

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/11
Reading and Writing (Core)

Key Messages

- In order to respond to Exercises 1 and 2 accurately and confidently, candidates should be encouraged to read the texts carefully before attempting to answer the questions. The same care should be given to understanding the question before offering a response. Candidates should also seek out the key word(s) in the question, so that they are better able to look for the sentence in the text where the answer is to be found. More often than not a short answer, or even a single word, will be sufficient. Candidates who write long responses, which often go beyond the space given on the paper, can make mistakes in transcription and consequently lose marks.
- Although the form-filling exercise, Exercise 3 A - C, was usually well done, care should be taken when copying from the text. In Exercise 3D correct detail and accurate sentence structure are required for full marks.
- In Exercise 4, where it is necessary to give specific, sometimes technical information, inclusion of key words is required to access the available marks.
- Many candidates find Exercise 5 to be the most difficult on the paper. In this paper, candidates were asked to summarise only the detail from the second section in Exercise 4. However, those who missed this requirement in the wording of the question and wrote a summary based on all three sections wrote irrelevant detail and went beyond the 80 word limit.
- The prompts offered to candidates in Exercises 6 and 7 are designed to give some ideas to which candidates can add further explanation and, ideally, some ideas of their own for the letter in Exercise 6. The prompts should equally be used to widen the argument in the article for the school magazine in Exercise 7, to which the candidates' own thoughts and ideas can be added.

General Comments

There was a fair range of difficulty within each question in this paper. There was also good evidence that candidates had managed the time allowed for the completion of the paper.

There were many instances of incorrect punctuation, or absence punctuation, leading to a loss of marks. Some examples of this were an absence of paragraphing in Exercises 6 and 7 and irregular sentence structures within a paragraph, including a lack of commas and full stops.

Candidates should read the question with great care, especially in Exercises 5 and 7. They should remain focused on the theme and not digress from the topic.

Exercise 1

This exercise was reasonably well done; the italicised sub-headings to each section of the text are a guide to where the answers to the questions might be found.

- (a) The required answer was that autorickshaws are to be seen in all the cities of India. A common mistake was to list the names of the towns through which the race was to pass.
- (b) Those who gave the answer as '5000km' for the distance that rickshaws normally travel had not picked up the word 'usually' in the question.

- (c)(d)(e) For these questions, candidates were more successful in finding the correct answers. A few wrongly gave James Austin as the beneficiary of the money raised by the participants in the race.
- (f) This was the most discriminating question of this exercise. While most candidates understood the general sense of the question, the key detail was that all the permits sold out within the space of one minute, so anybody wishing to take part had to act very quickly indeed. Those who quoted 'online application a year in advance' missed that detail.
- (g) Most candidates found both details and transferred them successfully for the mark in this question.

Exercise 2

Overall candidates handled this exercise well, showing a good understanding of the text.

- (a) This question was well answered.
- (b) This required careful reading of the question. The most common error was to include 'white sugar' as part of the ingredients, even if the correct details had been supplied.
- (c) This question was well answered.
- (d) Many understood the question and found the correct details. Recognition of the relationship between eating sweets in the past and bad teeth now was required, so the responses 'he eats sweets' or 'he pops sweets into his mouth' denied the mark.
- (e) This question was well answered.
- (f) This question discriminated well and the better responses identified the correct time detail from the text. The most common wrong answer was to offer 'three days before delivery'.
- (g) The key word in the question was 'maximum'; a mark could not be awarded for 'up to half a year'.
- (h) Great care is required to read charts and graphs. In this question many found the year 2011, but gave insufficient detail for the currency when giving the answer for the average daily profit for 2012. '60 RM' was correct, '60 in RM' was not.
- (i) There were many good answers to this question, with candidates understanding that profits fell because they did not raise the price of the sweets, although the cost of the ingredients had increased.
- (j) The majority of candidates gained the mark. Responses had to relate the future plans for the shop, so 'has enrolled for a college course in accountancy', could not be awarded a mark.

Exercise 3

Sections A - C were competently done, with few errors in the placement of capital letters.

Entry Form

Section A

Few problems were experienced with the School address. Just occasionally candidates lost the mark by transferring the address from the format in the text and writing '62 Hauptweg' or by adding additional information, 'Hauptweg 62, Bremen', which denied the mark. The position in School was also a discriminator.

Section B

Candidates successfully circled and underlined as required. The number of events however, was more challenging as basketball was common to both girls and boys. Care was also required in spelling words like 'gymnastics' and 'swimming'.

Section C

The arrival and departure dates proved very challenging. It was important to write the date correctly ('3rd' not '3th') and to give June an uppercase 'J'. Restating the dates of the tournament could not gain the marks.

Section D

Many made a good effort to write two sentences with grammatical accuracy, and found the relevant information in the text. Candidates who tried to include all the detail into one sentence immediately halved the total marks available. Invariably, writing such a long sentence resulted in at least one error being made.

Exercise 4

This was a challenging question for many candidates. The best efforts came in the second of the three sections, where candidates used all the options on the Mark Scheme equally.

In the first section, where candidates were asked to describe the technical features of the radio telescope, most responses separated the two key features, 'radio dishes' and 'antennae' and entered them on separate lines, without identifying the fact that it was that these two features linked together that made the telescope so powerful. Successful responses noted the significant difference in sensitivity, 'thousands of times more sensitive', or the considerably greater amount of data that would be produced, '100 times more data'.

In the third section, the inclusion of complete and accurate information was essential. Key detail, for example, 'prohibit the construction of any other phone, radio or TV masts for up to 50 years', was required.

Exercise 5

This exercise required a summary only of the tasks expected of the radio telescope. Candidates are advised to read the instructions for this exercise carefully, and not to assume that the summary will be of a general nature, requiring information from all the sections of Exercise 4. There were some fluent and accurate attempts, with a real effort made to paraphrase the wording in the text, although only those responses that included relevant information within the word limit could gain access to the highest marks.

Exercise 6

Surprise event for family member

Candidates responded well to this topic, which appeared to be both familiar and within their own experience. Answers were of a good length on the whole, and most addressed all three bullet points. Most chose the idea of a surprise birthday / anniversary party, with guests lying in wait in a darkened room and jumping out to congratulate the surprised person. The third bullet point was the least well developed, with most making only a sketchy reference to being 'shocked' and 'happy'. Many candidates wrote fluently and the best responses used paragraphing and punctuation effectively. Good paragraphing provides a framework to candidates' writing. Candidates should keep in mind that they are writing a letter to a friend in order to maintain focus and register throughout.

Exercise 7

Books made into films

Again there were some interesting pieces of writing, with opinion equally divided. The idea of using the brain and imagination came on both sides of the argument, with some maintaining that watching films does the work of the brain and imagination for you and others asserting that only in reading books do you use your brain and imagination to the fullest.

Most candidates were guided by the prompts and used them as a basis for their argument. The best responses, took these ideas as a starting point for developing their own ideas in an original way, for example 'with books you read the story, with films you live it'. Some argued that when watching a film you are using more senses than when reading a book and this brings the story alive. Others felt that watching a film was a more sociable activity to be carried out with friends, whereas the advantage of reading a book lay in the ability to carry it around and read it anywhere. There is no two hour limit when you read a book!

Successful answers focused on the topic and used paragraphs and signpost phrases ('One point in favour is...') to organise arguments. Additionally such responses used an opening paragraph to indicate the direction of the argument. The most effective responses included a concluding paragraph which stated the candidate's own position.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key Messages

- In Exercises 1 and 2, successful candidates identified the phrases from the text which answered the questions. Candidates who tried to put the answers into their own words were less successful than those who used the words from the text.
- In Exercises 1 and 2, candidates showed discrimination in selecting the phrases to use in their answers, and there was less indiscriminate copying of large sections of the texts.
- In Exercise 3, candidates often lost marks when they misapplied the conventions to circle or delete. In many instances, the correct answer had been found, but candidates had circled instead of deleted, or underlined instead of circled. More careful reading would eliminate this loss of marks.
- Candidates presented their answers well in Exercise 4. The majority supplied a brief phrase on each line, and there was a reduction in the large-scale copying of sentences from the text.
- Candidates are reminded to read the question and instructions for Exercise 5 very carefully. To achieve the available marks, candidates must focus on the specific nature of the question and write precisely.
- In Exercise 6, candidates should maintain a focus on the audience in their writing. When this contact is lost, the letter becomes too narrative in style and less effective.
- In Exercise 7, the question requires candidates to offer an opinion on a given topic. Offering no opinion reduces the candidates' chances of achieving marks in the highest band, despite having written a well-argued piece of writing.

General Comments

The majority of candidates were correctly entered at this level, although there were a small number who would arguably have found the extended level more suited to their linguistic ability.

The seven exercises on the paper provided a range of tasks, designed to test a variety of practical skills, from scanning to identify relevant detail, form-filling and note-making, to the more challenging demands of summary-writing and extended writing. Each exercise included questions of varying degrees of difficulty, and differentiation was achieved within each exercise and across the whole paper. The full range of marks was awarded.

Presentation of answers continued to show improvement. Candidates should be encouraged to use the blank pages at the end of the question booklet to create plans and organise their answers to Exercise 6 and Exercise 7.

Most candidates managed to complete the paper in the given time, although there was some evidence of unprepared responses to Exercise 7. A number of candidates omitted one or more of Exercises 5, 6 and 7.

Exercise 1

This exercise proved to be a fair introduction to the paper and most candidates were able to demonstrate their ability across the range of questions. There was little evidence of omission in this exercise.

- (a) This was well answered by candidates who correctly found the three natural features, 'valleys, rivers and gorges'. The mark was denied to candidates who supplied 'wooden valleys' or 'georges'.
- (b) A good number of candidates identified the 'castles' as the reason for visiting the Loire valley. Errors occurred when candidates described the 'wonderful architecture, built by rich noblemen...', without mention of the building itself.
- (c) This question proved to be more challenging. Candidates were asked to find a reason why the beaches were attractive, 'high temperatures' being the required response. Many candidates opted for the people who found the beaches attractive, 'sunseekers', rather than the reason.
- (d) There were many accurate answers to this question. Candidates correctly matched 'good...for families' in the question with 'a pleasure for families' in the text, and selected 'lots of cycle paths'. Candidates who also offered the detail of the amusement parks were not penalised for this additional information.
- (e) This question proved to be a good differentiator. Two details were required for two marks, and better candidates supplied two of the available four options. Less able candidates failed to notice the key words 'Apart from the famous sights...' in the question, and offered the names of the most popular places to visit, 'the Eiffel Tower, Notre Dame Cathedral' and the 'Louvre museum'. Without mention of the other reasons for the popularity of Paris, marks could not be awarded.
- (f) The final question in the exercise again proved to be demanding, and candidates had to read the question carefully. They were asked to provide an answer in response to the question 'Where...good value...to eat?', the required information being 'outside large cities'. A number of candidates provided reasons for it being good value, 'not necessary to leave a tip / service charge is included' or 'two-course lunch will cost 12 Euros', which did not gain credit.

Exercise 2

This exercise presented more of a challenge to candidates, and there was evidence from many responses to questions that comprehension of the text was not secure. A number of candidates omitted one or more of the questions in this exercise. Candidates should be encouraged to widen their vocabulary resources on a variety of topics in order to better support their comprehension of the reading texts.

- (a) A good number of candidates made a promising start to the exercise and identified the information that it was through trading spices in Europe that Arabian traders became rich. Less successful responses were those which stated that 'the traders brought spices from India'. Without the idea of 'trading' or 'selling', this response could not be credited.
- (b) Many candidates correctly linked 'nowadays' in the question with 'today' in the text and found the detail that 'they are cheaper'.
- (c) There was a mixed response to this question. Candidates had to find two details for one mark, the length of the journey and the time it took. The first point, '38,624km' was easily found, with kilometres as the identifying detail, but many candidates missed the second point, 'a two-year journey', information which came before the distance travelled in the text, and they searched for other numerical information, '60 times' being the most frequently written error.
- (d) Candidates were asked to demonstrate the way in which the journey was successful financially. A great many candidates missed the point of the value of the cargo being sixty times more than the cost of the voyage, or the exchange of spices for gold making him wealthy, and connected 'successful' with 'voyage'. This led to responses relating to the 'European power struggle' or 'the wealth of oil companies', neither of which could receive merit as a response.
- (e) There was generally a better response to this question and information regarding the changes in European relationships seemed accessible to a good number of candidates who correctly supplied 'power struggle for control over the spice trade' and 'fought violent battles at sea'. Marks were denied to candidates who gave incomplete information, 'power struggle for control' or 'fought violent battles'. Candidates who had previously used these details in answer to (d) were unable to select further correct details and inevitably lost marks.

- (f) Successful candidates made the connection between the key question words ‘modern industry’ and ‘oil companies today’ in the text. This key contextual detail appears at the end of a long sentence, and demonstrates the necessity for reading the whole sentence.
- (g) Better candidates recognised that spices were needed to make stale food taste better, ‘food not fresh / food unpleasant to eat’. Weaker responses were characterised by a re-stating of the question, ‘used to disguise the taste of food’, which did not address the question ‘why?’, and so could not earn the mark.
- (h) There were many satisfactory responses to this question. A good number of candidates successfully found the section of the text containing ‘cloves’ and ‘mustard’, and correctly selected ‘preserve food’ or ‘preservative qualities’. Some candidates lost the mark by including ‘medicinal purposes’, which was not a shared quality, but only applied to cloves.
- (i) In this question, candidates were expected to be able to read and analyse information in a chart and supply the detail of a country and an amount of money corresponding to the key question words ‘which country spends most’ and ‘how much?’. In all, five separate details were required for the mark to be awarded, ‘United Kingdom, 200, million, US, dollars’. Most candidates correctly found the name of the country, ‘UK’, and ‘200’, but this alone did not provide sufficient accuracy for the mark. Only candidates who could supply the full answer gained the mark.

Centres are reminded that candidates are expected to be able to interpret the information from the chart and express it in a way that is appropriate in common usage – copying ‘200 in millions of dollars’ does not represent an appropriate answer and will not gain the mark.

- (j) Better candidates showed good understanding of the key question words ‘how...people learnt...skills’, and correctly selected ‘handed down from generation to generation’. Less successful candidates focused on ‘people...learnt’ in the question, and offered ‘go to the cities’ or ‘work in office jobs’. Other errors included the copying of irrelevant sections of the final paragraph, ‘keep in small packets or bottles on our kitchen shelves’.

Exercise 3

Candidates have been well prepared for the requirements of this exercise. It was noticeable that more care is being taken with presentation and spelling. It should be emphasised to candidates that in cases where the upper case letter is the same as the lower, such as ‘Ss’ or ‘Cc’, the difference is only one of size, and effort must be made to represent this difference clearly.

Teachers are asked to continue to encourage candidates to use the correct instruction to tick, circle, delete and underline, as in this session a considerable number of candidates lost marks through applying a circle when delete was required.

Lost Luggage Form

Section A: Passenger details

This section was the best attempted of the four. Many candidates were successful in writing the name and telephone number. Errors occurred when candidates included a preposition in the address, ‘in England’, or when the separate items of the address were written in the wrong order, ‘North Lane 28’. Candidates are reminded that they should copy the order of the address as it appears in the text.

Section B: Flight details

Care in reading the text, selecting the detail and transferring it accurately was required to achieve full marks in this section. The number of incorrect responses was an indication that comprehension was not completely secure. A number of candidates were successful with the airline, ‘Blue Sky Airways’, but very few identified the flight number, ‘235’. Most candidates were unsure when the luggage was lost, and so hedged their bets by writing both flight numbers, ‘235 and 437’, which could not be credited.

This lack of comprehension was further demonstrated in the section, with the majority of candidates unable to name either the departure airport, ‘Southampton’, or the arrival one, ‘Madrid’. Instead, most candidates offered departure and arrival times, details which were not asked for on the form.

Section C: Luggage details

A good number of candidates correctly indicated the type of suitcase, 'hard case' with a circle, but were reluctant to circle a second necessary detail, 'with wheels', both of which were required for the mark. Candidates continue to find difficulty with applying the instruction to delete, and marks were lost when one side of the item was deleted and the other was circled. Only one indicator can be credited. The colour of the suitcase, 'pink' was generally well written, although without additionally circling 'other', the mark was not awarded.

Section D

In this section, for maximum marks, candidates should write two sentences. In order to be successful, the sentences should be relevant and grammatically accurate. For relevance, candidates need to read and understand the instructions and address these in their sentences. Grammatical accuracy is concerned with writing a full and complete sentence, with correct spelling and punctuation. In this session, a good number of candidates correctly found the detail of a 'personalised luggage strap' around the case, which would help with identifying the lost luggage. The second sentence was more challenging and few candidates could accurately describe the contents of the suitcase, 'a special jewellery set which cost £80'. Marks were not awarded for answers which described the 'pink case' and 'leather luggage tag', as this information was not additional, but had been previously given on the form.

A number of candidates tried to combine all the information into one long sentence, which resulted in their potential for success being reduced by half. By writing such a long sentence, candidates made errors and this further reduced their mark. Centres are asked to emphasise to candidates the need to write two sentences in this section, and to choose simplicity rather than ambition in order to be successful.

Exercise 4

There was evidence of good understanding of the text, the topic of which was familiar and within candidates' own experience. Very few candidates were unable to attempt this exercise, and in general, answers took the form of notes, rather than long copied sentences. Despite the confidence arising from comprehension, many marks were lost through answers which were over generalised, and lacked the specific key information required for the mark. This was particularly noticeable under the second heading.

Benefits to business people of having a mobile phone

Key points were well recognised and many candidates scored highly in this section. All of the three possible ideas were used and candidates differentiated each point, with little overlap or repetition. Candidates who offered general benefits, such as 'children can call parents in an emergency' or 'contacting emergency services is faster' could not be credited, as these did not correspond to 'benefits for business people' as the heading required.

Disadvantages of the mobile phone

This section proved to be much more of a challenge. The text described a number of disadvantages – those for business people, for adults and for teenagers. In order to gain the mark for an answer, some essential information which corresponded to the specific ideas in the text had to be included. For example, many candidates correctly selected the point 'driving and using the mobile phone can cause accidents', but without attributing this to 'teenagers', as explained in the text, the response was not sufficiently precise. Similarly, 'depression when they do not have access to their phone' was considered to be too inexact as a response without reference to 'teenagers', and the mark was not given for this answer.

A further common inaccuracy resulted from the copying of the text sentence, 'a mobile phone can destroy the barrier between the two worlds'. Some candidates showed a greater level of understanding of the text and could interpret this information, by supplying 'destroy the barrier between public and private lives', which gained the mark.

Overall, candidates needed to be more precise in selecting the information for this exercise, and they should try to ensure that the key relevant detail is in the response, in order to avoid the risk of ambiguity and over generalisation.

Exercise 5

There were some creditable attempts to write a concise and cohesive paragraph. It was encouraging to note that fewer candidates in this session omitted this exercise.

The maximum mark which can be awarded for this exercise is now 5, and candidates are allowed to write up to 80 words. Those who exceed this word length can only achieve a maximum of 4 marks.

In this session, candidates were asked to summarise only the disadvantages of the mobile phone. Candidates had to read the rubric carefully, and those who focused on the disadvantages gained access to the top marks of 4 or 5.

It was also noticeable in this session that, because the topic was so familiar, a number of candidates felt the freedom to write an imaginative piece of creative writing, such as might be found in a magazine article. Centres are asked to remind candidates that a good summary consists of a selection of straightforward facts taken from a previously read text or set of notes. These facts should be expressed where possible in the candidates' own words, and should be connected in a logical sequence through the use of appropriate conjunctions and linking phrases. Candidates who used a freer style for their summary were limited to the lower range of marks.

Exercises 6 and 7

General comments

Candidates engaged well with both tasks, and many responses showed lively imagination and interesting arguments. The rubric was well understood and most candidates were able to reach the minimum word length required. The majority of candidates managed their time efficiently and allowed sufficient time to complete the paper, although there were a number for whom time presented a problem and who were unable to fulfil the requirements of Exercise 7, either offering an incomplete response or omitting it altogether.

A greater number of marks are now available to candidates in these two exercises; a maximum of 7 for content and 6 for language can be achieved. In order to gain marks in the top band, writing needs to be effective rather than satisfactory. To be considered as effective, candidates should focus on greater depth of development of ideas within a structured framework, engagement with the reader and linguistic accuracy.

Exercise 6

Something you worked hard for but did not achieve

There were many good attempts to address the disappointment felt at not achieving something after working hard for it. Most candidates interpreted the question as working hard towards an exam or a sports tournament. However, other candidates wrote from the standpoint of working hard at a job in order to earn enough money to buy a much wanted item, such as a motorbike, a piano or an iPhone. Both of these approaches were equally valid. Better candidates managed to move away from the visual prompts to describe in considerable detail the prize they had sought, most frequently to be successful in exams or to become top of the class. The second bullet point was also equally well addressed, with common reasons being insufficient revision for an exam. Many candidates scolded themselves for their own over-confidence and arrogance at believing they were the best. Other reasons given were a lack of fitness and preparation before a sporting event, or the money earned having to be used for a more pressing purpose, such as repairing a laptop or buying a present for a friend's birthday.

Slightly less effective were the responses in which candidates gave as their reason for failing to achieve their desired goal the fact that they had not worked hard enough and had been lazy. This seemed to contradict the context of the question and so these candidates did not have access to marks in the highest band for content.

In some responses, lack of planning for the third bullet point meant that candidates had not thought ahead to what they could have learnt from their failure to achieve. A few minutes spent thinking and planning at the start of the exercise would be beneficial to candidates who might then be able to produce a more meaningful piece of writing.

Candidates are expected to respond to each bullet point in order to gain satisfactory or higher marks. Most candidates used paragraphs as a way to separate the different ideas, and this provided a framework within which they could develop each point. These three paragraphs, together with a brief introduction and a closing sentence, formed the basis of many successful letters. At times it was clear that candidates had pre-learned an opening paragraph, which was too extensive and had little connection with the body of the letter, and candidates are advised to introduce the main ideas of their letter in a brief and relevant way.

From a linguistic point of view, candidates continued to show improvement in the use of an informal conversational tone, and in syntactic control. There is still a tendency for some candidates to write in too formal a style, and the use of connectives such as 'moreover / in conclusion' should be avoided in this exercise.

Candidates should be encouraged to

- practise past verb forms, e.g. how to use 'three weeks ago... / for the last three weeks... / three weeks before...'
- practise 'ed / ing' adjectives, such as 'amazed / amazing' or 'disappointed / disappointing'.
- interact with the reader in an informal letter through the use of phrases such as 'You know how much I've always wanted to...' or 'I wish I had followed your advice...'. This would help to focus on the purpose of the letter, and avoid too narrative a tone.

Exercise 7

A new supermarket

The topic of building a new supermarket provoked some lively discussion from many candidates, who expressed a range of concrete and realistic ideas of their own, beyond those provided in the prompts. Opinion was divided – some candidates expressed anxiety about the amount of traffic congestion that would arise and the difficulties surrounding parking for the supermarket, along with a concern at the amount of litter that would be caused in the neighbourhood. These arguments were countered by candidates who focused on the employment opportunities, not just within the supermarket, but also as a spin-off from its construction; the wider economic benefits to the country and the improved lifestyle and standard of living that would follow.

There were four written prompts, two supporting the topic for discussion and two providing opposing points of view. Many candidates at this level used these prompts as the basis for their writing, and less successful responses relied entirely on these ideas, with little or no further development or originality. Answers which show development of the information given, initiative and original thoughts gain reward.

Successful answers were often those in which candidates took a standpoint and provided persuasive ideas and supporting detail throughout, finishing with a conclusion containing their own opinion. Less effective responses were characterised by a balanced argument, both for and against, in which no opinion was offered. Such responses were little more than a written summary of the points provided in the question and therefore did not have access to marks in the top band.

Candidates should be encouraged to

- use more punctuation – often a whole paragraph consisted of just one sentence.
- practise the use of singular / plural verb forms after 'both / people / some / neither'.
- continue to practise singular / plural subject/verb agreement.
- remember to include their own opinion.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/13
Reading and Writing (Core)

Key Messages

- In Exercises 1 and 2, candidates showed greater precision in selecting the phrases from the text to use in their answers, and there was less indiscriminate copying of large sections of the texts.
- In Exercise 3, candidates often lost marks when they misapplied the instructions to circle or delete. In many instances, the correct answer was found, but candidates circled instead of deleted, or underlined instead of circled. More careful reading would reduce this loss of marks.
- In Exercise 4, candidates need to ensure that responses correspond to the correct headings. Correct answers placed under the wrong heading cannot be credited.
- In Exercise 5, candidates are now allowed to write up to 80 words. The maximum which can be awarded for this exercise is now 5 marks. Candidates who exceed this word length can only achieve a maximum of 4 marks.
- In Exercise 6, candidates should maintain a focus on the audience for their writing. When this contact is lost, the letter becomes too narrative in style and less effective.
- In Exercise 7, the question requires candidates to offer an opinion on a given topic. Offering no opinion reduces the candidates' potential for achieving marks in the highest band, although an otherwise well-argued piece of writing may have been submitted.

General Comments

The majority of candidates were correctly entered at this level, although there were a small number who would arguably have found the extended level more suited to their linguistic ability.

The seven exercises on the paper provided a range of tasks, designed to test a variety of practical skills, from scanning to identifying relevant detail, form-filling and note-making, to the more challenging demands of summary-writing and extended writing. Each exercise included questions of varying degrees of difficulty, and differentiation was achieved within each exercise and across the whole paper. The full range of marks was awarded.

In general, there was little evidence that candidates had misunderstood or misinterpreted the rubric of the exercises.

Presentation of answers continued to show improvement. Candidates should be encouraged to use the blank pages at the end of the question booklet to create plans and organise their answers to Exercise 6 and Exercise 7.

Most candidates managed to complete the paper in the given time, although there was some evidence of unprepared and rushed responses to Exercise 7. A number of candidates omitted one or more of Exercises 5, 6 and 7.

Exercise 1

This exercise proved to be a fair introduction to the paper and most candidates were able to demonstrate their ability across the range of questions.

- (a) There was a good response to this first question and candidates correctly found one of the four available options, 'blogs / discussion sites / internet / online'.
- (b) Most candidates understood the need for a response of a positive nature, and correctly gave 'highly valued' or 'popular among fashion designers'. Errors occurred when candidates offered a description of Sarah Ross, 'a qualified journalist and artist who works in Australia'.
- (c) The majority of responses selected the idea of being able to 'illustrate stories with moving images' as making the difference between online articles and those in magazines. The mark was not awarded for responses which did not include the idea of 'moving'.
- (d) This question proved to be a good discriminator. Better candidates identified the key question words, 'subject of latest blog entries' and correctly supplied 'women wearing men's perfumes', a topic 'recently explored'. Less successful answers included the general topics addressed on the blog, 'perfume, food, travel' or Evelyn's attempts to expand her readers' vocabulary.
- (e) This was well answered, and most correctly found the two groups of people, 'journalists and advertisers' for one mark.
- (f) This question required two indicators of success for one mark, the number of hits received on his blog per month, '40,000', and the fact that Daniel had been 'awarded a prize'. Many candidates correctly found these two details. A number of candidates incorrectly supplied the detail of Daniel's aim with his blog, 'educate his readers' or his concern, 'how limited our language is when we describe a smell', neither of which related to the key word, 'successful' in the question.
- (g) There was a mixed response to this question. A good number of candidates were successful and selected the detail corresponding to Ahmed's aim, 'to encourage readers to contribute with their own ideas'. Others opted for Ahmed's quote, 'I'm fascinated to see how our ideas are changing about men's use of beauty products'. This answer did not gain credit, as it provided no detail about readers' responses to the blog, but merely an opinion.

Exercise 2

This exercise presented more of a challenge to candidates, and a number omitted one or more of the questions in the exercise.

- (a) Many candidates correctly identified the answer 'coffee cherries' as the original name for coffee beans. Errors occurred when candidates wrongly matched 'original' in the question with 'originated from' in the text and supplied 'Kaffa' as the area where coffee growing started.
- (b) In this question, candidates were asked to identify something 'surprising'. Responses which stated that the behaviour of the goats was 'unusual' were not sufficiently specific for the mark. 'Lively' behaviour was the key required element.
- (c) This was well answered by most candidates who were able to find two of the six available options on the mark scheme, the most popular responses being 'played chess' and 'enjoyed music'.
- (d) It proved to be more demanding for candidates to address the specific nature of this question. Two separate points were required for one mark in answer to the question 'What was the effect of the tax on coffee?' The requirement was for the idea that because coffee became expensive, few people could afford to go to coffee houses. The response 'It became expensive' was thought to be too ambiguous, and did not gain credit. Other frequent wrong answers were, 'coffee was banned / coffee houses closed down', which did not describe the effect of the tax.
- (e) This was generally well answered. Many candidates correctly identified the relevant section of the text and supplied the two brief phrases, 'Traders from Venice' and 'in 1615'. Candidates who explained that 'people bought coffee from lemonade sellers' did not gain the mark, as this did not answer the question.

- (f) Successful responses provided the reason why Caffè Florian is a successful coffee house. It was not sufficient to say that 'it is still open today', without mention of when it first opened, 'it opened in 1720'. The idea that the café had been open for a very long time was a principal requirement for success in this answer.
- (g) Information regarding the events in America were well found, 'a new type of café culture' and 'the quality of the drink improved'. Marks were denied to candidates who gave details of what happened globally, 'wars / a lot of social change / many economic problems'.
- (h) In this question, candidates were expected to be able to read and analyse information in a chart and supply the details of a country and an amount of coffee, corresponding to the key question words, 'second largest consumer' and 'how much coffee'. In all, four separate details were required for the mark to be awarded, 'Switzerland, 7, kilos, per person'. Many candidates were successful with supplying all the details showing that they had read the question carefully.
- (i) Candidates responded well to the key question words, 'Why...coffee important...world economy?' and supplied two reasons for two marks. It was important to transfer the details accurately and completely in order to gain the marks, and errors arose not through finding the wrong answers, but by offering incomplete responses, 'the most valuable natural resource' without 'one of...' or 'provides employment' without 'for millions of people', answers which were denied the marks. Similarly, the response, 'coffee exports improve the country's economy' was considered to be too general and did not gain a mark.

Exercise 3

Candidates continue to show the results of improving preparation for the requirements of this exercise. A marked improvement in presentation and spelling was noticeable. It should be emphasised to candidates that in cases where the upper case letter resembles the lower, as in 'Pp' or 'Ww', this difference must be clearly represented to avoid ambiguity.

Candidates should take care to use the correct instruction to tick, circle, delete and underline; marks can be lost through applying a circle when delete was required. As the value of each item in **Sections A** and **B** has increased to a full mark, rather than half a mark, it is even more important to be completely accurate.

Anniversary Card Application Form

Section A: Details of person completing the form

Many candidates were successful with writing the name and the contact telephone number. There was greater accuracy in the transfer of the address in this session. Errors generally occurred when candidates omitted the number '94' at the start of the address. The relationship to the anniversary couple was a discriminating item, and very few correctly wrote 'grandson', as from the point of view of Peter. Common errors included 'grandparents', which did not receive credit as being the anniversary couple, and there were a number of instances when the grandparents were named at this point.

Section B: Anniversary details

Many candidates correctly circled 'Diamond', and the detail of the marriage date was also well found. Candidates should take care with applying the instruction to delete as marks were lost when one half of the item was deleted and the other half circled. Only one indicator can be credited. There were many successful attempts at writing the names of the anniversary couple, with errors occurring in the misspellings, 'Geoffery', 'Philips' and 'Berryl'. The majority of candidates identified the place of marriage as 'Wickham'. Candidates should select the minimum detail when writing in this exercise, as writing more than is required can lead to errors, such as 'in a small vilage called Wickham'. Other additional incorrect information also denied the mark.

Section C

In this section, candidates should write two sentences, each of which can be awarded a maximum of 2 marks. These sentences should include entirely separate information. In this session, the first one needed a reason for ordering the message, 'My grandparents would be very happy to receive a message from the Queen, as they have always admired the royal family', and the second one had to include any particular

worry over the application, 'My grandparents might not be eligible to receive a message from the Queen, as they have been living abroad for a long time.' Many candidates understood the different requirements of the two sentences, and correctly identified the detail in their responses. Where errors occurred, it was usually in careless spelling, 'recieve, eligable, massage', which reduced candidates' potential for maximum success.

A number of candidates tried to combine all the information into one long sentence, which also resulted in their potential for success being reduced by 50%. By writing such a long sentence, candidates made errors and this further reduced their mark. Candidates need to write two sentences in this section, and should choose simplicity rather than ambition in order to be successful.

Exercise 4

There was evidence of good understanding of the text, which despite the specific scientific vocabulary, appeared to be accessible to the majority of candidates, and there was little evidence of omission of this exercise by candidates. Overall, the exercise produced good differentiation, with high marks being obtained by a number of candidates. In general, answers were brief, in note form, and written within the space provided.

Possible evidence that animals laugh

The key points were well recognised and many candidates scored highly in this section. It was important to attribute each different noise to a specific animal, so general notes such as 'panting noise' without the essential detail of 'chimps' or 'ultrasonic chirps' without 'rats' were not credited. Misspellings, 'painting noises' and 'chips' were denied the mark.

Emotional benefits of laughter

The most popular responses were 'stay positive', 'brings people together' and 'improve the way we respond to situations'. Very few candidates managed to connect the idea that if a baby does something funny, this will result in more attention and love. A considerable number of candidates incorrectly supplied 'reduces hormones like cortisol' and 'increases production of endorphins', both of which were likely to be familiar concepts to candidates, but neither of which were emotional benefits.

Physical benefits of laughter

This section was well attempted and all three points were equally identified. The mark was not awarded for the response which merely indicated a physical change, 'cause the inner lining of the blood vessels to dilate', nor for the re-stating of the heading, 'good for the health of our bodies', neither of which demonstrated a physical benefit.

Exercise 5

There were some creditable attempts to write a concise and cohesive paragraph. The task required candidates to write a general summary on the topic of laughter, so there could be access to all of the notes in the previous exercise. The majority of candidates scored in the middle range of marks, by re-writing their notes in a logical sequence and connecting their ideas with a variety of cohesive devices. Better candidates attempted to select from their notes, rather than use all of them, and paraphrased the ideas. These candidates had access to the higher range of marks.

A number of candidates exceeded the 80 word length for this exercise; only candidates who write within the permitted word length gain access to the highest mark.

Exercises 6 and 7

General comments

Candidates engaged well with both tasks, and many responses showed lively imagination and interesting arguments. Most understood the rubric and were able to reach the minimum word length required. The majority of candidates managed their time efficiently and allowed sufficient time to complete the paper.

A greater number of marks are now available to candidates in these two exercises; a maximum of 7 for content and 6 for language can be achieved. In order to gain marks in the top band, writing needs to be

effective rather than satisfactory. To be considered as effective, candidates should focus on greater depth of development of ideas within a structured framework, engagement with the reader and linguistic accuracy.

Exercise 6

An unusual event on a family holiday

There were many imaginative attempts to describe something unusual that happened while on a family holiday. Most candidates interpreted the question well, in a variety of situations both happy and sad, from family parties to beach accidents to missing siblings or luggage, or encounters with an old friend from a previous school. A number of letters were written from hospital beds, while candidates were recovering from broken limbs following a sporting accident!

Less effective were the responses in which candidates related something which happened on the way to school or while out shopping – since these were away from the context of the question, they could not be credited with marks in the top band for content.

Most candidates successfully covered all three bullet points and provided some development in each paragraph. The best responses included engaging and imaginative detail. The third bullet point in particular 'I felt happy afterwards' invited an ambitious response. A few minutes thinking and planning at the start of the exercise would be beneficial to candidates who might then be able to produce a more rounded piece of writing.

The majority of candidates stayed on task throughout, and used paragraphs as a way to separate the different ideas. This provided a good framework within which to develop each point. These three paragraphs, together with a brief introduction and a closing sentence, formed the basis of many successful letters. At times it was clear that candidates had pre-learnt an opening paragraph, which was too extensive and had little connection with the body of the letter, and candidates are advised to introduce the main ideas of their letter in a brief and relevant way.

From a linguistic point of view, it was encouraging to note the improvement in the use of an informal conversational tone. At times, an over-emphasis on colloquialisms led to a loss of syntactic control, and in some responses a lack of basic punctuation throughout the letter denied candidates marks in the top band for language.

Candidates could usefully benefit from

- further practice of the past tense in narratives.
- subject / verb agreement exercises.
- revision of the use of full stops and commas as a means of bringing a sense of order to a longer piece of writing.

Exercise 7

Going out shopping or internet shopping

The topic of online shopping as the way forward in the future provoked some interesting discussion from a number of candidates, who expressed a range of ideas on both sides of the argument. The majority of candidates felt that it was far preferable to go out shopping, as this activity extended beyond merely buying items in shops, but provided opportunities to meet friends and socialise. This argument was countered by those who felt that online shopping is better for people who are ill or who are otherwise unable to leave the house, or for elderly people who would struggle to carry heavy shopping bags. The idea of doorstep delivery was appealing to many candidates. Overall, the consensus felt that 'it's better to try before you buy than buy before you try'.

There were four written prompts, two supporting the topic for discussion and two in opposition. Many candidates at this level used these prompts as the foundation for their writing, and less successful responses relied entirely on these ideas, without further development or originality. Answers which show some initiative and original ideas beyond those provided gain reward.

Successful answers were often those in which candidates stated their viewpoint at the start and provided persuasive arguments and supporting detail throughout, finishing with a conclusion which re-stated their

opinion. Less effective responses contained a summary of both sides of the argument, often with no opinion expressed, and as such these did not have access to marks in the top band for content.

Candidates should organise their response into paragraphs, as this makes it easier to follow the argument. It is also helpful if candidates use signpost phrases to give direction to their writing. Paragraph introductions such as 'One point in favour... / On the other hand, however...' help to organise candidates' own thoughts. Similarly, a brief introduction sets the scene for the introduction of the first idea. Candidates should plan in advance for their conclusion, as many pieces appeared unfinished without a statement of their viewpoint, and this made the response less effective.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/21
Reading and Writing (Extended)

Key Messages

It is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough for a successful answer. The omission of important detail, key words and ideas or the inclusion of incorrect rather than additional information can result in marks being lost. It is particularly in Exercises 1 to 5 that this attention to detail is required. Candidates should also consider the entire paper and divide the time available according to the difficulty and total points for each exercise so that time is allocated appropriately.

Candidates should take great care not to misspell words taken from the texts. In Exercises 1, 2 and 4, incorrect spelling is only tolerated when it does not create a new word and change the meaning, or make meaning unclear. In Exercise 3, correct spelling throughout is essential. In Exercises 5, 6 and 7 frequent incorrect spelling may affect the overall mark awarded.

In Exercises 1 and 2 each question must be read carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. Answers should be concise, containing all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary for candidates to use synonyms of words in the text for key information required in responses. In these exercises more than one detail may be required and candidates must provide the specified number of details in order to gain a mark as no half marks are awarded. Plural forms in questions should also be noted as this is an indication that a response should include more than one piece of information.

In Exercise 3, which requires the precise completion of a form, clear presentation is particularly important. For example, where candidates fail to cross the letter 't' thus forming the letter 'l' or write 'a' as 'u', marks cannot be awarded since correct spelling is crucial. Similarly, capital letters must be positioned in relation to lower case letters and the tails of letters such as 'j' or 'p' should be appropriately placed. Candidates should also follow the conventions and tick, circle, underline or delete as instructed. The correct address format is required and prepositions such as 'in' or 'at' must not be used. In **Section D**, the word limit must be adhered to and only one sentence should be given. It is important that responses conform to all of the necessary criteria, which are namely length, grammar, spelling, punctuation and relevance, in order to gain two marks. Candidates should be encouraged to recognise the kind of sentence required and to use the stimulus text as much as possible to ensure these criteria are fulfilled.

In Exercise 4, although notes should be brief, all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they need to be able to recognise the key words in the heading in order to locate relevant points. Notes made by each bullet point must make different points, which clearly and logically follow on from the heading. There should be one relevant point per bullet point and if candidates add extra bullet points, these cannot be credited. Points for each heading may be located in any part of the text.

In Exercise 5, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and sequenced cohesively. Candidates are expected to include at least six relevant ideas from the original text and should not lift irrelevant information or repeat points. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language.

In Exercises 6 and 7, the extended writing tasks, candidates should aim to make the content effective and include a range of language structures and vocabulary. Responses which are less than the minimum 150

words specified are unlikely to be sufficiently developed to merit marks in the higher bands. The rubric should be read carefully, so the requirements of the task are fully covered. In Exercise 6, effective answers develop the three bullet points, maintaining correct register and tone. In Exercise 7, a topic is discussed, so clear and well-supported views should be in evidence. The prompts in the question should not be copied into the candidate's answer. The ideas expressed are there to help candidates and if used, should be communicated in the candidate's own words. In both exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through adequate paragraphing, and the message should be coherently and engagingly expressed. Grammar and spelling should be generally accurate and vocabulary choice appropriate. The use of idiomatic language is effective when it blends naturally into the message. However, overuse of idioms and the incorrect use of such language detract from the clarity and effectiveness of the message.

General Comments

Overall, most candidates were entered appropriately for the Extended tier. The paper provided a range of tasks over the seven exercises, requiring the candidates to use different practical skills. There were degrees of difficulty within each exercise and differentiation was successfully achieved in individual questions and across the paper as a whole.

The rubric was well understood and there were only occasional misinterpretations on certain questions.

Candidates should avoid writing in the *For Examiner's Use* column to the right of each answer page. The blank pages at the end of the booklet are provided for candidates to continue their answers, especially for Exercises 6 and 7, and they should indicate clearly where extra work has been completed. Candidates should not use the question pages for this. Please note that black ink as is preferred to blue.

Most candidates were able to complete all the exercises in the paper in the time allotted.

Exercise 1

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details.

- (a) This was generally well answered. Some candidates who did not respond to the 'most likely' aspect of the question and wrote 'Kochi', which was where the autorickshaw race began but not where autorickshaws were most likely to be seen in India.
- (b) This question was quite well answered. Some candidates did not acknowledge the 'usually' aspect of the question and gave as their responses the distance travelled by autorickshaws in the race (5000 km) rather than the short distance of a few kilometres that the vehicles *usually* travel.
- (c) This was quite well answered. A few candidates confused 'how long' with 'how far' and wrote 5000 km while others incorrectly lifted 'a certain number of days', which was not sufficiently precise.
- (d) This was fairly well answered. Incorrect responses mainly referred to participants having to teach themselves to drive generally, rather than to drive *their vehicles*. This did not communicate the idea of them having to familiarise themselves with how to drive autorickshaws, so could not be credited.
- (e) This was very well answered. A small number of candidates wrote 'charities', which was too general to be accepted, rather than 'Indian charities'.
- (f) This question was fairly well answered. Most incorrect responses omitted the quantifier 'all', with candidates writing 'permits are sold in one minute' instead of 'all permits are sold in one minute'.
- (g) This question was generally well attempted and most candidates tried to provide two details. There was occasionally repetition of the details referring to animals. A few candidates omitted a second detail or were not sufficiently precise.
- (h) This question was quite well answered. A number of candidates gave 'heat' as one of the details, which indicated they had not understood 'even more stressful than the heat is the amount of traffic

on the Indian roads and driving uphill'. 'Traffic' and 'driving uphill' are the two things that drivers find *most* difficult in this race.

- (i) This was generally well attempted. There were candidates who did not provide two details or who did not specify positive experiences, writing 'experience has resulted from something going wrong'. Some details were not accurate enough. For example responses such as 'get to know parts of India' or 'meeting new people' did not communicate the required information.

Exercise 2

There were also some questions which proved challenging in this exercise, again achieving differentiation. Most candidates gave their responses concisely and did not lift unnecessary information. As in Exercise 1, candidates need to be precise in their answers, ensuring that responses follow on from the question and the correct tense is used in the response.

- (a) This question was very well answered by almost all candidates with only occasional incorrect lifting of information.
- (b) This question was generally very well attempted showing that the candidates had read the question carefully.
- (c) This question was generally well answered. Candidates had to specify what Leo did, which was measuring ingredients, to gain credit.
- (d) This question was quite well answered. Successful candidates used the past tense and understood the adverb 'properly'.
- (e) This question was well attempted with nearly all candidates giving three methods of transport.
- (f) This question was quite well attempted. Some candidates misinterpreted the question, not recognising that the 'when' part required them to specify an occasion not a point in time. Incorrect responses included 'three days before delivery' and 'when it's not too cold'.
- (g) This question was quite well answered. Some candidates did not recognise the key words in the question and gave the response 'three months'. This is the period within which ting-ting is *best eaten*, not the maximum length of time the sweets can be kept referred to in the question. Similarly, some candidates gave the response 'up to half a year'. This does not follow on from the question as by prefacing the time period with 'up to', the response is not logical because the maximum length of time cannot be a period of time.
- (h) Most candidates interpreted the bar chart correctly.
- (i) This question was quite well answered. Some candidates only gave one correct detail, sometimes giving the fact that Leo might only sell one packet a day as the second detail. This was not a reason why his profits had fallen. Sometimes the details were incorrectly expressed as key information was omitted or words were misspelt. The response 'basic ingredients have increased' did not refer to the *cost* of ingredients having increased.
- (j) This question was fairly well attempted. Successful candidates understood that the question required them to state Leo's plans for his shop not for himself.
- (k) For this question, the details required can appear at any point in the text, so candidates should look through the whole text to locate the relevant information. Most candidates provided at least two or three relevant details, with some successfully giving all four of these.

Exercise 3

Most candidates were aware of the requirements of this task, which requires precise application of the conventions of form-filling and total accuracy in spelling. Clear presentation is important. Nearly all candidates completed the form as Neoklis Timotheou.

Limassol Sports and Leisure Council Survey Form

Section A: Personal Details

Many candidates provided most of the necessary details accurately and had checked their spellings against those in the text. The name, Limassol and 'nic' in the email address were occasionally misspelt. A few candidates did not use the correct address format, giving details in the wrong order, including the preposition 'in' before the city Limassol and sometimes omitting the city. A minority deleted 'Male' rather than 'Female'. If one answer has been deleted, it is not necessary to circle the alternative, although this does not mean the answer is incorrect.

Section B: Leisure Interests

This section was quite well answered. Occasionally, candidates circled two activities although the question relating to this was in the singular asking, 'Which *activity* most interests you?', or they circled 'sport', so did not address the '*most*' part of the question. There were occasional misspellings and misuse of capital letters.

Section C: General Details

In the main, this section was completed accurately, although a few candidates spelt kilometre as 'kilometer'. Only spellings used in the text are accepted in this exercise, so the American spelling could not be credited.

Section D

In this section, for full marks, candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these conventions are not maintained. Many candidates gained one of the two available marks. Some candidates wrote what technically constituted two sentences but separated them with a comma, so achieved a maximum of one mark, while a few wrote two sentences, so no marks could be awarded. A few candidates did not end the sentence with a full stop. The most common spelling mistakes were modernise, consider, council and equipment. There were errors of subject/verb agreement when the pronoun 'it' was used to refer to council funds. A few candidates wrote sentences about receiving news on the council website, or made suggestions completely unrelated to the text. Any information provided in the form must be based on the text. Most sentences were of an appropriate length although a few candidates wrote sentences that were either under twelve or over twenty words.

Exercise 4

In this exercise, points for each section may be found in any part of the text, so candidates should check carefully through the entire text for information to include under each heading. Many candidates provided at least five correct notes but it proved difficult for them to gain the full nine marks available in this note-taking exercise. Points were sometimes repeated or irrelevant. Candidates did not always include all the key information or express the points with sufficient precision to obtain the mark. Some candidates experienced difficulty in recognising whether information was relevant to the first or the second heading, which required them to distinguish between the technical features of the radio telescope and its main tasks. As a result, some notes appeared under the wrong heading.

Technical features of the radio telescope

Most candidates attempted to provide three points in this section. Some notes did not contain all the required information as candidates had not lifted the complete point. For example the response '3000 radio dishes' did not provide all the key information as the relevant point could either be expressed as '3000 radio dishes and antennae' or 'radio dishes and antennae linked'. Some candidates gave this idea as two separate and therefore incomplete points. There were candidates who responded with limited information which did not make sense, for example, 'antennae linked'. Sometimes notes were incomplete such as 'produce more data'.

Main tasks of the radio telescope

This section was well attempted and a number of candidates made three correct notes.

Rules for the construction site

This section was quite well answered. Some points made were incomplete, imprecise or incorrect. For example in the note 'prohibit TVs and mobile phones for 50 years', it is the TV and mobile phone *masts* that could not be constructed, so this note communicates a misleading and incorrect idea. 'For 50 years' was also an important part of this bullet point and this information was frequently omitted, meaning the mark was lost. A number of candidates wrote 'could be placed in a desert', which is not a rule for the construction site but a suggestion. Only a few candidates recognised that because the telescope 'had to' be in the southern hemisphere, this was a rule. This point was in an earlier paragraph and candidates should remember to check the whole text for relevant information concerning each heading.

Exercise 5

Overall, most candidates performed satisfactorily on this exercise. Some candidates appeared to have been well prepared in the summary writing skills required, keeping within the 120 word limit and expressing content points to some extent in their own words whilst attempting to organise and sequence the points cohesively.

Candidates were expected to write a summary about the problems of being a celebrity or a famous person. There were eight possible content points in all and there were candidates who successfully located six or more of these, whilst most recorded at least four. In order to demonstrate a good summary style, candidates should take care not to repeat points and be aware that it is not necessary to give several examples of the same idea. Some candidates tended to express the same point in several different ways and omitted other different relevant points which could have earned them content marks. It is also important to include key details. For instance 'celebrities don't have a chance to defend themselves' does not accurately express the point required as the idea that they **rarely** have the chance to defend themselves is not conveyed. When candidates use their own words to express points, these must communicate the original message.

Language marks were awarded across the whole range. Many candidates scored three or four of the five marks available. Some candidates successfully lifted points from the text, connecting them with conjunctions but relied on language in the text. This affects the language mark. Some made the points using some of their own words, whilst clearly re-expressing the content from the original text, thus gaining a higher mark for language. Since higher marks of four and five for language are available for candidates attempting to use their own words, practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial.

Exercises 6 and 7

General comments

Most candidates produced letters and articles which were satisfactory or better in terms of language and content in Exercises 6 and 7. There were candidates who wrote more than the 150-200 words specified while in a few cases responses did not fulfil the minimum requirement concerning length. Candidates are not penalised for exceeding the number of words recommended whereas significantly short answers are unlikely to be satisfactory in terms of content, and the language mark can also be affected since the range of language will be more limited. Some candidates were able to organise their writing into paragraphs and provide an appropriate introduction and ending to the task involved. Good organisation is crucial for the response to be sufficiently coherent and cohesive, and for the message to be easily understood. The reader's attention should be held and the narrative or ideas should demonstrate the clarity and development needed to achieve this. Candidates receiving marks in the higher bands for content made their responses engaging and effective for the reader.

In terms of language, some candidates successfully included more complex structures and a range of sophisticated vocabulary, for which they were awarded a language mark in one of the higher bands. Others were ambitious and attempted to use such language without a secure understanding of how to apply it accurately and appropriately. This could mean that the register was not consistent and more advanced structures and idiomatic language contained distracting errors. More basic language sometimes included errors with tenses, prepositions and subject/verb agreement, which affected the language mark. A number of candidates substituted commas for full stops, which could result in overlong and unclear sentences. There were occasions when incorrect spellings meant that certain words could not be recognised, which could interfere with communication.

Exercise 6

In this exercise, the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. For a mark in a higher band, candidates should have a good sense of purpose whilst sustaining the reader's interest. Examiners are looking to reward candidates who write using an appropriate and consistent register, adopting a more engaging style with some imaginative detail.

Arranging a surprise event for a family member

Most candidates engaged well with this topic and seemed to find it accessible. Most covered all three bullet points in their letter, which usually had an appropriate beginning and ending. Some candidates appeared to have learned an introduction and closing formula for an informal letter, which they included with varying degrees of success. The focus of the task is the development of the bullet points, so the introductory and closing sections of the letter should smoothly lead on to the purpose of the letter and bring it to an appropriate conclusion, rather than dominating the letter.

Most candidates fulfilled the task appropriately, although there were a few misunderstandings of the rubric. Typical errors were that the surprise event was arranged for the candidate by a relative or the surprise was a present rather than an event. The final bullet point in the question was misread by a few candidates who described the reactions of the family rather than the family member. The vast majority of candidates chose to write about a surprise birthday party for their mother or sibling. Details supplied generally centred on the choice of venue, the birthday cake and party decorations. Nearly all candidates responded well to the 'surprise' element, with most describing how they turned off the lights and hid before jumping out and surprising the family member. Some responses showed evidence of careful planning as the details supplied were appropriate for the person being surprised and the reason for arranging the event. There were responses that demonstrated refreshing originality. Some candidates chose to write about a welcome party for someone who had been away from home, or was visiting after a long absence. Other topics chosen were a graduation party, a surprise meeting between two family members separated for a long time, and a party to celebrate the opening of a new care Centre. Successful responses also had an appropriate introduction which was related to the theme of the letter with beginnings such as 'It was such a shame that you were not able to come to my sister's birthday party, so I thought you might like to hear all about it'.

With regard to language, there were candidates whose good control of complex grammatical structures and use of idiomatic language could be credited. Some candidates used language containing simple structures, making mistakes when language was more complex. Typical errors involved incorrect tenses and prepositions and the misuse of pronouns, using 'he' instead of 'she'. There was also inappropriate use of vocabulary and idioms.

Exercise 7

In this exercise candidates give their views on a topic for a specified target audience. It is important that they read the rubric carefully and consider the prompts, which are given to help candidates form ideas on the subject. For a mark in one of the higher bands, candidates can develop the views in the prompts, expressing these in their own words and if possible giving other perspectives on the topic. Candidates should demonstrate that they can present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the context in order to sustain the reader's interest in the topic.

Watching the film compared to reading the original book

Candidates were expected to write an article for their school magazine comparing the reading of a book to watching its film version. There were two guiding prompts referring to the benefits of reading a book, one suggesting that reading requires effort and another about the attraction of the graphics in films. Candidates seemed confident in their knowledge and understanding of the subject and they nearly all demonstrated a standard of content and language that was satisfactory or above. There were those who used the precise wording in the prompts in their discussion rather than expressing the ideas in their own words. This could considerably reduce the amount of language available to be credited and affected both the language and content mark. Candidates who discussed the topic well considered what both books and films have to offer, giving examples like the Harry Potter stories or The Hobbit to illustrate their views. There were clearly some book lovers among the candidates, and even those who claimed to be reluctant readers were able to acknowledge the benefits of reading with regard to their own language skills. A number of candidates advocated both reading the book and watching the film to obtain maximum benefit.

Regarding language, candidates' performance covered all the bands from 1 to 9. A number of candidates made basic errors including the omission of articles, problems with countable/uncountable nouns, incorrect question forms and lack of subject/verb agreement. Some demonstrated a wide range of language and included sophisticated structures, vocabulary and idioms. Paragraphing was in evidence although opinions were not always logically presented, developed and supported through a topic sentence followed by justification of the candidate's view. Where appropriate paragraphing and organisation of ideas occurred, the message was communicated considerably more effectively. This is a key aspect of discursive writing.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/22

Reading and Writing (Extended)

Key Messages

In Exercises 1 and 2, answers should be as brief as possible. Too much information lifted from the text may well include incorrect details which could negate the answer.

In Exercise 3, it is essential that presentation is clear because total accuracy in spelling and punctuation is required for this exercise. Capital letters should be clearly formed.

In Exercise 4, Centres should continue to prepare their candidates by using the brevity of the mark scheme as a guide to what would constitute minimal but successful answers.

In Exercise 5, some candidates write in excess of 120 words. Centres are reminded that Examiners will count each summary and stop marking at 120 words. Candidates should read carefully the wording of the question and concentrate solely on those areas of the text that are relevant to the task.

In Exercises 6 and 7, candidates should allow themselves enough time to write pieces which contain sufficient depth and detail. In Exercise 6, in order to gain access to the higher mark bands for content, candidates must address all three bullet points in the rubric. In Exercise 7, candidates will not be given credit for using language that has been copied from the prompts. Candidates should attempt to write original and independent pieces. Centres should continue to emphasise the importance of paragraphing and full stops in extended writing.

General Comments

This series, changes were introduced to the Reading and Writing Extended test, and the total for the paper was increased from 84 to 90 marks. This format will remain in place for future papers. The increase in the total has been achieved by one extra mark available to candidates in Exercises 1, 2 and 4, and by the introduction of new marking criteria in Exercises 5, 6 and 7, which extended the range of language and content marks.

Overall, the vast majority of candidates were correctly entered at this level.

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

An increasing number of candidates used black ink. This is the preferred colour at Cambridge International Examinations, and teachers should encourage all candidates to use this in future sessions. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read.

Candidates should use the blank page at the end of the booklet as a continuation of their answers, especially for Exercises 6 and 7, but they need to indicate clearly to the Examiners where extra work has been added. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of answer required, and they should not consistently exceed this. This is particularly applicable in Exercise 4, the note-making task.

Time management did not appear to be a problem this session and there were very few candidates who failed to complete the final, extended writing exercises in the paper. There were a small number of candidates who made no attempt to respond to individual questions in Exercises 1 and 2.

Exercise 1

This exercise was very well attempted by candidates and provided a suitable introduction to the reading comprehension tasks.

- (a) This was very well answered with candidates recognising all three details. Some were careless when transcribing from the text and wrote 'wooden valleys' instead of 'wooded valleys'.
- (b) This was very well attempted, although some candidates were imprecise with the detail 'built by noblemen and kings from Paris' with no reference to the buildings.
- (c) This proved to be a good discriminating question. Many candidates could not be credited because they were too quick to select the first piece of information that they found about skiing in the text. They needed to read on to find the key expression 'less visited by overseas visitors'. This would have eliminated the incorrect answer 'French Alps' and highlighted 'Pyrenees'.
- (d) This was very well attempted.
- (e) This was generally well answered although some candidates included the irrelevant detail 'a pleasure for families to travel around'.
- (f) This was well attempted, and required careful reading of the question. Some candidates overlooked 'Apart from the famous sights....' and answered with 'Eiffel Tower, Notre Dame and the Louvre'.
- (g) This was very well attempted, although some candidates could not be credited because the answer 'throughout France' was too general because the whole piece was about France.
- (h) This was very well answered.

Exercise 2

More able candidates provided brief answers here and were able to select key detail from the text and transcribe it with precision. There are still candidates who write too much and brevity should be encouraged. The mark scheme provides a good guide to the length of answer required. A range of marks was achieved on the exercise as a whole.

- (a) This required very careful reading of the wording of the question. Many candidates answered 'traders had found many wonderful treasures in India'. This was incomplete because it was the supplying or the selling of the spices which actually made the traders wealthy.
- (b) Most candidates were successful here, where the single-word answer 'cheaper' was sufficient. Some overlooked the word 'compare' in the question and omitted the comparative idea. The answer 'cheap' was not credited.
- (c) This question was well attempted and candidates correctly selected both details. Occasionally answers could not be credited because candidates omitted the key word 'kilometres' or included the answer '3 centuries' as the time taken for the voyage.
- (d) This question was well answered. Most candidates offered the key detail about the value of the cargo, but occasionally the important detail 'of the trip' was omitted, making the answer factually inaccurate.
- (e) This question was worth two marks and proved to be a good discriminator. A full range of marks was awarded here. Many candidates were commendably precise with their answer and lifted the correct wording from the text. Other candidates were not credited because the details were incomplete. For example, the important detail of 'at sea' was not always included and the key word 'trade' was omitted.

- (f) This was very well answered.
- (g) This question proved to be a very good discriminator. Candidates needed to be clear with the subject of the answer that they were referring to the food that was not fresh or was too unpleasant to eat. Many used the pronoun 'it' which made the answer ambiguous and could not be credited.
- (h) This was satisfactorily attempted. Some candidates were not awarded a mark because they were careless with their reading of the precise wording of the question and overlooked the connection between *cloves* and *ground mustard*. The answers which contained the detail about 'medicinal purposes' were factually incorrect because only cloves were used for that reason. This question also discriminated against those candidates who lifted too much detail from the text in the expectation that long answers would always contain the correct information.
- (i) Candidates had to refer to the chart to find the answer. This was well attempted and most candidates conveyed both ideas. Some could not be credited because they omitted the key detail 'US' in front of dollars. Many countries use dollars as their currency and so it was crucial to be precise with the answer.
- (j) This was very well attempted. Some candidates could not be credited because the answer 'much of the work is done by hand' did not address the question of how they learnt the skills.
- (k) This question proved to be very challenging and a good discriminator. Most candidates were awarded at least two marks overall by conveying the ideas of 'funeral ceremonies' and 'drink'. More successful candidates also recognised the detail 'medicinal purposes'. The most able candidates also conveyed the idea of spices being used 'as a form of money' or 'to pay rent'. The fifth option about 'keeping married couples together' was not well expressed and some answers were prefaced with the phrase 'not expecting it to....' which in fact conveyed the opposite idea.

A number of candidates overlooked the preface to the question which stated 'Apart from.....' and answered with details about preserving and flavouring food.

Centres are reminded that this final question in Exercise 2 is more challenging and 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 3

Candidates continue to be well prepared for the specific demands of this exercise which requires precise application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the perfume profile form were designed to be completed with brief details and candidates generally answered both these sections very well.

Candidates need to be reminded of the importance of clear presentation throughout the paper. This is especially so in this exercise where correct spelling is crucial and where capital letters need to be clearly formed. It was encouraging to note that there was an improvement in this area compared to previous sessions.

'Perfume Profile Form'

Section A

The full name, telephone number and payment details were generally accurate. It is permissible to use either the number '100' or the written form 'one hundred', but spelling of the latter must be correct. The most challenging item in the first section was the address. Some candidates overlooked the post code '10210' or inserted it in the wrong place. Candidates are reminded that addresses in particular should be written in the same order as in the text. Some candidates could not be credited because the 'g' was omitted from 'Bangkok' or they did not remove the preposition 'at 275 Rama Avenue'.

Section B

This section was well answered. The circling of the country as well as the spelling of 'accountant' and 'hot chocolate' were well observed. Most candidates selected the correct option 'beach' and ticked the

corresponding box. There were very few candidates that could not be credited because they used an 'x' instead of a tick. The most challenging items on the form were the two deletion tasks.

Section C

This section was more demanding and very few candidates scored maximum marks here.

Firstly, it must be stressed that if candidates are outside the prescribed word limits for the sentence, then they automatically score zero, as per the mark scheme. In this session, this requirement was better observed than in the past, but often candidates omitted definite or indefinite articles in order to comply with the word requirements. This made the sentence grammatically incorrect and counted as one error, meaning that a maximum of one mark could be awarded as per the mark scheme.

There were examples of different errors which meant that full credit could not be given. Some candidates began the sentence with 'because' which is not considered to be a proper sentence construction and was marked as zero. Other candidates wrote two sentences. The challenge of the task is to convey all the information in one sentence with tight control of grammar and within the word limits.

There were encouraging aspects also in this section. There were fewer candidates who wrote more than 20 words, and there was a notable improvement in the accuracy of the spelling, although typical errors were 'alway' for 'always', 'bys' for 'buys' and 'rarly' instead of 'rarely'.

Exercise 4

This exercise proved to be a good discriminator and the whole range of marks was awarded. Overall, the task was satisfactorily answered by the majority of candidates in the first two sections but the final section proved more challenging. There are still too many candidates who write full sentences instead of notes. The skill required for successful completion of this exercise is to select and include key words only and omit other detail. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers here.

Benefits of the mobile phone to non-business users

This proved to be a good discriminating section. Many candidates overlooked the key words 'faster' in point 3 and 'easier' in point 4. These were key omissions because without them the information was not specific enough. For point 1, many candidates misinterpreted the text and wrote about 'parents calling children' rather than the reverse.

Benefits to business people of having a mobile phone

This section was well answered with many candidates credited with the maximum three marks. Occasionally some candidates could not be credited because in point 6 they wrote 'mail' rather than 'email'. In point 7, some candidates answered 'dual SIM card' without the key word 'capability' and could not be credited.

Disadvantages of the mobile phone

This section offered more options but was more challenging. More able candidates recognised the need to write specifically about 'teenagers' in points 10, 11 and 14. Without this reference, the answers could have applied to any age group. There was good recognition of the idea that the mobile phone 'destroyed the barrier between public and private life'. In point 12, many candidates expressed the idea of problems in school but the answers lacked precision because there was no mention of 'in class' which was a key detail. Point 13 was well recognised but few candidates chose point 9.

Exercise 5

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 an osprey called Lady, which had many unique and special features. More able candidates recognised and conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify at least four details successfully. The most recognised points were the ones which provided factual information about Lady, as detailed in points 1- 6 in the mark scheme.

A significant number of candidates exceeded the prescribed word limit. This occurred generally when candidates started copying from the first paragraph of the text without sufficient care as to the rubric requirements. As a result, there were overlong introductions with descriptions of the bird watchers in the wooden hut in Scotland. These details were irrelevant to the requirements of the question. In addition, many candidates wrote about general characteristics of ospreys, such as the fact that they are smaller than an eagle but larger than a hawk. Consequently, there was an imbalance to many summaries and some key details were often only addressed after the 120 word limit and could not be credited.

The introduction of new marking criteria meant that marks for language were now extended to a maximum of five. A good number of candidates attempted to use their own words and expressions. Centres are reminded that higher marks of four and five for language are available for those candidates who make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed 'produced' to 'gave birth to', 'astounded' to 'astonished', 'remarkable' to 'incredible' and 'outlived' to 'survived'. There was an encouraging attempt by many candidates to use appropriate linking words and conjunctions which linked the points, gave the summary a natural flow and made it enjoyable to read. 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 6

General Comments

There are three prompts in Exercise 6 and arguably each one deserves a paragraph to give the whole piece appropriate balance. More able candidates used paragraphs to good purpose and these provided an effective division between the different ideas that the candidates needed to address. There was often a good attempt to supply a suitably brief introduction and concluding statement, in an informal register.

It should be noted that prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, can be counter-productive. It is recommended that candidates restrict these to about three lines only.

In addition to the bullet prompts, there is a visual guide to help candidates when selecting content for their writing. It must be emphasised that candidates should try to develop their own ideas and those that do often produce pieces which have greater originality and ambition.

Candidates must, of course, address and develop the three bullet prompts to achieve the higher bands on the grade criteria for content. In addition, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vibrant style and provide some innovative detail.

Candidates need to be aware that pre-learnt phrases and expressions do not always work in certain contexts. Some candidates use a wide array of inappropriate and poorly chosen idioms. Individually these idioms can be very effective but a succession of these in an essay is unnatural and counter-productive, and proverbs should not be included for their own sake. Colloquialisms need to fit the situation and should be chosen with care and not used excessively. In an attempt to use extravagant language, meaning is sometimes obscured and the language mark may be adversely affected.

Disappointment at not getting something you had worked hard for

Most candidates adopted a very good, informal tone for the letter which was most appropriate. For the first bullet point, content was often based around studying for examinations or completing a project, which did not allow the candidate much scope for original ideas or development. More ambitious candidates used greater imagination and wrote about sporting or music competitions and drama auditions to good effect. More successful candidates moved away from the school environment and wrote about a disappointment in the workplace, either because they had failed an interview, or had been overlooked for promotion or where their employers had not recognised their efforts. These candidates wrote in some depth about their desire to succeed. A number of candidates misunderstood the instructions in the rubric and the first bullet point and wrote with regret about the fact they did not get a reward because they had **not** worked hard enough. This misinterpretation meant that candidates could not achieve higher marks for content as per the criteria of the mark scheme.

For the second bullet point, many candidates wrote about being up all night over long periods and gave over-tiredness and stress as the reason why they were not successful. Others were injured at a vital moment in a

sporting competition. More able candidates were more inventive and magnanimous and acknowledged that, although they had tried their best, others had performed better. It was encouraging to read that stronger candidates made the piece more credible and enjoyable to read by introducing expressions which conveyed their regret and sadness that they were not successful.

For the third bullet point, more successful candidates introduced new detail rather than simply repeating the content from earlier bullet points. Many expressed a genuine optimism that they would try again and succeed next time. Several candidates ended the letter convincingly on a more personal note by giving practical advice to their friend on how to avoid such situations in the future.

From a language point of view, candidates are reminded to use tenses consistently, and not mix the present and the past. Spelling of standard words and basic punctuation were generally sound, although there were candidates who substituted commas for full stops throughout the whole piece. There were some candidates who did not use capital letters, particularly in the use of 'i' instead of 'I', thus making their letter one uninterrupted sentence. Most candidates used a letter format with the correct salutation and appropriate conclusion. Credit was given to those candidates who attempted to use more ambitious expressions appropriately, for example, 'life is not a bed of roses'.

Exercise 7

General Comments

There was a selection of four prompts – two for and two against the statement in the title – to guide candidates. Less able candidates tended to stay very close to these cues, sometimes copying them directly with little or no development or personal contribution. In similar fashion, some candidates often used the prompts as 'quotes'. If candidates simply copy or make little attempt to change the wording of the prompts, it severely reduces the amount of language that can be credited.

It is recommended that candidates are selective in their choice of prompts, perhaps one for and one against, and attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands.

Word limits were well observed and although the majority of candidates finished the paper in the allotted time, there were some candidates who had obviously left themselves short of time and resorted to copying the prompts with little or no individual comment. It is recommended that Centres work with their candidates on time management for this paper so that they have an idea as to how many minutes should be spent on individual exercises. The final two exercises carry more than 40 per cent of the total marks and candidates should leave themselves enough time to complete them fully.

Plans to build a new store near where you live

Most candidates were successful in adopting a more formal tone and register for the final discursive exercise. This proved to be a topic which provoked a good reaction from many candidates and many wrote pieces which showed a good understanding of wider issues. Overall, opinions were equally divided about the desirability of the new store in their area. More mature candidates were able to supplement the local element with their own opinions about the benefits of greater economic development to their country, and the influence that multi-national retail organisations have in the world. This is the type of depth and innovative thinking that achieves higher marks for content, because it introduces ideas beyond the suggestions in the prompts.

More able candidates achieved some variety of style by, for example, the use of rhetorical questions, such as 'Have you stopped to consider the effect on local shops?' or 'Don't you think the traffic jams will get even worse?' Less able candidates relied on lifting and juxtaposing opposing ideas without consideration to the overall content. This often led to a concluding statement, 'I think it is a wonderful idea' which contradicted the argument of the previous paragraphs about the regrettable closure of local shops and the increase in pollution.

Overall, a good number of candidates responded with a balanced argument, both for and against, and were able to produce articles that were persuasive. A good balance to the writing was established through an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion to many of the pieces.

From a language point of view, paragraphs and linking words were generally used to good effect and provided a balance to both sides of the argument. There were some candidates who made no attempt to break the content into more reader-friendly sections and produced a full length piece with just one paragraph only. The agreement of subject and verb, particularly singular and plural, was a problem for some candidates as well as the omission of definite and indefinite articles. Common spelling errors were 'suppermarket', 'trafic', 'loosing for 'losing' and confusion between 'build' and 'built'.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/23

Reading and Writing (Extended)

Key Messages

In Exercises 1 and 2, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question and that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In Exercise 3, form-filling, it is essential that presentation is clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. For full marks to be awarded in **Section C**, the sentence must be relevant, accurate and must not exceed the word count.

In Exercise 4, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicates the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.

In Exercise 5, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words.

In Exercise 6, letter writing, candidates must recognise the need for informal register and should endeavour to provide enough depth and detail to sustain the reader's interest.

In Exercise 7, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts.

General Comments

Overall, the vast majority of candidates were correctly entered for the extended tier.

The paper offered a range of tasks within the seven exercises, requiring candidates to demonstrate a variety of practical 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 presentation was good, although poor letter formation occasionally adversely affected the interpretation of candidates' answers in Exercise 3. Legibility is also important in the extended pieces of writing required for Exercises 6 and 7. 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 to guide them as to the length of an answer required and they should not consistently exceed this.

Time management did not appear to be a problem this session and nearly all candidates completed the extended writing exercises.

Exercise 1

This exercise was generally well attempted by candidates and provided a suitable introduction to the reading comprehension tasks.

- (a) This was well answered.
- (b) This was generally well answered with the majority of candidates offering 'bought by fashion designers' and fewer choosing 'highly valued' as an answer. Some candidates, however, failed to include 'fashion' which was required as a distinction from other types of designers and, therefore, could not be credited.
- (c) This was generally well answered with many candidates lifting from the text. Deviating from the lift resulted in a lost mark for some candidates as the salient points were sometimes omitted.
- (d) This was well answered with the vast majority of candidates providing 'broad range of topics' with examples.
- (e) This was generally very well answered.
- (f) This was well answered with the vast majority of candidates providing the two salient details required for the mark.
- (g) This was generally well answered with the majority of candidates providing two salient details, as required. The mark was lost, however, if candidates provided '40,000 hits' but omitted 'per month'.
- (h) This was well answered.
- (i) This was generally well answered, but 'his ideas about men's use of beauty products' could not be credited and 'men's use of beauty products' alone does not contain the salient point and, therefore, also could not be credited.

Exercise 2

This exercise presented a challenge to some candidates although there was evidence from responses that the text had been understood by the majority of the candidates. More able candidates selected key detail from the text and provided brief and precise answers.

- (a) This was well answered.
- (b) This was generally well answered.
- (c) This was generally well answered with many candidates lifting from the text, but including the verb forms as required.
- (d) This question required two details for one mark and precision was needed to avoid ambiguity. While the majority of candidates identified the idea that the 'tax made coffee expensive', many lost the mark with 'few people could afford it' as the salient detail was that they 'could not afford to go to coffee houses'.
- (e) This was generally well answered, but the incorrect spelling of 'brought' (i.e. bought) negated an otherwise correct answer.
- (f) Some detail was required to gain the mark. The response 'it is still open (for business) today', without the idea of duration i.e. 'it has been open since 1720' or 'it has been open for nearly 300 years' could not be credited.
- (g) This question required two details with a mark for each answer. This was generally well answered with most candidates identifying at least one of the salient details.
- (h) This question required two details for one mark and required candidates to interpret a graph. This was generally well answered, but credit could not be given when the detail 'per person' was omitted.

- (i) This question required two details with a mark for each correct answer. This was generally well attempted with most candidates offering 'one of the most valuable natural resources' and 'provides employment for millions of people'. Errors tended to occur with the third possible answer. 'Coffee exports provide more than half their foreign exchange earnings' could not be credited. The detail 'in some countries' was required.
- (j) This question proved to be a good discriminator with the majority of candidates achieving two of the available four marks. Most errors were made with the answer 'takes away smell of garlic from hands'. Common errors with this response were the omission of 'from hands', inappropriate synonyms for 'takes away' such as 'prevents' or 'releases' and substitution of the key detail 'garlic' with imprecise alternatives such as 'bad smell'. Some candidates relied on lifting this detail from the text which resulted in them missing the salient points. There were also some candidates who provided answers based on their own initiative such as 'using coffee as fertiliser for plants' and 'smelling coffee beans when buying perfume'. These responses could not be credited.

Centres are reminded that this final question in Exercise 2 is more challenging and 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 3

Candidates continue to be well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the application form were designed to be completed with brief details. Candidates generally answered these sections well, with ticks, circles and deletions well observed.

Candidates need to be reminded of the importance of clear presentation throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk not being credited if they are careless with the formation of a letter or a word.

'Financial Support' Application Form

Section A: Personal details

Most candidates correctly identified the name and address of the organisation, but marks were lost when there was no clear distinction between lower and upper-case letters. The vast majority of candidates identified the type of organisation as 'educational' and circled it as required. Most candidates correctly identified the main contact person, but credit could not be given if the name was lifted from the text in its possessive form. The vast majority of candidates provided the appropriate email address.

Section B: Project details

This section was generally well attempted with the application of the tick and deletion well observed. The name of the project was well answered, but there were many instances when the mark could not be given because capital letters could not be distinguished.

Section C: Financial details

Most candidates correctly identified the amount of money initially requested, but imprecise reading of the text resulted in some errors in responses to who would fund the activity in the future. Incorrect answers included 'school', 'Mr Das' and 'multi-national restaurant group'.

Section D: Further information

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limit. It must be emphasised that if candidates are outside the prescribed word limit for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Most candidates included relevant information, but few were awarded two marks. There were two main reasons for this. Firstly, the question specifically asked for benefits and, therefore, required more than one detail. Many candidates failed to produce two salient points or repeated the same idea. Secondly, a large proportion of candidates lost a mark because of punctuation errors, notably the position of the possessive apostrophe in the word

'candidates'. Candidates should be reminded of the importance of accurate punctuation and spelling for this question. Credit could also not be given for responses beginning 'Because....' or 'A great opportunity to

Exercise 4

This exercise was generally well addressed. Many candidates were able to show enough understanding of the text and extract the relevant information to score very well. Overall, the exercise produced good differentiation with maximum marks being obtained by only a few of the more able candidates. Most answers were 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.

Possible evidence that animals laugh

Key points were very well recognised with many candidates credited with the maximum three marks.

Emotional benefits of laughter

This task proved to be an effective discriminator. Four content points were required and the majority of candidates correctly identified two or three of the six possible answers. There was some repetition with the detail 'brings people together/creates strong communities' which resulted in the loss of a mark. More able candidates demonstrated the ability to differentiate between benefits and functions. That is, the difference between 'reduces stress (levels)', which was credited, and 'reduces stress hormone', which was not credited.

Physical benefits of laughter

This section was also generally well answered with many candidates credited with the maximum two marks. As with the previous section, references to reduction of hormones could not be credited as this was considered a physical response rather than a benefit.

Exercise 5

The summary proved to be a good discriminating exercise and there were a range of marks awarded. Candidates were required to write a summary about the benefits of using plastic bottles to create clothing and the task was generally well addressed. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all content points proved accessible, few candidates achieved full marks for content. There were candidates whose summary exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, there were needlessly detailed descriptions of the background to the project, the problems associated with plastic disposal and the process of converting plastic into clothing. This meant that some candidates did not include some of the other relevant content points within 120 words. Marks were also lost as a result of repetition of key details.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase. More able candidates expressed the salient points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. 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 6

General Comments

Generally, this exercise was successfully attempted. The rubric was understood, the word limit was well observed and there was little evidence of short work.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for candidates 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.

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 letter. The majority of candidates also adopted a style and register appropriate for a letter to a friend. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

Exercise 6

You recently went on a family holiday. When you were there, something unusual happened.

Most candidates successfully covered all three bullet points and provided some development in each paragraph. Some candidates responded to the visual prompts provided and wrote about having lost their luggage at the airport, or having collected luggage only to find it was not theirs. However, many candidates used their imagination and this resulted in a wide range of experiences from meeting an idol, to seeing a ghost.

The first point related to the holiday destination. The second asked for details of the unusual event and the third point required a description of how the candidate felt after the event. Generally, responses showed some sense of purpose, and some were interesting to read. The candidates who achieved marks in the higher band provided some background to the holiday, a more detailed and imaginative description of the event and a more thoughtful emotional response to the event.

The vast majority of candidates stayed on task throughout. The majority remembered to write in paragraphs, although many did not. The quality of language used was, on the whole, very encouraging. Some candidates used tenses inconsistently, but it was pleasing to see more complex tenses such as the past perfect used by more able candidates along with complex sentence construction. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the piece. Overall, the responses were generally competent and most candidates used a letter format with the correct salutation and appropriate conclusion.

Exercise 7

General Comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts – two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as ‘quotes’ from other ‘candidates’.

It is recommended that candidates are selective in their choice of prompts, perhaps one in favour and one against, and that they attempt to develop these in some depth rather than giving superficial coverage to all four. In order to achieve higher band marks, candidates need to demonstrate independence of thought and an ability to develop arguments to persuade the reader of their convictions.

Word limits were well observed and it appears that time constraints were not a problem at this stage of the paper for the majority of candidates.

Exercise 7

Some people think that going out to do your shopping will soon be an activity of the past because everyone will buy what they need on the internet.

Candidates were required to write an article for their school magazine expressing their views on the effect of online shopping. There were two prompts in favour of internet shopping and two against, to guide candidates. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, the majority of candidates, even the more able, relied heavily on the arguments put forward in the prompts. As a result, fewer candidates earned marks in the top band for content.

Most candidates responded with a balanced argument and the more able demonstrated the ability to expand to some extent beyond the subject prompts and produce pieces which were persuasive. Examples of good development include references to using the internet to source rare or hard to find items and the dangers of internet fraud. There were many commendable attempts to intersperse the writing with rhetorical questions and to provide an introduction and conclusion. There was also some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/31
Listening (Core)

Key Messages

Candidates should be encouraged to keep their answers concise and relevant. In this examination series, the great majority gave the brief responses required, and there were few who offered lengthy responses. Long answers waste valuable listening time and increase the risk of error.

Candidates should attempt answers even if they are unsure of the spelling or exact meaning of the word – an attempt at a phonetic spelling of the word can still gain credit, so long as it is considered a reasonable and clearly recognisable attempt, e.g. *coffie* for *coffee*. The mark cannot be awarded if another actual word is offered (e.g. *colleague* for *college*). Candidates should be reminded that the word or words expected will have been actually spoken so close listening is very important. Another approach that could be suggested to candidates when they come across a word they know but they cannot spell, is to offer the answer in their own words, perhaps offering a synonym or paraphrase (e.g. *right away* for *at once*). Leaving blank spaces is not recommended especially with the True/False ticking questions, or the multiple choice questions.

As in previous series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers carefully teach candidates to recognise and write down numbers. There were some common errors with reasonably straightforward numbers, e.g. 60 often appeared as 16, and £18 as £80. Writing the word out in full is permissible.

The gap-fill questions (7 and 8) proved particularly challenging for many candidates. Teachers should stress that the word or phrase the candidate inserts into the space should make complete sense and be a grammatical fit. This is necessary to show a full understanding of what has been heard. The required answer will have been spoken in the recording, and there will be clues to help the candidate select which word(s) to write down. Practice should be given to the candidates in this skill, e.g. with past papers; preparation materials from textbooks; or materials generated by the teacher, using local resources relevant to the candidates.

As in the last examination series, candidates found the questions requiring vocabulary knowledge the most challenging. The word *exploration* proved a very difficult word for many. It can only be suggested that teachers ensure their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary.

Finally, candidates should avoid unclear crossings-out and take care to form letters clearly. The word *college* frequently appeared with the first e deliberately amended so that it was unclear whether the intention was *college* or *collage*. In these situations, the candidates will not be given the benefit of doubt. *College* should be a highly familiar word to the candidates taking this examination.

General Comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared. Few questions were omitted.

Comments on Specific Questions

Questions 1 - 6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

Question 1

This was a fairly accessible opening question. *60 metres* was the required answer, and the most common error was for candidates to mishear the number as *16*. Another common error was for candidates to offer *metre* in the singular, although it followed *60* or *sixty*. Candidates should be reminded to read the question carefully, listen attentively and then write down what they hear as the correct answer. This includes indicating if a word is singular or plural. Another common error was *6 kms* – common sense should have suggested this could not be correct.

Question 2

This question appeared slightly more difficult than the previous one. Although many gained the mark, some candidates recognised the correct answer – that *the train had been delayed* – but then contradicted their answer by giving an incorrect amount of time, e.g. *by 40 minutes* instead of *by 45 minutes*. This was a case where those who answered concisely and simply had the advantage.

Question 3

A straightforward question. The most common errors were giving *pound* in the singular, or offering unacceptable spellings such as *punds* or *ponds*. Some candidates offered *30%* as their answer, not focusing on the price as required by the question.

Question 4

This question proved the hardest in this section. *At once* was often misheard as *at one* or *one o'clock*.

Question 5

A reasonably accessible question for most candidates. Candidates need a reminder to check the exact meaning of their answers, since a common error was to offer another word which did not make sense – *strong wines* and *strong winds* appeared quite frequently. Some candidates did not appear to understand 'weather conditions', including answers about parents.

Question 6

Here, candidates were required to offer two pieces of information. The first part of the answer was often given correctly, but *college* was often not heard at all, or written incorrectly as *collage* or *colleague*. Phonetic attempts that create new words – especially when the target word should be very familiar to candidates – cannot gain credit.

Questions 7 and 8

These questions overall discriminated very effectively between the candidates and there was a good spread of marks. There were several items which required two answers to be correct for the award of one mark and some candidates found this challenging. The need for grammatical accuracy, including the need to use singular and plural forms correctly, was also a challenge to some. However, there were very few omissions and most were able to attempt all questions.

Question 7

- (i) The target answer of *6 months* was brief and straightforward, but a surprising number of candidates offered lengthy answers, e.g. *lots of hours in the last six months*. Such answers were awarded the mark if they fitted the gap grammatically – although, of course by writing so much candidates were increasing their chances of errors, such as offering *month* in the singular.

- (ii) This question required understanding of two straightforward nouns – *coffee* and *burgers*. There were a large number of poor phonetic attempts, such as *bargers* or *bagers*. *Coffee* often appeared as *coffy* – a phonetic attempt that was acceptable. The singular form of *burger* was disallowed. Again, candidates should be urged to listen very carefully to the word – and to write down exactly what they hear, including whether it is in a singular or plural form.
- (iii) This question posed a problem for candidates who did not pay close attention to grammatical accuracy when filling the gap. *Manage* was a common grammatical error. Various alternatives to *places* (the second element of this answer) were accepted, e.g. *countries*. In this instance a plural or singular form was accepted.
- (iv) This question proved to be the hardest in this section and was omitted by some. Although the first word *activity* was often given correctly, the second word, *exploration*, seemed to be extremely unfamiliar. It appeared in many forms such as *expiration*, which ignored the *l* sound, and which formed another word. The nearly synonymous *expedition* was allowed, and this appeared several times.
- (v) This question was more accessible for most candidates. The most common error for *trips*, the first part of the answer, was to offer another word such as *tricks* or *tips* or *tripes* – answers which candidates at this level should realise do not make proper sense in the gap. The second element of the question – *part time* – proved more difficult and less familiar. However, answers which were nearly synonymous, such as *helping*, were accepted. This was another case where candidates need to have a grasp of a wider vocabulary.

Question 8

- (i) This question proved challenging for many candidates. Although *five* was often heard and written correctly as a word or numeral, the extra *half* was often omitted. Again, practice at hearing and recognising numbers would be valuable for many candidates. The second element required for the mark – *selling* – was often rendered as *sell* – a form of the verb that is not a grammatical fit in this context.
- (ii) A question that proved quite difficult, on account of *motor cruiser* being unfamiliar. Candidates need to be urged to listen carefully – *cruise* was not allowed as the *-er* ending was needed. Various ingenious phonetic attempts were seen and accepted, such as *crooser* or *cruzer*. These good phonetic attempts suggest that the candidates are listening very carefully.
- (iii) This question proved to be straightforward although it contained two elements. Nevertheless, a surprising number did not recognise the word *engine*, although again various phonetic attempts such as *engen* were allowed. The number *34* was frequently misheard as *44*, and some even squeezed in *kilos* before the word *knots*. Careful reading of the question's text should have shown that this did not make sense.
- (iv) This question was reasonably well done, despite the words *air conditioner* being quite challenging. Various phonetic attempts were accepted, but *hair conditioner* was not – an instance where a little careful thought would have suggested this could not be correct.
- (v) This question was answered well, with *water* and *fuel* being well recognised. It was probably the most accessible question on this paper. Plural forms of *waters* or *fuels* were not accepted.
- (vi) Two elements were required, and this question proved a challenge for many candidates. The first word – *restaurants* – was not an obscure word and it was surprising that it caused so many candidates difficulty. Alternatives, e.g. *other places to relax*, were allowed. The second item was a date – *1681*, which again many found difficult. Candidates need practice at understanding and recognising these higher numbers and dates, as well as the lower numerals. The more able candidates were able to gain a mark here, so the question proved to be a fair discriminator.
- (vii) Candidates again found this question reasonably challenging. The words required here – *beautiful* and *lake* (or *reservoir*) – again are not obscure or technical words. The advice would be as for **Question 7(iv)** and **(v)** – some focus on extending the vocabulary of candidates would be helpful. Common phonetic attempts included *beatiful* (not accepted) and *butiful* (accepted).

Question 9

These questions, as in previous examination series, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. This question was done reasonably well, with candidates generally showing themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were still a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates should be reminded of the need to make their answers absolutely clear for the Examiners. There were very few, if any, instances of candidates cynically ticking all True or all False in order to gain an 'average' score.

Question 10

Multiple choice questions appeared for the first time in this November examination series. Candidates performed reasonably well, showing a good level of understanding of what they had heard. The last part of the **Question 10(f)** proved difficult, and required close attention to details in the spoken text. Most candidates had no difficulty addressing the new format of question. There were just a few who ticked more than one box or who failed to make it clear which answer they were indicating as correct. Teachers should continue to review the multiple choice format and various strategies for approaching it.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/32
Listening (Core)

Key Messages

Candidates should be encouraged to keep their answers concise and relevant. In this examination series, the great majority gave the brief responses required, and there were few who offered lengthy responses. Long answers waste valuable listening time and increase the risk of error.

Candidates should attempt answers even if they are unsure of the spelling or exact meaning of the word – an attempt at a phonetic spelling of the word can still gain credit, so long as it is considered a reasonable and clearly recognisable attempt, e.g. *coffie* for *coffee*. The mark cannot be awarded if another actual word is offered (e.g. *colleague* for *college*). Candidates should be reminded that the word or words expected will have been actually spoken so close listening is very important. Another approach that could be suggested to candidates when they come across a word they know but they cannot spell, is to offer the answer in their own words, perhaps offering a synonym or paraphrase (e.g. *right away* for *at once*). Leaving blank spaces is not recommended especially with the True/False ticking questions, or the multiple choice questions.

As in previous series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers carefully teach candidates to recognise and write down numbers. There were some common errors with reasonably straightforward numbers, e.g. 60 often appeared as 16, and £18 as £80. Writing the word out in full is permissible.

The gap-fill questions (7 and 8) proved particularly challenging for many candidates. Teachers should stress that the word or phrase the candidate inserts into the space should make complete sense and be a grammatical fit. This is necessary to show a full understanding of what has been heard. The required answer will have been spoken in the recording, and there will be clues to help the candidate select which word(s) to write down. Practice should be given to the candidates in this skill, e.g. with past papers; preparation materials from textbooks; or materials generated by the teacher, using local resources relevant to the candidates.

As in the last examination series, candidates found the questions requiring vocabulary knowledge the most challenging. The word *exploration* proved a very difficult word for many. It can only be suggested that teachers ensure their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary.

Finally, candidates should avoid unclear crossings-out and take care to form letters clearly. The word *college* frequently appeared with the first e deliberately amended so that it was unclear whether the intention was *college* or *collage*. In these situations, the candidates will not be given the benefit of doubt. *College* should be a highly familiar word to the candidates taking this examination.

General Comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared. Few questions were omitted.

Comments on Specific Questions

Questions 1 - 6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

Question 1

This was a fairly accessible opening question. *60 metres* was the required answer, and the most common error was for candidates to mishear the number as *16*. Another common error was for candidates to offer *metre* in the singular, although it followed *60* or *sixty*. Candidates should be reminded to read the question carefully, listen attentively and then write down what they hear as the correct answer. This includes indicating if a word is singular or plural. Another common error was *6 kms* – common sense should have suggested this could not be correct.

Question 2

This question appeared slightly more difficult than the previous one. Although many gained the mark, some candidates recognised the correct answer – that *the train had been delayed* – but then contradicted their answer by giving an incorrect amount of time, e.g. *by 40 minutes* instead of *by 45 minutes*. This was a case where those who answered concisely and simply had the advantage.

Question 3

A straightforward question. The most common errors were giving *pound* in the singular, or offering unacceptable spellings such as *punds* or *ponds*. Some candidates offered *30%* as their answer, not focusing on the price as required by the question.

Question 4

This question proved the hardest in this section. *At once* was often misheard as *at one* or *one o'clock*.

Question 5

A reasonably accessible question for most candidates. Candidates need a reminder to check the exact meaning of their answers, since a common error was to offer another word which did not make sense – *strong wines* and *strong winds* appeared quite frequently. Some candidates did not appear to understand 'weather conditions', including answers about parents.

Question 6

Here, candidates were required to offer two pieces of information. The first part of the answer was often given correctly, but *college* was often not heard at all, or written incorrectly as *collage* or *colleague*. Phonetic attempts that create new words – especially when the target word should be very familiar to candidates – cannot gain credit.

Questions 7 and 8

These questions overall discriminated very effectively between the candidates and there was a good spread of marks. There were several items which required two answers to be correct for the award of one mark and some candidates found this challenging. The need for grammatical accuracy, including the need to use singular and plural forms correctly, was also a challenge to some. However, there were very few omissions and most were able to attempt all questions.

Question 7

- (i) The target answer of *6 months* was brief and straightforward, but a surprising number of candidates offered lengthy answers, e.g. *lots of hours in the last six months*. Such answers were awarded the mark if they fitted the gap grammatically – although, of course by writing so much candidates were increasing their chances of errors, such as offering *month* in the singular.

- (ii) This question required understanding of two straightforward nouns – *coffee* and *burgers*. There were a large number of poor phonetic attempts, such as *bargers* or *bagers*. *Coffee* often appeared as *coffy* – a phonetic attempt that was acceptable. The singular form of *burger* was disallowed. Again, candidates should be urged to listen very carefully to the word – and to write down exactly what they hear, including whether it is in a singular or plural form.
- (iii) This question posed a problem for candidates who did not pay close attention to grammatical accuracy when filling the gap. *Manage* was a common grammatical error. Various alternatives to *places* (the second element of this answer) were accepted, e.g. *countries*. In this instance a plural or singular form was accepted.
- (iv) This question proved to be the hardest in this section and was omitted by some. Although the first word *activity* was often given correctly, the second word, *exploration*, seemed to be extremely unfamiliar. It appeared in many forms such as *expiration*, which ignored the *l* sound, and which formed another word. The nearly synonymous *expedition* was allowed, and this appeared several times.
- (v) This question was more accessible for most candidates. The most common error for *trips*, the first part of the answer, was to offer another word such as *tricks* or *tips* or *tripes* – answers which candidates at this level should realise do not make proper sense in the gap. The second element of the question – *part time* – proved more difficult and less familiar. However, answers which were nearly synonymous, such as *helping*, were accepted. This was another case where candidates need to have a grasp of a wider vocabulary.

Question 8

- (i) This question proved challenging for many candidates. Although *five* was often heard and written correctly as a word or numeral, the extra *half* was often omitted. Again, practice at hearing and recognising numbers would be valuable for many candidates. The second element required for the mark – *selling* – was often rendered as *sell* – a form of the verb that is not a grammatical fit in this context.
- (ii) A question that proved quite difficult, on account of *motor cruiser* being unfamiliar. Candidates need to be urged to listen carefully – *cruise* was not allowed as the *-er* ending was needed. Various ingenious phonetic attempts were seen and accepted, such as *crooser* or *cruzer*. These good phonetic attempts suggest that the candidates are listening very carefully.
- (iii) This question proved to be straightforward although it contained two elements. Nevertheless, a surprising number did not recognise the word *engine*, although again various phonetic attempts such as *engen* were allowed. The number *34* was frequently misheard as *44*, and some even squeezed in *kilos* before the word *knots*. Careful reading of the question's text should have shown that this did not make sense.
- (iv) This question was reasonably well done, despite the words *air conditioner* being quite challenging. Various phonetic attempts were accepted, but *hair conditioner* was not – an instance where a little careful thought would have suggested this could not be correct.
- (v) This question was answered well, with *water* and *fuel* being well recognised. It was probably the most accessible question on this paper. Plural forms of *waters* or *fuels* were not accepted.
- (vi) Two elements were required, and this question proved a challenge for many candidates. The first word – *restaurants* – was not an obscure word and it was surprising that it caused so many candidates difficulty. Alternatives, e.g. *other places to relax*, were allowed. The second item was a date – *1681*, which again many found difficult. Candidates need practice at understanding and recognising these higher numbers and dates, as well as the lower numerals. The more able candidates were able to gain a mark here, so the question proved to be a fair discriminator.
- (vii) Candidates again found this question reasonably challenging. The words required here – *beautiful* and *lake* (or *reservoir*) – again are not obscure or technical words. The advice would be as for **Question 7(iv)** and **(v)** – some focus on extending the vocabulary of candidates would be helpful. Common phonetic attempts included *beatiful* (not accepted) and *butiful* (accepted).

Question 9

These questions, as in previous examination series, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. This question was done reasonably well, with candidates generally showing themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were still a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates should be reminded of the need to make their answers absolutely clear for the Examiners. There were very few, if any, instances of candidates cynically ticking all True or all False in order to gain an 'average' score.

Question 10

Multiple choice questions appeared for the first time in this November examination series. Candidates performed reasonably well, showing a good level of understanding of what they had heard. The last part of the **Question 10(f)** proved difficult, and required close attention to details in the spoken text. Most candidates had no difficulty addressing the new format of question. There were just a few who ticked more than one box or who failed to make it clear which answer they were indicating as correct. Teachers should continue to review the multiple choice format and various strategies for approaching it.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/33
Listening (Core)

Key Messages

Candidates should be encouraged to keep their answers concise and relevant. In this examination series, the great majority gave the brief responses required, and there were few who offered lengthy responses. Long answers waste valuable listening time and increase the risk of error.

Candidates should attempt answers even if they are unsure of the spelling or exact meaning of the word – an attempt at a phonetic spelling of the word can still gain credit, so long as it is considered a reasonable and clearly recognisable attempt, e.g. *coffie* for *coffee*. The mark cannot be awarded if another actual word is offered (e.g. *colleague* for *college*). Candidates should be reminded that the word or words expected will have been actually spoken so close listening is very important. Another approach that could be suggested to candidates when they come across a word they know but they cannot spell, is to offer the answer in their own words, perhaps offering a synonym or paraphrase (e.g. *right away* for *at once*). Leaving blank spaces is not recommended especially with the True/False ticking questions, or the multiple choice questions.

As in previous series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers carefully teach candidates to recognise and write down numbers. There were some common errors with reasonably straightforward numbers, e.g. 60 often appeared as 16, and £18 as £80. Writing the word out in full is permissible.

The gap-fill questions (7 and 8) proved particularly challenging for many candidates. Teachers should stress that the word or phrase the candidate inserts into the space should make complete sense and be a grammatical fit. This is necessary to show a full understanding of what has been heard. The required answer will have been spoken in the recording, and there will be clues to help the candidate select which word(s) to write down. Practice should be given to the candidates in this skill, e.g. with past papers; preparation materials from textbooks; or materials generated by the teacher, using local resources relevant to the candidates.

As in the last examination series, candidates found the questions requiring vocabulary knowledge the most challenging. The word *exploration* proved a very difficult word for many. It can only be suggested that teachers ensure their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary.

Finally, candidates should avoid unclear crossings-out and take care to form letters clearly. The word *college* frequently appeared with the first e deliberately amended so that it was unclear whether the intention was *college* or *collage*. In these situations, the candidates will not be given the benefit of doubt. *College* should be a highly familiar word to the candidates taking this examination.

General Comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared. Few questions were omitted.

Comments on Specific Questions

Questions 1 - 6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

Question 1

This was a fairly accessible opening question. *60 metres* was the required answer, and the most common error was for candidates to mishear the number as *16*. Another common error was for candidates to offer *metre* in the singular, although it followed *60* or *sixty*. Candidates should be reminded to read the question carefully, listen attentively and then write down what they hear as the correct answer. This includes indicating if a word is singular or plural. Another common error was *6 kms* – common sense should have suggested this could not be correct.

Question 2

This question appeared slightly more difficult than the previous one. Although many gained the mark, some candidates recognised the correct answer – that *the train had been delayed* – but then contradicted their answer by giving an incorrect amount of time, e.g. *by 40 minutes* instead of *by 45 minutes*. This was a case where those who answered concisely and simply had the advantage.

Question 3

A straightforward question. The most common errors were giving *pound* in the singular, or offering unacceptable spellings such as *punds* or *ponds*. Some candidates offered *30%* as their answer, not focusing on the price as required by the question.

Question 4

This question proved the hardest in this section. *At once* was often misheard as *at one* or *one o'clock*.

Question 5

A reasonably accessible question for most candidates. Candidates need a reminder to check the exact meaning of their answers, since a common error was to offer another word which did not make sense – *strong wines* and *strong winds* appeared quite frequently. Some candidates did not appear to understand 'weather conditions', including answers about parents.

Question 6

Here, candidates were required to offer two pieces of information. The first part of the answer was often given correctly, but *college* was often not heard at all, or written incorrectly as *collage* or *colleague*. Phonetic attempts that create new words – especially when the target word should be very familiar to candidates – cannot gain credit.

Questions 7 and 8

These questions overall discriminated very effectively between the candidates and there was a good spread of marks. There were several items which required two answers to be correct for the award of one mark and some candidates found this challenging. The need for grammatical accuracy, including the need to use singular and plural forms correctly, was also a challenge to some. However, there were very few omissions and most were able to attempt all questions.

Question 7

- (i) The target answer of *6 months* was brief and straightforward, but a surprising number of candidates offered lengthy answers, e.g. *lots of hours in the last six months*. Such answers were awarded the mark if they fitted the gap grammatically – although, of course by writing so much candidates were increasing their chances of errors, such as offering *month* in the singular.

- (ii) This question required understanding of two straightforward nouns – *coffee* and *burgers*. There were a large number of poor phonetic attempts, such as *bargers* or *bagers*. *Coffee* often appeared as *coffy* – a phonetic attempt that was acceptable. The singular form of *burger* was disallowed. Again, candidates should be urged to listen very carefully to the word – and to write down exactly what they hear, including whether it is in a singular or plural form.
- (iii) This question posed a problem for candidates who did not pay close attention to grammatical accuracy when filling the gap. *Manage* was a common grammatical error. Various alternatives to *places* (the second element of this answer) were accepted, e.g. *countries*. In this instance a plural or singular form was accepted.
- (iv) This question proved to be the hardest in this section and was omitted by some. Although the first word *activity* was often given correctly, the second word, *exploration*, seemed to be extremely unfamiliar. It appeared in many forms such as *expiration*, which ignored the *l* sound, and which formed another word. The nearly synonymous *expedition* was allowed, and this appeared several times.
- (v) This question was more accessible for most candidates. The most common error for *trips*, the first part of the answer, was to offer another word such as *tricks* or *tips* or *tripes* – answers which candidates at this level should realise do not make proper sense in the gap. The second element of the question – *part time* – proved more difficult and less familiar. However, answers which were nearly synonymous, such as *helping*, were accepted. This was another case where candidates need to have a grasp of a wider vocabulary.

Question 8

- (i) This question proved challenging for many candidates. Although *five* was often heard and written correctly as a word or numeral, the extra *half* was often omitted. Again, practice at hearing and recognising numbers would be valuable for many candidates. The second element required for the mark – *selling* – was often rendered as *sell* – a form of the verb that is not a grammatical fit in this context.
- (ii) A question that proved quite difficult, on account of *motor cruiser* being unfamiliar. Candidates need to be urged to listen carefully – *cruise* was not allowed as the *-er* ending was needed. Various ingenious phonetic attempts were seen and accepted, such as *crooser* or *cruzer*. These good phonetic attempts suggest that the candidates are listening very carefully.
- (iii) This question proved to be straightforward although it contained two elements. Nevertheless, a surprising number did not recognise the word *engine*, although again various phonetic attempts such as *engen* were allowed. The number *34* was frequently misheard as *44*, and some even squeezed in *kilos* before the word *knots*. Careful reading of the question's text should have shown that this did not make sense.
- (iv) This question was reasonably well done, despite the words *air conditioner* being quite challenging. Various phonetic attempts were accepted, but *hair conditioner* was not – an instance where a little careful thought would have suggested this could not be correct.
- (v) This question was answered well, with *water* and *fuel* being well recognised. It was probably the most accessible question on this paper. Plural forms of *waters* or *fuels* were not accepted.
- (vi) Two elements were required, and this question proved a challenge for many candidates. The first word – *restaurants* – was not an obscure word and it was surprising that it caused so many candidates difficulty. Alternatives, e.g. *other places to relax*, were allowed. The second item was a date – *1681*, which again many found difficult. Candidates need practice at understanding and recognising these higher numbers and dates, as well as the lower numerals. The more able candidates were able to gain a mark here, so the question proved to be a fair discriminator.
- (vii) Candidates again found this question reasonably challenging. The words required here – *beautiful* and *lake* (or *reservoir*) – again are not obscure or technical words. The advice would be as for **Question 7(iv)** and **(v)** – some focus on extending the vocabulary of candidates would be helpful. Common phonetic attempts included *beatiful* (not accepted) and *butiful* (accepted).

Question 9

These questions, as in previous examination series, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. This question was done reasonably well, with candidates generally showing themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were still a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates should be reminded of the need to make their answers absolutely clear for the Examiners. There were very few, if any, instances of candidates cynically ticking all True or all False in order to gain an 'average' score.

Question 10

Multiple choice questions appeared for the first time in this November examination series. Candidates performed reasonably well, showing a good level of understanding of what they had heard. The last part of the **Question 10(f)** proved difficult, and required close attention to details in the spoken text. Most candidates had no difficulty addressing the new format of question. There were just a few who ticked more than one box or who failed to make it clear which answer they were indicating as correct. Teachers should continue to review the multiple choice format and various strategies for approaching it.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/41
Listening (Extended)

Key Messages

The general ethos of this component is one of 'listening for understanding'. Candidates are therefore not unduly penalised for spelling errors. Synonyms are accepted.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it will be close enough to be pronounced as the target word. Spelling attempts that create a word with a different meaning are not accepted e.g. if the answer is 'bored', 'bord' is acceptable but *board* is not.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 6**. Doing so wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces blank. Candidates should always be advised to make an attempt at a question.

In this examination series there were very few blank spaces on the papers. Candidates usually had an attempt at spelling the required word. A strategy for candidates who come across an unfamiliar word is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. take medicine for pain, if they were unsure of the word *painkillers*.

Teachers should stress the importance of listening attentively to the initial and final consonant sounds in words, especially those which may be unfamiliar. For instance the final 'd' sound of *wind* was required. Similarly *cero* could not be awarded a mark as the initial 'z' sound was a requirement in 'zero'. Internal vowel sounds were also critical in some answers, for example *restaurants*.

As in previous examination series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, e.g. 30000 often appeared as 3000 or 13000. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain e.g. five and a half. Some candidates tried to convert the fraction to a decimal point and made a mistake.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in **Questions 7 and 8** or vocabulary knowledge in **Questions 9 and 10**. It is suggested that teachers ensure their candidates are exposed to a good range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. It is good practice always to read the answers through in their entirety at the end of the examination.

General Comments

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Overall, the standard of presentation was good, although unclear letter formations occasionally adversely affected the interpretation of candidates' responses – the difference between 'a' and 'e' can be crucial e.g. *satellite and settelite*, or between 't' and 'l' e.g. *tunnel and lunnel*.

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. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

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

Relevant exam practice activities could include

- Predicting – information (e.g. number / name / date) /part of speech / grammar fit in gaps by paying attention to the context surrounding the gapped items (in **Question's 7 and 8**).
- Underlining key words (before listening) that help appreciation of context and focus candidates on related text in the recording.
- Raising awareness of connected speech / voiced and unvoiced consonants / weak vowel sounds and pronunciation / spelling of diphthongs.
- Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.

Comments on Specific Questions

Questions 1 – 6

These questions were very well attempted and provided a suitable introduction to the listening paper. There were very few omissions.

Question 1

This was generally well answered. However, weaker candidates tended to write 'ones' or 'once'. There were quite a lot of irrelevant responses e.g. 'before the upper level' or 'when you are on the lower level' with some candidates trying to re-create something of their own e.g. 'one' or 'at 1'.

Question 2

This was generally well done although some candidates lost the mark by saying 'strong winds and good weather'. Some candidates wrote 'wings' instead of 'winds'.

Question 3

There were lots of good interpretations and good lifting from the text. 'Money' was usually given correctly. However, 'college' was often misspelt as 'collage' or 'colleague'. Acceptable synonyms were 'school' or 'they have lessons'. Some candidates incorrectly included the means of transport as one of the problems, so gave answers such as 'how to get there' and 'transport'. Sometimes candidates used the key words, but the context meant the response was incorrect or contradictory e.g. 'they have to pay the college', 'how to get to college' and 'earning money in the factory'.

Question 4

The vast majority of the candidates wrote the correct answer but a few gave the response as '8 p.m.'.

Question 5

Several candidates expressed the answer as a figure rather than a score e.g. 'zero' or 'nothing'. There were other errors from candidates who heard the word 'win' and made up a score.

Question 6

Both parts of this question were well attempted by most candidates. Some problems occurred with spelling of 'painkillers' e.g. 'paincules', 'paincalas', 'painculars'. Quite a few candidates paraphrased it to 'pain pills', 'pills for pain' or 'medicine for pain' and were able to get the mark. Some candidates were unable to spell

'exercise' and wrote 'exerise' or 'excerise' and could not be credited as these are not accurate phonetic attempts for 'exercise'. A few candidates gave the answer as 'exercise is good for you'.

Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some marks.

- (i) 'Lots of hours' was commonly added as extra which did not negate the correct answer. Quite a number of candidates missed the 's' on months. Some candidates gave the answer as 'new project'.
- (ii) Generally well answered but marks were lost for 'coffee' and 'burgers' in terms of use of singular and plural. Lots of candidates got the idea but wrote it wrongly. Most candidates offered a correct phonetic attempt for coffee e.g. 'coffie', 'cofee', although some had a problem spelling 'burgers'. The common errors were 'bugers', 'buggers' but some very good phonetic attempts were acceptable e.g. 'burgurs' and 'burguers'. Some created an answer e.g. sandwiches.
- (iii) 'Candidates who were unfamiliar with the word 'shoulder' often offered the wrong phonetic attempt e.g. 'shower', 'shodder'. The correct phonetic attempt 'sholder' was awarded a mark. A common incorrect answer in place of 'shoulder' was 'gift', which the candidates had heard. There were many other interesting adjectives for bags – plastic, travel, paper – some of which were guessed by the candidates. 'Wooden' was mostly correct although some candidates wrote 'woolen' and 'stuffed'.
- (iv) The first item was challenging, with candidates writing 'manage' instead of 'manages'. A common error was 'manging' while some candidates used the past tense 'managed'. There were some good synonyms for manages e.g. 'runs', 'leads' etc. The second item was usually correct with a variety of allowable singular/plural answers and quite a few synonyms e.g. 'country/ies', 'city/ies', 'destination/s'. A common error was 'desire'. Some candidates wrote 'those places' which did not fit grammatically.
- (v) This item discriminated very effectively – many got the first part although some wrote 'activities' or 'activite'. Very few got the second; 'exploration' or 'expedition' did not seem to be widely known. Some candidates guessed the answer by adding commonly known words. Some phonetic attempts were not close enough to award a mark. These included words such as aspiration, expiration, experation and inspiration.
- (vi) This was mostly well done. 25% was sometimes written as £25 or 20%. Sometimes the % sign was missing. 30000 became 3000 or 13000.
- (vii) Well attempted on the whole. The first item was almost always correct but candidates had problems with the grammatical fit for the second part of the answer or struggled to identify the second answer required. Strong candidates offered alternatives for 'part-time' that fitted grammatically. Longer expressions were rarely given with sufficient accuracy to obtain a mark e.g. 'part time bases', 'a part time basis'. Other wrong responses showed initiative e.g. work 'for us' or work 'very hard'. Sometimes 'take care' was given. Other acceptable answers were 'part-day', 'as assistant' and 'to help'.

Question 8

This question discriminated well between the ability levels. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates marks. Often one of the two parts to a section was incorrect.

- (i) Several candidates wrote 'five'. Some candidates tried to convert the half to a decimal unit and wrote it as '5, 5' instead of '5.5'. Many added '8 years' to the second gap. A large number of candidates lost the mark due to poor grammatical fit in the second gap, giving answers such as 'sold' or 'sell'. Others wrote 'left' or 'leaving'.
- (ii) Many candidates found it difficult to spell 'cruiser' and wrote 'crusier', 'brooser' or 'cruicer'. However, there were some very good phonetic attempts that gained a mark. These were 'cruser',

'cruzor' and 'croozer'. Most candidates were able to spell 'motor' although some wrote 'mouter', 'moto' and 'mottor'. Quite a few candidates gave the answer as 'water cruiser'.

- (iii) This was generally well done. The phonetic attempt 'engin' was acceptable but 'ingen', 'engiene' or 'engeen' are not considered to be accurate phonetic attempts. '34' was mostly correct although some candidates wrote '44'.
- (iv) 'Satellite' is a fairly frequent item in the listening tests and many got it right. 'Satelight', 'sitolite' and 'setelight' are not considered to be close enough phonetic attempts to award a mark. The vast majority of candidates spelt 'digital' correctly although a few wrote 'degital'.
- (v) There was a clear understanding here, but lots of errors with 'air condition'. The extra detail 'speakers' was often added by some candidates.
- (vi) Most candidates gained a mark here. The phonetic attempts allowed were 'fuil', 'fewel', 'fiul' and 'fule'. Sometimes, the candidates wrote 'fuels' which could not be credited. 'Few' was also seen occasionally.
- (vii) Candidates made very good phonetic attempts at 'restaurants' and were awarded a mark. Mistakes appeared due to the wrong number of syllables, the singular form offered or the wrong spelling e.g. 'restruns' and 'restrants'. Some candidates gave the year as '1861' or '681'. Quite a number added the 15 years to build and wrote '1696'.
- (viii) This was quite well attempted with 'lake' being the most common answer. Very few candidates chose 'reservoir' while some wrote 'lack' instead of 'lake'. There were quite a few synonyms accepted for 'beautiful' and these were 'impressive', 'amazing' and 'wonderful'. Some candidates could not spell 'beautiful' and wrote 'beatiful'. A number of candidates wrote 'tunnel' or 'canal' in the first gap.
- (ix) This item discriminated well and many candidates could not identify the required detail. Certificate was often confused with licence and quite a few wrote the plural 'certificates'. The second part was usually wrong, with singular 'test' or the inclusion of 'written' or 'practical'. Quite a few candidates wrote 'setificate' and gained a mark as an accurate phonetic attempt.

Question 9

This was a discriminating question. In parts (a) and (d) two details were required and candidates needed both to gain the mark.

- (a) Most candidates identified the correct detail but very few managed the plural in the right place. There was some misunderstanding many candidates included the 30 buildings and 2 departments, etc. 'Footpaths' was unfamiliar to many candidates who made the wrong phonetic attempt e.g. 'foothpaths', 'footpass', 'footpathes', 'footparks' and 'foodparks'.
- (b) This was generally well answered by the majority of candidates but sometimes they confused 'borrow' and 'lend', so lost marks as the correct message was not communicated e.g. 'they don't borrow books'. A wide array of correct alternatives included 'the books couldn't leave the library' and 'nobody could borrow books'. Sometimes, the response was in terms of the books being 'valuable' and library was incorrectly spelt as 'liabrary' or 'library'.
- (c) This was a challenging question for most candidates as they failed to distinguish between 'policy' and 'law'. Many candidates did not understand the idea of 'storing **one** copy of every book' and gave answers such as 'store every copy of books' and 'store copies of books'. The majority lost the mark through writing the correct answer and adding the extra detail – 'do not throw books away'.
- (d) Many thought the books were in a 'warehouse'. There were lots of problems spelling 'mine' e.g. 'main', 'mein', 'mind' and sometimes the plural 'mines' was offered. Some marks were lost in answers which lacked specificity e.g. 'mine was chosen because of its conditions'.
- (e) This was generally well answered, often accompanied by the additional information 'each book has a unique barcode'. Some candidates lost the mark by including 'by subject' in addition to the

correct answer. Marks were also lost through narrating the process 'using cranes, trucks, machinery' or explaining the employment situation.

- (f) This item was the best attempted in the whole question and there were some good interpretations e.g. 'They didn't want to adopt this method' or 'a negative idea' or 'they disagree with this'. Many lifted from the text – 'just couldn't destroy...' with additionally stating the reason why. Some candidates had clearly understood but wrote 'couldn't destroy them'. 'Destory/distory' could not be credited as they are not accurate phonetic attempts of the word 'destroy'. A number of candidates gave the answer as 'can't replace their digital copies'.

Question 10

Candidates engaged well with the first three items but found the last two more challenging.

- (a) Most candidates answered both parts correctly. Some marks were lost due to omission of 'art history'. A large number of candidates wrote 'history' and 'art' or gave the plurals 'paintings/drawings'.
- (b) There were a lot of good answers to the first part, many of which were lifted from the text. There were a lot of ways of expressing that his wife suggested it e.g. 'his wife told him', 'his wife encouraged him' and 'his wife persuaded him'. The second part was more challenging, and incorrect responses included 'could sketch anything he saw' or 'hidden art skills'. There were problems with spelling e.g. 'excllent', 'aqquarit'. However, 'excellent' was accepted as an accurate phonetic attempt. Some candidates lost marks by writing 'accurate' without 'very'.
- (c) Those candidates who understood the gist of this question captured all the necessary information. Some restated information from the question and talked about changing his attitude and developing unknown skills – statements which were too general. The spelling of engineer proved to be problematic – 'enginier', 'enginar' or 'engeener' were not acceptable. Many wrote 'he got a degree in arts' or described the artist as 'great' or 'famous', which could not be credited. Some marks were lost in answers where the necessary detail was missing e.g. 'he became an artist'.
- (d) This was a discriminating item and only the more able candidates managed it. Many had the sense but gave an answer without a verb, 'hand written notes in court' or used the present tense. Incorrect information was often given e.g. 'worked as a lawyer', 'did sketches in court', 'making manuscripts' or 'worked with the law'. Sometimes the correct answer was negated by adding wrong information e.g. 'worked as a scribe and did sketches'. A common wrong answer was that Petra 'used to make hundreds of notes'. Lots of attempts were made to re-create the word 'proceedings', resulting in 'recedings', 'precedings', 'receivings' etc.
- (e) Many candidates got the sense of the answer but lost the mark through not writing the plural 'courts'. Other errors included incomplete responses such as 'secure work', 'get work in the city', 'improve her speed'. Many candidates wrote 'course' instead of 'courts'. Some responses included other things the agency was doing e.g. 'producing a leaflet' or 'helping them develop their artistic talents' which lacked specificity.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/42
Listening (Extended)

Key Messages

The general ethos of this component is one of 'listening for understanding'. Candidates are therefore not unduly penalised for spelling errors. Synonyms are accepted.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it will be close enough to be pronounced as the target word. Spelling attempts that create a word with a different meaning are not accepted e.g. if the answer is 'bored', 'bord' is acceptable but *board* is not.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 6**. Doing so wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces blank. Candidates should always be advised to make an attempt at a question.

In this examination series there were very few blank spaces on the papers. Candidates usually had an attempt at spelling the required word. A strategy for candidates who come across an unfamiliar word is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. take medicine for pain, if they were unsure of the word *painkillers*.

Teachers should stress the importance of listening attentively to the initial and final consonant sounds in words, especially those which may be unfamiliar. For instance the final 'd' sound of *wind* was required. Similarly *cero* could not be awarded a mark as the initial 'z' sound was a requirement in 'zero'. Internal vowel sounds were also critical in some answers, for example *restaurants*.

As in previous examination series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, e.g. 30000 often appeared as 3000 or 13000. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain e.g. five and a half. Some candidates tried to convert the fraction to a decimal point and made a mistake.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in **Questions 7 and 8** or vocabulary knowledge in **Questions 9 and 10**. It is suggested that teachers ensure their candidates are exposed to a good range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. It is good practice always to read the answers through in their entirety at the end of the examination.

General Comments

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Overall, the standard of presentation was good, although unclear letter formations occasionally adversely affected the interpretation of candidates' responses – the difference between 'a' and 'e' can be crucial e.g. *satellite and settelite*, or between 't' and 'l' e.g. *tunnel and lunnel*.

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. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

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

Relevant exam practice activities could include

- Predicting – information (e.g. number / name / date) /part of speech / grammar fit in gaps by paying attention to the context surrounding the gapped items (in **Question's 7 and 8**).
- Underlining key words (before listening) that help appreciation of context and focus candidates on related text in the recording.
- Raising awareness of connected speech / voiced and unvoiced consonants / weak vowel sounds and pronunciation / spelling of diphthongs.
- Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.

Comments on Specific Questions

Questions 1 – 6

These questions were very well attempted and provided a suitable introduction to the listening paper. There were very few omissions.

Question 1

This was generally well answered. However, weaker candidates tended to write 'ones' or 'once'. There were quite a lot of irrelevant responses e.g. 'before the upper level' or 'when you are on the lower level' with some candidates trying to re-create something of their own e.g. 'one' or 'at 1'.

Question 2

This was generally well done although some candidates lost the mark by saying 'strong winds and good weather'. Some candidates wrote 'wings' instead of 'winds'.

Question 3

There were lots of good interpretations and good lifting from the text. 'Money' was usually given correctly. However, 'college' was often misspelt as 'collage' or 'colleague'. Acceptable synonyms were 'school' or 'they have lessons'. Some candidates incorrectly included the means of transport as one of the problems, so gave answers such as 'how to get there' and 'transport'. Sometimes candidates used the key words, but the context meant the response was incorrect or contradictory e.g. 'they have to pay the college', 'how to get to college' and 'earning money in the factory'.

Question 4

The vast majority of the candidates wrote the correct answer but a few gave the response as '8 p.m.'.

Question 5

Several candidates expressed the answer as a figure rather than a score e.g. 'zero' or 'nothing'. There were other errors from candidates who heard the word 'win' and made up a score.

Question 6

Both parts of this question were well attempted by most candidates. Some problems occurred with spelling of 'painkillers' e.g. 'paincules', 'paincalas', 'painculars'. Quite a few candidates paraphrased it to 'pain pills', 'pills for pain' or 'medicine for pain' and were able to get the mark. Some candidates were unable to spell

'exercise' and wrote 'exerise' or 'excerise' and could not be credited as these are not accurate phonetic attempts for 'exercise'. A few candidates gave the answer as 'exercise is good for you'.

Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some marks.

- (i) 'Lots of hours' was commonly added as extra which did not negate the correct answer. Quite a number of candidates missed the 's' on months. Some candidates gave the answer as 'new project'.
- (ii) Generally well answered but marks were lost for 'coffee' and 'burgers' in terms of use of singular and plural. Lots of candidates got the idea but wrote it wrongly. Most candidates offered a correct phonetic attempt for coffee e.g. 'coffie', 'cofee', although some had a problem spelling 'burgers'. The common errors were 'bugers', 'buggers' but some very good phonetic attempts were acceptable e.g. 'burgurs' and 'burguers'. Some created an answer e.g. sandwiches.
- (iii) 'Candidates who were unfamiliar with the word 'shoulder' often offered the wrong phonetic attempt e.g. 'shower', 'shodder'. The correct phonetic attempt 'sholder' was awarded a mark. A common incorrect answer in place of 'shoulder' was 'gift', which the candidates had heard. There were many other interesting adjectives for bags – plastic, travel, paper – some of which were guessed by the candidates. 'Wooden' was mostly correct although some candidates wrote 'woolen' and 'stuffed'.
- (iv) The first item was challenging, with candidates writing 'manage' instead of 'manages'. A common error was 'manging' while some candidates used the past tense 'managed'. There were some good synonyms for manages e.g. 'runs', 'leads' etc. The second item was usually correct with a variety of allowable singular/plural answers and quite a few synonyms e.g. 'country/ies', 'city/ies', 'destination/s'. A common error was 'desire'. Some candidates wrote 'those places' which did not fit grammatically.
- (v) This item discriminated very effectively – many got the first part although some wrote 'activities' or 'activite'. Very few got the second; 'exploration' or 'expedition' did not seem to be widely known. Some candidates guessed the answer by adding commonly known words. Some phonetic attempts were not close enough to award a mark. These included words such as aspiration, expiration, experation and inspiration.
- (vi) This was mostly well done. 25% was sometimes written as £25 or 20%. Sometimes the % sign was missing. 30000 became 3000 or 13000.
- (vii) Well attempted on the whole. The first item was almost always correct but candidates had problems with the grammatical fit for the second part of the answer or struggled to identify the second answer required. Strong candidates offered alternatives for 'part-time' that fitted grammatically. Longer expressions were rarely given with sufficient accuracy to obtain a mark e.g. 'part time bases', 'a part time basis'. Other wrong responses showed initiative e.g. work 'for us' or work 'very hard'. Sometimes 'take care' was given. Other acceptable answers were 'part-day', 'as assistant' and 'to help'.

Question 8

This question discriminated well between the ability levels. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates marks. Often one of the two parts to a section was incorrect.

- (i) Several candidates wrote 'five'. Some candidates tried to convert the half to a decimal unit and wrote it as '5, 5' instead of '5.5'. Many added '8 years' to the second gap. A large number of candidates lost the mark due to poor grammatical fit in the second gap, giving answers such as 'sold' or 'sell'. Others wrote 'left' or 'leaving'.
- (ii) Many candidates found it difficult to spell 'cruiser' and wrote 'crusier', 'brooser' or 'cruicer'. However, there were some very good phonetic attempts that gained a mark. These were 'cruser',

'cruzor' and 'croozer'. Most candidates were able to spell 'motor' although some wrote 'mouter', 'moto' and 'mottor'. Quite a few candidates gave the answer as 'water cruiser'.

- (iii) This was generally well done. The phonetic attempt 'engin' was acceptable but 'ingen', 'engiène' or 'engeen' are not considered to be accurate phonetic attempts. '34' was mostly correct although some candidates wrote '44'.
- (iv) 'Satellite' is a fairly frequent item in the listening tests and many got it right. 'Satelight', 'sitolite' and 'setelight' are not considered to be close enough phonetic attempts to award a mark. The vast majority of candidates spelt 'digital' correctly although a few wrote 'degital'.
- (v) There was a clear understanding here, but lots of errors with 'air condition'. The extra detail 'speakers' was often added by some candidates.
- (vi) Most candidates gained a mark here. The phonetic attempts allowed were 'fuil', 'fewel', 'fiul' and 'fule'. Sometimes, the candidates wrote 'fuels' which could not be credited. 'Few' was also seen occasionally.
- (vii) Candidates made very good phonetic attempts at 'restaurants' and were awarded a mark. Mistakes appeared due to the wrong number of syllables, the singular form offered or the wrong spelling e.g. 'restruns' and 'restrants'. Some candidates gave the year as '1861' or '681'. Quite a number added the 15 years to build and wrote '1696'.
- (viii) This was quite well attempted with 'lake' being the most common answer. Very few candidates chose 'reservoir' while some wrote 'lack' instead of 'lake'. There were quite a few synonyms accepted for 'beautiful' and these were 'impressive', 'amazing' and 'wonderful'. Some candidates could not spell 'beautiful' and wrote 'beatiful'. A number of candidates wrote 'tunnel' or 'canal' in the first gap.
- (ix) This item discriminated well and many candidates could not identify the required detail. Certificate was often confused with licence and quite a few wrote the plural 'certificates'. The second part was usually wrong, with singular 'test' or the inclusion of 'written' or 'practical'. Quite a few candidates wrote 'setificate' and gained a mark as an accurate phonetic attempt.

Question 9

This was a discriminating question. In parts (a) and (d) two details were required and candidates needed both to gain the mark.

- (a) Most candidates identified the correct detail but very few managed the plural in the right place. There was some misunderstanding many candidates included the 30 buildings and 2 departments, etc. 'Footpaths' was unfamiliar to many candidates who made the wrong phonetic attempt e.g. 'foothpaths', 'footpass', 'footpathes', 'footparks' and 'foodparks'.
- (b) This was generally well answered by the majority of candidates but sometimes they confused 'borrow' and 'lend', so lost marks as the correct message was not communicated e.g. 'they don't borrow books'. A wide array of correct alternatives included 'the books couldn't leave the library' and 'nobody could borrow books'. Sometimes, the response was in terms of the books being 'valuable' and library was incorrectly spelt as 'liabrary' or 'library'.
- (c) This was a challenging question for most candidates as they failed to distinguish between 'policy' and 'law'. Many candidates did not understand the idea of 'storing **one** copy of every book' and gave answers such as 'store every copy of books' and 'store copies of books'. The majority lost the mark through writing the correct answer and adding the extra detail – 'do not throw books away'.
- (d) Many thought the books were in a 'warehouse'. There were lots of problems spelling 'mine' e.g. 'main', 'mein', 'mind' and sometimes the plural 'mines' was offered. Some marks were lost in answers which lacked specificity e.g. 'mine was chosen because of its conditions'.
- (e) This was generally well answered, often accompanied by the additional information 'each book has a unique barcode'. Some candidates lost the mark by including 'by subject' in addition to the

correct answer. Marks were also lost through narrating the process 'using cranes, trucks, machinery' or explaining the employment situation.

- (f) This item was the best attempted in the whole question and there were some good interpretations e.g. 'They didn't want to adopt this method' or 'a negative idea' or 'they disagree with this'. Many lifted from the text – 'just couldn't destroy...' with additionally stating the reason why. Some candidates had clearly understood but wrote 'couldn't destroy them'. 'Destory/distory' could not be credited as they are not accurate phonetic attempts of the word 'destroy'. A number of candidates gave the answer as 'can't replace their digital copies'.

Question 10

Candidates engaged well with the first three items but found the last two more challenging.

- (a) Most candidates answered both parts correctly. Some marks were lost due to omission of 'art history'. A large number of candidates wrote 'history' and 'art' or gave the plurals 'paintings/drawings'.
- (b) There were a lot of good answers to the first part, many of which were lifted from the text. There were a lot of ways of expressing that his wife suggested it e.g. 'his wife told him', 'his wife encouraged him' and 'his wife persuaded him'. The second part was more challenging, and incorrect responses included 'could sketch anything he saw' or 'hidden art skills'. There were problems with spelling e.g. 'excllent', 'aqquarit'. However, 'excellent' was accepted as an accurate phonetic attempt. Some candidates lost marks by writing 'accurate' without 'very'.
- (c) Those candidates who understood the gist of this question captured all the necessary information. Some restated information from the question and talked about changing his attitude and developing unknown skills – statements which were too general. The spelling of engineer proved to be problematic – 'enginier', 'enginar' or 'engeener' were not acceptable. Many wrote 'he got a degree in arts' or described the artist as 'great' or 'famous', which could not be credited. Some marks were lost in answers where the necessary detail was missing e.g. 'he became an artist'.
- (d) This was a discriminating item and only the more able candidates managed it. Many had the sense but gave an answer without a verb, 'hand written notes in court' or used the present tense. Incorrect information was often given e.g. 'worked as a lawyer', 'did sketches in court', 'making manuscripts' or 'worked with the law'. Sometimes the correct answer was negated by adding wrong information e.g. 'worked as a scribe and did sketches'. A common wrong answer was that Petra 'used to make hundreds of notes'. Lots of attempts were made to re-create the word 'proceedings', resulting in 'recedings', 'precedings', 'receivings' etc.
- (e) Many candidates got the sense of the answer but lost the mark through not writing the plural 'courts'. Other errors included incomplete responses such as 'secure work', 'get work in the city', 'improve her speed'. Many candidates wrote 'course' instead of 'courts'. Some responses included other things the agency was doing e.g. 'producing a leaflet' or 'helping them develop their artistic talents' which lacked specificity.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/43
Listening (Extended)

Key Messages

The general ethos of this component is one of 'listening for understanding'. Candidates are therefore not unduly penalised for spelling errors. Synonyms are accepted.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it will be close enough to be pronounced as the target word. Spelling attempts that create a word with a different meaning are not accepted e.g. if the answer is 'bored', 'bord' is acceptable but *board* is not.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 6**. Doing so wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces blank. Candidates should always be advised to make an attempt at a question.

In this examination series there were very few blank spaces on the papers. Candidates usually had an attempt at spelling the required word. A strategy for candidates who come across an unfamiliar word is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. take medicine for pain, if they were unsure of the word *painkillers*.

Teachers should stress the importance of listening attentively to the initial and final consonant sounds in words, especially those which may be unfamiliar. For instance the final 'd' sound of *wind* was required. Similarly *cero* could not be awarded a mark as the initial 'z' sound was a requirement in 'zero'. Internal vowel sounds were also critical in some answers, for example *restaurants*.

As in previous examination series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, e.g. 30000 often appeared as 3000 or 13000. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain e.g. five and a half. Some candidates tried to convert the fraction to a decimal point and made a mistake.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in **Questions 7 and 8** or vocabulary knowledge in **Questions 9 and 10**. It is suggested that teachers ensure their candidates are exposed to a good range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as students of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. It is good practice always to read the answers through in their entirety at the end of the examination.

General Comments

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Overall, the standard of presentation was good, although unclear letter formations occasionally adversely affected the interpretation of candidates' responses – the difference between 'a' and 'e' can be crucial e.g. *satellite and settelite*, or between 't' and 'l' e.g. *tunnel and lunnel*.

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. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

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

Relevant exam practice activities could include

- Predicting – information (e.g. number / name / date) /part of speech / grammar fit in gaps by paying attention to the context surrounding the gapped items (in **Question's 7 and 8**).
- Underlining key words (before listening) that help appreciation of context and focus candidates on related text in the recording.
- Raising awareness of connected speech / voiced and unvoiced consonants / weak vowel sounds and pronunciation / spelling of diphthongs.
- Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.

Comments on Specific Questions

Questions 1 – 6

These questions were very well attempted and provided a suitable introduction to the listening paper. There were very few omissions.

Question 1

This was generally well answered. However, weaker candidates tended to write 'ones' or 'once'. There were quite a lot of irrelevant responses e.g. 'before the upper level' or 'when you are on the lower level' with some candidates trying to re-create something of their own e.g. 'one' or 'at 1'.

Question 2

This was generally well done although some candidates lost the mark by saying 'strong winds and good weather'. Some candidates wrote 'wings' instead of 'winds'.

Question 3

There were lots of good interpretations and good lifting from the text. 'Money' was usually given correctly. However, 'college' was often misspelt as 'collage' or 'colleague'. Acceptable synonyms were 'school' or 'they have lessons'. Some candidates incorrectly included the means of transport as one of the problems, so gave answers such as 'how to get there' and 'transport'. Sometimes candidates used the key words, but the context meant the response was incorrect or contradictory e.g. 'they have to pay the college', 'how to get to college' and 'earning money in the factory'.

Question 4

The vast majority of the candidates wrote the correct answer but a few gave the response as '8 p.m.'.

Question 5

Several candidates expressed the answer as a figure rather than a score e.g. 'zero' or 'nothing'. There were other errors from candidates who heard the word 'win' and made up a score.

Question 6

Both parts of this question were well attempted by most candidates. Some problems occurred with spelling of 'painkillers' e.g. 'paincules', 'paincalas', 'painculars'. Quite a few candidates paraphrased it to 'pain pills', 'pills for pain' or 'medicine for pain' and were able to get the mark. Some candidates were unable to spell

'exercise' and wrote 'exerise' or 'excerise' and could not be credited as these are not accurate phonetic attempts for 'exercise'. A few candidates gave the answer as 'exercise is good for you'.

Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some marks.

- (i) 'Lots of hours' was commonly added as extra which did not negate the correct answer. Quite a number of candidates missed the 's' on months. Some candidates gave the answer as 'new project'.
- (ii) Generally well answered but marks were lost for 'coffee' and 'burgers' in terms of use of singular and plural. Lots of candidates got the idea but wrote it wrongly. Most candidates offered a correct phonetic attempt for coffee e.g. 'coffie', 'cofee', although some had a problem spelling 'burgers'. The common errors were 'bugers', 'buggers' but some very good phonetic attempts were acceptable e.g. 'burgurs' and 'burguers'. Some created an answer e.g. sandwiches.
- (iii) 'Candidates who were unfamiliar with the word 'shoulder' often offered the wrong phonetic attempt e.g. 'shower', 'shodder'. The correct phonetic attempt 'sholder' was awarded a mark. A common incorrect answer in place of 'shoulder' was 'gift', which the candidates had heard. There were many other interesting adjectives for bags – plastic, travel, paper – some of which were guessed by the candidates. 'Wooden' was mostly correct although some candidates wrote 'woolen' and 'stuffed'.
- (iv) The first item was challenging, with candidates writing 'manage' instead of 'manages'. A common error was 'manging' while some candidates used the past tense 'managed'. There were some good synonyms for manages e.g. 'runs', 'leads' etc. The second item was usually correct with a variety of allowable singular/plural answers and quite a few synonyms e.g. 'country/ies', 'city/ies', 'destination/s'. A common error was 'desire'. Some candidates wrote 'those places' which did not fit grammatically.
- (v) This item discriminated very effectively – many got the first part although some wrote 'activities' or 'activite'. Very few got the second; 'exploration' or 'expedition' did not seem to be widely known. Some candidates guessed the answer by adding commonly known words. Some phonetic attempts were not close enough to award a mark. These included words such as aspiration, expiration, experation and inspiration.
- (vi) This was mostly well done. 25% was sometimes written as £25 or 20%. Sometimes the % sign was missing. 30000 became 3000 or 13000.
- (vii) Well attempted on the whole. The first item was almost always correct but candidates had problems with the grammatical fit for the second part of the answer or struggled to identify the second answer required. Strong candidates offered alternatives for 'part-time' that fitted grammatically. Longer expressions were rarely given with sufficient accuracy to obtain a mark e.g. 'part time bases', 'a part time basis'. Other wrong responses showed initiative e.g. work 'for us' or work 'very hard'. Sometimes 'take care' was given. Other acceptable answers were 'part-day', 'as assistant' and 'to help'.

Question 8

This question discriminated well between the ability levels. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates marks. Often one of the two parts to a section was incorrect.

- (i) Several candidates wrote 'five'. Some candidates tried to convert the half to a decimal unit and wrote it as '5, 5' instead of '5.5'. Many added '8 years' to the second gap. A large number of candidates lost the mark due to poor grammatical fit in the second gap, giving answers such as 'sold' or 'sell'. Others wrote 'left' or 'leaving'.
- (ii) Many candidates found it difficult to spell 'cruiser' and wrote 'crusier', 'brooser' or 'cruicer'. However, there were some very good phonetic attempts that gained a mark. These were 'cruser',

'cruzor' and 'croozer'. Most candidates were able to spell 'motor' although some wrote 'mouter', 'moto' and 'mottor'. Quite a few candidates gave the answer as 'water cruiser'.

- (iii) This was generally well done. The phonetic attempt 'engin' was acceptable but 'ingen', 'engiène' or 'engeen' are not considered to be accurate phonetic attempts. '34' was mostly correct although some candidates wrote '44'.
- (iv) 'Satellite' is a fairly frequent item in the listening tests and many got it right. 'Satelight', 'sitolite' and 'setelight' are not considered to be close enough phonetic attempts to award a mark. The vast majority of candidates spelt 'digital' correctly although a few wrote 'degital'.
- (v) There was a clear understanding here, but lots of errors with 'air condition'. The extra detail 'speakers' was often added by some candidates.
- (vi) Most candidates gained a mark here. The phonetic attempts allowed were 'fuil', 'fewel', 'fiul' and 'fule'. Sometimes, the candidates wrote 'fuels' which could not be credited. 'Few' was also seen occasionally.
- (vii) Candidates made very good phonetic attempts at 'restaurants' and were awarded a mark. Mistakes appeared due to the wrong number of syllables, the singular form offered or the wrong spelling e.g. 'restruns' and 'restrants'. Some candidates gave the year as '1861' or '681'. Quite a number added the 15 years to build and wrote '1696'.
- (viii) This was quite well attempted with 'lake' being the most common answer. Very few candidates chose 'reservoir' while some wrote 'lack' instead of 'lake'. There were quite a few synonyms accepted for 'beautiful' and these were 'impressive', 'amazing' and 'wonderful'. Some candidates could not spell 'beautiful' and wrote 'beatiful'. A number of candidates wrote 'tunnel' or 'canal' in the first gap.
- (ix) This item discriminated well and many candidates could not identify the required detail. Certificate was often confused with licence and quite a few wrote the plural 'certificates'. The second part was usually wrong, with singular 'test' or the inclusion of 'written' or 'practical'. Quite a few candidates wrote 'setificate' and gained a mark as an accurate phonetic attempt.

Question 9

This was a discriminating question. In parts (a) and (d) two details were required and candidates needed both to gain the mark.

- (a) Most candidates identified the correct detail but very few managed the plural in the right place. There was some misunderstanding many candidates included the 30 buildings and 2 departments, etc. 'Footpaths' was unfamiliar to many candidates who made the wrong phonetic attempt e.g. 'foothpaths', 'footpass', 'footpathes', 'footparks' and 'foodparks'.
- (b) This was generally well answered by the majority of candidates but sometimes they confused 'borrow' and 'lend', so lost marks as the correct message was not communicated e.g. 'they don't borrow books'. A wide array of correct alternatives included 'the books couldn't leave the library' and 'nobody could borrow books'. Sometimes, the response was in terms of the books being 'valuable' and library was incorrectly spelt as 'liabrary' or 'library'.
- (c) This was a challenging question for most candidates as they failed to distinguish between 'policy' and 'law'. Many candidates did not understand the idea of 'storing **one** copy of every book' and gave answers such as 'store every copy of books' and 'store copies of books'. The majority lost the mark through writing the correct answer and adding the extra detail – 'do not throw books away'.
- (d) Many thought the books were in a 'warehouse'. There were lots of problems spelling 'mine' e.g. 'main', 'mein', 'mind' and sometimes the plural 'mines' was offered. Some marks were lost in answers which lacked specificity e.g. 'mine was chosen because of its conditions'.
- (e) This was generally well answered, often accompanied by the additional information 'each book has a unique barcode'. Some candidates lost the mark by including 'by subject' in addition to the

correct answer. Marks were also lost through narrating the process 'using cranes, trucks, machinery' or explaining the employment situation.

- (f) This item was the best attempted in the whole question and there were some good interpretations e.g. 'They didn't want to adopt this method' or 'a negative idea' or 'they disagree with this'. Many lifted from the text – 'just couldn't destroy...' with additionally stating the reason why. Some candidates had clearly understood but wrote 'couldn't destroy them'. 'Destory/distory' could not be credited as they are not accurate phonetic attempts of the word 'destroy'. A number of candidates gave the answer as 'can't replace their digital copies'.

Question 10

Candidates engaged well with the first three items but found the last two more challenging.

- (a) Most candidates answered both parts correctly. Some marks were lost due to omission of 'art history'. A large number of candidates wrote 'history' and 'art' or gave the plurals 'paintings/drawings'.
- (b) There were a lot of good answers to the first part, many of which were lifted from the text. There were a lot of ways of expressing that his wife suggested it e.g. 'his wife told him', 'his wife encouraged him' and 'his wife persuaded him'. The second part was more challenging, and incorrect responses included 'could sketch anything he saw' or 'hidden art skills'. There were problems with spelling e.g. 'excllent', 'aqquarit'. However, 'excellent' was accepted as an accurate phonetic attempt. Some candidates lost marks by writing 'accurate' without 'very'.
- (c) Those candidates who understood the gist of this question captured all the necessary information. Some restated information from the question and talked about changing his attitude and developing unknown skills – statements which were too general. The spelling of engineer proved to be problematic – 'enginier', 'enginar' or 'engeener' were not acceptable. Many wrote 'he got a degree in arts' or described the artist as 'great' or 'famous', which could not be credited. Some marks were lost in answers where the necessary detail was missing e.g. 'he became an artist'.
- (d) This was a discriminating item and only the more able candidates managed it. Many had the sense but gave an answer without a verb, 'hand written notes in court' or used the present tense. Incorrect information was often given e.g. 'worked as a lawyer', 'did sketches in court', 'making manuscripts' or 'worked with the law'. Sometimes the correct answer was negated by adding wrong information e.g. 'worked as a scribe and did sketches'. A common wrong answer was that Petra 'used to make hundreds of notes'. Lots of attempts were made to re-create the word 'proceedings', resulting in 'recedings', 'precedings', 'receivings' etc.
- (e) Many candidates got the sense of the answer but lost the mark through not writing the plural 'courts'. Other errors included incomplete responses such as 'secure work', 'get work in the city', 'improve her speed'. Many candidates wrote 'course' instead of 'courts'. Some responses included other things the agency was doing e.g. 'producing a leaflet' or 'helping them develop their artistic talents' which lacked specificity.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/05
Oral Communication

Key messages

- Read and become familiar with the *Teacher's/Examiner's Notes* booklet. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to Cambridge. The standard of examining at centres is greatly improved if this booklet is read in full beforehand, and referred to *during* the examination process.
- Conduct Part **A** at the **beginning** of the test – so that candidates know the format of the whole test from the outset and are aware that only Part **D** is assessed. This is an essential part of the test.
- Examiners need to conduct more purposeful and consistent warm ups. If the warm up does not indicate a particular topic which will suit a candidate, please avoid selecting a topic **which is unsuitable**. Try to choose a Card which is one of the more general and accessible topics from those available.
- Part **D** must be conducted by utilising the prompts **in sequence** as indicated on the Topic Cards. This ensures that all candidates are provided with equal opportunities to display their spoken language skills in the context of a developed conversation.
- Remain within the allowed timings: 2-3 minutes for Part **B** and **6-9** minutes for Part **D**. Tests which are too short and/or too long are always counter-productive. In Part **D**, examiners should spread the prompts out efficiently over the 6 to 9 minutes allowed.
- Centres are reminded that speeches and monologues are **not** allowed.
- Please note that if a centre chooses to divide its entry across the two syllabuses; that is, enter some candidates for syllabus 0510/05 (oral endorsement) and other candidates for syllabus 0511/05 (count-in oral), a **full sample** and the accompanying paperwork is required by Cambridge for each component entry.
- All centres are required to **use digital recording equipment** to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). It is best if the individual tracks on the CD are re-named to the candidate number and name (not track 1, track 2, etc.). Please **do not** use analogue recording or tapes/cassettes.

General comments

Improvements noted:

- Accuracy of assessment. It is pleasing to see more examiners applying the marking criteria correctly.
- Internal moderation. Centres at which internal moderation had clearly been carried out presented a more accurate, consistent and reliable set of marks. It is essential that strong internal moderation processes are undertaken at centres where more than one examiner is used. In these cases, centres should supply a note explaining how internal moderation has been carried out. A single person at the centre should be nominated as the internal moderator.

Areas requiring attention:

- Thorough clerical checks should be carried out to ensure that the mark sheets are accurate and consistent with each other. The marks on the Summary Form should be identical to those presented to Cambridge as final marks. The addition of the criterion marks must be checked at the centre, as errors in addition are sometimes found during the moderation process.
- Please include the Summary Forms in the package. This is the form that records the three criteria marks, in addition to the total mark. The examiner who conducts the tests is responsible for filling out the Summary Form. He or she should sign the form and date it. The form also records the topic cards given to each candidate. If the Summary Forms are missing, the centre will need to be contacted for replacement forms.

Part A – Brief explanation of the Test format

Centres are reminded that examiners should explain briefly what is going to happen in the course of test just after the candidates have taken their seats and have been introduced. It is better for all if Part **A** is conducted at the beginning and candidates are immediately aware that Part **B** – the warm up – is **not** assessed, and that Part **D** is the only assessed phase. Part **A** must be included in the test.

Part B - The Warm Up

The warm up should be used to try and select an appropriate topic for discussion. Please therefore aim to draw out candidates' hobbies and interests. The warm up should not focus too much on school life. Informal discussion of the topics in the warm ups is not appropriate.

Examiners are encouraged to stay within the 2-3 minutes allowed but to gain an early idea of a candidate's interests. Please also use the warm up to relax the candidate, to get to know a little about him or her, and to prepare the candidate for Part **D** and for formal assessment.

Part C – Selecting the topic, handing out the Topic Card, and allowing preparation time

Please note that the examiner chooses the Topic Card – under no circumstances should a choice be offered to the candidate. This is maladministration of the test and will have serious consequences.

The selection of Topic Cards should **not** be random or prepared beforehand. It is unfair to candidates to choose cards in this manner. Topics should be selected to try to match each candidate's interests and ability.

The examiner should announce the Topic Card that has been chosen. The recording must be paused at this stage and so that the candidate can have 2-3 minutes to think about the topic.

Part D – the Conversation

The best discussions are relaxed and allow a natural conversation to flow, with skilful examiners picking up on points made by candidates, but returning to the Topic Card at appropriate times to ensure focus. Examiners should work through the five bullet points/prompts in the given order but should remember to extend the discussions beyond the prompts to ensure a full discussion takes place.

It is not acceptable for an examiner to simply run through the five prompts and re-phrase them as questions. This approach almost always results in a very formal test and does not comply with the requirement to help generate and sustain a natural and fluent conversation.

Examiners are reminded that it is **their** responsibility to ensure that candidates **do not** offer speeches or monologues. In such cases, the examiner should intervene quickly and begin a conversation.

Comments on specific questions

Sharing Food was accessible to all candidates. It was a good topic for less able candidates, but in some cases responses tended to be lists of ingredients, and mother tongue usage for names of recipes or meals. The topic was a very popular one but was a topic which did not stretch the more capable candidates to the

same degree as other topics in the set. This illustrates the need to choose the topic carefully depending on the outcome of the warm up.

Close to Nature was generally well-answered when candidates could draw on personal experience. Some responses were very informative about local habitats and their wildlife. It was accessible and was used for candidates in a variety of different cultures.

Sources of Energy enabled more able candidates with a real interest in the subject to provide interesting answers and to argue the case for different types of energy, with an awareness of the need to save energy and utilise sustainable resources. Stronger candidates with no particular interest were also able to relate to this topic. However, less able candidates struggled to provide a satisfactory discussion and tended to lack the required vocabulary.

Taking Risks was interpreted in various ways but was an accessible and popular topic, and was offered to candidates of all abilities. The topic generated some interesting discussions about taking risks and dangerous activities – there were some who saw life as full of risk and gave examples from their own lives which generated some useful further discussion.

Good Neighbours was a very popular topic. Many candidates had travelled to different countries as a result of their parents' work and were able to offer comparisons. Some candidates did not know their neighbours very well but most were able to suggest reasons for disagreements. The discussions were generally successful, however, with the time utilised productively, often reaching 9 minutes with ease.

Learning about Science was best answered by candidates with a real interest in science, who were thus able to draw on first-hand experience.

Old Age was a popular topic and one which was put to good use by some examiners where candidates had spoken positively about their families in the warm up. On the whole it gave candidates the opportunity to talk about first-hand experiences.

Young People and Work tended to suit slightly older candidates who were able to relate to work in a more concrete manner, especially those who had been on work experience placements or who had part-time jobs.

The Amazing World proved to be an accessible topic with some interesting and surprising responses. It was enjoyed by those candidates who had either lived in other parts of the world or had been on adventurous travels with their parents and friends. It was interesting to listen to these candidates recalling their experiences.

Helping Others proved also to be a popular topic and one which could be discussed by candidates with different levels of language competence. Less able candidates found the final prompt too challenging, but were able to talk about a range of charities as many had been involved in fund-raising at their schools or had been involved in various voluntary projects.

ENGLISH AS A SECOND LANGUAGE (ORAL ENDORSEMENT)

Paper 0510/06

Oral Communication (Coursework)

Key messages

- Centres are reminded that the purpose of coursework is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the Individual Candidate Record Cards, which should contain full descriptions of the activities and tasks undertaken.
- In most cases is advisable to choose **Component 05, the Oral Test** in preference to coursework.
- Please note the assessment criteria test language skills and not presentational or performance skill.
- All centres are required to **use digital recording equipment** to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). It is best if the individual tracks on the CD are re-named to the candidate number and name (not track 1, track 2, etc.). Please **do not** use analogue recording or tapes/cassettes.

General comments

A moderator is seeking to fulfil two main duties while listening again to a centre's coursework: initially to confirm the centre's interpretation and application of the assessment criteria, but also to confirm that a variety of appropriate tasks and activities have been completed.

Comments on specific tasks

This session saw a good range of coursework activities in those centres who recognised that coursework should form an integral part of the learners' programmes of study. Productive coursework included candidates making individual presentations, working with a partner and then also taking part in small group discussions. A balance of role playing and authentic material was present in stronger work, and there was some useful engagement with literature.