

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/11  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, the need to read questions carefully must be emphasised in order to recognise the key elements in each question. In this series, many candidates found some of the questions challenging. Responses which also include distracting information should be avoided, as this could affect the answer.
- In **Exercise 2**, candidates must read precisely to identify key details. These could include the writers' opinion and attitude, or information that is not explicitly stated but only implied. Overall in this series, the exercise was generally well attempted, with very few omissions.
- In **Exercise 3**, candidates should focus on writing brief answers and make sure that their answers correspond to the right question. Each response should be written on a separate line and the number of bullet points indicates the number of responses required for that question. In this series, some responses included additional details on extra lines, which could not be credited.
- In **Exercise 4**, it is essential that responses stay within the word limit of 90 words, as otherwise correct Content points included after the limit cannot be credited. In this series, many responses were too long, which affected the mark.
- In **Exercise 5**, in this series, responses were generally successful in showing awareness of the target audience by using an informal register. Awareness of the purpose of writing was less successful, as many candidates did not interpret the rubric correctly, which affected the mark. Candidates should read the rubric carefully and refer back to the task while writing, so that they do not lose sight of the purpose of their writing.
- In **Exercise 6**, many responses correctly differentiated the register of writing from **Exercise 5**, by using a more neutral or formal style and register, appropriate to the target audience. Candidates were successful to a degree in developing their ideas at appropriate length.

## General comments

Almost all those who sat this paper were entered at the right level. Most were able to complete the paper in the time allowed. It is worthy of note that even those, who may have struggled with **Exercises 1-4**, were able to write an interesting email and to write a full report in **Exercises 5 and 6**. Nearly all candidates completed the whole paper. There was little evidence of the time allowed to complete all exercises being a constraint.

## Comments on specific questions

### *Exercise 1*

The topic on dinosaurs proved very accessible. There were many good answers and many candidates were able to score well.

**Questions 1, 4, 5 and 6** were generally well answered. Most candidates were able to find the correct answer to **Question 2**, however some had incorrectly given 'the sky was blue and the sun warm', but that was the weather on the day of the journalist's visit, not the usual weather Kearney experienced when searching for fossils. For **Question 3** some candidates chose the incorrect numbers, 13 and 5, which appeared in the same paragraph as the correct answer. There are, in fact, around 50 unknown species discovered each year. **Question 7** proved to be the most difficult question in the exercise. It was vital to understand the meaning of the inclusion of the word 'hardly' in reference to the discovery made by Kearney, when he looked

at books about dinosaurs ('hardly any are written for adults'). It was this fact that surprised him, not that most were written for children.

### **Exercise 2**

This proved to be a challenging exercise, which again required careful reading of the texts, before attempting to respond. Only a few candidates scored full marks, but most managed to find four or more marks out of the eight available. **Questions 8(b)** and **8(d)** were generally well answered, while **8(a)** and **8(f)** proved to be the most difficult. In **8(d)** it is Ines (Text A), who found it hard to accustom herself to the timetable at her university. Some of her classes took place early in the morning and some in the evening. This was very different from what she had been used to at school. Some candidates incorrectly chose Jess (Text C) as the answer to **8(d)**, perhaps tempted by the distracting detail that Jess 'often avoided going to those classes'. This was not a timetable problem. Looking back, Jess regretted not going to these classes. This detail provided the correct answer to **8(a)**. For **8(f)** the correct answer was Ines (Text A), who felt that her course and her teachers prepared her well to follow a career in professions other than journalism. Both Marta (Text B) and Jess (Text C) mention other professions in their submissions, but they only researched these professions as part of the course at university.

### **Exercise 3**

Overall, candidates performed well on this exercise, especially in answer to **Question 10** and **Question 11**.

**Question 9** proved the most challenging of the three. Some responses demonstrated an apparent misunderstanding of the wording of the question, offering answers such as 'getting honey from them' and 'enjoy watching the bees'.

For **Question 10**, many gave three correct answers and all four possible answers were observed.

**Question 11** was also well executed with many candidates scoring the full two marks available.

### **Exercise 4**

This proved to be the most challenging exercise on the paper. Candidates were required to summarise the most common mistakes that people make when they are learning how to snowboard. The text contained the advice given by an expert snowboarder. The task was to rewrite this advice in the form of the mistakes that first-time snowboarders commonly make, when they first take to the snow slopes. For example, many thought it was not going to be a problem to stand on a snowboard and let gravity propel them down a hill, and, therefore, did not take any lessons before their holiday. Some do not do exercises to strengthen their legs and prepare themselves properly for the rigours of snowboarding.

Some responses included direct lifts of sections from the text, which expressed the advice given, rather than the mistakes made.

### **Exercise 5**

Most responses addressed the prompts effectively and some stronger responses included more ambitious detail, comparing the personality of the new acquaintance with that of the friend to whom the email was sent. This then led on neatly to the final bullet point, in which an arrangement was suggested to organise a meeting between the two people. Such triangulation was an important feature of the email, which many candidates achieved successfully.

A number of responses showed evidence of a good level of familiarity with the conventions of email writing – opening with a greeting, closing with a farewell and setting an informal, conversational tone.

**Exercise 6**

A small number of responses focused on shopping centres in general, rather than the one that had just opened in the locality. Others, again a small minority, related to a supermarket rather than to a shopping centre, which is larger and does often contain a supermarket. Such an approach did affect the mark achieved for content.

The language used in a review for the school magazine will be more formal than in an email to a friend and the purpose of the review is to provide a critique of the new shopping centre from the candidate's viewpoint.

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Paper 0510/12  
Reading and Writing (Core)

## Key messages

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- In **Exercise 2**, candidates must read precisely to identify key details. These could include the writers' opinion and attitude, or information that is not explicitly stated but only implied. Overall in this series, the exercise was generally well attempted, with very few omissions.
- In **Exercise 3**, candidates should focus on writing brief answers and make sure that their answers correspond to the right question. Each response should be written on a separate line and the number of bullet points indicates the number of responses required for that question. In this series, some responses included additional details on extra lines, which could not be credited.
- In **Exercise 4**, it is essential that responses stay within the word limit of 90 words, as otherwise correct Content points included after the limit cannot be credited. In this series, many responses were too long, which affected the mark.
- In **Exercise 5**, in this series, responses were generally successful in showing awareness of the target audience by using an informal register. Awareness of the purpose of writing was less successful, as many candidates did not interpret the rubric correctly, which affected the mark. Candidates should read the rubric carefully and refer back to the task while writing, so that they do not lose sight of the purpose of their writing.
- In **Exercise 6**, many responses correctly differentiated the register of writing from **Exercise 5**, by using a more neutral or formal style and register, appropriate to the target audience. Candidates were successful to a degree in developing their ideas at appropriate length.

## General comments

Across the six exercises on the paper, there was a range of tasks where candidates were required to demonstrate different skills. It is essential that candidates read and carefully consider the requirements for each different exercise. The need for more precise reading of questions and rubric was particularly evident in **Exercise 1** and **Exercise 5**. Candidates appeared to manage their time more successfully in this series, with fewer omissions of the final **Exercise 6**.

## Comments on specific questions

### **Exercise 1**

Many of the questions in this exercise proved challenging. Candidates would have perhaps benefited from more precise reading of both the questions and the text in extrapolating the relevant answers.

### **Question 1**

The first question proved challenging for candidates. Many responses recognised the need for a time expression from the key question phrase '*How long*', but when faced with several time expressions in the paragraph, incorrectly selected the first one, '*21 months*'. More successful responses identified the connection between '*did they think they would be away*' in the question, and '*their intention was to spend...*' in the text, allowing them to correctly select '*a year*'.

### Question 2

Most candidates achieved one of the two available marks for '*spend more time together as a family*', but where responses also included the detail '*escape from the stress of the big city*', this could not be credited as the text states '*I like cities*'.

### Question 3

A number of responses demonstrated a limited understanding of this question. Few responses appeared to identify the key question words '*Where....going...next*', incorrectly selecting one of the countries already visited. More successful responses correctly identified '*Thailand*' in response to the information in the text, '*They're soon heading to...*'.

### Question 4

Many responses achieved one mark for the most accessible part of the answer, they '*rented out their house*', while the second correct detail, that it was '*their travel blog*' which gave them '*almost enough to live on*', appeared harder to identify. Responses which also included the incorrect information '*savings*' could not be credited, as they '*haven't had to use those*'.

### Question 5

Correct responses included the word '*adventure*' in their answer; some also included the definition '*a combination of education and adventure*'. Responses which only featured the definition without the word could not be credited. Many incorrect responses featured '*home-schooling*'. Candidates are reminded that the grammar in the question plays a role in helping them to select the correct answer: Matt says that '*I've always been interested in home-schooling*', but the question refers to the experience the children '*are having*', corresponding with the information about '*this trip*'.

### Question 6

This question proved challenging. While successful responses identified '*if children want to go to a traditional school*' as the correct answer, many revealed an apparent misreading of the question, providing details such as '*write a diary*' or '*do traditional homework*', which could not be credited.

### Question 7

Some responses correctly featured the answer '*houseboat*', but could not be credited where they also included the distracting detail '*We all love camping*'. Many responses did not include the correct detail '*houseboat*', instead featuring a range of incorrect pieces of information, for example, '*tell stories about home*', '*put up a few photos of home*', and '*Sri Lanka*'.

## Exercise 2

In this exercise, candidates are required to recognise key words in each question (8(a) to 8(h)) and make sure that the text they select fully supports their choice of answer. The exercise was well attempted and some candidates provided eight correct responses. Many candidates achieved more than half of the available marks for this exercise. Candidates appeared to find **Question (b)**, **Question (c)** and **Question (e)** the most accessible. The most challenging questions proved to be **Questions (a)**, **(d)**, **(g)** and **(h)**.

In **Question (a)**, candidates had to focus on the key ideas of '*taken part....same competition before*' in order to correctly select Text C, where this information was found, '*Last year....I entered the...competition*'. Text B included the idea of being '*awarded first prize*', and Text A indicated a '*similar*' competition, but only Text C fully supported the idea in the question.

In **Question (d)**, the key question phrase was '*lacked confidence*' and the answer was Text A. Texts B and C both refer to having confidence: in Text B it is the other competitors who seem confident, and in Text C, the writer was confident.

Some candidates appeared to have been misled by the mention of confidence in Texts B and C, although these did not include the idea of '*lacking confidence*', as implied in Text A, '*I didn't think the likelihood of me winning would be all that high.*'

**Questions (g)** and **(h)**. Responses to these two questions were frequently reversed, as they both centred around the idea of giving support to or receiving support from other people. In **Question (g)**, the key idea was that the writer needed support from other people in order to win the competition. This was found in Text C, '*I'm not sure I could have done it if they had not been with me*'. In the last question, **(h)**, the key idea was

that the writer provided support to the other competitors, *'I didn't see anything wrong with making the occasional helpful suggestion'*, found in Text B.

Candidates are encouraged to look for ideas that are implied in the texts and not directly stated, in order to further their reading comprehension skills.

### Exercise 3

The topic of the text in this exercise appeared to be accessible and a significant number of candidates achieved full marks. More successful responses identified and selected precise ideas and entered them under the correct heading. Less successful answers lacked clarity or included incorrect details. Answers which were correct but entered under the wrong heading could not be credited. Some successful attempts at keeping answers brief and confining them to the space provided were observed.

#### Question 9

In this question, four content points from a total of seven were required. All seven ideas on the mark scheme were observed, with points 2, *'celebrate her birthday'* and 4, *'raise money for charity'* being the most frequently selected. In responses where the note was incomplete, for example, *'raise money'*, without the key detail *'for charity'*, credit could not be awarded.

#### Question 10

This question appeared to be more accessible than **Question 9**, and many candidates correctly selected three of the five possible ideas available. The first three points were most commonly observed. Meaningful responses to the heading *'What Betty did...'* required a verb, and responses which did not contain a verb, for example *'doctor's certificate'* or *'neck support'* could not therefore be credited.

### Exercise 4

Candidates were required to summarise the advice given to someone who is learning to play the guitar. All of the available content points on the mark scheme proved to be accessible, with the first three points being the most frequently used. More successful responses highlighted the key ideas in the text, attempted to rephrase them as advice, and expressed them in a clear and logical order, often through the use of connecting words and phrases. Points were generally presented in the order they occurred in the text.

Some responses demonstrated a lack of understanding of the purpose of the task, framing the ideas presented in the text as a narrative account of how the writer bought the guitar, rather than as advice. Others included details not found in the text, and some responses featured the candidates' own experience of learning the guitar.

By including unnecessary details such as where the writer's guitar came from, *'local music shop'* or suggesting other possible places to buy one, *'online, or ... second hand from a charity shop'*, responses frequently went beyond the required length. Words were additionally wasted through copying irrelevant information about tuning the guitar, *'adjust the strings so the guitar produces the right notes when you play it'*, and *'a slight change of temperature can affect your guitar'*.

Language marks were awarded across the range, with the majority of responses achieving two or three marks. More successful responses relied to some extent on the language in the text and linked ideas through the use of a series of simple connecting words such as *'and, also, in addition, moreover'*. This reliance placed the language mark in the middle band. Some responses included attempts at paraphrasing the ideas in the text, using synonyms for key vocabulary, for example *'purchasing'* for *'buying'*, *'frequently'* for *'regularly'*, and *'target'* for *'goal'*. Additionally, some responses showed good summary technique by restructuring the grammar of sentences, for example *'there is a tuning app you should download'*, and *'the first thing to do is choose a guitar that feels comfortable to hold'*. This presentation of words and sentences from the text in a different way grammatically resulted in higher marks for language. Many responses however, copied large sections directly from the text, without any attempt to paraphrase ideas or connect points cohesively. Such responses did not have access to marks in the higher bands for language.

### Exercise 5

The email presented a challenging task for many candidates. Overall, responses showed an appropriate awareness of audience, featuring an informal style and register to suit the recipient of the email. For example, *'You told me you're going on the school trip...'*, *'As I went there last year, I can give you some tips'*, and *'You might be worrying over what to bring...'*. The main weakness in this exercise was misinterpretation of the context and confusion as to the purpose of writing. Some responses featured a future trip, others a trip with family, and others a description of their own trip with no reference to giving helpful advice. In many responses, the second prompt was interpreted as advice about what to do on the trip, *'stay close to the teacher'*, not what to take, and these responses could not be credited with high marks for content. Candidates are reminded to pay particular attention to the rubric of the task. Development of content details varied greatly. In general, the first and second prompts were developed more successfully than the third. In some cases, responses were entirely focused on the first prompt. Candidates are advised to consider each prompt carefully when planning their response, and include appropriate development of ideas for each one.

There were many examples of places supplied in response to the first prompt, and generally these featured trips to other countries, or places in other areas of their own countries. Closer to home were the trips to an adventure park or a local museum. Many successful responses developed the idea at length and with some detail, *'we visited the zoo, aquarium and greenhouse to look at the flora and fauna'*. Some responses were entirely taken up with a description of the trip, however, and little or no attention was paid to prompts two and three; in others, the place visited was simply named, with no further additional ideas.

The majority of advice offered in response to the second bullet point involved taking suitable clothes, a camera, snacks, a phone charger, or personal items (*'do not forget your toothbrush'*). Generally, an appropriate level of development was provided, *'you do not need a towel, the hotel provides that'*, *'do not forget money – shopping is very expensive'*. In some less successful responses, there appeared to be confusion around the word *'take'* and some suggested *'take your family'* or *'take photographs'*, which could not be credited. Precise reading of the prompts is advised. In some responses the writer included information on what they took on their trip; without stating or implying that this was also advice for their friend, this could not be credited for content.

For the third prompt, candidates were asked to say what they enjoyed about being away from home. Successful responses included the idea of learning to be independent, the lack of school work, staying in a place with a cooler temperature, and not having to do household chores, *'What I enjoyed most is that I could do things that I do not do at home'*, *'I learned to look after myself'*. Many responses focused on what they had liked about their trip without the idea of being away from home, *'we had fun on the bus'* or ended their email by simply saying *'I enjoyed it'*, *'It was fun'*. These were less effective in terms of content, and could not be credited with marks in the top band for task fulfilment.

In terms of language, sentences were generally simple and lacking ambition. More successful responses attempted greater complexity in structures, *'You might feel nervous about leaving home, but once you're there, you'll enjoy it'*, and less frequent vocabulary, *'shower needs'*, *'keep hydrated'* *'capture the views'*, which allowed them to access marks in the top band for language. Most responses were well organised, and showed an ability to use basic punctuation competently. In relation to grammatical accuracy, candidates would benefit from further practice in subject and verb agreement, and relative clauses.

### Exercise 6

This exercise required candidates to discuss the question of whether young children should have a mobile phone and to give their own views. The topic appeared accessible and familiar, and many candidates took the opportunity to write about their own use of their mobile phone and offered personal opinions. The most successful responses kept the focus on children or teenagers throughout the article, however some less effective articles centred on the advantages and disadvantages of mobile phones, more generally, without reference to children.

All four comments were widely exploited. Stronger responses used these as a platform to provide some well-developed arguments, both for and against the topic, often going beyond the comments and including original ideas, explanations and examples. Arguments in favour mentioned having a phone as a study aid for homework or research, allowing children to chat to their friends, preventing children from becoming bored, and for online lessons. Arguments against featured the dangers of having a mobile phone, such as seeing inappropriate images on screen, or children playing games late at night, resulting in damage to their eyesight and poor school grades. In general, most concluded that young children should not have a phone until they

are teenagers and able to be responsible. Many conclusions also contained the idea that parents should take responsibility for their children's use of mobile phones, as children *'are not mature enough'*. Less successful responses relied to a large extent on the comments and did not develop ideas beyond these. In order to have access to marks in the top band for content, candidates should always introduce ideas of their own. Responses also needed to include an opinion in order to access the top band for content.

In terms of language, many candidates took the opportunity to include a range of vocabulary on the topic, *'prank calls, have access to, in case of emergency, inappropriate images, scam, addictive'*, and a number of responses featured attempts at more ambitious vocabulary and greater grammatical complexity in sentences, often with a satisfactory degree of accuracy and control, *'at a very young age, children should not stay on the phone for such a long time, or else they will get addicted to it.'* Responses showed some degree of cohesion through the use of paragraphs and connecting phrases, *'what's more, another thing in favour, on the other hand'*, and in general, the tone and register was appropriate to the genre.



# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/13  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, the need to read questions carefully must be emphasised in order to recognise the key elements in each question. In this series, many candidates found some of the questions challenging. Responses which also include distracting information should be avoided, as this could affect the answer.
- In **Exercise 2**, candidates must read precisely to identify key details. These could include the writers' opinion and attitude, or information that is not explicitly stated but only implied. Overall in this series, the exercise was generally well attempted, with very few omissions.
- In **Exercise 3**, candidates should focus on writing brief answers and make sure that their answers correspond to the right question. Each response should be written on a separate line and the number of bullet points indicates the number of responses required for that question. In this series, some responses included additional details on extra lines, which could not be credited.
- In **Exercise 4**, it is essential that responses stay within the word limit of 90 words, as otherwise correct Content points included after the limit cannot be credited. In this series, many responses were too long, which affected the mark.
- In **Exercise 5**, in this series, responses were generally successful in showing awareness of the target audience by using an informal register. Awareness of the purpose of writing was less successful, as many candidates did not interpret the rubric correctly, which affected the mark. Candidates should read the rubric carefully and refer back to the task while writing, so that they do not lose sight of the purpose of their writing.
- In **Exercise 6**, many responses correctly differentiated the register of writing from **Exercise 5**, by using a more neutral or formal style and register, appropriate to the target audience. Candidates were successful to a degree in developing their ideas at appropriate length.

## General comments

Overall, the majority of candidates were correctly entered for the core tier and time management did not appear to have been an issue. A number of candidates achieved high marks and for these, the extended tier paper may have been more suitable for their linguistic ability.

The paper offered a range of tasks within the six exercises, requiring candidates to demonstrate a variety of skills. There were degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Overall, the standard of handwriting was reasonably good. It is important for handwriting to be legible in the extended pieces of writing required for **Exercises 4, 5 and 6**. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

### Comments on specific questions

#### **Exercise 1**

This exercise was generally well attempted and provided a suitable introduction to the reading comprehension tasks. Some items proved more challenging than others and although there was evidence that the text had been understood, there was also an indication that, at times, more careful interpretation of the questions was required. Stronger responses demonstrated successful interpretation of the rubric, an ability to select key detail from the text, as well as brevity and precision. Weaker responses suggested some difficulty in interpreting questions.

#### **Question 1**

This was very well answered with the majority of candidates correctly identifying 'aunt'.

#### **Question 2**

The salient detail 'factory' was identified by the vast majority of candidates.

#### **Question 3**

This item proved more challenging with a relatively small proportion of candidates locating the salient detail. The majority provided 'famous sailors', indicating a lack of precision in reading.

#### **Question 4**

This item was generally well attempted.

#### **Question 5**

This was also accessible with the majority of candidates correctly identifying 'feed the squirrels'.

#### **Question 6**

The key detail for this item, 'popcorn', proved accessible to the vast majority of candidates.

#### **Question 7**

This proved slightly more challenging. While a number successfully provided the two details required for two marks, a mark was most frequently lost where candidates were tempted by the distracting detail, 'noisy'.

#### **Question 8**

This was generally well attempted with the majority of candidates correctly supplying 'net'. Some candidates were tempted by the incorrect detail 'glass doors', however.

#### **Exercise 2**

This multiple matching exercise was generally very well attempted and there was evidence that many candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text.

#### **Question 9**

- (a) This was generally well attempted with a reasonable proportion of candidates correctly identifying text **C**. Those providing incorrect responses seemed equally attracted to both of the other options.
- (b) This item proved more accessible with the vast majority of candidates correctly supplying text **B**.
- (c) While a good proportion of candidates correctly identified **A** as the text which contained the salient detail, a number provided incorrect responses. Text **C** was the most frequent of these.

- (d) This item proved more accessible with the majority of candidates correctly supplying text **C**. A number did provide **A** in error, however.
- (e) This item was equally well attempted with the majority of candidates correctly identifying text **B**.
- (f) This item also proved accessible to the majority of candidates.
- (g) This was very well attempted with the vast majority correctly identifying text **B** as the source text.
- (h) This item proved to be the most challenging. While text **A** contained the salient detail, text **C** was quite frequently supplied in error, indicating that candidates would benefit from more practice in reading for inferred meaning.

### **Exercise 3**

This exercise was generally well attempted. Many candidates were able to show sufficient understanding of the text and to extract the relevant information to score well. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this session, there were attempts to keep answers generally brief, in note form, and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus and that points are noted under the relevant section.

### **Question 10 – *Why water balls are environmentally friendly***

This section was generally well attempted. Four content points from a total of six available were required and many candidates achieved at least three marks for this item. All of the possible options proved accessible. Marks tended to be lost where repetition of points occurred or where candidates failed to supply enough detail to fully convey the point to be made. For example, some responded with '*no waste*' as opposed to '*no harmful waste*', while others gave '*less carbon dioxide*' without '*produces*' or without reference to '*manufacture*' of water balls. A number of responses pertained to item **11**, for example, '*prevent plastic bottles from entering oceans*'. This is mentioned in the text as a company objective and does not explain why water balls are environmentally friendly.

### **Question 11 – *What the company's future plans are***

Many candidates achieved at least two of the three marks available in this section. There were five possible answers, all of which proved accessible. However, as with the previous section, marks were lost for incomplete answers such as '*provide fast food chains with machines*' or '*become one of the world's principal producers*' without reference to '*environmentally friendly packaging*'.

### **Exercise 4**

Most candidates made a reasonable attempt at this exercise, and a good proportion managed to score quite well. Candidates were required to summarise the advice a blogger gives for visiting an air show. Stronger responses were characterised by precise detail, attempts to rephrase the wording of the text and a clear order.

All of the possible content points proved accessible; however, many candidates failed to achieve full marks for content mainly due to indiscriminate lifting of irrelevant details from the text which impacted on the number of words available for the content points.

Language points were awarded across the range with the majority of candidates receiving at least four of the six marks available. The inclusion of irrelevant information can also affect the language mark, so candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, they should also make an attempt to paraphrase. Stronger responses demonstrated an ability to express the salient points succinctly with appropriate conjunctions to give the summary a natural flow. Responses which conveyed content points in the form of a list were less likely to score highly on language.

### **Exercise 5**

Generally, this exercise was well attempted. In most cases, the rubric was understood and the word limit was generally well observed, although with a tendency toward the lower limit at times. There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. It must be emphasised, however, that candidates are always free to select their own material and those who do so often produce pieces with greater originality and ambition.

Stronger responses included effective paragraphing serving to divide the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of responses also adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

The vast majority of candidates addressed all three bullet points and generally made some effort to develop them. The three prompts required candidates to email a friend to explain why the relative had not visited for such a long time, describe how the time was spent during the relative's visit and say what plans had been made to meet the relative again in the future.

Generally, candidates seemed to engage with the topic and a good number produced responses with a clear sense of purpose and audience. The two visual stimuli, the first of which showed a family on the doorstep welcoming a visitor to the house, and the second, the family enjoying a meal together, were drawn upon by many of the candidates. The first bullet point was generally well dealt with. A range of reasons were provided, the most popular of which tended to be that the relative had been working or studying abroad and he/she was too busy, or it was too far or too expensive to visit more frequently. The second bullet point was also generally well addressed although there was a tendency among some responses to simply list activities that the family did together rather than develop particular aspects. Stronger responses included one or two activities which were then described in more detail. The third bullet point was also generally dealt with well and although it was often the least developed, many candidates took the opportunity here to interact with the reader, giving these responses a sense of audience. A small number of responses showed evidence of a misunderstanding of the rubric, writing, for example, about a future visit rather than about a relative's recent visit.

In terms of language, the majority of responses were written in paragraphs. The language was generally safe and unambitious. Some responses included an inconsistent use of tenses, and only the strongest included attempts at greater complexity in tense and sentence construction. Basic punctuation was generally sound, and there were very few problems with the use of commas instead of full stops this session. Overall, the responses were generally competent, and most used an email format with an appropriate salutation and conclusion. All candidates made an attempt to complete the task in this session.

### **Exercise 6**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided. Most candidates tended to stay very close to these cues. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. Word limits were generally well observed, and time constraints did not appear to be an issue for the vast majority of candidates.

Candidates were required to write a report for their teacher about a recent visit to the school by a famous singer who came to talk to the students about her life and work. Candidates were required to write about the talk and make suggestions for a future talk. Four prompts were provided; two which related to something the famous singer had said and two which could be interpreted as a suggestion for future talks. While the majority of candidates addressed the two aspects required, the first tended to be much more fully developed than the second, and most responses relied heavily on the prompts. The majority of candidates reported on what the singer had said about the importance of hard work and making an effort to achieve one's goals. Many also drew on the prompt relating to the singer's photographs. Although most made some attempt to report on what students were able to learn from the talk, this was sometimes expressed using the prompts as 'quotes' from other 'students'. The second aspect was only minimally covered in many responses and again, there was considerable reliance on the prompts with the majority suggesting that the talk had been too short and that any future talks should be longer. Some responses did reveal an attempt to venture beyond this, commenting on, for example, how the venue could be improved or how future talks could be delivered by people from different backgrounds. Generally, however, the second aspect was not covered in any depth.

There was some effective use of paragraphs and linking language, which gave a sense of cohesion to some of the responses, but this was not always the case, and few responses reached the upper word limit. Although the range of language was again generally unambitious, responses showed a better control of tenses in this exercise and there was some attempt at greater complexity among some of the responses.

**ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)**

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**Paper 0510/21  
Reading and Writing (Extended)**

**Key messages**

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

**General comments**

Candidates should carefully read and recognise the requirements of individual questions, ensuring responses are precise and that questions are interpreted accurately.

**Comments on specific questions**

***Exercise 1***

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

**Question 1**

This question was well answered. Responses which omitted key words such as 'million' or 'ago' could not be credited.

**Question 2**

This question was well answered with many candidates giving two correct details. A few candidates described the conditions the day of the meeting rather than those *generally* worked in, writing '*the sky was blue, the sun was warm*'. Some mentioned the ground being flat or fossil hunting, which suggested that the question had not been understood.

### Question 3

The majority of candidates answered this question correctly, but a few gave the number of species that had been discovered previously rather than *now* or wrote '13' the number of species Kearney had found in the last 20 years.

### Question 4

Most candidates provided the correct response to this question. A small number of candidates wrote '*inspire people to study*' which did not provide the other key idea '*study dinosaurs*'. Some appeared not to recognise the 'like most' aspect of the question and wrote '*excellent entertainment*', which was not what Kearney liked most about the films.

### Question 5

This question was generally well answered and many candidates gave two correct details. A few candidates wrote '*how certain types of dinosaur interacted*', which was an earlier area of research, not a future one as required by the question.

### Question 6

This question was well answered. A few candidates wrote '*computer programming*', which did not link to or answer the question. The required response was '*learn computer programming*', which fully communicated Kearney's advice.

### Question 7

This question was quite well answered. A number of candidates gave incorrect responses such as '*are written for adults*', '*it's hard to write one for adults*' or '*plenty for kids*'. This suggested that they did not fully understand the meaning of '*hardly any are written for adults*', which was the correct response.

### Question 8

This question was generally well answered and some candidates were able to provide four correct details. A few provided details of what scientists know now, for example '*covered in feathers*' or '*bright colours*'. Others gave incorrect details such as '*green and blue*', or did not provide enough information as in '*skin*' rather than '*scaly skin*'.

### Exercise 2

Candidates are advised to read each question (a)–(j) carefully and note the key words. They should then look for synonyms or expressions in the text which convey the same idea and write the corresponding letter in the space provided.

- (a) This question was very well answered. There were some (B) responses, possibly because the text states 'maybe I didn't work as much as other students', rather than picking up on the 'one part of the course' aspect of the question, which is covered in (C), the correct text.
- (b) This question was very well answered. (B) and (D) were the most common incorrect responses. Some candidates appeared to be unable to connect 'became an expert on the place' in the correct text (A) with 'get to know the local area well' in the question.
- (c) This was answered well. There were some (B) responses, again possibly because of the reference to not working as much. Some candidates may not have connected 'not very demanding' in the text with 'an easy subject' in the question.
- (d) This question was well answered. (D) was the most common incorrect response. Candidates needed to be able to link 'this type of work' in the correct text (C) with the media work referred to in the previous sentence, and also to connect 'feels fortunate' in the question with 'I was lucky enough' in the text.
- (e) This question was very well answered. There were some (D) responses, possibly as the text states 'our classes started early', although there is no reference to this being a problem. The correct text

(A) refers to early morning classes and evening classes being strange to Ines, and different to her school experience, which expresses the idea of the timetable being hard to get used to.

- (f) This question was very well answered and most candidates were able to connect 'finding it difficult to decide' in the question with 'I struggled to make up my mind' in text (B).
- (g) This question was reasonably well answered. Several candidates appeared unable to connect 'helped me develop skills that have been very relevant to what I've done since' in (A), the correct text, with the requirements of the question.
- (h) This question was quite well answered. Candidates who gave incorrect responses appeared not to have connected 'anyone who wants to study the media from an academic point of view ... should choose another subject' in (C) the correct response, with the requirements of the question.
- (i) This question was quite well answered. Some candidates gave (C) as their response, possibly thinking that 'looking back I wish I hadn't' expressed guilt. However, in text (B), Ines feeling that it was unfair doing something exciting when others were having a tough time clearly suggests guilt.
- (j) This question was very well answered. A few candidates selected (A) instead of (D) possibly because a range of jobs is mentioned in the text.

### Exercise 3

Candidates generally responded very well to this note-taking exercise, providing six to eight correct notes, with several candidates gaining the full nine marks available. Notes could not be credited when they were repeated, omitted key information or were under the wrong heading. When notes were placed in the wrong section, this indicated that some candidates had not fully understood the requirements of the heading. It is important that notes focus clearly on key ideas that relate to the heading and communicate this as succinctly and accurately as possible, without omitting essential information.

#### *What students at Abbey High school learn from keeping bees*

This section was very well attempted and many responses featured the three notes required from the possible four options. A few responses omitted words or phrases expressing key ideas, for example '*why bees are important*' instead of 'important for *environment*', or '*make delicious dishes*' rather than '*use honey to make dishes*'. Sometimes a point was repeated as with '*make things with wood*' and '*make hives*', which were given as separate bullet points, but which express the same idea. A few candidates made notes under this heading about what surprised Maria, such as '*bees gentle*'.

#### *What can be difficult about introducing beekeeping in a school*

This section was very well attempted and a significant number of responses featured three correct notes out of a possible four. A few responses did not make the difficulty clear. They referred to safety without focusing on the key idea that persuading parents was a problem. Other insufficient notes mentioned cost generally rather than the cost of *equipment*. A few responses merely gave 'location' as a note when '*finding location*' was the difficulty.

#### *What surprised Maria when she first started beekeeping*

This section was well attempted and a significant number of responses featured three correct notes. Some omitted key ideas as in '*when she put her hand into the hive*'. This was how Maria knew that 'bees are gentle', the required note, but not what surprised her. A few responses referred to there being a lot of trees and flowers in London, but this did not communicate the idea that bees can do well in a city.



#### **Exercise 4**

Candidates should be encouraged to read the requirements of the summary carefully to ensure the focus is correct. There were two aspects to this summary (for and against video gaming in the Olympics). For candidates to access the full range of language marks, the summary should include Content points for both aspects. Many candidates could not achieve top marks on this task because the summary was over 120 words. Candidates should carefully consider whether or not the information included is relevant to the summary topic and be aware there is no need to make the same point twice or to expand upon it unnecessarily.

Most responses addressed both aspects of the summary. Some responses were not awarded full content marks because they expressed an argument 'for' including video gaming in the Olympics as an argument 'against', or vice versa. However, many responses gained the full eight marks for content. A significant number of responses successfully featured five or more of these, whilst others provided between three or four points. Unfortunately, there were also a few responses that were unable to include any creditable content points as they simply expressed candidates' own opinion on the inclusion of e-sports in the Olympics. A significant number of responses were over the 120-word limit because of a longer than necessary introduction, expansion of points, or irrelevant information. They included information unrelated to the summary topic such as the background of the Olympics or the Olympics Committee, or when competitive gaming first became popular and how it has grown.

Sometimes responses attempted to make points but expressed them inaccurately or imprecisely. For example, they mentioned that competitive gaming is a \$1.5 billion industry, but not that it is popular internationally or watched worldwide. Sometimes responses attempted to include the point that the Olympic Games are too big but expressed it as a positive reason for including video gaming. Similarly, some responses expressed the idea of electrical power being new element to the Olympics positively instead of negatively. In this case, the point could not be awarded. There was also some confusion between video games and events at the Olympics as some responses did not make it clear whether they were referring to the Olympics or e-sports. Unfortunately, sometimes an attempt to paraphrase had an adverse effect on the language used, and prevented the mark being awarded.

Candidates are encouraged to use their own words appropriately, so should choose vocabulary and expressions that fit the context. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and organising points skilfully, whilst attempting to express this to some extent in their own words.

Language marks were awarded across the whole range with the majority of responses gaining three to six marks. In order to achieve seven or eight marks (top band) for language, candidates must attempt to use their own words and organize the content points. A number of candidates copied the wording of the content points directly from the text and attempted to link these copied points in various ways. The extent to which they used their own words well impacted on the language mark.

It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

#### **Exercise 5**

The extent to which the bullet points are addressed and developed within the context will determine the band achieved for content. If any bullet point is not addressed, this has a significant effect on the content mark. For a mark in the higher bands, candidates should demonstrate a good or excellent sense of purpose whilst developing and effectively communicating the content.

#### **Content**

In general, candidates responded to this task successfully. Some fulfilled the task skilfully and effectively. There were candidates whose emails were less than 150 words, so there was not sufficient development for higher band Content marks. Most candidates addressed all three bullet points but these were sometimes lacking in detail. Candidates generally used an informal register, though this was not always consistent. For example, phrases such as 'I would like to *inform* you' or 'In conclusion' are quite formal and tend not to be appropriate in this kind of email.

Effective responses connected the content of the email to the recipient with references to shared experiences or the target reader's interests, writing for example, 'Let's meet at our favourite spot' or 'I was thinking we could go and see a concert. Our favourite band is in town'. Such emails were cohesive in how the three bullet points were integrated.

## Language

Most candidates wrote using a good range of well-organised language. There were a few who used mainly simple structures, and were more limited in range and accuracy. Some candidates were able to construct accurate sentences of different lengths, which included more complex structures and a range of appropriately used, less common vocabulary.

Responses in the higher bands demonstrated good cohesion and were grammatically correct. There should be an evident range of appropriate vocabulary. An example of such language is, 'He's also an electrical engineering student and got excited when I told him that you took the same course as him just about two years ago, which is probably why you never met him.' In this example complex language is used accurately and effectively. Some responses featured more complex language, despite being less accurate: 'Anyway, while I was going to school, I saw her on the floor and I asked her what was happened and she told me that she was felt down.' Some emails included mainly very short sentences (subject + verb + object), which were accurate, but did not demonstrate a sufficient range of language for the higher bands. There were a few candidates who often used comas instead of full-stops.

## Exercise 6

In this exercise candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given to help form ideas on the subject. For a mark in one of the higher bands, candidates might include other points and ideas relevant to the task, along with developing the views in the prompts if they choose to, expressing these in their own words. The style and register should be appropriate for the type of task.

## Content

Most responses fulfilled the task with a generally good sense of purpose and audience, referring to the ideas in the prompts and introducing some of their own. A small number of responses discussed opinions of shopping centres generally or wrote about the environmental damage/the effect of the centre on the town, focusing more on advantages/disadvantages. Others reviewed just one shop and few also reviewed a different kind of centre. A few responses were written in a narrative style, recounting the story of a day out in a shopping centre. When the task is only generally or partially fulfilled in such ways, this restricts the content mark to the lower bands. It is important that candidates take time to read the question and its requirements carefully. Successful reviews conveyed clear and relevant detail that provided interesting information and gave some opinion and evaluation. The target audience (peers in the school) was addressed using an appropriate, consistent style and register, which was often semi-formal and different from the informal email. The topic of review was introduced often with a reason for visiting the shopping centre. Responses mentioned a variety of aspects regarding the centre such as the location, design, restaurant facilities, range of shops, children's play areas, the air conditioning, the staff and security. More successful responses closed with an overall evaluation and gave recommendations.

Less successful responses were limited to some development of the two given prompts and tended to be repetitive as in 'Clothes are quite expensive, but it is very beautiful and helpful... I think is very beautiful and the decoration is very well but the price of thinks is very expensive... believe me is very beautiful.' A descriptive element should provide sufficient detail to lead into evaluative comments and inferences.

## Language

The full range of marks was awarded for language, with most responses featuring more complex structures and some less common vocabulary. Some responses demonstrated a good range of complex structures with only occasional non-impeding errors, which gained marks in the top band. Responses included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'Many have fallen in love with the retro theme the shopping centre has taken on. The colourful decorations surely make the old feel young again.' In general, the majority of candidates used language with a good level of accuracy that included non-impeding errors when attempting more complex structures. In order to access top band marks, candidates should include a wide range of accurate language that is well organised and sequenced.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/22  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

## General comments

Candidates should carefully read and recognise the requirements of individual questions, ensuring responses are precise and that questions are interpreted accurately.

## Comments on specific questions

### **Exercise 1**

This exercise was generally well attempted. Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

### **Question 1**

This was well attempted, but some responses gave alternative time periods such as '*6 months*' and '*21 months*'.

### **Question 2**

Most candidates correctly recognised both key details of 'spending more time together' and 'experiencing different cultures'. On occasion, some responses featured the incorrect detail of '*escaping from the stress of*'

*living in a big city*, which negated the answer. Other incorrect responses were *'travel for work'* and *'travel journalist'*.

### Question 3

This was well attempted although some responses lacked precision and offered a variety of different countries including *'Colombia'*, *'New Zealand'* and *'Costa Rica'*, which were all distractors.

### Question 4

This was a two-mark question and was generally well answered. Most candidates recognised and conveyed *'renting out their house'* but some responses featured *'savings'* or *'online business'* instead of *'travel blog'*.

### Question 5

This was very well attempted. Almost all candidates offered the single word *'edventure'*. The most common incorrect response was *'home-schooling'*.

### Question 6

This was generally well answered. Responses which omitted the key idea of *'wanting'* could not be credited, because the response *'children go to traditional school'* conveyed a different meaning.

### Question 7

This question proved to be more challenging and many responses appeared to indicate a lack of precise reading of the text with the response *'camping'*, which was the distractor. Some candidates appeared to misunderstand the meaning of the text, especially the significance of the single word *'though'* and wrote *'camping with houseboat'*.

### Question 8

This question proved to be very challenging and a good discriminator. A wide range of marks was awarded here. The most successful responses recognised that correct answers required the inclusion of key expressions such as *'every couple of months'* (point 2), *'every night'* (point 4) and *'wherever you stay'* (point 5). Several responses omitted one or more of these and could not be credited. Similarly, the key word *'children'* was required to convey accurately point 3 on the mark scheme.

Centres are reminded that this final question in **Exercise 1** is more challenging. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Question 9

A large number of candidates were awarded 9 or 10 marks here.

Two questions proved to be more challenging for candidates. Firstly, in **(a)**, Extract **A** was often selected rather than the correct Extract **C**. The key expressions in Extract **C** were *'trying again'* and *'took the previous year's judges' comments into account'*. Candidates who selected Extract **A** did not appear to differentiate between the key words *'same'* in the question and *'similar'* in the text. Secondly, in **(j)**, Extract **D** was often selected rather than Extract **B**. Here, a number of candidates appeared not to recognise the key expression *'making the occasional helpful suggestion when I saw what someone else was doing'* in Extract **B**.

### Exercise 3

This exercise was very successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score well here. There were fewer responses this series which were written in full sentences, and many answers were suitably brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers in this exercise.

### Question 10 – Reasons why Betty has done wing-walking

Many responses gained at least four marks for this question and candidates selected from the full range of seven possible correct answers. On occasion, responses repeated the options 'excitement' and 'felt amazing' in point 1 as separate answers and could only be credited with one mark. In point 2, some candidates were imprecise with their transcribing from the text and answered, '*doesn't require much training*' which did not convey the same meaning as 'doesn't require training'. Occasionally, responses did not include the key idea of 'for charity' in point 5. Other answers such as '*no reason why she shouldn't*' and '*not to feel old*' were not valid reasons.

### Question 11 – What Betty did to prepare for her first wing-walk

This question proved more challenging and, although candidates selected from the full range of five possible correct answers, few responses were awarded the maximum four marks. The wording of the heading required responses to use a verb for each answer and many did not. Hence, responses such as 'doctor's certificate', 'neck support' and 'lots of clothes' made no sense without 'get', 'wear' and 'put on' respectively and could not be credited. Fewer candidates selected point 5 on the mark scheme. This required greater precision of response because the wording had to convey that the pilot was the one who carried out the strapping in of Betty into the plane. Unlike the other four points, Betty was not the subject of the action and several responses were imprecise and did not successfully convey this idea.

### Exercise 4

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. Candidates needed to write a summary about the Seabin project and what it hopes to achieve in the future. The most successful responses conveyed precise detail and were written with a good sense of order, having been selected carefully and sequentially from the text. It was encouraging to note the increased use of appropriate linking words and cohesive devices such as '*moreover*', '*furthermore*' and '*not only but also*', which helped to give cohesion to the summary. Responses which featured '*firstly*', '*secondly*', '*thirdly*' and so on conveyed the idea of sequencing, but lacked effective use of cohesive devices.

All the content points proved accessible, although point 5 on the mark scheme was harder to convey and there were some confused attempts to express the hope that there will be no need for Seabins in the future. However, most responses were able to identify at least five relevant details successfully.

There was a significant number of responses outside the prescribed 120-word limit. This occurred generally when candidates introduced the names of the two inventors and wrote detailed descriptions of the workings of the Seabins, taken from paragraphs two and three. These details were irrelevant to the requirements of the question. Similarly, some responses featured an unnecessary number of words by starting with '*My summary will tell you all about the Seabin project in the passage*'. Consequently, some summaries were overlong and key details were often only addressed after the 120-word limit. These points unfortunately could not be credited.

Many candidates attempted to use their own words and expressions. Centres are reminded that higher marks for Language are available to those candidates who make an attempt to paraphrase by using synonyms. For example, more successful responses changed '*get rid of*' to '*eliminate*', '*state*' to '*condition*', and '*attitudes*' to '*perspectives*'. A particularly good example which combined the use of a cohesive device and own words was the following sentence, which was credited with two Content points: '*Coupled with the desire to teach people to dispose of rubbish correctly, the scientists want to alter behaviour towards plastic*'. Many responses were close to the wording of the text, but displayed organisation and a good level of grammatical accuracy.

### Exercise 5 – General comments

The most successful responses provided an effective division between the different ideas that were required.

Responses must address and develop all three bullet prompts to achieve higher marks for Content in the writing criteria. In addition, they should convey a good sense of purpose.

This series, many responses made a good attempt to supply a suitably brief introduction and concluding statement, in an informal register. There were fewer prolonged greetings and conclusions than in past series and those which appeared to include pre-learnt expressions generally ensured that they were relevant to the recipient of the email and the requirements of the task.

Candidates should attempt to use less common vocabulary and more complex structures to achieve higher marks for Language. It is important that the writing should be accurate, particularly in the use of past and present tenses and modal verbs.

Some responses featured poorly chosen idioms, which should be avoided. One example this series was the frequent appearance of *'in the pink of health'*, which is old-fashioned and inappropriate.

## Content

Many responses were well developed and featured an appropriate, informal tone for the email. The really good responses were exactly as one would imagine being written by a friend offering help for the upcoming trip. The recipient was referred to throughout in a natural and easy way and there was a sense that the writer understood that the purpose of the email was to give advice and reassurance. For the first bullet point, there was an interesting variety of destinations chosen around the world and the most convincing descriptions were by candidates who appeared to have real knowledge of the place and were able to provide credible detail.

For the second bullet point, the most successful responses showed some thought for their friend's situation, using effective language. For example, there were responses which insisted that their friend should take a maximum strength sun cream *'because you have such sensitive skin'*. There were many suggestions as to which items to take and the most successful candidates gave valid reasons why suitable clothing, cameras, mosquito spray, sleeping bags and phone chargers should be packed. Less successful candidates tended to write a list of items without further development. There was a number of candidates who gave general advice such as *'don't talk to strangers'* and *'keep your money safe'* which did not wholly fulfil the requirements of the task. Some responses also appeared to misunderstand the idea of the second bullet point and wrote about which form of transport to take to go on the trip.

For the final bullet point, the most successful responses provided just as much detail here as for the other two bullet points, whereas many found this task more challenging and offered only brief detail. Less successful candidates did not really address the idea of 'away from home' and wrote generally about what they enjoyed on the trip, giving details about the food, the different culture and the sights and views. Many candidates ended the email on a personal note by suggesting that they get together at some convenient time to compare experiences from their respective trips.

## Language

From a Language point of view, most candidates were able to write in a suitably informal register to their friend. Expressions such as *'I had the time of my life'*, *'Trust me, you won't regret it'* and *'Nothing beats...'* made the email more personal. The major issues were that a number of responses featured an inconsistent use of tenses. There were several examples of *'have went'* and *'had went'* which affected meaning. Modal verbs also proved difficult and there was often overuse as, for example, *'he might can't help'*. Some responses were also unsure about how to convey the ideas of enjoyment and fun and used expressions such as *'I was enjoyed'* and *'it was very fun'*.

## Exercise 6 – General comments

There are two prompts – one for and one against the proposal in the title – to help candidates with basic ideas. However, there needs to be evidence that candidates can develop their views beyond these prompts and persuade the reader of their convictions in order to gain access to the higher mark bands for Content. Word guidance was well followed this series.

All content should be related to the precise demands of the question. In this task, some candidates wrote about mobile phones in general and did not refer specifically to 'young children' as required by the rubric.

A clear, organised sequence of views and arguments is very important. Some candidates launch into the piece without any proper planning, which often results in repetition of both language and content with no coherent plan. The most successful candidates made notes on the blank pages at the end of the question paper before starting their article. The planning was often quite simple, but it was enough to make a noticeable difference to the quality of the writing.

Candidates should attempt to use less common vocabulary and more complex structures to achieve higher marks for Language and it is important that the writing should be written in a formal register with persuasive

language. Where arguments for and against the topic are expressed, there should be paragraphs and full stops to separate ideas.

## Content

Most responses featured a formal tone and register for the final discursive exercise. This proved to be a topic to which candidates could relate and many really engaged with the topic, arguing with passion and using persuasive language to support their views. Many responses were able to combine both the pros and cons of mobile phones for young children and introduced ideas well beyond the suggestions of the prompts. Those stressing the advantages of giving mobile phones to young children included ideas such as safety issues, ease of communication, accessibility to updated news and the outside world as well as their increasing use as a study aid. This was often balanced with details relating to the disadvantages. These included some very mature views about the over-use of mobile phones and their possible link to anti-social behaviour and addiction leading to a decline in school grades, and health issues such as eyesight and obesity problems. The most successful responses introduced ideas such as the jealousy and envy that can arise when young children are unable to afford top of the range models. Credit was given to those responses which provided an appropriate conclusion, often with an original thought rather than a repetition of previous ideas. For example, several candidates added the condition that mobile phones should be given to young children but only if parents retain overall supervision of its use. Less successful candidates wrote in very general terms about mobile phones, including their technical capabilities and workings, with little or no reference to young children. Others relied heavily on the two prompts with no real independent input or development.

## Language

From a Language point of view, the most successful responses achieved some variety of style by, for example, the use of rhetorical questions. Paragraphs and linking words were generally used to good effect and provided a balance when conveying both sides of the argument. For example, cohesive words and expressions such as *'on the contrary'*, *'on the other hand'*, *'on a final note'* and *'ultimately'* significantly helped the flow when there was a change of direction in the article. The most successful responses featured ambitious language, such as *'reliable study tool'*, and *'entertainment purposes'*.

Less successful responses made no attempt to break the content into more reader-friendly sections. The agreement of subject and verb, particularly singular and plural, was a problem seen in some responses, very often caused by confusion over the use of 'child/children'. A number of responses used the singular verb with the plural noun, *'children has'*, *'children doesn't'*, as well as expressions such as *'every children wants'*.

Overall, a good number of responses featured a balanced argument, both for and against, and were able to adopt a persuasive tone. There were few responses which were confusing and contradictory in their argument. A good balance to the writing was established through attempts to provide an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion to many of the responses.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/23  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

## General comments

Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

## Comments on specific questions

### *Exercise 1*

This exercise was generally very well attempted by candidates and provided a suitable introduction to the reading comprehension tasks. There was evidence from the majority of responses that the text had been understood and there were very few omissions. There was an indication, however, that, at times, greater precision was required in the reading of the questions. More able candidates interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

### **Question 1**

This was very well answered with the vast majority of candidates correctly identifying 'aunt'.

### **Question 2**

The salient detail 'factory' was seen in the vast majority of responses.



### Question 3

This was generally well attempted, although a number of responses provided 'famous sailors', indicating a possible lack of precision in reading.

### Question 4

This item was also very well attempted.

### Question 5

This was accessible to the vast majority of candidates with nearly all correctly identifying 'feed the squirrels'.

### Question 6

The key detail for this item, 'popcorn', was also accessible to most candidates.

### Question 7

This was well attempted with the majority of responses featured the two details required for two marks. A mark was most frequently lost where candidates were distracted by 'noisy'.

### Question 8

This was generally well attempted with most responses correctly supplying 'net'. Some candidates were tempted by the incorrect detail 'glass doors', however, indicating a possible lack of precision in reading.

### Question 9

This item was generally well attempted with many responses featured at least three of the four available marks. All of the possible options proved accessible. Marks were most frequently lost where responses featured incomplete responses or biographical details, rather than those relating to character.

Centres are reminded that this final question in **Exercise 1** is designed to differentiate between the most able candidates. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 2

This multiple matching exercise was generally very well attempted and there was evidence that the majority of candidates were able to infer meaning, where required, and employ appropriate and effective strategies for retrieving relevant details from the correct source text.

### Question 10

- (a) This was generally well attempted with a good proportion of candidates correctly identifying text **C**. Those providing incorrect responses selected text **B** most frequently, possibly because they were distracted by the word 'original' in this text.
- (b) This item proved more accessible with most candidates supplying text **D**.
- (c) This was very well attempted with nearly all candidates correctly identifying text **B**.
- (d) While a good proportion of candidates correctly identified **A** as the text which contained the salient detail, a number provided incorrect responses. Text **C** was the most frequent of these, with candidates possibly drawn to this text by the mention of 'his previous films'.
- (e) This was generally well attempted, with many candidates correctly supplying text **C**, although a number provided **A** in error, suggesting that they may have word-spotted 'monsters' without understanding the rubric.
- (f) This item was very well attempted with the majority of candidates correctly identifying text **B**.

- (g) This item also proved accessible to the vast majority of candidates.
- (h) This item proved slightly more challenging, but was also generally well attempted. While most candidates correctly identified text **D**, a number did not and the full range of texts was supplied in error. Of these, text **C** seemed to be quite frequently selected with candidates possibly associating the word 'felt' in the text with 'sensation' in the rubric.
- (i) This was very well attempted with many candidates correctly identifying text **B**.
- (j) This item proved to be the most challenging. While text **A** contained the salient detail, all options were provided with the most frequent being text **D**. This indicates that candidates perhaps need more practice in inference.

### **Exercise 3**

This exercise was generally well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score well. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

### **Question 11 – Why water balls are environmentally friendly**

This section was generally well attempted. Five content points from a total of six available were required and many candidates achieved at least three marks for this item. All the possible options proved accessible. Marks tended to be lost where repetition of points occurred or where candidates failed to supply enough detail to fully convey the point to be made. For example, some candidates supplied 'no waste' as opposed to 'no harmful waste' and 'less carbon dioxide' without 'produces' or reference to 'manufacture' of water balls. A number of candidates also appeared to lack precise reading and supplied responses pertaining to item 12. For example, a number identified 'prevent plastic bottles from entering oceans', which is mentioned in the text as a company objective and does not explain why water balls are environmentally friendly.

### **Question 12 – What the company's future plans are**

This section proved slightly more challenging, although many candidates achieved at least three of the four marks available. There were five possible answers, all of which proved accessible. However, as with the previous section, marks were lost where candidates supplied incomplete answers such as 'provide fast food chains with machines' or 'become one of the world's principal producers' without reference to 'environmentally friendly packaging'.

### **Exercise 4**

The summary writing task discriminated well with a number of candidates achieving scores in the higher range for both content and language. Candidates were required to summarise two aspects of the text – the advantages and disadvantages of using geothermal power to create electricity. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. In this series generally, more candidates appear to have been suitably prepared in summary-writing skills.

All the possible content points proved accessible and a number of candidates achieved full marks for this element. Producing a summary within the prescribed word limit continues to be an issue for some, however. In this series, once again, a number of candidates copied information from the text without sufficient care as to the rubric requirements. Many, for example, lifted elements of the introduction, which served only to introduce the topic of geothermal power and explain the process by which it is produced. This inevitably impacted on the number of words available for content points and in some cases, meant that only one aspect was addressed. Whilst most candidates seemed able to locate relevant content details, points were lost where salient details were omitted. For example, 'huge amounts of water are required' is insufficient as a response without explicit mention of this water being 'fresh' or used for 'drinking'. Similarly, it was important to state that 'chemicals may get into drinking water'. Some candidates also failed to switch the subject from 'geothermal power' to 'geothermal power stations', which meant that clarity of meaning was sometimes lost. Nevertheless, most responses did successfully address both of the required aspects and many scored quite well on this element.

Language points were awarded across the range with the majority of candidates receiving at least five of the eight marks available and a number scoring marks in the highest band. Candidates should be reminded, however, that the inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. It is important that they focus specifically on the summary requirements. To achieve higher marks for language, they should also try to paraphrase. This was generally well attempted in this session with some very effective summaries produced. These expressed the salient points succinctly with appropriate conjunctions, giving the writing a natural flow. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

### **Exercise 5**

This exercise was generally well attempted, with the vast majority of candidates addressing all the rubric requirements. The word limit was also generally well observed with a number producing responses towards the upper limit in this series and few falling short of the lower limit.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater ambition.

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

### **Content**

The vast majority of candidates addressed all three bullet points and made generally good efforts to develop them. The two visual stimuli, the first of which showed a family on the doorstep welcoming a visitor to the house, and the second, the family enjoying a meal together, were drawn upon by many of the candidates. Generally, responses showed some sense of purpose, and in most cases, there was an attempt to develop the prompts. The first bullet point was generally well dealt with. A range of reasons were provided, the most popular of which tended to be that the relative had been working or studying abroad and he/she was too busy, or it was too far or expensive to visit more frequently. The second bullet point was also generally well addressed although there was a tendency for some candidates to simply list activities that the family did together rather than develop particular aspects. More able candidates selected one or two activities to describe in some detail. The third bullet point was also generally well dealt with and although it was often the least developed, many candidates took the opportunity here to interact with the reader, giving these responses an effective sense of audience. A small number of candidates appeared to misinterpret the rubric and wrote to a relative rather than writing to a friend about a relative. Nevertheless, most responded to all prompts and a number did so with the level of detail and expansion necessary to achieve a top band mark.

### **Language**

In terms of language, many used paragraphs, although this was not always the case. Most responses showed good control of tenses and sentence structure with the more successful attempting greater complexity and demonstrating ease of style and a wider range of vocabulary. Punctuation was generally good in this session, and there were few problems with the use of commas instead of full stops. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

### **Exercise 6**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided - one relating to each of the rubric requirements in the title. Less able candidates tended to stay very close to these cues, occasionally using the prompts as 'quotes' from other 'students'. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed.

## **Content**

Two prompts were provided; one which related to something the famous singer had said and one which could be interpreted as a suggestion for future talks. While most responses addressed the two aspects required, the first tended to be much more fully developed than the second. Most relied heavily on the prompts. The majority of responses reported on what the singer had said about the importance of hard work, perseverance and determination in achieving one's dreams and made attempts to develop this idea. Whilst many responses reported what students were able to learn from the talk, a number simply wrote a biography of the singer's life rather than reporting on the value of the talk to the students. The second aspect was only minimally covered by many candidates and again, there was considerable reliance on the prompt with the majority suggesting that the talk had been too short and that any future talks should be longer. Some candidates ventured beyond this and commented on, for example, how the venue could be improved or how future talks could be delivered by different types of people. Generally, however, the second aspect was not covered in the same depth as the first.

## **Language**

In terms of language, a number of responses featured a sufficient range and level of complexity to score very well indeed. Paragraphs were used effectively by the vast majority and candidates generally wrote both cohesively and coherently, enabling many to score well in this element.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/31  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- 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 question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will 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 will not 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**

- Candidates were required to use a set number of words for **Exercises 1** and **2**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which were clear and concise, and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

#### **Questions 1–4**

Overall, this section was well answered. There were few omissions, and responses could not be credited when more than the required words were written.

#### **Question 1**

- (a) The majority of candidates identified the correct response 'aunt'. Several candidates went for the distractor 'cousin' while some wrote 'uncle'. Other responses that could not be credited were 'hunt' and 'ante'.
- (b) There was a very mixed response here with the main problem appearing to be the spelling of 'thriller'. A few candidates selected 'comedy' or 'romance'.

#### **Question 2**

- (a) This was very well attempted and the vast majority of candidates were able to score a mark. Some candidates went for the distractor 'mountains' and others incorrectly wrote the plural 'rivers'.
- (b) This was well attempted by the vast majority of candidates. Incorrect responses included 'basket class' and 'base ball'.

#### **Question 3**

- (a) This question appeared to cause difficulty for most candidates. Many gave the distractor 'cheaper' and others wrote 'better' or 'more popular'.
- (b) This question was not well attempted, with many candidates omitting the comparative and just writing 'stylish'. Other responses that could not be credited were 'more styleless' and 'more styling'.

#### **Question 4**

- (a) This question was extremely well attempted by most candidates. Others wrote 'books' or 'technology', which could not be credited.
- (b) This question was generally well answered. Some candidates added extra detail such as 'culture of geography', which meant that their answer could not be credited.

## Exercise 2

### Question 5

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, wrong singular and plural nouns meant that responses could not be credited. Some parts of the question were left blank by a few candidates.

- (a) There was a mixed level of success here, with quite a few candidates writing the distractor '2200' or '18'.
- (b) On the whole, this question was well attempted by most candidates. Some went for the distractor '2017' and others wrote 'June 2018'.
- (c) There was a mixed level of success here – responses were fairly evenly divided between the key 'USA' and the distractors 'Barcelona' and 'Spain'.
- (d) This was well attempted by the majority of candidates due to the wide range of acceptable responses. Some candidates wrote 'neighbours', which could not be credited, while others unsuccessfully wrote the singular 'neighbourhood'.
- (e) This was well attempted by the majority of candidates. However, some wrote 'waterside' or 'slide' instead of 'waterslide'.
- (f) This was well attempted. Some candidates wrote 'conventional sports' or 'basketball', which could not be credited.
- (g) There was a very mixed level of success here. Some incorrect responses were 'head spray' and 'air spray' while some went for the distractor 'dare to dream'.
- (h) There was a very mixed level of success here. The distractor, 'plants', was selected as much as the expected response. Some responses that could not be credited were 'art wax' and 'art gallery'.

## Exercise 3

### Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

## Exercise 4

### Question 7

Generally, candidates responded very well to this question.

A few candidates did not clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/32  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- 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 question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will 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 will not 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 have been fewer instances where candidates' handwriting was illegible. This has been an improvement on previous series. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage learners to write by hand as often as possible.



- There has also been a huge improvement on previous series where candidates changed their mind and provided an alternative answer. Most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out.
- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise, which is an improvement on previous years.
- There was less evidence of candidates using useful exam techniques this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions.). Where used, candidates would benefit from applying such techniques more effectively, as some candidates tend to underline all words, rather than selecting just the key words in each question.
- Most candidates seem to be aware of the distracting information in the exercises now and do not include these in addition to the correct detail. However, an increased number of candidates provided the distracting detail in addition to the expected answer in Exercise 1. Such attempts cannot be credited.
- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. There have been more instances this series where this was an issue, especially in **Exercise 3**. Candidates need to be encouraged to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions.
- Overall, as in previous series, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some and learners would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'bat' versus 'bad' – and sounds of different vowels – 'bat' versus 'bet'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2**, (e.g. 'tourist' instead of 'tourism').
- It is advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'parliament', but seemed to be less familiar with more frequent everyday words, for example, 'cinema', 'minutes' and 'Friday'.

### Comments on specific questions

#### **Exercise 1**

#### **Questions 1–4**

Overall, this section was attempted well by most candidates. Most marks were lost where candidates selected the distracting detail, or where the spelling attempts put the intended meaning in doubt.

No Responses were very rare in this part of the test.

#### **Question 1**

- (a) This question was answered well. Most candidates provided the expected detail 'station'. Some included extra details 'train' and 'rail' and were also credited. However, answers which included the wrong inference (e.g. bus station, petrol station) could not score the mark. Spelling attempts where the intended meaning was in doubt (e.g. satation) were not give the mark. Weaker responses often included the distracting details 'supermarket' and 'garage'.
- (b) The expected answer was '40 minutes' and there was a reasonable level of success for this question. Abbreviated answers such as '40 mins' and '40 min' were also allowed. Most candidates provided the correct spelling, but spelling attempts such as 'fourty minutes' and '40 minits' were also credited. However, other spelling attempts, including 'forty minetus' and '40 minitutes', put the intended meaning in doubt and could not be credited. This was also the case where the spelling attempts created a new meaning (e.g. 40 mints and 40 minuets).

## Question 2

- (a) This question was attempted extremely well. Most candidates provided the expected detail 'ears', but the singular form 'ear' was also accepted. Some candidates included extra details (e.g. ears still painful) and these were also given the mark. Most spelling attempts were credited (e.g. eares, eairs), but spelling which put the meaning doubt (e.g. eyers) could not be given the mark. Most marks were lost because of the inclusion of the distracting details 'throat' and 'head'.
- (b) The expected answer was 'two days' and the vast majority of candidates selected this correct detail. The singular form 'two day' was also credited as the intended meaning was clear. Some answers included an extra detail (e.g. 2 days off) and these were also allowed.

## Question 3

- (a) There was an excellent level of success for this question, with most candidates giving the correct detail 'cinema'. Some candidates gave their answer with the extra detail 'outside cinema' and were also credited. Other prepositions such as 'at the cinema' were credited as long as they did not change the intended meaning. There was a wide range of spelling variants of 'cinema' and most of these were credited (e.g. cenima). However, spelling attempts which put the meaning in doubt (e.g. cinmea) were not credited. Some candidates appeared to have misheard the targeted phrase 'outside the cinema' as 'cyber cinema' or 'outside the mall', which could not be credited. Marks were also lost due to the inclusion of the distracting detail 'library'.
- (b) There was a low level of success here. The targeted detail 'cricket bat' was given by 30 per cent of candidates. While some spelling attempts were credited (e.g. cricket bat), spelling attempts which were deemed unrecognisable (e.g. cickie bat) or which changed the meaning (e.g. circuit bat) could not be awarded any marks. The plural form 'cricket bats' also was not allowed as the form changed the intended meaning. Other unsuccessful attempts either omitted one of the nouns (i.e. cricket) or were too general (e.g. something special).

The distracting detail 'football' was often given in error.

## Question 4

- (a) This question was attempted extremely well and the vast majority of candidate provided the correct day 'Friday'. Most answers included the extra detail 'evening'. A few attempts provided an extra detail which was incorrect as it changed the meaning of the whole answer (e.g. Friday morning). The extra detail 'evening', when provided on its own, could not be credited as it lacked the necessary detail and changed the overall meaning. Most spelling attempts were credited (e.g. Firday). On rare occasions, the distracting detail 'Wednesday' was provided in error.
- (b) This was another very successfully attempted question, with most candidates providing the correct detail 'bicycle' or 'bike'. Most answers also contained a verb and most verb forms were given the mark (e.g. using her bike). Candidates also included a range of prepositions (e.g. by bike) and all of these were allowed. Most marks were lost where spelling attempts impacted on the meaning (e.g. bick and brike). Some candidates also lost marks due to the inclusion of the distracting detail 'bus'.

## Exercise 2

This exercise provided a very mixed level of success. On average, candidates scored two marks. The most successful attempts were for **Questions (a) and (g)**. Candidates were least successful with **Questions (e) and (h)**. Most No Responses appeared for **Questions (c) and (f)**.

## Question 5

- (a) There was a reasonable level of success here, with two thirds of candidates selecting the correct number '1100'. Many candidates chose to provide the answer as a combination of a number and a word '11 hundred' and this was also credited. However, some responses were transcribed incorrectly and attempts such as '11100' and '110' could not be credited. Most spelling attempts were considered creditable (e.g. 11 hundared), but where the intended meaning was in doubt (e.g. 11 hurdrend), the attempt could not be given the mark. The plural form 'eleven hundreds' was also not allowed. The distracting detail 1800 was sometimes selected.

- (b) The correct meaning of the name *Reykjavik*, 'Smoke Bay', was selected by very few candidates. Where the spelling attempt put the meaning in doubt (e.g. smock bei) or where the spelling attempt created a new meaning (e.g. smooth bay), such answers could not be given the mark. Marks were mainly lost due to the inclusion of the distracting detail 'House Bay'. Weaker responses included random nouns or phrases from the recording, such as 'south west'.
- (c) Few candidates were successful here in providing the correct detail 'parliament'. There was an array of creditable spelling attempts (e.g. parliment, parlement), but attempts such as 'pariment' and 'perlament' could not be credited as the intended meaning was in doubt. The plural form 'parliaments' was also not allowed. The phrase 'earliest parliament' could not be credited, as this response repeated a detail already printed in the stem and did not, therefore fit the gap. Other unsuccessful responses included the distracting details 'government' or random words from the recording (e.g. volcano).
- (d) This question was not well attempted by most candidates, who did not provide the correct number '87' as their answer. Most candidates provided the number as a figure rather than a word. Most marks were lost due to the inclusion of the distracting numbers 26 and 74.
- (e) A small number of candidates could be credited for this item. The question targets the location of Iceland where there are the lowest temperatures, i.e. 'central mountains', but 'centre' was also allowed. However, many candidates provided the coldest month (i.e. January) instead, and some wrote the singular form 'central mountain'. Other incorrect answers were missing the necessary detail (i.e. mountains) or included the distracting details 'north' or 'south'. Most spelling attempts were deemed creditable (e.g. centrail mountains), but attempts such as 'centual mountains' were not credited as the intended meaning was not clear.
- (f) This item was not well answered. The expected answer here was 'tourism', but most candidates selected 'fishing' or 'economy'. Some candidates appeared to have misheard the key detail as 'tourist'. This word form could not be credited. However, the phrase 'tourist industry' was credited and so were spelling attempts such as 'turism'. 'Tourisen', on the other hand, was not deemed recognisable enough and could not be credited.
- (g) Most candidates were successful with this item and provided the correct detail 'fox'. However, the plural form 'foxes' was not allowed. Weaker responses included the distracting details such as 'polar bears'. Some candidates also seemed to have misheard 'fox' as 'frogs' and consequently could not be given any marks.
- (h) This was the least successfully attempted item in this part of the test. The expected detail was 'whale watching', but spelling attempts such as 'wale watching' were also credited. Unrecognisable spelling attempts such as 'wheal watching' as well as attempts which created a new meaning (e.g. wall watching) could not be credited. Weaker answers included the distracting details 'swimming' and 'diving' or other random words and phrases from the recording (e.g. in summer).

### **Exercise 3**

#### **Question 6**

Half of the candidates attempted this part of the test well. The majority matched, on average, 2 – 3 speakers correctly with the expected letter.

Opinion D was sometimes incorrectly given as the answer for speakers 1 and 6, while the answers for speakers 2 and 3 were occasionally incorrectly swapped around.

There were minimal omissions in this part of the test. However, instances where the same letter is used more than once still do occur. These attempts cannot be credited. There were fewer instances this series where candidates tried to overwrite their initial answers after changing their mind. In most instances candidates clearly crossed out their initial attempt and wrote their definitive answer clearly next to it.

**Exercise 4**

**Question 7**

This part of the test was attempted fairly well by 50 per cent of the candidates. On average, candidates scored 5 marks. Less successful candidates appeared to have some difficulties with **Questions (b)** – option A was often given in error, **(c)** – option A was often given in error and **(g)** – option B tended to be the wrong answer provided here.

There were minimal instances this series where candidates ticked more than one box for individual questions or where they did not tick any boxes for some of the questions in this part of the test.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/33  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- 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 question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will 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 will not 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 was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions).
- Candidates left quite a few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.

- Successful responses were those which were clear and concise. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Candidates need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.
- There was a wide range of spelling variants where credit could be given as the intended meaning was not in doubt. However, in some cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### ***Exercise 1***

#### **Questions 1–4**

This section was answered with a mixed level of success. Any common reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) Many candidates answered this question correctly with the expected response 'children'. Where marks were lost, this was mostly due to the distracting information from the recording being given as a response – for instance, 'animals' or 'buildings'. Spelling attempts such as 'childran' or 'childrens' were credited as they did not put the meaning of the expected response in doubt.
- (b) This was well answered. Several candidates provided the expected response '(the) public'. Where marks were lost, this was mostly due to the distracting information from the recording being given as a response – for instance: 'teachers'. 'People' could not be given credit as this was too general a response.

#### **Question 2**

- (a) There was mixed level of success here. Recognisable spelling attempts that did not put the meaning in doubt were accepted, e.g. 'scenary', 'sceneary'. Attempts where the spelling put meaning in doubt could not be credited, e.g. 'sineria'. Some spelling attempts changed the meaning of the expected response, so could not be given credit, e.g. 'scenario', 'seen a rise'. Where marks were lost this was mostly due to the distracting information from the recording being given as a response – for instance: 'comics', 'animation'.
- (b) There was a mixed level of success here. Some candidates provided the expected response 'art studio'. Where marks were lost, this was mostly due to the distracting information from the recording being given – for instance: 'swimming pool', 'bus station'. Recognisable spelling attempts that did not put the meaning in doubt were accepted, e.g. 'artz studiyo'. Attempts where the spelling put the meaning in doubt could not be credited, e.g. 'ats studo'. For credit to be given the type of studio needed to be specifically referred to, so general responses such as 'studio' could not be credited. Several candidates appeared to have misheard 'art' as 'old' or 'audio'.

#### **Question 3**

- (a) This was generally well answered. The expected response here was '(a) rock concert'. Many candidates, however, omitted the key detail 'rock'. 'Concert' on its own could not be credited as candidates needed to specify which specific type of event was the one that the girl attended. Creditable spelling variants, where the meaning was not in doubt, included 'rok concert'. However, some spelling attempts created new words that changed the meaning of the response on the whole, e.g. 'rock consent', 'ricks concert'.
- (b) There was a mixed level of success here. Many candidates provided the expected response '(an) online course'. Recognisable spelling attempts that did not put the meaning in doubt were accepted, e.g. 'online cours'. In many instances, however, 'course' was misheard as 'curse', which altered the meaning of the expected response. Creditable answers needed to specify the 'online' nature of the course, as other types of course were also mentioned as distractors.

#### Question 4

- (a) This was well answered. The expected response here was '(on) (a) bench'. In some cases, the mark was lost when the spelling variant put meaning in doubt, e.g. 'bange'. Marks were also sometimes lost due to the distracting information from the recording being given as a response – for instance, 'picnic table'. Creditable spelling variants of the expected response included 'bentch' and 'bennch'.
- (b) This was generally well answered. The expected response, 'barbecue', was provided correctly by most candidates with a wide range of, mostly creditable, spelling variants, e.g. 'barbique' and 'barbeque'. The well-known shortened form 'BBQ' was also credited. Marks were sometimes lost due to the distracting information from the recording being given – for instance, 'pool party'.

#### Exercise 2

Overall, this section was answered with a mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 5

- (a) This was well answered on the whole. The expected response 'primary' was often encountered and credited. In several instances it was transcribed incorrectly as 'primal' or 'primate' so credit could not be given. However, the adjective 'prime' was accepted, as it conveyed a very similar meaning to the expected response. Marks were sometimes lost when the distracting detail 'savoury' was given.
- (b) There was a very mixed level of success here. Marks were often lost due to the distracting information from the recording being given as a response – for instance, 'soup', or 'chees'. The expected response here was 'seaweed'. Some alternative spelling attempts did not put the meaning in doubt as they were recognisable attempts at the answer, e.g. 'sea wead'. However, there were several attempts that created new words, so could not be allowed, e.g. 'sea wheat', 'seed weed'.
- (c) There was a mixed level of success here. The expected response 'delicious' was sometimes encountered and credited. In several instances, spelling variants put meaning in doubt so could not be credited, e.g. 'dilishers' or 'delisourse'. Marks were sometimes lost when the distracting details 'tasty' or 'cheeseburgers' were given.
- (d) This proved a challenging item for many candidates. The expected response was 'health'. However, marks were often lost when the distracting detail 'environment' was given. Acceptable spelling variants of the expected response included 'helth'. However, 'heath' could not be credited due to a change in meaning.
- (e) This also proved a challenging item for many candidates. The expected response was 'poison'. However, marks were often lost when the distracting detail 'risky foods' was given. Acceptable spelling variants of the expected response included 'poisun' and 'poisan'.
- (f) This was reasonably well answered on the whole. The expected answer was 'energy', which was encountered fairly often. However, marks were often lost when the distracting details 'sugars', or 'proteins' were given. Some spelling variants put the meaning in doubt so could not be credited, e.g. 'enary'. Spelling variants such as 'enargy' or 'energie' were accepted as the meaning of the intended response was not put in doubt.
- (g) There was a mixed level of success here. Many candidates provided the expected response 'chemicals' or acceptable spelling variants such as 'chemikals' or 'chemecals'. However, marks were often lost when the distracting details 'tomatoes' or 'meat' were given.
- (h) This was well answered. A reasonable number of candidates provided the expected response '(hospital) patients' or acceptable spelling variants such as 'pacients' or 'patiants'. Some spelling attempts created new words that changed the meaning of the response as whole, so could not be credited, e.g. 'patience' and 'patents'. Marks were sometimes lost when the distracting detail 'the elderly' was given.

**Exercise 3**

**Question 6**

This exercise proved challenging for many candidates. Most matched three to four of the speakers correctly. Candidates appeared most successful in the matching of speakers two, three, four and five to the appropriate letter. Doubling of letters was very rarely encountered.

**Exercise 4**

**Question 7**

Generally, candidates appeared to perform better in the multiple-choice **Questions 7(a), (c), (d) and (g)**. The correct responses to **7(b), (e), (f) and (h)** were perhaps slightly less consistently encountered. Sometimes it was not clear which tick was intended as a final choice. However, these instances were rare and in general the multiple-choice format posed no problem for the vast majority of candidates.



# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/41  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts, which cannot be read, may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling Exercises **2, 5A** and **5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **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 **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** 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.
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen.
- Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres). Candidates should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail) in various formats (e.g. announcements, informal dialogues, formal talks).

### **General comments**

- Candidates were required to use a set number of words for **Exercises 1, 2 and 5**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which were clear and concise, and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they should lift the response from the text rather than use their own words.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### ***Exercise 1***

#### **Questions 1–4**

Overall, this section was well answered. There were few omissions, but responses could not be credited when more than the required words were written.

#### **Question 1**

- (a) The majority of the candidates identified the correct response 'aunt'. Several candidates went for the distractor 'cousin' while some wrote 'uncle'. Other responses that could not be credited were 'hunt' and 'ante'.
- (b) There was a very mixed response here with the main problem appearing to be the spelling of 'thriller'. A few candidates selected 'comedy' or 'romance'.

#### **Question 2**

- (a) This was very well attempted and the vast majority of candidates were able to score a mark. Some candidates went for the distractor 'mountains' and some candidates lost the mark by writing the plural 'rivers'.
- (b) This was well attempted by the vast majority of candidates. Incorrect responses included 'basket class' and 'base ball'.

#### **Question 3**

- (a) This question appeared to cause difficulty for most candidates. Many gave the distractor 'cheaper' and others wrote 'better' or 'more popular'.
- (b) This question was not well attempted, with many candidates omitting the comparative and just writing 'stylish'. Other responses that could not be credited were 'more styleless' and 'more styling'.

#### **Question 4**

- (a) This question was extremely well attempted by most candidates. Others wrote 'books' or 'technology', which could not be credited.
- (b) This question was generally well answered. Some candidates added extra detail such as 'culture of geography', which meant that their answer could not be credited

## **Exercise 2**

### **Question 5**

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, wrong singular and plural nouns meant that candidates could not be credited. Some parts of the question were left blank by a few candidates.

- (a) There was a mixed level of success here, with quite a few candidates writing the distractor '2200' or '18'.
- (b) On the whole, this question was well attempted by most candidates. Some candidates went for the distractor '2017' and others wrote 'June 2018'.
- (c) There was a mixed level of success here – responses were fairly evenly divided between the key 'USA' and the distractors 'Barcelona' and 'Spain'.
- (d) This was well attempted by the majority of candidates due to the wide range of acceptable responses. Some candidates wrote 'neighbours', which could not be credited while others lost the mark by writing the singular 'neighbourhood'.
- (e) This was generally well attempted by the majority of candidates. However, some candidates wrote 'waterside' or 'slide' instead of 'waterslide'.
- (f) This was well attempted. Some candidates wrote 'conventional sports' or 'basketball', which could not be credited. Other incorrect responses were 'surving' and 'safing'.
- (g) There was a very mixed level of success here. Some incorrect responses were 'head spray' and 'air spray' while some went for the distractor 'dare to dream'.
- (h) There was a very mixed level of success here. The distractor, 'plants', was selected as much as the expected response. Some responses that could not be credited were 'art wax' and 'art gallery'.

## **Exercise 3**

### **Question 6**

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

## **Exercise 4**

### **Question 7**

Generally, candidates responded very well to this question.

A few candidates did not clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

### **Exercise 5**

#### **Question 8**

There was a mixed response to this question. Some responses provided were not always a grammatical fit, and incorrect singular and plural nouns meant that some candidates could not be credited. There were a few questions that were not attempted by some candidates.

#### **Part A**

- (a) This was generally well attempted by most candidates. The distractor, 'sale', was selected as much as the correct response.
- (b) This was well answered by the vast majority of candidates. Some responses that could not be credited were 'cretcule' and 'curticle'.
- (c) There was a very mixed level of success here. The responses were evenly divided between the key 'dense' and the distractor 'hard'. Some responses that could not be credited were 'denise' and 'dents'.
- (d) The vast majority of candidates picked out the correct detail and scored a mark. Attempts that could not be credited were, for instance, 'origan' and 'colour'.
- (e) This was really well answered by the vast majority of candidates. Incorrect responses included 'help' and 'heat'.

#### **Part B**

- (a) There was a mixed level of success here – responses were fairly evenly divided between the key 'tools' and the distractor 'course books'. Some responses that could not be credited were 'tolls' and 'tooled'.
- (b) This was generally well answered and there was a wide range of recognisable attempts at the correct response. The most common errors were 'qualification' and 'patience'.
- (c) This was not very well attempted, with most candidates going for 'glass beads'. Other responses that could not be credited included, for example, 'medal' and 'wine'.
- (d) There was a mixed level of success here as some candidates selected the distractor 'space travel'. Some incorrect responses were 'nature' and 'nature conversation'.
- (e) This question was not well attempted. Many candidates wrote 'jewellery workshop'. Other responses that could not be credited were 'trait fair' and 'fair trade'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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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. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts, which cannot be read, may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling Exercises **2, 5A** and **5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **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 **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** 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.
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen.
- Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres). Candidates should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail) in various formats (e.g. announcements, informal dialogues, formal talks).

### General comments

- There have been fewer instances where candidates' handwriting was illegible. This has been an improvement on previous series. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage candidates to write by hand as often as possible.
- Candidates have also improved when indicating which answer they intend as their final choice. Most of these final answers were clearly written next to their original choice and the initial answer clearly crossed out. It was, therefore, very easy to determine which answer the candidate intended as their definite answer.
- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise, which is an improvement on previous years.
- There was less evidence of candidates using useful exam techniques this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). Where used, candidates would still benefit from applying such techniques more effectively, as some candidates tend to underline *all* words, rather than selecting just the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.
- Most candidates seem to be aware of the distracting information in the listening exercises now and do not include these in addition to the correct detail. However, there has been an increased number of candidates who provided the distracting detail in addition to the expected answer in **Exercise 1**. Such attempts could not be credited.
- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. There have been far more instances this series where this was an issue, especially in **Exercise 3**. Candidates need to be encouraged to read (and listen) to the rubric at the start of each exercise very carefully and abide by the instructions.
- Overall, as in previous series, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some. Therefore, candidates would benefit from more practice to ensure they can follow and navigate themselves through longer texts (e.g. talks and presentations).
- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'bat' versus 'bad'/'medals' versus 'metals' and sounds of different vowels – 'bat' versus 'bet'/'medals' versus 'models'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2, 5A and 5B** (e.g. 'tourist' instead of 'tourism' and 'medal' instead of 'medals').
- It is advisable to expose candidates to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'straight lines', but seemed to be less familiar with more frequent everyday words, for example, 'cinema', 'minutes' and 'Friday'.
- It is not advisable to enter candidates who are at a much lower level than expected for the extended tier.

### Comments on specific questions

#### **Exercise 1**

#### **Questions 1–4**

Overall, this section was attempted well by most candidates. Most marks were lost where candidates selected the distracting detail or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

No Responses were very rare in this part of the test.

#### **Question 1**

- (a) This question was answered well. Most candidates provided the expected detail 'station'. Some included extra details 'train' and 'rail' and were also credited. However, answers which included the wrong inference (e.g. bus station, petrol station, etc.) could not score the mark. Spelling attempts

where the intended meaning was in doubt (e.g. satation) were not give the mark. Weaker responses often included the distracting details 'supermarket' and 'garage'.

- (b) The expected answer was '40 minutes' and there was a reasonable level of success for this question. Abbreviated answers such as '40 mins' and '40 min' were also allowed. Most candidates provided the correct spelling, but spelling attempts such as 'fourty minutes' and '40 minits' were also credited. However, other spelling attempts, including 'forty minetus', put the intended meaning in doubt and could not be credited. This was also the case where the spelling attempts created a new meaning (e.g. 40 mints). Weaker candidates tended to include the distracting details '20 minutes' and '2 hours'.

### Question 2

- (a) This question was attempted extremely well. Most candidates provided the expected detail 'ears', but the singular form 'ear' was also accepted. Some candidates included extra details (e.g. ears still painful) and these were also given the mark. Most spelling attempts were credited (e.g. eares, eairs), but spelling which put the meaning doubt (e.g. eyers) could not be given the mark. Most marks were lost because of the inclusion of the distracting details 'throat' and 'head'.
- (b) The expected answer was 'two days' and the vast majority of candidates selected this correct detail. The singular form 'two day' was also credited as the intended meaning was clear. Some answers included an extra detail (e.g. 2 days off) and these were also allowed. Weaker candidates often provided the distracting details 'seven days' as their final answer and lost the mark.

### Question 3

- (a) There was an excellent level of success for this question, with most candidates giving the correct detail 'cinema'. Some candidates gave their answer with the extra detail 'outside cinema' and were also credited. Other prepositions such as 'at the cinema' were credited as long as they did not change the intended meaning. There was a wide range of spelling variants of 'cinema' and most of these were credited (e.g. cenima). However, spelling attempts which put the meaning in doubt (e.g. cinmea) were not credited. Some candidates appeared to have misheard the targeted phrase 'outside the cinema' as 'cyber cinema' or 'outside the mall', which could not be credited. Marks were also lost due to the inclusion of the distracting detail 'library'.
- (b) There was a lower level of success here. The targeted detail 'cricket bat' was given by 50 per cent of candidates. While some spelling attempts were credited (e.g. cricket bat), spelling attempts which were deemed unrecognisable (e.g. cickie bat) or which changed the meaning (e.g. circuit bat) could not be awarded any marks. The plural form 'cricket bats' also was not allowed as the form changed the intended meaning. Other unsuccessful attempts either omitted one of the nouns (i.e. cricket) or were too general (e.g. something special).

### Question 4

- (a) This question was attempted extremely well and the vast majority of candidate provided the correct day 'Friday'. Most answers included the extra detail 'evening'. A few attempts provided an extra detail which was incorrect as it changed the meaning of the whole answer (e.g. Friday morning) and lost the mark. The extra detail 'evening', when provided on its own, could not be credited as it lacked the necessary detail and changed the overall meaning. Most spelling attempts were credited (e.g. Firday). On rare occasions, the distracting detail 'Wednesday' was provided in error.
- (b) This was another very successfully attempted question, with most candidates providing the correct detail 'bicycle' or 'bike'. Most answers also contained a verb and most verb forms were given the mark (e.g. using her bike, ride a bike). Candidates also included a range of prepositions (e.g. by bike) and all of these were allowed. Most marks were lost where spelling attempts impacted on the meaning (e.g. bick and brike). Some candidates also lost marks due to the inclusion of the distracting detail 'bus'.

## Exercise 2

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

### Question 5

- (a) There was a fair level of success here, with two thirds of candidates selecting the correct number '1100'. Many candidates chose to provide the answer as a combination of a number and a word '11 hundred' and this was also credited. However, some candidates did not transcribe the number eleven hundred correctly and attempts such as '11100' and '110' could not be credited. Most spelling attempts were considered creditable (e.g. 11 hundared), but where the intended meaning was in doubt (e.g. 11 hurdrend), the attempt could not be given the mark. The plural form 'eleven hundreds' was also not allowed. The distracting detail 1800 was sometimes selected.
- (b) The correct meaning of the name *Reykjavik*, 'Smoke Bay', was selected by most candidates who also provided correct or recognisable spelling attempts (e.g. smoky bay). However, where the spelling attempt put the meaning in doubt (e.g. smock bei) or where the spelling attempt created a new meaning (e.g. smooth bay), such answers could not be given the mark. Marks were mainly lost due to the inclusion of the distracting detail 'House Bay'. Weaker responses included random nouns or phrases from the recording, such as 'south west'.
- (c) Half of the candidates answered this item very well and provided the correct detail 'parliament'. There was an array of creditable spelling attempts (e.g. parliment), but attempts such as 'pariment' and 'perlament' could not be credited as the intended meaning was in doubt. The plural form 'parliaments' was also not allowed. The phrase 'earliest parliament' could not be credited, as this response repeated a detail already printed in the stem and did not, therefore fit the gap. Candidates often lost the mark here due to the inclusion of the distracting details 'government' or 'law(s)'. Weaker responses often included random words from the recording here (e.g. volcano) or repeated the detail from the previous item 'Smoke Bay'.
- (d) This question was reasonably attempted by half of the candidates who provided the correct number '87' as their answer. Most candidates provided the number as a figure rather than a word. Most marks were lost due to the inclusion of the distracting numbers 26 and 74.
- (e) Fewer than half of the candidates were credited for this item. The question targets the location of Iceland where there are the lowest temperatures, i.e. 'central mountains', but 'centre' was also allowed. However, many candidates provided the coldest month (i.e. January) instead, and some wrote the singular form 'central mountain'. Other incorrect answers were missing the necessary detail (i.e. mountains) or included the distracting details 'north' or 'south'. Most spelling attempts were deemed creditable (e.g. centrail mountains), but attempts such as 'centual mountains' were not credited as the intended meaning was not clear.
- (f) This item was not well answered. The expected answer here was 'tourism', but most candidates selected 'fishing' or 'economy'. Some candidates appeared to have misheard the key detail as 'tourist'. This word form could not be credited. However, the phrase 'tourist industry' was credited and so were spelling attempts such as 'turism'. 'Tourisen', on the other hand, was not deemed recognisable enough and could not be credited.
- (g) Most candidates were successful with this item and provided the correct detail 'fox'. However, the plural form 'foxes' was not allowed. Weaker responses included the distracting details such a 'polar bears'. Some candidates also seemed to have misheard 'fox' as 'frogs' and consequently could not be given any marks.
- (h) This was the least successfully attempted item in this part of the test. The expected detail was 'whale watching', but spelling attempts such as 'wale watching' were also credited. Unrecognisable spelling attempts such 'wheal watching' as well as attempts which created a new meaning (e.g. wall watching) could not be credited. Weaker answers included the distracting details 'swimming' and 'diving', or other random words and phrases from the recording (e.g. in summer).



### Exercise 3

Most candidates attempted this part of the test well. The majority of candidates matched, on average, five speakers correctly with the expected letter.

Opinion D was sometimes given, in error, as the answer for speakers 1 and 6, while the answers for speakers 2 and 3 were occasionally incorrectly swapped around.

There were minimal omissions in this part of the test. However, instances where the same letter is used more than once still do occur. These attempts cannot be credited. There were fewer instances this series where candidates tried to overwrite their initial answers after changing their mind. In most instances candidates clearly crossed out their initial attempt and wrote their definitive answer clearly next to it.

### Exercise 4

This part of the test was attempted fairly well, on the whole, with most candidates scoring six marks. Less successful candidates tended to have some difficulties with **Questions (c)** – option **A** was often given in error and **(g)** – option **B** tended to be the wrong answer provided here.

There were minimal instances this series where candidates ticked more than one box for individual questions or where they did not tick any boxes for some of the questions in this part of the test.

### Exercise 5

This exercise was not very well answered, with most candidates scoring two marks. Candidates performed better at **Questions (d)** and **(e)**. The majority of marks were lost due to the inclusion of distracting information instead of the correct detail. Most No Responses in this part of the test appeared for **Questions (b)** and **(d)**.

## Question 8

### Part A

- (a) There was a low level of success for this question. The expected answer was 'fishing', but the vast majority of candidates provided the distracting detail 'farming' as their answer. Other wrong attempts included 'work' and 'famer's fields'.
- (b) One third of the candidates were successful at answering this question. The question targets the century when the first written evidence of surfing dates from – the correct answer was '18<sup>th</sup> century', but '18 century' was also credited. Most candidates provided the distracting detail '12<sup>th</sup> century' in error, which refers to cave paintings, not written evidence. Attempts which put the intended meaning in doubt (e.g. 18 c, 1800s) were also disallowed. Where the correct detail was provided, most spelling attempts were deemed creditable (e.g. 18 centry).
- (c) This question was not attempted well by most candidates. The expected answer here was 'prayers', but many responses included the distracting details 'boards' and 'ceremonies'.
- (d) Candidates attempted this item reasonably well. Most of them correctly selected 'royalty' as their answer. Other creditable attempts included 'royals' and 'royal surfers'. The spelling attempts which were deemed creditable were, for example, 'roylty' and 'royality'. The plural form 'royalties' was not given the mark as it changed the intended meaning. Weaker answers included the distracting details 'skilled surfers' or 'skilled practitioners', and some candidates appeared to have misheard 'royalty' as 'loyalty'.
- (e) This item was the best attempted question in this part of the test. The expected detail was 'medals', but 'swimming competitions' and 'Olympics' were also credited here. Some candidates combined the creditable attempts and provided answers such as 'Olympic medals'. These attempts could be credited. Some candidates appeared to have misheard the targeted detail as 'metals. Other attempts which included random words from the recording (e.g. swimmer and California) were also not credited.

## Part B

**Part B** was attempted more successfully than **part A**. Most candidates scored four marks on average. The more successful attempts were for **Questions (b) and (e)**. Candidates were least successful with item **(c)**. The most common reason for the loss of marks was the inclusion of distracting details. Most No Responses appeared for **Question (d)**.

- (a)** There was a mixed level of success in this item. The expected detail was 'Portugal'. As long as the intended meaning remained clear, spelling attempts such as 'Portagul' and 'Portogual', were allowed. However, 'Porgugle' and 'Pochogol' did not fall into this category and were, therefore, disallowed. Weaker answers included the distracting details 'Brazil' and 'California', or provided the size of the wave (i.e. 24 metres).
- (b)** Most candidates attempted this question well. The targeted idea was 'lines', but most candidates also provided the extra detail 'straight'. The singular form '(a) straight line' was also credited. Marks were lost where the distracting detail 'circles' was included. Some candidates wrongly inferred 'straight lines' as 'sideways' and could not be credited. Most spelling attempts were deemed recognisable and therefore credited (e.g. stright lines).
- (c)** Candidates achieved a low level of success when attempting this question. The expected answer was 'storms', but most candidates incorrectly selected the distracting detail 'earthquakes'. Some candidates provided 'winter' as their answer. This attempt was too general and could not be credited. However, as an extra detail (i.e. 'winter storms'), this attempt could be given the mark. The singular form '(a) storm' was also allowed. Weaker responses included random nouns from the recording (e.g. the sea).
- (d)** Two thirds of the candidates attempted this item well. The expected detail was 'sun', but 'sunlight' was also allowed here. Marks were mostly lost due to the inclusion of the distracting information 'weather' and 'moon'.
- (e)** This was item was the most successfully attempted question in this part of the test. The expected answer was 'shape'. However, the plural form 'shapes' was not allowed here. Neither was the distracting detail 'width'. Some candidates incorrectly included random nouns/phrases from the recording (e.g. tides).

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/43  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts, which cannot be read, may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **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 **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** 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.
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen.
- Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres).
- Candidates should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail) in various formats (e.g. announcements, informal dialogues, formal talks).no marks can be given.

### **General comments**

- There was evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions).
- Candidates left quite a few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which were clear and concise. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Candidates need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.
- There was a wide range of spelling variants where credit could be given as the intended meaning was not in doubt. However, in some cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### ***Exercise 1***

#### **Questions 1–4**

Overall, this section was answered with a mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) Many candidates answered this question correctly with the expected response 'children'. Where marks were lost, this was mostly due to the distracting information from the recording being given as a response – for instance, 'animals'. Spelling attempts such as 'childran' or 'childrens' were credited as they did not put the meaning of the expected response in doubt.
- (b) This was well answered. Several candidates provided the expected response '(the) public'. Where marks were lost, this was mostly due to the distracting information from the recording being given as a response – for instance: 'teachers'. 'People' could not be given credit as this was too general a response.

#### **Question 2**

- (a) There was mixed level of success here. Recognisable spelling attempts that did not put meaning in doubt were accepted, e.g. 'scenary'. Attempts where the spelling put meaning in doubt could not be credited, e.g. 'sineria'. Some spelling attempts changed the meaning of the expected response, so could not be given credit, e.g. 'scenario'. Where marks were lost this was mostly due to the distracting information from the recording being given as a response – for instance: 'comics'.
- (b) There was a mixed level of success here. Some candidates provided the expected response 'art studio'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'swimming pool'. Recognisable spelling attempts that did not put meaning in doubt were accepted – e.g. 'artz studiyo'. Attempts where the spelling put meaning in doubt could not be credited, e.g. 'ats studo'. For credit to be given the type of studio needed to be specifically referred to, so general responses such as 'studio' could not be credited. Several candidates appeared to have misheard 'art' as 'old' or 'audio'.

#### **Question 3**

- (a) This was generally well answered. The expected response here was '(a) rock concert'. Many candidates, however, omitted the key detail 'rock'. 'Concert' on its own could not be credited as candidates needed to specify which specific type of event was the one that the girl attended. Creditable spelling variants, where the meaning was not in doubt, included 'rok concert'. However, some spelling attempts created new words that changed the meaning of the response on the whole, e.g. 'rock consent'.

- (b) There was a mixed level of success here. Many candidates provided the expected response '(an) online course'. Recognisable spelling attempts that did not put the meaning in doubt were accepted, e.g. 'online cours'. In many instances, however, 'course' was misheard as 'curse', which altered the meaning of the expected response. Creditable answers needed to specify the 'online' nature of the course, as other types of course were also mentioned as distractors.

#### Question 4

- (a) This was well answered. The expected response here was '(on) (a) bench'. In some cases, the mark was lost when the spelling variant put meaning in doubt, e.g. 'bange'. Marks were also sometimes lost due to the distracting information from the recording being given as a response – for instance, 'picnic table'. Creditable spelling variants of the expected response included: 'bentch' and 'bennch'.
- (b) This was generally well answered. The expected response, 'barbecue', was provided correctly by most candidates with a wide range of, mostly creditable, spelling variants, e.g. 'barbique' and 'barbeque'. The well-known shortened form 'BBQ' was also credited. Marks were sometimes lost due to the distracting information from the recording being given – for instance, 'pool party'.

#### Exercise 2

Overall, this section was answered with a mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 5

- (a) This was well answered on the whole. The expected response 'primary' was often encountered and credited. In several instances it was transcribed incorrectly as 'primal' or 'primate' so credit could not be given. However, the adjective 'prime' was accepted, as it conveyed a very similar meaning to the expected response. Marks were sometimes lost when the distracting detail 'savoury' was given in error.
- (b) There was a very mixed level of success here. Marks were often lost due to the distracting information from the recording being given – for instance, 'soup', or 'chees'. The expected response here was 'seaweed'. Some alternative spelling attempts did not put the meaning in doubt as they were recognisable attempts at the answer, e.g. 'sea wead' or 'sea weede'. However, there were several attempts that created new words, so could not be allowed, e.g. 'sea wheat'.
- (c) This was well answered on the whole. The expected response 'delicious' was often encountered and credited. In some instances, spelling variants put meaning in doubt so could not be credited, e.g. 'dilishers' or 'delisourse'. Marks were sometimes lost when the distracting details 'tasty' or 'cheeseburgers' were given.
- (d) This proved a challenging item for many candidates. The expected response was 'health'. However, marks were often lost when the distracting detail 'environment' was given. Acceptable spelling variants of the expected response included 'helth'. However, 'heath' could not be credited due to a change in meaning.
- (e) This proved a challenging item for many candidates. The expected response was 'poison', and marks were often lost when the distracting detail 'risky foods' was given. Acceptable spelling variants of the expected response included 'poisun' and 'poisan'.
- (f) This was reasonably well answered on the whole. The expected answer was 'energy', which was often encountered. However, marks were sometimes lost when the distracting details 'sugars', or 'proteins' were given. Some spelling variants put the meaning in doubt so could not be credited, e.g. 'enary'. Spelling variants such as 'enargy' or 'energie' were accepted as the meaning of the intended response was not put in doubt.
- (g) There was a mixed level of success here. Many candidates provided the expected response 'chemicals' or acceptable spelling variants such as 'chemikals' or 'chemecals'. However, marks were often lost when the distracting details 'tomatoes' or 'meat' were given in error.

- (h) This was generally well answered. Many candidates provided the expected response '(hospital) patients' or acceptable spelling variants such as 'pacients' or 'patiants'. Some spelling attempts created new words that changed the meaning of the response as whole, so could not be credited, e.g. 'patience'. Marks were sometimes lost when the distracting detail 'the elderly' was given.

### Exercise 3

#### Question 6

This exercise proved very challenging. Many candidates matched 3 to 4 of the speakers correctly. Candidates appeared most successful in the matching of speakers two, three, four and five to the appropriate letter. Doubling of letters was very rarely encountered.

### Exercise 4

#### Question 7

Generally, candidates appeared to perform better in the multiple-choice questions **7(a)**, **(c)** and **(d)** and **(g)**. The correct responses to **7(b)**, **(e)**, **(f)** and **7(h)** were slightly less consistently encountered. Sometimes it was not clear which tick was intended as a final choice. However, these instances were rare and in general the multiple-choice format posed no problem for the vast majority of candidates.

### Exercise 5

A clear and fairly even divide was evident overall between the successful and less successful candidates in this question. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 8

##### Part A

- (a) There was a fair degree of success here. The expected response '(protected) vehicles' was encountered fairly often and credited. Marks were sometimes lost when the distracting detail 'by foot' was given. Creditable variants of the expected response included 'vehicals' and 'vehicules'. However, variants which were not accepted included 'veicouls' and 'veccles', as meaning was put in doubt.
- (b) This was generally well answered. The expected response here was '(living) environment' and this was often encountered. However, incorrect distracting details from the recording such as 'ecology' were sometimes given. Creditable variants of the expected response included 'enviorment' and 'enviroment' as they did not put meaning in doubt. The noun 'habitat' was also credited as an acceptable synonym of the expected response.
- (c) There was a mixed level of success here. The expected response was 'health checks'. However, incorrect distracting details from the recording such as 'behaviour' and 'interactions' were encountered quite frequently. Creditable variants of the expected response included 'helth checks' and 'health cheks'. However, 'checks' on its own (without 'health') could not be credited as this was too general.
- (d) There was a fair degree of success here. The expected response was 'databases', which was encountered fairly often and credited. Creditable variants of the expected response included 'daita bases' and 'dayta bases'. However, some spelling variants were not accepted, as meaning was put in doubt – e.g. 'dartabasis'.
- (e) There was a mixed level of success here. Many candidates provided the expected response 'identification' or other acceptable variants. However, marks were sometimes lost when incorrect details were taken from the recording, e.g. 'equipment'. Some spelling variants were not accepted, as meaning was put in doubt – e.g. 'itenficatiun'.

## Part B

A clear and fairly even divide was evident overall between the successful and less successful candidates in this question. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

- (a) This was well answered. The expected response 'confidence' was encountered quite often. Some acceptable spelling variants included 'confydence', and 'confidense;'. The variant 'confident' however, could not be credited as this misspelling created a form which did not fit the gap correctly.
- (b) This was well answered. When the expected answer 'motivation' was given it was usually spelled correctly. Some responses could not be credited as they included the incorrect distracting detail 'fitness'. Spelling variants of the expected response that could not be credited included 'movation' and 'motation'.
- (c) There was a mixed level of success here. The expected response 'rare species' was not encountered very often. Marks were often lost as the answer given did not specify the type of species ('rare species') that volunteers gain knowledge of, so generalised responses such as 'species' could not be credited.
- (d) This was reasonably well answered, with many candidates providing the correct answer 'community' or acceptable paraphrasing that captured the same idea, e.g. 'belonging' or 'solidarity'. Creditable spelling variants of the expected response included 'comunittee' and 'community'.
- (e) This was well answered. The expected response was 'networking'. Marks were sometimes lost when the distracting detail 'practical' was given in error. Creditable spelling variants of the expected response included 'netwurking' and 'networkeng'. However, 'not working' could not be credited as this altered the meaning of the answer as a whole.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/51  
Speaking

## Key messages

- Administration and conduct of the test were generally of a high standard.
- It is recommended that in advance of the test window, examiners watch the Speaking Test Demonstration Video on the School Support Hub, familiarise themselves with the Examiner's/Teacher's Notes and Topic Cards, as well as engage with the online training for the component.
- It is recommended that candidates are given practice tests using topics from previous years.
- Centres are advised not to stick labels on the CD or write the list of recordings on it.
- Background noise should be kept to minimum as far as possible. This is a formal examination and a quiet, secure room should be used.
- Centres need to ensure that documentation is accurate and follows the guidance, and that recordings are of suitable quality before sending to Cambridge International.
- The examiner name should be announced at the beginning of the test (especially where there are two examiners).
- Candidates are reminded that mobile phones are not allowed into the examination room.
- Candidates are encouraged to use the full allocated time for **Part C** and to look for clarification if needed before they start **Part D**.
- Examiners are reminded to pay close attention to timings for all parts and consider the use of timers.
- Examiners should explore the individual prompts in **Part D** in more detail and use open questions to encourage candidates to talk more about personal anecdotes or future predictions, where applicable, to help them use a wider range of grammatical structures.
- Teachers and examiners benefit from reading the Moderation Report sent to the centre which gives advice on assessment, administration and the conduct of the test.

## General comments

### **Part A**

Most examiners read the explanation of the test as instructed. A few continue to paraphrase, sometimes resulting in the omission of important information. Some examiners, having read out the entire introductory script, then do not follow the instructions they have just given.

### **Part B**

The warm-ups were generally conducted well, with most examiners putting candidates at ease and eliciting suitable topics for the discussion section. However, there are still some who treat it purely as a warm-up while choosing card topics at random. Some of the warm-ups were either too short or too long. When they were too short, this tended to be because the examiner had matched a topic card with something the candidate had said. Some examiners are reminded not to spend most of the allocated time talking about school subjects and exams.



### **Part C**

Overall, a wide selection of cards was used, selected after the warm-up phase, and most examiners provided clear explanations of the words and phrases on the occasions when clarification was needed. Some candidates are still indicating that they are ready to begin early. However, when this is the case, most examiners tell the candidate that they have more time. A few examiners are still saying '*when you are ready, please let me know*' which is the most common reason for this section being too short. There are still a few examiners who do not announce the card.

### **Part D**

Generally, all five prompts were used and in the correct order with helpful follow-up questions presented in a natural way. In some cases, examiners did not develop the discussion based on ideas arising out of each of the prompts. Examiners should not rely on candidates going through the prompts on their own as this leads to monologues or long turns. This part of the test is most successful when examiners strike the right balance between guiding the candidate through the prompts on the topic card, giving the candidate time to respond, and intervening with open questions that help the candidate to develop their response. Some of the discussions were either too short or too long.

### **Application of the marking criteria**

**Structure** – There was a slight tendency to severity; especially in the upper range. Examiners should credit attempts at complex structures such as passives, conditionals and relative clauses. Candidates performed better when examiners asked questions which covered a range of structures. On the other hand, a smaller number of centres marked generously, especially with more able candidates.

**Vocabulary** – This was generally accurate with a slight trend towards generosity in the top range and severity in the lower and middle range. Where marked generously, examiners may do so because of the use of a few technical or scientific terms specific to a particular field; where marked severely, it may be that examiners are overlooking the use of collocations or idioms which should be rewarded.

**Development and Fluency** – in this category, there is still a tendency for centres to be severe towards less able candidates and generous towards the more able candidates. Some candidates tend to be a bit repetitive or speak very fast; this may not mean that they are fluent. At times, candidates who were given lower marks were not encouraged by the examiner to develop the conversation. Examiners should take into account topic development and the ability to express original or sophisticated ideas.

Overall, the marking criteria were applied well by most centres.

### **Administration**

Most centres administered the tests well, sometimes under difficult circumstances arising from the pandemic.

### **Internal moderation**

It is still very rare for this to be carried out when required. When it is carried out, it is rarely applied correctly. Centres must internally moderate candidates when more than one examiner is used in order to allow accurate external moderation to take place.

### **Comments on specific topic cards**

#### **A – Visiting somewhere**

This card was frequently chosen. Candidates were able to demonstrate their knowledge of travel related vocabulary in the first prompt, using words such as '*hiking*', '*monuments*' and '*dialect*' and used past tense forms. Prompts 2 and 3 enabled candidates to use present tenses, modals, comparatives and conditionals. In the second prompt, some candidates distinguished between different types of visitors ('*if the guests are friends of my parents ...*') and used complex structures ('*Being from an African family, we always believe that food is the way to a person's heart*'). In the fourth prompt, some explained why it was beneficial to learn about a place beforehand ('*or you will feel disorientated.*'). Some candidates said that it was important to know whether you needed to have any vaccinations before going. Candidates were able to use future tenses. The final prompt worked well some candidates as they were able to expand on different religions and

cultures, and were encouraged to use modals. Some good vocabulary used included *'outgoing'*, *'bustling'*, *'hang around with'*, *'at ease'*, *'check in'*, *'comfort zone'*, *'loosen up'*.

## B – Climbing

This topic was popular and almost always chosen when the warm-up revealed an interest in outdoor fitness. For Prompt 1, candidates used past tenses to explain climbing local mountains with parents or friends. Some candidates were able to talk at length about dreams and ambitions of climbing big mountains in response to Prompt 2. Here and in the third prompt, they used collocations including *'dislocated shoulder'*, *'extreme temperatures'* and *'adrenaline rush'*. The third prompt enabled candidates to use present tenses and conditionals. Prompt 4 provoked the most interest and enabled use of some complex structures, with successful candidates using conditional tenses (*'If you really want to help people, you can do it.'*). Candidates had a lot to say for Prompt 5, talking about the positives of peace and quiet of mountainside living and the negatives of having no amenities. Some good vocabulary used included: *'expert'*, *'grip'*, *'balance'*, *'stumble'*, *'isolated'*, *'endurance'*, *'incredible'*, *'my cup of tea'*, *'had a blast'*, *'once in a life time'*, *'a life-changing experience'*.

## C – Inspiration

'Inspiration' is a familiar word and concept and this card was frequently chosen. Candidates generally answered enthusiastically and at length, generating good discussions on a range of topics including drug addiction, education, celebrities, struggles of life, how to prosper in life and peer pressure. The first prompt enabled candidates to use past tenses and relative clauses, and the second prompt to use present tenses and comparatives to talk about how people are influenced by people on social media and wanted to copy them. Candidates were unanimous in the view that it is better to be original in Prompt 3 and that you should *'show your uniqueness, have your own mind set, not follow what people do'*. For Prompt 4 most candidates were of the view that it is not necessary to be successful to be an inspiration and used a variety of tenses (*'People who fail are an inspiration, too. They learn from their mistakes. Before being successful you need to be a failure. Everyone can be inspiring just as long as you have the right opinion.'*). Candidates were able to develop the last point really well, talking about the amount of influence social media has on young people. Some good vocabulary used included: *'toxic'*, *'unique'*, *'invented'*, *'influencer'*, *'ethical'*, *'brag'*, *'psychology'*, *'degrading'*, *'self-motivated'*, *'bring to the table'*, *'too much of the same thing'*.

## D – Sight

This was well chosen by examiners who had already ascertained that the candidate had an interest in art. For Prompt 1, candidates talked about the natural world, using present tenses and a lot of adjectives. Some candidates were able to use some technical language to describe pictures, such as *'acrylic'*, *'portrait'* and *'perspective'*. For Prompt 3, strong responses included conditionals and comparisons. Most candidates thought that, out of all the senses, sight would be the most difficult to live without. Prompt 4 enabled candidates to use past tenses and present perfect to talk about past examples of when they had needed visual proof. The final prompt point elicited quite strong reactions, with candidates talking about the need to experience a place through all five senses, using future tenses, modals and conditionals. Most disagreed with the statement and explained that we would not be able to experience different cultures and try new food if we stop travelling. Some good vocabulary used included: *'landscapes'*, *'braille'*, *'guide dogs'*, *'disability'*, *'inspiration'*, *'perfection'*, *'perception'*, *'creating memories'*, *'seeing is believing'*, *'material proof'*.

## E – Fruit and Vegetables

This card was frequently chosen. The first prompt encouraged use of some common expressions (*'an apple a day keeps the doctor away'*). Often candidates included health related vocabulary (*'diabetes'*, *'high in cholesterol'*, *'essential vitamins'*) whilst others talked about tastes (*'Peaches are so succulent.'*) Prompt 2 encouraged adverbs of frequency and time phrases, and Prompt 3 the use of comparatives, modals and conditionals. Stronger responses elaborated on the economy and included pros and cons of import and export. The idea of cookery classes at school was put forward as an alternative to biology-style classes, as *'you're more inclined to eat them that way if you know how to make them taste good.'* Many candidates used future forms in response to the final prompt, with some able to elaborate on the benefits of home cooking and the negative effects on health of fast food (*'obesity'* and *'heart conditions'*). Some good vocabulary used included: *'protein'*, *'carbohydrates'*, *'calcium'*, *'vegetarian'*, *'junk food'*, *'stamina'*, *'street vendors'*, *'financial aspect'*, *'processed food'*.

## F – Listening to music

All candidates were able to describe occasions when they listened to music using the language of feelings (*'it makes me happy/relaxed'*, etc.) and name some specific artists. Stronger answers described the sound of the music (*'blasting'*, *'vibe'*, *'vibrant'*, *'enthusiastic'*). Many candidates said that they listened to music to relax or when they felt sad. One candidate said that when feeling depressed, the song lyrics make *'the words from your heart come out.'* Prompt 2 encouraged them to use comparison and contrast, bringing in ideas like *'atmosphere'*, *'choice'* and *'convenience'*. Several candidates expressed their disappointment at not currently being able to attend live concerts. Prompt 3 brought in lexis to do with noise, hearing damage and sound quality; candidates at all levels were generally able to discuss these points with some concrete examples. Prompt 4 allowed some vivid descriptions of candidates' own experiences of being affected by both melody and lyrics, though there was occasional overlap from Prompt 1. One candidate said that it was good for people with Alzheimer's. Prompt 5 created strong opinions and used a range of modal verbs (should/must), as well as some business/work and ethical lexis: earnings, making a living, fairness, motivation, apps, sponsors and Spotify. Most candidates felt that we should pay for music as musicians need to make a living and being paid *'encourages and motivates'* artists. Only one candidate felt otherwise and said that *'music is a form of art and we shouldn't pay for art'*.

## G – Numbers

Prompt 1 gave an accessible lead-in, using language of routines (shopping, passwords, telling the time, etc.). It gave rise to some advanced vocabulary, which included *'technological'*, *'cryptological'* and *'mechanised'*. Mathematical terms such as *'simplify'*, *'calculate'*, *'resolve'*, *'percentage'* and *'algorithm'* were also used. Prompts 2 and 3 worked well together, allowing candidates to focus on both negatives and positives with adjectives like *'complicated'* and *'challenging'* and (Prompt 3) nouns like *'calculation'* and *'score'*. Some candidates were able to talk about games and numbers (*'keeping score'*) and the use of statistics in sport. For Prompt 2 especially, stronger responses included emotional vocabulary around fear, confusion, etc.; some used passives, looking at the way maths is taught. Prompt 4 involved lexis to do with calculation, measuring, etc., but some candidates listed jobs where maths is important rather than engaging closely with the prompt. Prompt 5 enabled a range of future and conditional forms to be used. Some candidates spoke about robots and factory work as well as people being *'paranoid'* that computers will take over. One candidate mentioned *'Photomath'*; a phone app where you take a photo of the problem and it solves it immediately.

## H – Habits

Prompts 1 and 2 allowed candidates to move from simple present to future and conditional forms while using relatively straightforward lexis. Some candidates tended to interpret *'habit'* as *'routine'* or behaviour trait and answered largely in terms of sport/fitness or diet, but there were also opportunities for more abstract language use around ambitions and goals. Some candidates spoke about how their routine had changed during *'lockdown'* and *'since COVID surfaced'*. Prompt 3 enabled use of a range of past and present perfect forms, and built on the use of personal experiences seen in Prompts 1 and 2. With Prompt 4, some candidates extended this, talking about (lack of) development, the importance of adapting, getting out of one's comfort zone, etc., and many linked their ideas to real-life examples such as older relatives. Prompt 5 gave candidates a way to talk about people they admired, and the strongest answers used details from the habits of successful people. This prompt appeared to be quite challenging for some candidates to access and resulted in a discussion about how to achieve success in life (rather than connecting success with habits).

## I – Plastic

Some candidates could explain systems in their own countries and compare to others they had visited. Prompt 1 made the topic accessible by allowing a list approach; all candidates were able to name several plastic items and describe their use. Prompt 2 extended the vocabulary range, bringing in ideas of convenience, cheapness, etc. In response to Prompt 2, although candidates recognised the importance of reducing the use of plastic, they regarded it as a practical material as it is cheap, can be thrown away easily and is not *'cumbersome'*. They expressed an awareness and understanding of the need to recycle plastic and replace common items made of plastic with other materials such as metal water bottles and using our own shopping bags. Prompt 3 point initiated some good discussion about other materials that could be used instead of plastic (Teflon, aluminium) and the cost of materials (*'makeshift'*, *'reusable items'*, *'a sea of disposables'*, *'barely affordable'*, *'manufacture'*, *'durable'*, *'effective replacement'*). Prompts 3 and 4 encouraged second and first conditional use, as well as more concrete anecdotes about what candidates, their schools, etc. were actually doing to reduce plastic use. Vocabulary was often sophisticated with terms

like *'throwaway society'*, *'discard'* and *'conserve'* appearing. Prompt 5 also allowed some candidates to use expressions related to environment, marine pollution, contamination, etc., and produced some interesting discussion on global warming, toxic gases from inhaling burnt plastic, sea creatures eating plastic, differences between the rich and poor and the price of plastic (*'toxic gases'*, *'biodegradable'*, *'digging our own grave'*, *'priorities'*).

## J – Laughter

Prompts 1 and 2 encouraged candidates to use personal experience; most could describe a favourite TV comedy/comedian or jokes and memes, while stronger answers used Prompt 2 to contrast generational attitudes using past and present forms. Some talked about personality and being alike to parents for Prompt 3 (*'hyperactive'*, *'same taste in jokes'*, *'good for a laugh'*). One candidate referred to *'ridiculous Dad jokes'*. Prompt 3 allowed a range of nouns and adjectives to be used, to do with relaxing, shared experience/bonding and the idea of *'laughter as medicine'*. One candidate said *'it is proven scientifically that laughter raises adrenalin levels'*. Another candidate said that some people use laughter as *'an escape mechanism in awkward or sad situations'*. Prompt 4 encouraged use of conditionals and modals of speculation as well as specific lexis around entertainment, audience, stress, etc. *'It's difficult to find something that everyone finds funny'*, *'You don't just go on stage and speak, you have to plan it very carefully'*. With Prompt 5, while some candidates did not get much beyond agreeing/disagreeing, stronger answers used examples of real-life people they admired, the use of laughter in therapy and discussed which qualities might be more important than a sense of humour, such as passion for subjects, responsibility, kindness.

## K – City Life

This card was infrequently chosen. For Prompt 1, some candidates interpreted *'where you live'* literally and gave a description of the street/house. Many candidates could have benefited from a greater familiarity with terms such as suburbs, neighbourhood, residential, etc. Prompt 2 gave candidates an opportunity to use conditionals and modals, and to introduce collocations such as *'pursue my career'*, *'have more options'* or *'financially stable'*. Prompt 3 often elicited terms to describe urban problems such as pollution, traffic congestion, noise, transport facilities, criminality, etc. and allowed stronger responses to explore some environmental issues. Most candidates were better at identifying problems than describing solutions, although electric cars were frequently mentioned. Prompt 4 divided opinions between those already living in the countryside (who tended to speak up in support of qualities such as peace, knowing your neighbours, having more space, being able to keep animals, grow your own fruit and vegetables, etc.) and those who live in cities (whose view of the countryside was often that it is boring, lacking in activities for young people, and offers only a restricted range of social contacts). Often it was felt that this was a generational issue: older people might prefer the countryside, younger people the city, harking back to Prompt 2. Prompt 5 was seen as a reality for most candidates, and it gave them a chance to use a range of conditional tenses and the future tense to make predictions.

## L – Happiness

This card was frequently chosen. Candidates tended to overuse the word *'happy'* and its forms and collocations (*happiness, unhappy, happy with, happy about*), and they would benefit from a wider range of vocabulary (e.g. *satisfied, pleased, glad, elated, content; the concepts of satisfaction, well-being, contentment*). For Prompt 1, candidates often responded by presenting a list, usually referring to family and friends, although some were able to expand on why some things made them happy (*'it means a lot to me, all that matters to me'*). Prompt 2 enabled the use of the past tense, which some candidates to good effect. It also enabled the use of adjectives like *'wonderful, joyful'* and expressions like *'best time ever'*, *'cheer me up'*. Prompt 3 led many candidates to equate success at work with having more money, so anticipating Prompt 5; others related this to their own career ambitions, talking about their priorities and objectives. For Prompt 4, many candidates reverted to talking about their family and friends and who else made them happy. Some candidates were able to develop a more nuanced discussion in response to Prompt 5, emphasising the importance of health, others pointing to problems that a lack of money can cause.

## M – Design

Where the examiner had found out in the warm-up that the candidate was interested in art or architecture, for example, this was a successful topic. For stronger responses, there were good opportunities throughout to use passive forms. For Prompt 1, many candidates described their phones or other electronic devices, often focusing on how portable or compact they are; some of the more fashion-conscious chose to talk about clothes or bags. Some candidates came up with more surprising choices (*food containers, medical equipment, skyscrapers*), and others occasionally stumbled over the word 'item' in the prompt. In response to Prompt 2, some candidates were able to name elements of house decoration whose design they appreciated, although often this revolved around colour schemes rather than form or function, or was based on a distinction between modern (even minimalist) and traditional or classic. Weaker responses tended to list features such as *swimming pool, fireplace, garden, tennis court*, etc. For Prompt 3, most candidates were clear about the criteria needed to be a designer (creative, practical, organised), and many felt that it would be hard work to employ these skills full-time. All candidates were in agreement with this view in Prompt 4, but only few were able to articulate good reasons (*collapse, accident, life or death, start a fire, damage, earthquake, disaster*). Prompt 5 – again there was general agreement that this was already the case; stronger answers included terms such as 'ergonomic', 'artificial intelligence', 'algorithm', 'typography', 'imagery' and 'sketch'.

## N – Mobile phones

This was by far the most frequently used card in this set. Prompt 1 elicited various ways of communicating and forms of entertainment, and even some educational uses were mentioned by candidates. Prompt 2, although phrased in the conditional, also elicited accounts of actual occasions when phones had been lost, so allowing candidates to use the past tense. Stronger responses included some powerful adjectives to describe feelings (*devastated, desperate, crazy, like I've lost a part of my body, awful*), with some candidates describing their relationship with their phones in terms of an addiction (withdrawal symptoms) or obsession, although others played it down ('*not a big deal*', '*wouldn't mind*'). There was usually qualified agreement with the idea in Prompt 3, although several candidates pointed to the advantages of working (or watching movies) on a big screen. Prompt 4 elicited the most discussion. Most candidates acknowledged the time-consuming distraction caused by their phones and found positive aspects of being without one. For example, '*I would make more effort to meet up with my friends*' and '*I wouldn't sit watching films by myself*', improving their concentration and sleeping better. One candidate even mentioned '*the beauty of reading a real book*!' Prompt 5 – again, there was generally qualified agreement with this idea, perhaps strengthened by recent experience during the pandemic, when physical movement has been restricted for many candidates.

## O – Watching films and television programmes

This was frequently chosen. Prompt 1 generally elicited more than just a list of different genres (action, fantasy, mystery, suspense, horror, comedy, thriller, etc.) as most candidates sought to justify their preferred viewing, sometimes in some detail (*intrigues me, clears my mind, in my own zone, takes me to another world, acquired a taste for*). Prompt 2 was successfully attempted by most candidates, with some describing problems watching with members of the family, '*my little sister is a pain as she talks all the time*.' Many candidates were conversant with the idea of streaming platforms and subscription services. Prompt 4 led some candidates to talk about health issues, lack of communication with others and not being so sociable. Weaker responses included disadvantages such as not doing school work. It helped if candidates could refer to eyesight, vision, eye strain, headache, damage. Prompt 5 – again, perhaps because of recent experience during the pandemic, many candidates defended the need for cinemas in the future, describing the '*immersive*' (even '*magical*') experience, '*the atmosphere when the lights go off*', the impact of watching a movie on a big screen, even the '*smell of popcorn*'. On the other hand, others said that televisions were so large now and the sound so amazing that home viewing would take over from cinemas.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/52  
Speaking

## Key messages

- Administration and conduct of the test were generally of a high standard.
- It is recommended that in advance of the test window, examiners watch the Speaking Test Demonstration Video on the School Support Hub, familiarise themselves with the Examiner's/Teacher's Notes and Topic Cards, as well as engage with the online training for the component.
- Centres where more than one examiner is used should provide the examiner's name on the documentation. Also, where more than one examiner conducts the test, internal moderation must be carried out.
- Examiners are reminded to pay close attention to timings for all parts and consider the use of timers.
- For **Part A**, examiners are reminded to read from the teacher's notes and not use their own words, shortened versions or their own interpretation as this can confuse or disadvantage the candidates.
- Examiners must announce the letter and name of the Topic Card before the beginning of **Part C**.
- In **Part D**, examiners need to allow candidates sufficient time to respond to prompts and develop their ideas. They should not interrupt candidates who are attempting to formulate a response.
- Examiners should paraphrase difficult vocabulary/phrases more simply when asked about the meaning by candidates.
- Examiners should engage candidates in a natural, two-way conversation from the outset.
- When selecting samples for external moderation, centres should ensure samples cover a wide range of marks in the upper, middle and low ranges and send in the correct number of samples, not recordings for all candidates if this is not required.

## General comments

### **Part A**

There were many excellent examples of examiners clearly giving information and checking that candidates understood. However, too many examiners are still paraphrasing this part, leading to omissions or inaccuracies in the instructions given to candidates. It is advisable to read this to ensure that the requirements of the exam are fulfilled. Candidates must be informed that they can keep the card until the end of the test.

### **Part B**

The majority of the warm-ups were well conducted, encouraging dialogue with the candidate. However, some examiners only instruct candidates to introduce themselves. Doing so results in a short monologue which has often been pre-prepared and does not put the candidate at their ease or help with the selection of the Topic card. Topic cards are sometimes selected randomly rather than based on the warm-up conversations. This continues to be an area which needs to be improved.

### **Part C**

Most preparation periods were clearly announced and within the time frame allowed. If they were not within the time frame, they tended to be too short. Sometimes this was because the candidate insisted that they were ready to start. Most examiners are now announcing the topic card prior to the preparation period. However, examiners are encouraged to study the cards beforehand to anticipate questions from the candidates and have clear explanations ready. Too often requests for clarification lead simply to repetition of the prompt.

### **Part D**

The majority of examiners worked through the five prompts in order. Examiners are encouraged to make this part as natural a conversation as possible. Reading out the prompts as questions and then leaving the candidates to speak on each one leads to monologues and disadvantages the candidates. Where examiners guided and supported the candidates through the conversation, this resulted in more fluent conversations in which there were personal anecdotes, all of which encouraged a wide variety of vocabulary and shades of meaning. There are still too many **Part Ds** that are either short or barely six minutes. **Part D** should take 6–9 minutes to allow candidates to achieve their full potential.

### **Application of the marking criteria**

**Structure** – Many centres tended to be a little severe, especially in the top range of marks. There were some cases of extremely severe marking. Once again, it is useful to remember that a native speaker level of English is not required for Band 1 marks.

**Vocabulary** – Some examiners awarded a lower mark than expected. Some examples of vocabulary were excellent. Many examiners continue to penalise candidates twice. When there were structural errors with English, examiners often lowered the grade for Vocabulary too. Candidates should be rewarded for ‘competence’ and ‘precision’ as well as ‘shades of meaning’.

**Development and Fluency** – Generally well-marked, although some examiners were slightly severe in this area, particularly in the lower mark bands, as they tended to focus on native-speaker pronunciation and intonation instead of an ability to converse in English/maintain a conversation. Examiners that were too lenient tended to reward speed of delivery rather than the voicing of clear and coherent ideas and opinions.

### **Administration of the test**

The documentation was generally accurate and the recordings playable. There were a few centres with transcription errors, and some where the marks from the Summary Form and the MS1 were incompatible. There were some deficient samples or samples missing the full range of marks. Top and bottom candidates are still being omitted from the samples. Most centres indicated which candidates had been sent to be moderated.

### **Internal moderation**

Where more than one examiner is used at a centre, internal moderation must be carried out. Where this has been carried out it is generally not carried out according to the guidelines supplied by Cambridge International. Moderated marks are often more inaccurate than the original marks or are identical to all original marks. Where original total marks are changed, centres should indicate which individual marks have been amended. Internal moderation should not be carried out if there is only one examiner.

### **Comments on specific topic cards**

#### **A – Taking photos**

This card was frequently chosen. Generally, most candidates were able to name a place or people they would like to photograph and felt at ease discussing using mobile phones especially as a means to capture these times. Some candidates were able to express their preferences and give some reasons for their choices. In Prompts 2 and 3 stronger responses extended the discussion here and shared feelings about being photographed. In Prompt 4 stronger answers distinguished the differences in quality in photography

with a choice of devices. Some candidates appeared to struggle here mainly because they had a more limited range of vocabulary. Others were able to talk about and indeed argue over how effective digital photos from mobile devices can be these days. For Prompt 5, stronger answers developed ideas around photography as an art form; and they often demonstrated a range of sentence structures as they looked into the future of photography as a *'fashion'* and an *'art form'*.

### **B – Excitement**

This card was not frequently chosen. In Prompt 1, candidates mostly talked about trips they had made using a range of past verb tenses. Weaker answers mainly used the past simple with stronger responses using a range of narrative tenses. Most common errors included the wrong suffixes in adjectives (*'I was exciting, the trip was really excited'*). In Prompt 2, most candidates simply provided a list of events/places they would like to go to. There was not a wide range of expressions to express hypothetical ideas or intentions. For Prompt 3, most candidates gave an account of what either their friends or family like. Stronger answers compared and contrasted the ideas expressed in this bullet point. For Prompt 4, candidates explored activities which they find exciting, but which aren't necessarily risky (e.g. *watching a horror movie, reading an exciting book*). Finally, in Prompt 5, stronger answers explored this idea by speculating (*I suppose...*) and supporting opinions with personal examples.

### **C – Where we live**

This card was frequently chosen. In Prompt 1 some tended to provide a simple description of their local area, or their house. Stronger responses went beyond that and evaluated the area too. One of the most successful answers was given by a candidate who also compared and contrasted the area she lived in now and where she spent her childhood. For Prompt 2 the answers tended to be concrete places, mostly abroad and stronger answers gave reasons for wanting to live there. A few candidates explored the type of a place (e.g. *I'd love to live somewhere green and quiet when I'm older*). More successful answers also contained phrases like *'I don't know why but New York just makes my heart beat faster'*. For Prompt 3 some candidates seemed confused by the concept – as in some countries people tend to live in the same place all their life. However, they interpreted this idea as *'living in their home country'* and contrasted it with moving abroad which worked just as well. However, there were missed opportunities here as candidates were rarely encouraged to explore both advantages and disadvantages of living in the same place. The vast majority of answers focused on what is good about it (e.g. *you know where things are, you have a lot of friends and people you know, etc.*). In Prompt 4 weaker responses were about the current situation and how people have to stay at home to stay safe. Very strong answers contrasted personal preferences with the preferences of their peers or parents using a range of linking devices, like *'while'*, *'on the other hand'*. Finally, in Prompt 5, candidates who have had the experience of living elsewhere, successfully compared the two experiences and drew some interesting conclusions. Most candidates focused on concrete facts (e.g. pollution and transport) rather than abstract concepts (e.g. lifestyle choices) and discussed how these affect people's health (e.g. *the pollution in my city is so bad I have to wear a mask*) and routines (e.g. *my father has to get up very early to get to work on time because of the traffic jams*).

### **D – Wildlife**

This card was rarely chosen. The second prompt appeared to confuse some candidates as they related wildlife to tigers, bears and/or monkeys and did not experience any of these where they lived. When pushed there was a reliance on knowledge from the internet or TV rather than actual experiences. Most candidates did not express an interest in working with animals (or studying them). Prompt 4 provided the best answers as all candidates had a viewpoint on zoos. Some examiners tried to stretch their candidates by asking them to develop their answers on the pros and cons of zoos. Answers ranged from conservation and protection of endangered animals to inhumane imprisonment of another species. There was also an opportunity to discuss other types of zoo and one candidate linked it to the idea of safaris being a large well managed zoo. Generally, candidates did not believe that any one species should be protected more than others although they did suggest that, if there was a list, endangered animals should be high on it.

### **E – Interesting places**

This was a popular topic choice. Some candidates focused on things they could relate to, such as where they could get good food or the best shopping malls that they knew and explanations of what you can do there. Stronger responses included detailed descriptions of buildings and in one case links to local history and their cultural heritage. The second prompt produced examples such as Taj Mahal, Great Wall of China, but there were more developed responses that explained the importance of respect for other countries and cultures. The third prompt allowed candidates to comment on environmental concerns and the impact of



tourism on places that should be protected. Prompt 4 was less successful for most candidates – answers tended to be generic and generally a rewording of the prompt without much room for development. Prompt 5 allowed candidates to consider the developments of technology and the fact we are actually able to place ourselves in a place without ever visiting it using VR technology. It resulted in some interesting discussions about where travel in the future would end up.

### F – Luggage

This card was used more often in some centres than others, but when used, it worked well, drawing strong opinions on the value of ‘designer’ luggage, with many candidates pointing out that looks were less important than good quality. Prompts 1, 2 and 3 were handled with some ease. They allowed for a range of everyday vocabulary and past tenses in Prompt 2. The word ‘*luggage*’ sometimes had to be explained. In Prompt 4, ‘*An organised trip or independent travel*’ likewise needed some clarification. Prompt 5 ‘*expensive designer*’ also needed clarification, though there were some excellent responses and examples and this prompt set up a good way to contrast experiences and types of luggage.

### G – Reading Habits

This card was frequently chosen. Clarification was sometimes required to draw candidates out. ‘*Reading*’ is often interpreted in many cultures as reading just for pleasure. Once this was clarified, candidates were able to employ core vocabulary and simple structures on Prompts 1 and 2. Prompt 4 needed some further explanation as some candidates were not sure what ‘*how*’ implied (‘*the view that how people read depends on what they are reading*’). Many successful candidates had the confidence to disagree with Prompt 5, stating their own prognostication about the future of communication. It elicited some strong responses, refreshingly, against e-books. e.g. ‘*I hope it will not be the situation for all books. I think it is not the same as taking a real book with you which you can take to any place...read on the beach....and you don’t need batteries and electricity*’.

### H – Snacks

This card was frequently chosen. Long lists of differing food were forthcoming from Prompt 1, which highlighted vocabulary. The opinion regarding the thought that snacks are unhealthy allowed candidates to contrast different food types and quantities, along with use of conditional phrases. Prompt 3 needed clarification a few times, with a couple of candidates appearing confused as to why one would eat and play sport at the same time. However, the prompt mostly gave rise to continuous phrases. For Prompt 4, a number of the candidates voiced it was ‘*economics/economy*’ on whether or not ‘*big food companies encourage young people to eat too much*’, stating that was their purpose to ‘*earn money*’ without expanding the point. Some candidates needed clarification regarding the word ‘*encourage*’. Prompt 5 allowed for good future tenses, and was elaborated on, at length, by some. Some candidates expanded with good use of modals and offered advice on snack eating for future generations.

### I – Presents

This card was frequently chosen as it gave candidates a way into talking about family relationships and friendship. It also prompted some good anecdotes, and Prompt 2 offered the opportunity to use past tenses. Some candidates spoke in the third person (*they*) present tense, rather than give personal examples in the simple past. Some spoke about personality types. Prompt 4 allowed candidates to give good contrasting and conditional examples regarding money or physical presents. Prompt 5 needed some explanation, particularly in Chinese centres where ‘*your time*’ seemed to be an unfamiliar concept and needed clarification. However, once candidates understood, they were generally able to give good examples of how time was more important, ‘*special*’, for them to give and another to receive.

### J – Working hard

This card was frequently chosen. Prompt 1 was an opportunity for candidates to use simple narrative in simple past tense. Stronger answers developed the idea of ‘*achieve*’. For Prompt 2, some candidates were able to distinguish various types of motivation, both internal and external. Vocabulary such as ‘*reward*’ ‘*satisfaction*’, ‘*achievement*’ and references to future plans were used successfully. Prompts 4 and 5 raised fruitful points for discussion and an opportunity for the candidate to use modal verbs, ‘*should*’ ‘*ought*’, etc. Here were opportunities for the examiner to suggest the opposite view to the candidate, giving the opportunity to develop further advanced structures and, where possible, be anecdotal. Most candidates could give examples of what happens when they or someone did not have enough leisure time. The last prompt produced lots of conditionals.

### **K – Important people**

This card was frequently chosen. Candidates were able to talk about someone who is important to them. Many chose their mother or father or grandparents (some candidates did talk about things like footballers, influencers and popstars while other candidates mentioned that those that did ‘good work’ should be included more). Prompt 2 was challenging for some candidates who did not or could not think of a time when they had been important to someone. Stronger answers used descriptive language and the correct use of various past tenses to talk about a friend and school work. Prompts 3 and 4 enabled some candidates to use conditional tenses and to expand well. Some chose pop stars or people on social media. Prompt 5 and the idea of ‘wrong’ people needed clarifying for some candidates (but others were able to give well-defined opinions bringing in relevant and current ideas).

### **L – Communication skills**

This card was frequently chosen. For Prompt 1, candidates were able to provide examples of ways of communicating: ‘writing’, ‘texting’, ‘images’ and say why which way was their favourite. Prompts 2 and 3 enabled candidates to explain about topics they discussed with family and friends (school subjects, TV films) with stronger answers giving more in depth ideas. Prompt 3 was challenging for some candidates who had never experienced life without technology. For Prompt 4, some candidates were able to give good responses giving relevant examples linked to Instagram. Prompt 5 allowed some candidates to hypothesise about what future communication would be like. Although the idea of writing is an unfamiliar concept for a generation who spend a lot of time on video calls – the main focus was on texting.

### **M – Recycling plastic**

This is a very topical issue worldwide and candidates were able to give examples in Prompt 1 of plastic items they use every day: ‘water bottles’, ‘packaging’, ‘lunch boxes’ using a range of present tenses. Prompts 2 and 3 gave candidates the opportunity to describe how they and their families recycle items and how plastic use can be reduced, giving the opportunity to use the conditional. ‘If we buy from the market, we don’t use plastic’. Prompt 4 responses depended on whether the candidates were interested in the topic or if it was relevant in their country as to how much they suggested. Prompt 5 enabled some candidates to utilise a wide range of higher-level vocabulary and some phrases were used well: ‘by influencing’ ‘do it knowingly’ ‘less environmentally friendly’ ‘not compostable’).

### **N – Exploring our world**

For this card, candidates tended to be more focused on talking about places in the world rather than actual exploration. The topic elicited a variety of vocabulary particularly adjectives and candidates were usually enthusiastic and animated when discussing where they would like to visit. Prompt 1 elicited a range of responses and examples were to go to a cold place or underwater. For Prompt 2, not many candidates given this topic actually wanted to be an explorer as they did not feel adventurous enough or were shy, so much imagination was needed. Prompt 3 gave candidates the opportunity to draw on their own childhood experience or their observation of younger family members; some saw it in terms of children learning through videos and TV. For Prompt 4, most candidates thought that exploration was not a waste of money but one candidate interpreted it as scuba diving being an expensive hobby. Prompt 5 was more challenging for some, but most came up with examples; ‘caves as you can get stuck’, ‘volcanoes’. Some good vocabulary and phrases were elicited overall, ‘weird’, ‘gossamer’ ‘I would recommend’ ‘being curious’ ‘if we have a chance’ ‘telecommunication’ ‘the earth orbits the sun’.

### **O – Modern life**

This was the most popular choice of card and created good discussions. In Prompt 1, candidates were able to describe their typical days. For Prompt 2, most candidates could draw on family anecdotes and most felt that their parents and grandparents had less freedom than teenagers today. Some candidates needed encouragement to expand this prompt. Prompt 3 enabled candidates to use past tenses well and a wider range of vocabulary and many could describe in detail what could now be done with various gadgets. Prompt 4 provided candidates with the opportunity to expand and compare the present and the past. The last prompt was more challenging for some candidates who required clarification of the word ‘lifestyle’ and struggled to discuss how this might damage the environment. However, for other candidates Prompt 5 allowed them to demonstrate a wide range of grammatical structures and vocabulary linked to the natural environment.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/53  
Speaking

## Key messages

- Administration and conduct of the test were generally of a high standard
- It is recommended that in advance of the test window, examiners watch the Speaking Test Demonstration Video on the School Support Hub, familiarise themselves with the Examiner's/Teacher's Notes and Topic Cards, as well as engage with the online training for the component
- Examiners are reminded to read the prompts in the order given
- Examiners should paraphrase difficult vocabulary/phrases more simply when asked about the meaning by candidates
- Examiners should engage candidates in a two-way conversation from the outset
- Candidates did well when they supported answers with examples or personal anecdotes

## General comments

This report is based on a small sample.

### **Part A**

This part was well conducted.

### **Part B**

This part was generally well conducted, but it was slightly short on a few occasions. Most examiners used this time to match a card to the candidate.

### **Part C**

This part was well conducted.

### **Part D**

This part was generally well conducted, but it was slightly short on a few occasions.

## **Application of the marking criteria**

**Structure** – this was generally applied accurately, occasionally slightly generous.

**Vocabulary** – this was generally applied accurately, occasionally slightly generous.

**Development and Fluency** – this was generally applied accurately.

## **Administration of the test**

The documentation was accurate and there were very few problems with the administration of the test.

### **Comments on specific topic cards**

#### **A – Jobs**

All candidates were able to name jobs, and stronger responses expanded this by differentiating between jobs that people needed to do because of their parent's wishes, and those that people wanted to do because they liked the job. Future ideas were expressed by using 'would like'. Some candidates brought in their personal experience, 'I've already passed a period of time with mental illness. I want to help people because I know how difficult it is and how to live with it.' Some stronger responses used comparatives and modals: 'It would be difficult to make a new life with new friends.'

#### **B – Your home**

Some candidates provided anecdotal discussions, 'My parents thought it was too hard to keep and take care of a dog, so we had a cat'. For prompt 2, some expressed ideas such as 'a good bed and a desk to study', while stronger responses included more abstract ideas such as respect and good communication. Some stronger responses also included candidates' own opinions and complex future constructions: 'I expect not, by that time I expect to have graduated and be working. But I know that many things can happen in that time'. There were also some good evaluative arguments such as 'I think this may be a good idea, however, there should be some requirements. People may think they don't need to work'.

#### **C – Films**

This card produced a lot of topic specific vocabulary. It prompted strong ideas such as 'I enjoy many different types of genres' or 'When actors speak their own language, they can capture the essence of the character.'

#### **D – Science fiction**

There was some appropriate subject specific vocabulary: 'I consider the Giver to be an example of science fiction.' or 'It's really beautiful because it gives us a perspective of the world we don't usually have.' Stronger responses included some considered opinions such as 'It's an interesting idea, but I don't think I would like that.' Some candidates developed the prompts further such as 'I don't think there is a preference, as I was saying before, there's something for everyone.'

#### **E – Household chores**

This topic prompted some adverbs of frequency: 'My homestay dad usually does the chores. There is an age difference between my homestay dad and mum. She is older so he does all the stuff.' Stronger answers also included some considered opinions such as 'I think that is not very logical. The point of household chores is that you feel proud when you have cleaned. You know that your home is your home.'

#### **F – Cities and villages**

There were some good comparatives elicited in this prompt: 'I actually live in a city, a very big city, one of the biggest. I really like it because you get to meet new people all the time.' Some candidates successfully expressed their opinions such as 'I think it really depends. You might be in a small school with a small circle of friends. It's a combination of both'.

#### **G – Going abroad**

This card was not chosen very frequently. A good example of the past tense being used is 'I remember one time, when I was on a cruise with my family. There was a storm and we had to do a lot of emergency things. There was water coming in and people were screaming. We had to do a lot of security measures.' For the last prompt, candidates discussed information available on the internet and how it is possible to see other countries through films and television. Some comparatives were used: 'It's much better to visit a country than see it on TV; it's the only way you can experience the local culture'.

#### **H – Travelling on foot**

Too few samples were submitted for this topic to make comment appropriate.

### **I – Staying connected**

Stronger responses for prompt 1 included comparative forms: *'I like making video calls, it's the most realistic way to talk. I think it is the most similar way to talk, like, in person'*. Prompt 3 prompted a lot of conversation from candidates about the importance of social media at this time, during a pandemic: *'It was a positive experience, so there was little comparison with for experience, the negative side of social media'*. Many candidates were against the ideas in prompt 5: *'I understand that providers need to collect information, but I didn't think that this should be shared or published.'*

### **J – Exhibitions**

This topic elicited some interesting anecdotes such as *'My parents are often sick of me wanting to see everything and they are tired.'* Topic specific lexis was used throughout in stronger answers, *'have a large collection', 'religious art, pre-Hispanic art, collection rotates the art.'* Other successful answers included opinions, using comparative forms: *'It depends. I think people should pay to see a specific artist, but general collections should be free. Otherwise, people who don't have the economic ability to pay, will not be able to access these things and appreciate them.'*

### **K – Practical skills**

Too few samples were submitted for this topic to make comment appropriate.

### **L – Water activities**

Stronger responses included the use of different tenses such as simple past (*'I used to swim every day. I stopped when I started to ride horses'*) and present perfect (*'I'm not that aware of water sports, but I've seen people doing things, for example, playing volleyball in the water'*). The topic also elicited subject specific vocabulary: *'In the oceans or pools where the water is clean. Big enough for synchronised swimming.'*

### **M – How we behave**

Stronger answers were those that used comparisons and organised thoughts appropriately: *'The person might have a problem or a disease. It's better and easier to get to know the person first, have a conversation with them, get to know them well, and then you can decide'*. There were some strong views here such as *'Everyone should be able to behave however they want. Obviously, they can try to do good things.... But they will be judged'*.

### **N – Reviews**

Too few samples were submitted for this topic to make comment appropriate.

### **O – Machines**

Too few samples were submitted for this topic to make comment appropriate.