asked.

Speaking assessment J

Part 1

Interview – Computers

Strong responses demonstrated a range of structures and verb tenses used appropriately, topic specific vocabulary (*addictive, human touch, body language, interaction*) and relevant, developed answers. Conjunctive adverbs such as *however* and *on the other hand* were also used effectively to make comparisons in response to **Question 3**. Candidates were able to speak at length about how they use laptops for learning, mentioning various educational websites used, accessing mark schemes and also referring to use of laptops during the pandemic. Weaker responses were limited to simple vocabulary and simple structures with some inaccuracies present. Candidates should be encouraged to develop their answers fully.

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Part 2

Short talk – Giving advice

Various approaches were used; some read out the introduction to the options from the card, or rephrased it, and others directly addressed the two options, referring specifically to the places to buy the items without mentioning the trainers or video game. Some candidates firstly talked about the advantages and disadvantages of buying online or in a shop and then related these ideas specifically to the items mentioned. A range of structures were used, including 'If' clauses, modals and passive – *should be bought.* Stronger candidates developed their ideas with precision and concluded the talk by clearly stating the reasons for their preference. Relevant phrases and vocabulary were used effectively -*according to me, let's look at, purchase, discount, bargaining power, quality, exchange.* Weaker responses talked about the advantages and disadvantages in less detail and did not provide sufficient reasons regarding the preferred option. Some talks only lasted around a minute and candidates would benefit from practising speaking on a topic within the specified time frame in preparation for future speaking tests.

Part 3 – Discussion

Stronger candidates used a wide range of structures and verb tenses with accuracy, providing relevant, detailed responses to the questions. An effective range of vocabulary was used to express ideas and develop the discussion – *I would say, in my opinion, nowadays, the world revolves around technology, your personality is reflected in your clothing style, at the end of the day our parents know best.* Weaker candidates should aim to widen their vocabulary and develop their responses further.

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