

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing – Core

Key messages

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

General comments

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

Comments on specific questions

Exercise 1

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

Question 1

This was very well answered with the majority of candidates correctly identifying the correct response.

Question 2

This was generally well answered. Most responses featured the correct detail '*Australia*' as part of the longer phrase, '*during a university exchange trip to Australia*'. Candidates should be reminded that brief and precise answers are all that is required.

Question 3

The key detail, '*survey*' proved accessible to the vast majority of candidates.

Question 4

This question was generally well attempted. Many responses correctly featured the required response. Incomplete responses which did not include the verb '*reduce*' could not be credited.

Question 5

This was generally well answered, with the majority of responses correctly supplying '*bank loan*'. Some candidates were distracted by the incorrect detail '*parents offered to lend her money*', which could not be credited when supplied as an additional detail.

Question 6

This item proved slightly more challenging. While many responses correctly featured '*flatmate*', some also included the incorrect information, '*neighbour*'. Such response could not be credited.

Question 7

This also proved slightly more challenging. While a number of responses successfully provided the two details required for two marks, '*offered free samples*' and '*gave hot drinks*', responses which did not include a verb could not be credited.

Question 8

The key detail proved accessible to many candidates. Some responses featured the whole sentence from the text, '*Helen has put up a noticeboard which she updates weekly with the number of pieces of plastic her customers have avoided using, and this number is growing.*' Candidates are reminded to select the relevant detail in response and to write brief answers.

Exercise 2

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

In **Question (a)**, the key focus of the question was on an activity which was *'unexpectedly inspiring'*, with the correct answer being found in Text C, *'It had never occurred to me ...'* and *'I came back full of ideas'*. Some candidates appeared to have been distracted by Text D. However, the information in this text did not fully correspond to the requirement of the question.

In **Question (d)**, the central idea in the question was that *'the camp gave them relevant knowledge about making a living'*. The correct answer was Text B, *'there was a session on earning money from performing'*. Some candidates may have been distracted by the reference in Text A to, *'the morning started with a discussion about teamwork'* which was *'valuable for making sense of the challenges to come'*, although this did not include the idea of *'making a living'* as the question required.

In **Question (e)**, candidates had to locate information describing *'how they chose that... camp'*, with the correct details being found in Text C, *'did some research online and found Tech Camp'*. Responses indicated that some candidates may have been distracted by the information in Text B.

Exercise 3

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

Question 10 – Advice for getting started in this job

In this question, five Content points from a total of seven were required. All seven ideas on the mark scheme were used, with *'learn about all kinds of music'* and *'create your own website'* the most frequently selected. Some responses were incomplete, for example *'attend video conferences'*, *'keep up-to-date'*, and *'gain good working knowledge of recording'*. Without the key details *'...video game conferences'*, *'...up-to-date with technology'* and *'...knowledge of recording software'*, such responses could not be credited. Less successful responses featured notes which belonged under the second heading, for example *'determination'* and *'motivation'*.

Question 11 – The personal qualities people need to succeed in this career

This question appeared to be more accessible and many candidates correctly selected two of the four ideas available. Generally, all four ideas were correctly conveyed as one- or two-word answers. Less successful responses featured a reason why people need these qualities, *'you spend a lot of time alone'*, and *'representatives from video game companies are there'*, which could not be credited.

Exercise 4

Candidates were required to summarise what Jesse learned during his time at the football Academy, and all the available content points on the mark scheme were used. More successful responses highlighted the key ideas in the text, and expressed them in a clear and logical order, by using connecting words and phrases. Points were generally presented in the order they occurred in the text.

Many responses exceeded the 90-word limit and when this occurred, it was largely due to an overlong introduction about Jesse and details of his life and routine at the Academy, which were not relevant to the summary task. Very few responses managed to include six Content points within the 90-word limit.

When reading the rubric and the text, candidates should carefully consider whether the information they include is relevant to the purpose of the summary.

Some responses were successful at demonstrating summary skills, and they included attempts at paraphrasing the ideas in the text by using synonyms for key vocabulary, for example *'properly'* for *'effectively'* and *'manage'* for *'handle'*. Additionally, some responses showed good summary technique by restructuring the grammar of sentences, for example *'he learned good time management'*, and *'he learned positive ways to handle huge pressure'*. This presentation of words and sentences from the text in a different grammatical way resulted in higher marks for language. The majority of responses however, relied to a great extent on the language in the text and provided cohesion to the summary by using a series of simple

connecting words such as *'secondly, thirdly, and in addition'*. Unfortunately, some attempts at restructuring sentences resulted in loss of accuracy and meaning.

Exercise 5

Candidates generally dealt with the topic successfully. Many responses showed a good sense of purpose and developed relevant ideas clearly and appropriately. To be awarded marks in the top band for Content, responses should also demonstrate a good sense of the target audience, by using a suitably informal style and register, and this was generally achieved. For example, *'Do you know I learned many things from this group'*, *'Actually, I met this group on my way back from school'*, and *'You should join the group too, I know you'll love it'*. Some responses tended to mix informal and formal language, for example, *'I want to inform you about what the group did'*, *'In addition we provided food for homeless people'*, *'Firstly, I was walking home...'*, which resulted in an inconsistent tone and affected the mark.

Most responses addressed all three prompts and provided satisfactory or effective development of each one. In response to the first prompt, ideas ranged from the writer being told by a teacher about the group; noticing the group on the way home from school or doing some research online to find something to fill their free time. A number of responses featured the writer having previously been helped and wanting to repay that help by helping others.

The second prompt required candidates to describe some of the activities that the group carried out and these largely took the form of community activities, or environmental projects. There were many effective and appropriate ideas for helping the community, ranging from helping elderly people cross the road, distributing food to those who need it and visiting elderly people who were lonely, to building orphanages and organising free medical check-ups. A number of responses detailed ways to donate money for good causes. Environmental projects included litter-picking, cleaning the streets and beaches, and planting trees. In some less successful responses, these activities had not taken place, but were planned for the future. Candidates are reminded of the need for careful reading of each prompt.

For the third prompt, candidates were asked to explain why their friend should also join the group, and a wide variety of reasons were supplied. Sometimes, however, responses to the final prompt were less effective in terms of content. Some responses did not address the third prompt at all, which had an impact on the mark awarded.

In terms of language, a range of marks was awarded. Stronger responses attempted greater complexity of grammatical structures, *'In the beginning I was not at all sure about it, as it was going to be a new experience'*, *'it was such a great experience and I didn't think I would be having this much fun'* and attempted some less common vocabulary, for example *'contribute, distribute food, poverty, provide shelters, needy'*, which allowed them to access marks in the top band for Language. Less successful responses tended to be characterised by a lack of a range of vocabulary and a reliance on simple structures. Organisation was frequently affected by the absence of basic punctuation and this lack of accuracy had an impact on the mark awarded. Basic spelling, such as *'there'* and *'their'*, *'where'* and *'were'*, *'taught'* and *'thought'* continue to be an area for practice.

Exercise 6

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

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

Opinions were shared equally on both sides of the topic: responses in favour of choosing subjects frequently featured the idea that students would enjoy studying more and be able to study in greater depth if they only studied subjects which they liked, *'fewer subjects enable students to develop an interest in learning'*, *'it is better to have lessons lasting for two hours for four subjects than one hour for eight subjects'*. Additional arguments included the idea that *'studying only a few subjects means that we have more time to learn them and our grades will be better'*, and that this would have a beneficial impact on the school's reputation. Similarly, many candidates felt that dropping subjects which appear irrelevant would enable them to progress more successfully on a chosen career path. On the other side, responses which provided ideas against

choosing subjects frequently featured teenage perspectives: '*students in their teens cannot decide a career, and may change career*', '*students might drop a subject that later is important to them*'. On the administrative side, difficulties in timetabling and availability of teachers were mentioned, and that the popularity of some subjects and some teachers would lead to awkward or unfair comparisons.

In terms of language, stronger responses demonstrated some successful attempts at grammatical complexity, '*some say that schools should only teach the subjects in which the students are interested, but there might be the possibility that their interests might change in time*', '*whichever subjects are taught will be useful somewhere or other in our life*'. There were also attempts at a range of vocabulary suited to the topic, for example '*pursue their aims*', '*focused on their career*', '*compulsory*', '*mature enough to...*' and '*choose subjects according to their interests*'. An area for improvement would be that of organisation: many responses provided a number of different views and ideas, and these would have been more effectively communicated with the use of linking words and phrases, and basic punctuation. This would have provided structure to the writing and resulted in more coherent arguments and greater impact.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing – Extended

Key messages

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

General comments

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

Comments on specific questions

Exercise 1

This exercise was generally very well attempted by candidates and there was evidence from the majority of responses that the text had been understood. More able candidates interpreted the rubric accurately, selected key detail from the text avoiding the distracting material and provided brief and precise responses for all items.

Question 1

This was very well answered with candidates correctly identifying 'weigh their items'.

Question 2

The salient detail 'Australia' was seen in the vast majority of responses. A few responses provided 'at university in Edinburgh', indicating a possible lack of precision in reading. Helen studied at university in Edinburgh but got the idea of selling plastic-free products during a university exchange trip to Australia.

Question 3

This was accessible to the majority of candidates with nearly all correctly identifying 'by a survey'.

Question 4

This item was also very well attempted.

Question 5

This was very well attempted. Almost all candidates offered 'a business or bank loan', avoiding the distractor of parents offering to lend Helen the money.

Question 6

This was generally well answered. The most common incorrect response here was 'a kind neighbour' which was the distractor.

Question 7

This was a two-mark question and was generally well attempted. Responses which omitted a suitable verb 'offered' or 'gave' in each answer could not be credited, because the response did not fully answer the question.

Question 8

This was well attempted, but some responses lacked precision and omitted the 'number' or 'amount' in the response. A few mentioned 'plastic bags' which implied that the text had been misunderstood. Several incorrect responses referred to the 'number of customers' rather than 'the number of plastic pieces'.

Question 9

A wide range of marks was awarded here. Incorrect responses were often incomplete with verbs omitted, e.g. 'a café' and 'an online shop', rather than 'open up a café' and 'set up an online shop'. Responses which omitted the 'need for' in 'remove *the need for* plastic packaging' could not be credited because the response 'remove the plastic packaging' conveyed a different meaning. Several responses mentioned the idea of 'persuading bigger *markets* to sell things plastic free' rather than 'supermarkets'. Other incorrect responses featured 'using social media to promote her business', something which Helen mentions she has already started and 'making more plastic free shops'.

Exercise 2

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

Items **(b)**, **(c)**, **(g)**, **(h)** and **(j)** proved to be the most accessible to candidates. The most challenging items appeared to be **(a)**, **(f)** and **(i)**.

First, in item **(a)**, Extracts A and C were often selected rather than the correct Extract D.

Candidates had to focus on the key idea of an activity which was found to be 'unexpectedly inspiring' in order to select Extract D where this information was found 'It had never occurred to me ... came back full of ideas each time'. Some candidates appeared to have been misled by the mention of 'that was when I fell in love with sailing' in Extract A and 'The lectures ... really made me think' in Extract C.

In item (f), the key question words referred to ‘how that particular camp’ had been chosen. Candidates who gave incorrect responses here appeared not to have connected the idea that Sunita (Extract D) did ‘some research online and found ... which attracts equal numbers of girls and boys’ with the requirements of the question. Some candidates incorrectly chose Extract A, possibly distracted by ‘the endless variety of activities’ and Extract C which mentions that the camp was ‘essential’ for those considering acting as a career. Both addressed ‘why’ the camps were chosen rather than the process Sunita went through to choose the camp.

In item (i), Extract E was often selected rather than Extract A. The key question words ‘changed opinion about a camp policy’ may have directed candidates’ attention towards Text A in which Nozomi refers to electronic devices being banned and explains that this seemed great initially ‘but then I just thought the whole idea rather unnecessary’. Some candidates seem to have been tempted by the detail provided by Xavier in Extract E that ‘there were quite a few rules like no food or chewing gum inside’ but there is no mention that he changed his opinion about this policy.

Exercise 3

The topic of the text in this exercise appeared to be accessible and most candidates were able to extract the relevant information and scored well on both headings. Notes could not be credited when they were under the wrong heading, omitted key information or were extra points added without previous ones being crossed through.

Advice for getting started in this job

This section was well attempted and many candidates gained at least four of the six possible marks available. The wording of the heading required responses to use a verb for each answer and candidates did not always do so. Hence, responses such as ‘knowledge of software’ and ‘up to date with music technology’ made no sense without ‘gain’ and ‘keep’ respectively so could not be credited. Some responses omitted the key detail of ‘all kinds of’ in ‘learn all kinds of music’ and ‘every day’ in ‘write something new every day’. Incorrect responses here included ‘your first piece of music won’t necessarily be successful straight away’ and ‘tell new composers to write something new every day’. Personal qualities which belonged under the second heading also featured here.

The personal qualities people need to succeed in this career

Question 12 appeared to be more accessible than **Question 11** and many candidates correctly selected three of the four possible ideas available. Incorrect responses here included ‘don’t be shy’, ‘cannot accept criticism’ and ‘love music and video games equally’.

Exercise 4

This proved to be a challenging exercise for many.

By including unnecessary details, such as the writer’s reasons for joining the class and information about his classmates, responses frequently went beyond the required length. This meant that some content points often came at the end and could not be credited as 120 words had already been written. Less successful attempts repeated ‘he learned about’ throughout the entire response, frequently switched between first and third person which made the response confusing or simply listed some relevant points with cohesive devices, which were not always appropriately used. In more successful responses, candidates kept within the word limit and expressed content points in their own words (to some extent) whilst attempting to organise the points using cohesive devices effectively.

All content points proved accessible, however, some points made by candidates tended to lack the required precision or key details. For example, it was not always clearly conveyed that the writer learned ‘to identify *common* perfume ingredients’ or that the instructor stressed ‘the importance of keeping a record of the *exact* amounts used’.

Language marks were awarded across the range with many candidates generally gaining at least four marks. Several candidates relied heavily on the key words in the text, but many successfully chose suitable synonyms. Additionally, some responses demonstrated good summary techniques by restructuring the grammar of sentences and linking points appropriately, e.g. ‘Noting accurately the quantity of each ingredient used is highly important and was stressed by the instructor, as well as how to strike the perfect balance

between these different ingredients'. This rewording of the text resulted in marks in the higher bands for language.

Exercise 5

General comments

In this exercise, candidates should write an informal email to a friend and respond to three given bullet points. The extent to which the bullet points are addressed and developed will determine the band achieved for content and if any bullet point is not addressed, this has an effect on the content mark.

This exercise was generally well attempted this series, with many candidates addressing all the rubric requirements. However, development of content detail varied greatly. Some candidates only wrote around 120 words which meant that there was not the opportunity for content to be well developed. Otherwise, the word limit was generally well observed.

The most successful responses used the three prompts well to create good cohesion. However, some responses featured awkward, uncommon idioms which should be avoided. One example this series was the frequent appearance of 'hope you and your family are sailing in the same boat'.

Content

In general, candidates responded to this task successfully. A small number of candidates appeared to have misinterpreted the rubric and wrote about joining the group to help in solving a particular problem rather than to become an active member. Such an approach had an effect on the content mark.

The most effective responses were written as if to a real friend and connected the content of the email to the recipient with references to shared experiences or the target reader's interests. For example, 'I know you have a kind heart and love to do your bit to help others, so please join us'.

For the first bullet point, candidates generally mentioned being inspired to join the group after scrolling through social media, meeting the group in a park by chance or observing the participants at work in the community.

For the second bullet point, there was a variety of volunteering roles. These included cleaning beaches, improving the environment, helping out at the food bank and organising an array of sessions for the elderly, ranging from teaching technology to mental health and fitness sessions in the local park. The most effective descriptions included some interesting detail and conveyed genuine enthusiasm for the role.

The final bullet point tended to be the least developed though successful responses provided just as much detail here as for the other bullet points.

Language

In terms of language, most responses demonstrated a reasonable level of accuracy or better. More successful responses were characterised by complex sentence structures and a wider range of vocabulary. One candidate wrote about the activity 'It has instilled in me a greater sense of responsibility, improved my self-confidence and I have newfound respect for those that do this sort of work without reward'. Tenses were generally sound, but it was noticeable that some candidates incorrectly used the past perfect tense, e.g. 'Last week I had joined a group of local volunteers'.

Exercise 6

General comments

In this exercise, candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given to help form ideas on the subject. For a mark in one of the higher bands for content, there needs to be evidence that candidates can develop their views beyond these prompts.

Content

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. In the most effective articles, candidates addressed their fellow students, using rhetorical questions and pronouns like 'we', 'you' and 'us' and attempted to engage them with the topic.

For this task, candidates were required to write an article for their school magazine expressing their opinions on whether schools should allow children to decide which subjects they are taught. This proved to be a relatable topic and many responses were well developed. Arguments against suggested that for schools, organising such an initiative, sorting timetabling and finding the necessary teaching expertise could prove challenging and that students are not generally mature enough to take such vital decisions and could be easily influenced by peers and parents. In general, many concluded that a good foundation in all subjects was preferable since otherwise pupils may miss out on 'essential subjects like maths and english which are necessary to function independently as an adult'. Many acknowledged that options after a certain grade in schools would be advisable.

Language

Many responses were well organised. Linking words were generally used to good effect and provided balance when conveying both sides of the argument. For example, expressions such as 'on the other hand' and 'on a final note' helped when there was a change of direction in the article.

Many candidates were successful in using vocabulary suited to the topic, for example, 'innovative idea', 'initiative', 'mandatory' and 'diverse subjects'. Candidates are generally encouraged to increase their topic related vocabulary in order to achieve marks in the higher bands. More successful responses were characterised by greater complexity of expression, e.g. 'If students are allowed to choose their own subjects, they may make decisions they live to regret and ultimately limit their career options'. In less successful responses, candidates relied heavily on the language used in the prompts or sentences were often simple and lacking attempts at greater complexity in structures and vocabulary. It was noticeable that there was some confusion between 'thought' and 'taught', 'imply' and 'implement' and when writing about students coping with all the different subjects, candidates frequently incorrectly wrote 'coping up'.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening – Core

Key messages

- Candidates are reminded to provide clear and legible responses. The formation of individual letters must be clear. When altering their responses, candidates should simply cross these responses out and write their corrections next to them. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for by highlighting the question words, e.g. *how*, *where*, *when*, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, such attempts cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name) before listening. Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should also be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3**, and the multiple choice **Exercise 4**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

General comments

- There has been an increase in the number of candidates this series who wrote over their initial answers or half-erased attempts, which often resulted in their final answer being illegible. In some cases, it was difficult to determine whether a candidate had included the final 's' to indicate the plural form. Other letters that often proved difficult to decipher included u/n, v/n and o/a. It is beneficial to encourage candidates to write by hand as often as possible.
- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise. However, there are still some candidates who write their answers as long sentences, especially in **Exercise 1**.
- There was little evidence of exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in the gap-fill exercise, highlighting key words in questions in **Exercise 1**). However, when used, in some cases this needs to be done more effectively, as some candidates tend to underline all words, rather than selecting the key words in each question.
- Most candidates seem to be aware of the distracting information in the listening exercises and do not include these in addition to the correct detail. However, there were some instances where candidates provided the distracting detail in addition to the expected answer in **Exercises 1** and **2**. Such attempts could not be credited.
- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. There were more instances this series where this was an issue. Also, there were more instances of candidates leaving all three boxes unticked for some of the items in **Exercise 4**. Candidates need to be encouraged to read (and listen) to the rubric at the start of each exercise very carefully.
- Overall, most candidates dealt well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some, and candidates would benefit from more practice to ensure they can follow and navigate themselves through longer texts (e.g. talks and presentations).
- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'blog' versus 'block'/syllable stress in numbers – 'forty' versus 'fourteen'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form that they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'gain confident' instead of 'gain confidence').
- It is also advisable to expose candidates to vocabulary sets on a wide range of topics (e.g. public places, means of transport) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'museum' and 'library'.

Comments on specific questions

Exercise 1

Questions 1–4

Overall, this section was fairly well attempted by most candidates. Most marks were lost where candidates selected the distracting detail in error instead of the correct answer or the inclusion of the wrong extra detail. The latter was a particular issue in **Questions 1(b)** and **2(b)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Responses for this part of the test.

Question 1

- (a) This question was answered very well. Most candidates provided the expected detail '6:30' as a number. Where candidates provided their response as a word – 'six thirty', recognisable spelling attempts, such as 'six thirthy' were deemed creditable. Some attempts included an extra detail, and

where this did not alter the meaning, such attempts were awarded the mark (e.g. '6.30 in the evening', '06.30 pm'). However, where the extra detail changed the intended meaning of the response (e.g. 'by six thirty', '6.30 am') no marks could be given.

- (b) The expected answer was 'purse' and there was a relatively high level of success when candidates attempted this question. Most candidates provided the correct spelling. Spelling attempts which put the intended meaning in doubt could not be credited (e.g. 'pruce', 'porse'). Other spelling attempts created a new word and also lost the mark (e.g. 'pores', 'pursue'). Weaker answers tended to include the distracting detail 'jewellery' and/or 'scarf' in error.

Question 2

- (a) This question was attempted well. Most candidates provided the expected detail 'face painting', but other creditable attempts included 'face paint', 'face paintings' and 'faces painting'. The vast majority of answers were spelled correctly. However, some candidates appeared to have misheard the targeted details as 'vase painting' or 'face printing' and could not be awarded. Spelling attempts which created a new meaning (e.g. 'face panting') or put the intended meaning in doubt (e.g. 'face paniting') were not credited. Marks were also lost where an incomplete answer was provided (i.e. 'painting').
- (b) The expected answer was 'reception' and around 50 per cent of candidates selected this correct detail. Most candidates provided creditable spelling attempts (e.g. 'reciption'). However, some spelling attempts put the intended meaning in doubt and could not be given the mark (e.g. 'resaption'). Some candidates seemed to have misheard the targeted detail as 'in the section' and lost the mark. Most candidates provided the extra detail 'at/in', but some changed the preposition to 'after' or 'next to' and such attempts were deemed ambiguous and could not be credited. Weaker answers often included the distracting detail 'school magazine'.

Question 3

- (a) There was a mixed level of success for this question. The expected detail here was 'coins'. Most candidates who provided the correct detail also provided the extra detail 'old'. Such responses gained the mark. Most marks were lost, however, where candidates gave one of the two distractors as their response (i.e. 'wildlife photographs' and 'snow fox pictures'). Other candidates appeared to have misheard 'coins' as 'queens'. The singular form 'coin' was also not credited, as this attempt changed the intended meaning.
- (b) Candidates achieved a fairly high degree of success here. Most provided the correct detail 'library'. Spelling attempts such as 'libary' and 'libreary' were also given the mark. The most common reason for incorrect answers was providing spelling attempts which put the intended meaning in doubt. Such attempts included 'liabirey' and 'liberyra'. Prepositions which changed the intended meaning were also disallowed (e.g. 'near the library').

Question 4

- (a) Candidates dealt with this item fairly well. The intended answer for this question was 'castle' and most candidates provided that as their response. Most attempts were spelled correctly, but spelling attempts like 'castel' and 'casttle' were also allowed. However, 'casel' and 'carsol' put the intended meaning in doubt and could not be given the mark. Neither could the plural form 'castles' as this attempt altered the intended meaning. Weaker responses often included the distracting details 'houses' and 'roads', or random nouns from the recording such as 'island'.
- (b) This was another successful question, with most candidates providing the correct detail '40 000'. Most candidates provided the detail as part of a longer phrase: '40 000 plastic bottles'. Some chose to provide their answer as a word and most of the spelling attempts were accepted (e.g. 'fourty thousand' and 'forty thosand'). Some candidates seemed to have misheard the number as '14 000' and lost the mark here. Other wrong attempts included the distracting details '16 000' and '1 million', or the inclusion of a wrong detail (e.g. '40 000 pounds').

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a mixed level of success. On average, candidates scored 2 to 3 marks. The most successful attempts were for **Questions (d)** and **(f)**. Candidates were least successful with **Questions (a)** and **(h)**. There were minimal instances of No Responses in this part of the exam.

Question 5

- (a) There was a low level of success here, with less than half of the candidates selecting the correct detail 'neighbour'. However, a wide range of spelling attempts including 'neighbour' and 'neighbor' were given the mark. The plural form 'neighbours' was also allowed here. Spelling attempts which were deemed ambiguous, and therefore not creditable, included 'niagbour' and 'neghibor'. Another common reason for losing marks here was selecting the distracting details. Other weaker answers provided 'self'.
- (b) The correct detail 'reputation' was selected by more than two thirds of candidates. Most responses were spelled correctly or were deemed recognisable and therefore creditable (e.g. 'reputasion'). Spelling attempts which could not be credited included 'rapotation' and 'repuatiation', or where a new word was created (e.g. 'repetition'). Other wrong answers included the distractor 'fees'. Weaker answers also included random nouns from the recording as their response (e.g. 'research').
- (c) This item was answered reasonably well by most candidates, who provided the correct detail 'diving centre'. However, some candidates seemed to have misheard the phrase as 'driving centre' or 'diamond centre' and could not be credited. And while 'diving park' was accepted as a reasonable attempt, 'diving sector' was not. Marks were also not given to spelling attempts which put the intended meaning in doubt (e.g. 'diving centure'). The distracting details 'school' and 'national park' were occasionally selected in error.
- (d) This was one of the better attempted items in this part of the exam, with most candidates successfully selecting the expected detail 'six months'. Marks were mostly lost where candidates provided spelling attempts which created a new meaning (e.g. 'six moths'). The singular form 'six month' and incomplete answers (i.e. 'six' on its own) were also not given any marks. Weaker responses tended to include the distracting details such as 'four months'.
- (e) This item was reasonably well attempted by more than half of the candidates. The expected answer was 'medicine'. However, 'meds' was also awarded. There was a wide range of spelling attempts and while attempts such as 'medicine' or 'medicin' were credited, others such as 'medicance' and 'medince' were not. Weaker answers often included the distracting details.
- (f) The question targeted something that the speaker recommends as a good way of keeping in touch. The expected detail here was 'blog' and most candidates gave that as their response. Spelling attempts like 'blogg' and 'bloge' were also allowed. However, 'vlog' could not gain the mark as it changed the meaning of the answer as a whole. Other marks were lost where candidates incorrectly provided the distracting details 'letter' and 'phone'.
- (g) There was a reasonable level of success for this question. The expected detail was 'climate'. Most candidates spelled the targeted detail correctly or provided spelling attempts which did not put the intended meaning in doubt (e.g. 'climat'). However, attempts which were not recognisable lost the mark (e.g. 'claimet' and 'clemate'). Providing the distracting details 'spicy food' and 'language' were also common incorrect answers.
- (h) This was a mixed level of success here and around 50 per cent of candidates gave the targeted detail 'gain confidence' as their answer. Other synonymous verbs were allowed (e.g. 'develop confidence'), as well as the phrase 'be confident'. Some candidates provided an incomplete answer 'confidence' and lost the mark as the noun on its own did not fit the gap. Another attempt which could not be credited was 'gain confidents'. Most spelling attempts were allowed as recognisable (e.g. 'gain confidnce'). Attempts which put the intended meaning in doubt (e.g. 'gain cofedance', 'gain comfedence') could not be credited. The distracting details 'develop skills' and 'make friends' were also sometimes provided in error.

Exercise 3

Candidates dealt with this exercise with a mixed level of success. The majority of candidates matched between 2–3 speakers correctly with the expected letter. The most common errors included opinion D being given as the answer for speakers 2 and 3, while the answers for speakers 3 and 4 were sometimes swapped around.

There were minimal omissions in this part of the test. However, there was an increased number of instances of the same letter being used twice, or even three times, compared to previous series. These attempts could not be credited.

Some candidates overwrite their initial answers after changing their mind rather than crossing out their initial attempt. This often results in illegible answers which sometimes cannot be deciphered and may lead to a loss of marks. However, such instances were less frequent in this part of the exam compared to previous series.

Exercise 4

Half of the candidates attempted this exercise well, with most scoring between 3–4 marks. Less successful candidates tended to have difficulties with **Questions (a)** – option C was often selected in error, **(c)** – option B was often given in error, **(d)** – option B tended to be the wrong answer here and **(f)** – option A was often incorrectly selected. Most candidates dealt well with **Questions (g)** and **(h)**.

There are still a number of candidates who tick more than one option for individual questions. Such attempts were not given any marks.

There were quite a few instances, compared to the last series, where candidates did not provide any answers to some of the questions in this part of the test.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Listening – Extended

Key messages

- Candidates are reminded to provide clear and legible responses. The formation of individual letters must be clear. When altering their responses, candidates should simply cross these responses out and write their corrections next to them. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for by highlighting the question words, e.g. *how*, *where*, *when*, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, such attempts cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercises 2, 5A and 5B**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name) before listening. Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercises 2, 5A and 5B**, candidates should also be reminded not to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3**, and the multiple choice **Exercise 4**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

General comments

- There has been an increase in the number of candidates this series who wrote over their initial answers or half-erased attempts, which often resulted in their final answer being illegible. In some cases, it was difficult to determine whether a candidate had included the final 's' to indicate the plural form. Other letters that often proved difficult to decipher included u/n, v/n and o/a. It is beneficial to encourage candidates to write by hand as often as possible.
- The vast majority of candidates now adhere to the required word limit set out in the rubric of each exercise. However, there are still some candidates who write their answers as long sentences, especially in **Exercise 1**.
- There was little evidence of exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in the gap-fill exercise, highlighting key words in questions in **Exercise 1**). However, when used, in some cases this needs to be done more effectively, as some candidates tend to underline all words, rather than selecting the key words in each question.
- Most candidates seem to be aware of the distracting information in the listening exercises and do not include these in addition to the correct detail. However, there were some instances where candidates provided the distracting detail in addition to the expected answer in **Exercises 1** and **2**. Such attempts could not be credited.
- Candidates need to be reminded not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. There were more instances this series where this was an issue. Also, there were more instances of candidates leaving all three boxes unticked for some of the items in **Exercise 4**. Candidates need to be encouraged to read (and listen) to the rubric at the start of each exercise very carefully.
- Overall, most candidates dealt well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some, and candidates would benefit from more practice to ensure they can follow and navigate themselves through longer texts (e.g. talks and presentations).
- Candidates would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'blog' versus 'block'/syllable stress in numbers – 'forty' versus 'fourteen'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form that they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2, 5A** and **5B** (e.g. 'gain confident' instead of 'gain confidence' and 'taking photos' instead of 'take photos').
- It is also advisable to expose candidates to vocabulary sets on a wide range of topics (e.g. public places, means of transport) and practise spelling of such words. Most candidates seemed to be unfamiliar with frequent everyday words, for example, 'museum, 'library' and 'bicycle'.

Comments on specific questions

Exercise 1

Questions 1–4

Overall, this section was fairly well attempted by most candidates. Most marks were lost where candidates selected the distracting detail in error instead of the correct answer or the inclusion of the wrong extra detail. The latter was a particular issue in **Questions 1(b)** and **2(b)**. Other reasons for loss of marks are outlined below. There were minimal instances of No Responses for this part of the test.

Question 1

- (a) This question was answered very well. Most candidates provided the expected detail '6:30' as a number. Where candidates provided their response as a word – 'six thirty', recognisable spelling attempts, such as 'six thirthy' were deemed creditable. Some attempts included an extra detail, and

where this did not alter the meaning, such attempts were awarded the mark (e.g. '6.30 in the evening', '06.30 pm'). However, where the extra detail changed the intended meaning of the response (e.g. 'by six thirty', '6.30 am') no marks could be given.

- (b) The expected answer was 'purse' and there was a relatively high level of success when candidates attempted this question. Most candidates provided the correct spelling. Spelling attempts which put the intended meaning in doubt could not be credited (e.g. 'pruce', 'porse'). Other spelling attempts created a new word and also lost the mark (e.g. 'pores', 'pursue'). Weaker answers tended to include the distracting detail 'jewellery' and/or 'scarf' in error.

Question 2

- (a) This question was attempted well. Most candidates provided the expected detail 'face painting', but other creditable attempts included 'face paint', 'face paintings' and 'faces painting'. The vast majority of answers were spelled correctly. However, some candidates appeared to have misheard the targeted details as 'vase painting' or 'face printing' and could not be awarded. Spelling attempts which created a new meaning (e.g. 'face panting') or put the intended meaning in doubt (e.g. 'face paniting') were not credited. Marks were also lost where an incomplete answer was provided (i.e. 'painting').
- (b) The expected answer was 'reception' and around 50 per cent of candidates selected this correct detail. Most candidates provided creditable spelling attempts (e.g. 'reception'). However, some spelling attempts put the intended meaning in doubt and could not be given the mark (e.g. 'resaption'). Some candidates seemed to have misheard the targeted detail as 'in the section' and lost the mark. Most candidates provided the extra detail 'at/in', but some changed the preposition to 'after' or 'next to' and such attempts were deemed ambiguous and could not be credited. Weaker answers often included the distracting detail 'school magazine'.

Question 3

- (a) There was a mixed level of success for this question. The expected detail here was 'coins'. Most candidates who provided the correct detail also provided the extra detail 'old'. Such responses gained the mark. Most marks were lost, however, where candidates gave one of the two distractors as their response (i.e. 'wildlife photographs' and 'snow fox pictures'). Other candidates appeared to have misheard 'coins' as 'queens'. The singular form 'coin' was also not credited, as this attempt changed the intended meaning.
- (b) Candidates achieved a fairly high degree of success here. Most provided the correct detail 'library'. Spelling attempts such as 'libary' and 'libreary' were also given the mark. The most common reason for incorrect answers was providing spelling attempts which put the intended meaning in doubt. Such attempts included 'liabirey' and 'liberyra'. Prepositions which changed the intended meaning were also disallowed (e.g. 'near the library').

Question 4

- (a) Candidates dealt with this item fairly well. The intended answer for this question was 'castle' and most candidates provided that as their response. Most attempts were spelled correctly, but spelling attempts like 'castel' and 'casttle' were also allowed. However, 'casel' and 'carsol' put the intended meaning in doubt and could not be given the mark. Neither could the plural form 'castles' as this attempt altered the intended meaning. Weaker responses often included the distracting details 'houses' and 'roads', or random nouns from the recording such as 'island'.
- (b) This was another successful question, with most candidates providing the correct detail '40 000'. Most candidates provided the detail as part of a longer phrase: '40 000 plastic bottles'. Some chose to provide their answer as a word and most of the spelling attempts were accepted (e.g. 'fourty thousand' and 'forty thosand'). Some candidates seemed to have misheard the number as '14 000' and lost the mark here. Other wrong attempts included the distracting details '16 000' and '1 million', or the inclusion of a wrong detail (e.g. '40 000 pounds').

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a mixed level of success. On average, candidates scored four marks. The most successful attempts were for **Questions (d) and (f)**. Candidates were least successful with **Questions (a) and (h)**.

Question 5

- (a) There was a low level of success here, with less than half of the candidates selecting the correct detail 'neighbour'. However, a wide range of spelling attempts including 'neighbour' and 'neighbor' were given the mark. The plural form 'neighbours' was also allowed here. Spelling attempts which were deemed ambiguous, and therefore not creditable, included 'niagbour' and 'neghibor'. Another common reason for losing marks here was selecting the distracting details. Other weaker answers provided 'self'.
- (b) The correct detail 'reputation' was selected by more than two thirds of candidates. Most responses were spelled correctly or were deemed recognisable and therefore creditable (e.g. 'reputasion'). Spelling attempts which could not be credited included 'rapotation' and 'repuatiation', or where a new word was created (e.g. 'repetition'). Other wrong answers included the distractor 'fees'. Weaker answers also included random nouns from the recording as their response (e.g. 'research').
- (c) This item was answered reasonably well by most candidates, who provided the correct detail 'diving centre'. However, some candidates seemed to have misheard the phrase as 'driving centre' or 'diamond centre' and could not be credited. And while 'diving park' was accepted as a reasonable attempt, 'diving sector' was not. Marks were also not given to spelling attempts which put the intended meaning in doubt (e.g. 'diving centure'). The distracting details 'school' and 'national park' were occasionally selected in error.
- (d) This was one of the better attempted items in this part of the exam, with most candidates successfully selecting the expected detail 'six months'. Marks were mostly lost where candidates provided spelling attempts which created a new meaning (e.g. 'six moths'). The singular form 'six month' and incomplete answers (i.e. 'six' on its own) were also not given any marks. Weaker responses tended to include the distracting details such as 'four months'.
- (e) This item was reasonably well attempted by more than half of the candidates. The expected answer was 'medicine'. However, 'meds' was also awarded. There was a wide range of spelling attempts and while attempts such as 'medicine' or 'medicin' were credited, others such as 'medicance' and 'medince' were not. Weaker answers often included the distracting details.
- (f) The question targeted something that the speaker recommends as a good way of keeping in touch. The expected detail here was 'blog' and most candidates gave that as their response. Spelling attempts like 'blogg' and 'bloge' were also allowed. However, 'vlog' could not gain the mark as it changed the meaning of the answer as a whole. Other marks were lost where candidates incorrectly provided the distracting details 'letter' and 'phone'.
- (g) There was a reasonable level of success for this question. The expected detail was 'climate'. Most candidates spelled the targeted detail correctly or provided spelling attempts which did not put the intended meaning in doubt (e.g. 'climat'). However, attempts which were not recognisable lost the mark (e.g. 'claimet' and 'clemate'). Providing the distracting details 'spicy food' and 'language' were also common incorrect answers.
- (h) This was a mixed level of success here and around 50 per cent of candidates gave the targeted detail 'gain confidence' as their answer. Other synonymous verbs were allowed (e.g. 'develop confidence'), as well as the phrase 'be confident'. Some candidates provided an incomplete answer 'confidence' and lost the mark as the noun on its own did not fit the gap. Another attempt which could not be credited was 'gain confidents'. Most spelling attempts were allowed as recognisable (e.g. 'gain confidnce'). Attempts which put the intended meaning in doubt (e.g. 'gain cofedance', 'gain comfedence') could not be credited. The distracting details 'develop skills' and 'make friends' were also sometimes provided in error.

Exercise 3

Most candidates dealt very well with this part of the test. The majority of candidates matched between 5–6 speakers correctly with the expected letter. The most common errors included option D being given as the answer for speakers 2 and 3, while the answers for speakers 3 and 4 were sometimes swapped around.

There were minimal omissions in this part of the test. However, there was an increased number of instances of the same letter being used twice, or even three times, compared to previous series. These attempts could not be credited.

Some candidates overwrite their initial answers after changing their mind rather than crossing out their initial attempt. This often results in illegible answers which sometimes cannot be deciphered and may lead to a loss of marks. However, such instances were less frequent in this part of the exam compared to previous series.

Exercise 4

This part of the test was attempted reasonably well, on the whole, with most candidates scoring between 4–5 marks. Less successful candidates tended to have difficulties with **Questions (c)** – option B was often given in error and **(d)** – option C tended to be the wrong answer here. There are still a number of candidates who tick more than one option for individual questions. Such attempts were not given any marks.

There were quite a few instances, compared to the last series, where candidates did not provide any answers to some of the questions in this part of the test.

Exercise 5 – part A

There was a reasonable level of success for this exercise, with most candidates scoring three marks. Candidates particularly excelled at **Question (a)** and were least successful when attempting **Question (d)**. Most marks were lost due to the inclusion of distracting information instead of the correct detail and spelling attempts that put the intended meaning in doubt.

Question 8A

- (a) Candidates attempted this item extremely well. The expected answer was 'seventeenth' and most candidates provided this response, mainly as a number: '17th'. However, '17' and 'seventeen' were also accepted. Marks were lost where candidates provided the distracting numbers '21st' and '20th'. Weaker answers included a nonsensical number (for a century), for example '84th'.
- (b) There was a reasonable level of success for this question. The required detail was 'cruise ships'. However, the response 'cruises' was also credited. While most spelling attempts were accepted (e.g. 'cruis ships'), some could not be awarded as they put the intended meaning in doubt (e.g. 'crouse ships') or created a new meaning (e.g. 'crew ships'). Some candidates appeared to have misheard the grammatical form as the singular form 'cruise ship' or provided an incomplete response (i.e. ships). Other marks were lost due to the inclusion of the distracting details 'cheap flights' and 'bargain travel'.
- (c) This question was reasonably well attempted by most candidates. The expected answer here was 'museum'. There was a wide range of spelling attempts and most of these were creditable (e.g. 'museam', 'musieum'). However, some spelling attempts, including 'measum' and 'musemam' were deemed ambiguous and, therefore, not credited. The plural form 'museums' was also not given any marks as this form does not fit the gap. Weaker answers included the distracting detail 'tourist city' in error rather than providing the detail which the speaker uses to compare Venice to.

- (d) This item was not very well attempted. The expected detail was 'water buses' – something the speaker believes may be a good solution to mass tourism, but most candidates selected the distracting details 'entrance fees' and 'overnight tax' instead. Marks were also lost where candidates provided a spelling attempt which created a new meaning (e.g. 'water bases' and 'water busters'). Some candidates changed the adjective 'water' in their response to 'travel', 'local' or 'modern' and consequently lost the mark. Incomplete answers (i.e. buses) and the singular form (i.e. 'water bus') were also not credited. However, spelling attempts, such as 'water busses' and 'water bus's' were given the mark.
- (e) The question asks for something which is made locally and recommended, by one organisation, to tourists. Half of the candidates provided the correct detail 'souvenirs'. Most spelling attempts were deemed recognisable and awarded the mark (e.g. 'souviners', 'souveniers'). Spelling attempts which could not be credited, as the intended meaning was put in doubt, included 'suviniers'. The singular form 'souvenir' was also disallowed. Weaker answers included the distracting details 'coffee' and 'pizza' or random nouns from the recording (e.g. 'shops'). Some candidates tried to provide a synonymous idea to souvenirs, such as 'products'. However, these did not convey the targeted idea precisely enough and, therefore, could not be credited.

Exercise 5 – part B

Part B was attempted with a reasonable level of success. Most candidates scored between 2–3 marks on average. The more successful attempts were for **Questions (d) and (e)**. Candidates were least successful when attempting item **(a)**. The most common reason for the loss of marks was the inclusion of distracting details and mishearing the correct form used in the recording.

Question 8B

- (a) There was a mixed level of success here. The expected detail was 'August'. Weaker responses often included the distracting details 'July' and 'October' in error. Marks were also lost where the intended meaning of spelling attempts was ambiguous (e.g. 'agust'). However, recognisable (and therefore creditable) spelling attempts included 'August' and 'Augaust'.
- (b) Candidates achieved a reasonable degree of success when attempting this question. The expected answer was 'take photos', but 'take selfies' and 'click pictures' were also allowed as reasonable attempts. Some candidates provided the distracting details 'sit on steps' and 'poke with selfie sticks' and could not be credited. Others appeared to have misheard the form and provided answers which did not fit the gap (e.g. 'takes photos' and 'taking photos'). The singular form 'take photo' and incomplete attempts (i.e. 'photos') could not be credited either.
- (c) Candidates attempted this question with a variable degree of success. The targeted idea was 'bicycles', but 'cycles' and 'bikes' were also credited. Candidates also provided a range of spelling attempts, most of which were creditable as they retained the intended meaning (e.g. 'bicyles', 'bycycles'). Spelling attempts which were not credited included 'bycles' and 'bysicals'. Some attempts included an idea already expressed in the statement on the Question Paper. This meant that the whole attempt did not fit the gap and could not be awarded any marks (e.g. 'banning bicycles'). The singular form 'take photo' was also disallowed here. Weaker answers tended to include the distracting details.
- (d) Most candidates dealt well with this item and gained the mark by providing the expected detail 'hostel'. Most attempts were correctly spelled, but 'hostol' and 'hostal' were also accepted. Where spelling attempts created a new word (e.g. 'hotel', 'hospital') no marks could be given. Marks were also sometimes lost due to the inclusion of the distracting details 'apartment' and 'hotel chain'.
- (e) This item was attempted fairly well. The expected answer was 'exhibitions' and most candidates provided this as their response. Spelling attempts, such as 'exibitions' and 'exbitions' were also credited. However, ambiguous spelling attempts, for example 'exbutions' and 'exhibitions' could not be give any marks. The singular form 'exhibition' was also not allowed, as it changed the intended meaning. Weaker responses often included 'restaurants' and 'places to eat' in error.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

- Teachers and examiners are advised to read the Moderation Report sent to the centre which gives advice on the conduct of the test.
- Examiners are advised to watch the Speaking Test Demonstration Video on the School Support Hub.
- In **Part B**, asking candidates questions related to school or exam preparation should be avoided. Examiners should limit themselves to asking simple questions on hobbies, interests and life outside school with a view to making the candidate feel at ease as well as then going on to choose an appropriate assessment card for the candidate based on the discussion. Topic cards should not be selected randomly.
- It is important to follow the timings of **Parts B–D** as specified in the syllabus. There were too many short **Part Ds**, which is the only part of the test that is assessed.
- The prompts should be used as they appear on the assessment card and not paraphrased unless the candidate asks for clarification.
- Examiners should not run through the prompts too quickly but ask open questions to allow the candidate to expand and develop ideas.
- Examiners should encourage candidates to talk more about personal anecdotes or future predictions, where applicable, to ensure candidates are given the opportunity to use a wider range of grammatical structures.
- Examiners and candidates need to be reminded that delivering monologues is not allowed. Instead, examiners should engage candidates in a two-way conversation from the outset.
- Candidates are encouraged to reduce their speed of delivery.
- There was an overall pattern of slight severity in marking. Examiners should be prepared to award full marks. It should be noted that candidates do not have to be completely error free to achieve full marks.
- Centres should be encouraged to check for recording quality and ensure that all parts of the exam have been recorded.

General comments

Part A – This was mostly carried out very well with examiners reading out the instructions from the Teacher’s/Examiner’s Notes.

Part B – This part was often too short. Examiners should be aware of the importance of this part to help the candidates warm up and feel comfortable speaking in English in preparation for the assessed **Part D**, as well as choose a suitable topic for each candidate based on the discussion. This part should be a discussion, not a prepared introduction delivered by the candidate.

Part C – Timing was good for the most part, but examiners would benefit from more familiarity with the cards, so that they are able to select an appropriate one for each candidate based on the discussions in **Part B**. Examiners should ensure the topic cards are easily accessible (but secure) on the day of the speaking test.

Part D – On the whole, the conduct of this part was competent, but timing and development of ideas could be improved. Either the prompts were run through too quickly with no additional questions from the examiner, or the candidates were allowed to run through the prompts themselves and deliver monologues or presentations. Any additional comments or questions from the examiner were closed, thus limiting the candidates to yes/no answers. Sometimes, too much speaking time was taken up by the examiner.

Application of the marking criteria

Structure – Many centres showed a tendency towards leniency and rewarded fast delivery, fluent communication and confidence over accuracy and range. Other candidates who did not speak quickly, fluently or confidently were often marked too severely.

Vocabulary – These marking criteria were generally applied accurately, but with a slight tendency to mark lower levels too severely. Examiners often seemed to have a very high expectation from their candidates and often did not award marks for the use of less common vocabulary, idioms, phrasal verbs and collocations.

Development and Fluency – The delivery of monologues and presentations restricted the ability of candidates to demonstrate their conversational potential. Some candidates spoke so fast that it inhibited coherence, although this was sometimes mistaken for good development and fluency. Some hesitancy is tolerated. There was a slight tendency towards severity, but generally, this criterion was the most accurately marked.

Administration

Test administration was very good. Some centres supplied too many samples for centres of their size.

Internal moderation after the speaking tests

Centres are reminded that, where more than one examiner is used at a centre, internal moderation must be carried out. It is crucial that this is done according to the guidelines supplied by Cambridge International.

Each examiner should list their candidates in descending order of marks (this is called 'rank order'). The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead examiner should then review the marking by each examiner. To do this, the lead examiner should listen to a range of candidates (top, middle, bottom) from each examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all examiners at your centre. If no adjustments are required to an examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an examiner's marks is required, the lead examiner should make this adjustment to all the marks given by that examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

Comments on specific topic cards

Card A – Obligations

This card was not frequently chosen. All candidates were able to recall a time when they helped at home, at school or in the community. Jobs done in the home were cleaning, washing up, cooking and doing other chores whilst at school they had to wear uniform, obey school rules, finish work on time and be well-behaved. When helping neighbours, tasks included picking up rubbish and helping the elderly with shopping. Candidates needed to be confident with using modals of obligation to list the things they had to or needed to do. All candidates considered it their duty to look after the environment by, for example, planting trees. They suggested that life without obligations would give them more freedom and a simpler life without worries. Most candidates admitted human responsibility for damaging the planet by only thinking of their own pleasures.

Card B – Noticing things around us

This card was frequently chosen. Most candidates talked about everyday things they noticed such as trees, plants, birds and various buildings, including a temple being renovated. Changes in what was noticed included wearing masks and many shops closed because of lockdown. Over recent years ‘booming businesses’, ‘buildings popping up’ and ‘new malls, hospitals and schools being constructed’ had been noted. On the negative side, cars had caused an increase in pollution. For prompt 3, candidates generalised with jobs in ‘customer service or working with people’, but some specified teachers (they needed to identify where help was needed), police (on the lookout for criminals) and doctors who had to ‘pay attention’ to care for their patients. Candidates agreed with the statement in prompt 4 that situations were often interpreted differently and that perspectives differed from ‘person to person’. There was similar agreement that pressure of time and work and generally ‘being busy’ made us notice less and ‘limited our horizons’.

Card C – Music

This card was a very popular choice. Music is clearly important to all the candidates speaking on this popular topic. They gave answers rich with feeling. Reasons for its importance ranged from ‘it makes me calm and relaxed’, ‘it helps me concentrate and focus on my work’, ‘it brightens my mood’, and ‘it relieves stress’. For performers of an instrument, for singers and dancers it enabled them to be creative and display their talents. One candidate expressed that ‘music transcends language barriers’ and it ‘defines my life and personality’. Prompt 2 showed that candidates agreed with the statement. The ‘generation gap’ and ‘age differences’ as well as differences in tastes, gave candidates the opportunity to compare music types and name different genres of music from folk to hip hop and Bollywood. Candidates had more ‘in common with’ their friends than their families. They were in agreement for prompt 4 that careers in music and sport were ‘very different but just as difficult’ and depended on what you were good at. Sport was probably more challenging as it required fitness, stamina and regular success. Responses for prompt 5 were very similar; life would be sad, gloomy, dull, boring, with neither colour nor joy.

Card D – Flying

This card was frequently chosen, although the candidates did not seem to have a lot of experience with flying. Some described a holiday while others mentioned business trips their parents had taken. Negative feelings were expressed – earache and dizziness as well as a fear of flying. There was considerable agreement in the essential items to take with you: phone for music and films (plus charger), a book to help ‘pass the time’, a pillow as well as headphones for comfort and a sleep mask. Successful candidates balanced their ideas of pros and cons, benefits and drawbacks in prompt 3. To do well when answering this prompt, candidates needed both the ideas and the linguistic connectors to present them, as well as confident use of comparison language. Advantages listed were: ‘to reach anywhere in the world’, ‘it’s more comfortable and it saves time’. Disadvantages included ‘it’s more expensive and not all passengers can afford to fly’ as well as environmental issues. For prompt 4 there was a suggestion that private planes could be banned and there were other things that harmed the environment. Most candidates felt there was no other way to travel. Responses for Prompt 5 showed the candidates were in favour of seeing things ‘with their own eyes’ to experience culture, sounds, smells and taste for themselves and not from a computer screen.

Card E – Preparing for Work

This card was not frequently chosen. Few candidates specified a particular job, but said it should be a job they would enjoy and one which could support their family and make their parents proud. Prompt 2 requested reasons for their choice. Candidates suggested parental choice, status in society as well as providing a good standard of living. Further factors were interest, passion and being well-suited for the work. Deciding on work experience or qualifications was inconclusive because ‘it varies from job to job’ and probably both were necessary. Candidates need more practice to argue ‘advantages’ and ‘disadvantages’ of certain criteria. Accurate use of the language of comparison and the linguistic markers to balance their points are key. Some of the positive factors for having one job suggested were: greater security, getting to know what you have to do, opportunities for promotion and a higher salary. Ideas given in the argument against were: it could get monotonous and boring; you might not have the opportunity to develop potential, or meet new people and learn new things. In Prompt 5 candidates thought both were important – to have a good social life you probably needed a good salary, but we are ‘social beings not just office workers’ and we need ‘friends and family, excitement and fun’.

Card F – Age

This was frequently chosen. Candidates were able to identify with all the prompts and had plenty to say regarding each one with respect to personal experience. Prompts 1 and 2 elicited present and past tenses well as well as language of likes and dislikes and hobbies and activities. Prompt 3 gave some candidates the opportunity to use language of comparison when discussing the importance of work experience versus qualifications. Prompt 4 elicited personal anecdotes from candidates regarding the jobs done by their parents and family members. The final prompt was well developed by most candidates who were able to talk about health and diet in particular.

Card G – Praise

This card was frequently chosen. Some candidates who were given this card had to have additional explanations as to what 'praise' means. The first prompt was well developed in most cases and candidates spoke mainly about being praised by parents, grandparents or teachers, using a good range of narrative tenses. For prompt 2, most candidates had an experience of saying something good to a friend or vice versa, about their participation in a competition or exam for example. Prompt 3 mainly elicited examples such as sporting awards and exams. Prompt 4 was generally dealt with well and all candidates agreed that too much praise is a bad thing with good reasons why, e.g. it makes them spoilt or slightly arrogant. Prompt 5 appeared more challenging for some candidates. However, others generally felt that people were more motivated by praise than criticism.

Card H – Time management

This card was frequently chosen, eliciting a range of personal experiences from the candidates, who were able to speak about exams and studying as well as juggling responsibilities at home. There was a tendency for candidates mostly to speak about school and exam subjects, as with prompt 2, when they mostly talked about a time at school when they had not prepared well for an exam or done homework on time. Prompt 3 elicited a good range of vocabulary connected to doing chores, studying, family pressure and also too much time spent on things like game playing and screen time. Prompt 4 elicited a range of examples of famous people like Bill Gates or national celebrities/sportspeople/politicians and some computer celebrities who had achieved success, with some candidates using appropriate language of speculation and hypothesis. Prompt 5 was well handled and candidates argued that we would have less free time partly due to larger families and more people in work.

Card I – Concentration

This card was frequently used and mostly well addressed by the candidates, although once again the topics raised were mostly to do with school, studying and exams. Prompt 1 was inevitably discussed with regard to concentration before or during an exam period, however, it did elicit a good range of past tenses. The second prompt was interesting for candidates, many of whom discussed the benefits of music and meditation, yoga and also sport and fitness regimes, using a good range of topic-based vocabulary. Prompt 3 was a good, general prompt which took candidates away from their own experience and also gave some the opportunity to use some topic-based vocabulary of jobs and work, with most speaking about doctors, lawyers, emergency services, the police and also teachers. Prompt 4 was also well handled in the majority of cases and candidates also used a range of vocabulary to talk about the rising pressure to use social media and more and more types of technology for example in prompt 5.

Card J – Wearing the right clothes

This was a very popular choice. The candidates demonstrated an excellent use of topic-based vocabulary (clothes) for prompts 1–2 as well as a good range of adjectives, such as: formal/informal/comfortable/uncomfortable/trendy/smart/fashionable. Prompt 3 elicited a good range of jobs which were within the range of all candidates including the lower bands. Prompt 4 seemed more challenging and not generally dealt with well by some candidates who seemed to struggle to articulate ideas on being more confident because of what you wear. The final prompt was again more challenging for some, but others spoke about colours, trendy or fashionable clothes and used a range of personality and character adjectives. In some cases, the candidates named famous people in their country who wore a certain type of clothes and what it said about them. Most of the candidates brought into this conversation the wearing of types of traditional clothes but were not always asked to describe what they were talking about, which would have helped to expand the topic.

Card K – Talking to others

This card was frequently used. For prompt 1 candidates often recalled an interesting conversation with parents or friends and this anecdote allowed them to show that they could use a variety of past tenses. For prompt 2 they often chose a famous singer or sports person, although a couple chose famous scientists like Charles Darwin and Marie Curie. Successful candidates were able to speak at length on what they would like to ask the famous person, whereas others said something simple such as 'I would like to speak to him because he is a good actor,' and could not expand further on this. For the third prompt most said that talking to other people cheered them up, but not many could expand much on this. Most candidates agreed that listening was easier than speaking and that it was polite to listen more than speak when you meet someone for the first time. The final prompt allowed candidates to show that they could express ability in present and future tenses; most agreed that it was easier to solve problems when you can see facial expressions and body language.

Card L – Changing your opinion

This card was not frequently used. Prompt 1 enabled candidates to use a variety of past tenses to talk about a situation where they had changed their opinions. Some talked about when they had changed their opinion of a person and others talked about changing their opinion about a school subject, a sport or a style of music. Strong answers really expanded on this point. Prompt 2 enabled candidates to use present tenses and relative clauses. Most said that while their parents preferred traditional music and clothing, they themselves preferred pop and western clothing. Prompt 3 elicited some interesting ideas, e.g. changing people's opinions on old wives' tales and gender discrimination. In response to Prompt 4 most candidates did not think changing your opinion was a sign of weakness; some thought it was a sign of maturity. Most candidates were able to use a wide range of structures to expand on Prompt 5. Most disagreed that it was necessary to have the same opinions and gave examples of friends they had that had different opinions, and why this enriched their conversation and friendship.

Card M – Respecting others

This card was frequently used. For prompt 1, candidates generally talked about respecting their parents and grandparents. Most candidates responded to prompt 2 by talking about listening to their elders and following rules. Prompt 3 gave candidates the opportunity to use a range of vocabulary for positive qualities such as bravery and intelligence. Candidates often produced some good vocabulary for Prompt 4, talking about the environment and global warming and what they could do to reverse some of the things that have been happening to the natural world. Most candidates were able to develop ideas well for Prompt 5. Many said that everyone should be respected no matter what their status was.

Card N – Feelings

This card was frequently used. Prompt 1 encouraged candidates to tell an anecdote and most seemed to have given this a lot of thought during the preparation time and gave some detailed responses using past structures. Some candidates appeared to have difficulties in developing Prompt 2. Some said that feelings were shown through facial expressions but could not say much more than this. Prompt 3 also elicited a one sentence response from most candidates unless the examiner asked questions and encouraged candidates to develop their ideas. When encouraged, successful candidates were able to show that they could use passives, conditionals and relative clauses when explaining how a piece of music had affected them, but none discussed other forms of art having an effect on their mood. Prompt 4 – Most candidates agreed that a few close friends was much more likely to make them happy. Prompt 5 – Most candidates came up with the same response; they cannot say what they think to their elders. Some explained that because of the generation gap and the expectation that elders should always be respected, it was impossible to say what you think to a parent or grandparent.

Card O – Space travel

This card was not frequently used and was generally given to candidates who had shown an interest in space during **Part B**. They were mostly candidates that had obviously researched space in their own time and had a genuine interest. Prompt 1 – All candidates said that they would love to travel to space to experience the lack of gravity and see the difference between other planets and Earth. As they had good language skills, they were able to use a variety of more advanced structures to develop their ideas. Prompt 2 elicited a variety of responses, from taking visitors to Antarctica to a visit to a local museum and a home cooked meal. For prompt 3 most agreed that qualifications and training were needed, but they found it difficult to expand on this. Prompt 4 – most disagreed and were able to talk about the importance of

discovering new planets as due to over population and global warming we may need to live on another planet one day. Prompt 5 was often linked to prompt 4. It allowed candidates to display their knowledge of future structures.