

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/11
Reading and Writing

Key messages

In **Exercises 1 – 4** it is suggested that candidates focus on the question word (how, what, where, when) to ensure they respond correctly. They should focus on reference and linking words in the texts (e.g. those, this, the former, however, but, on the other hand, while, whereas etc.) as these are important to the understanding of a text.

In **Exercise 1**, candidates should provide key details and a brief response – and not copy long chunks of text – to avoid including incorrect details. Candidates should avoid trying to paraphrase the wording in the text.

In **Exercise 2**, candidates should consider the message and focus of each paragraph, and not be distracted by a single key word or synonym. Locating the correct answer often involves following discourse markers in consecutive sentences in the paragraph as a whole. What constitutes the answer to a question may also be implied, so candidates should be able to recognise inference.

In **Exercise 3**, answers should be brief notes providing key details and supply verbs, nouns or adjectives as necessary. There should be one note per bullet point and any additional notes cannot be credited. Candidates should avoid trying to paraphrase the wording in the text.

In **Exercise 4**, the details in each option, A, B, C, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question.

In **Exercises 5 and 6**, candidates should develop their response fully, ensuring the requirements of the task are fulfilled. They should aim to write the maximum rather than the minimum number of words required. Responses below 120 words are unlikely to cover the topic adequately or the task sufficiently.

For **Exercise 5**, all three bullet points must be addressed, and it is a good idea for candidates to clearly refer to each one, possibly writing several related ideas to demonstrate development. A salutation and closing formula should be included but candidates **should not** recreate the layout of an email using 'From', 'To', 'Subject' or 'Date' information. For **Exercise 6**, if candidates use the ideas in the prompts, these must be expressed in their own words and developed. Candidates are encouraged to further develop the topic with their own ideas.

General comments

Candidates should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty and total points for each exercise, so that time is allocated appropriately.

Comments on specific questions

Exercise 1

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

Question 1

This question was well answered. The most common incorrect response was 25 years, the length of time Breathe Easy events have been organised.

Question 2

This question was well answered. Incorrect responses included 'From the Breathe Easy app', 'Tram' or 'Website', places tickets could be bought, but not at a discount.

Question 3

This question was well answered. Incorrect responses included activities that were not for younger visitors such as dance show, cookery demonstration and jewellery making workshop.

Question 4

This question was very well answered. Incorrect responses included other types of film referred to in the text, or ways in which the family films were shown. Candidates should read carefully to ensure they understand the text sufficiently to select the right response.

Question 5

This question was very well answered. Some incorrect responses referred to the people who provided the product samples (local producers), or to the Breathe Easy book, which was for sale.

Question 6

This question was very well answered, and a significant number of candidates gained all three marks available. Occasionally, fewer than three details were given. A more common incorrect response was 'contributed recipes'.

Exercise 2

This matching exercise was very well-attempted. Generally, **Questions (b) and (i)** proved the most challenging. There were no noticeable consistently incorrect responses for other questions.

Candidates needed to ensure that information in the section of text selected fully supported their choice of answer, while looking for the rephrasing of the ideas, rather than simply spotting the same words or phrases in the question and text.

Question 7

- (a) This question was very well answered. Candidates needed to identify someone who explained what they did with the money they earned. This was expressed in C as 'a new skateboard. My Mum suggested that I used the money to get it, so that's what I decided to do.'
- (b) This question proved more challenging. Many candidates chose D rather than A, the correct response. Candidates were required to find the text about someone who mentions something that affected which activity they did. They seemed to misunderstand 'When school got busier...I did not have time to do the shopping trips' in section D. This referred to why the writer stopped doing an activity. The correct response, A, mentions an activity the writer was too small to do (carry the rubbish), and the activity he actually did (sweeping leaves).
- (c) This question was well answered. Candidates were required to find in the text someone who describes a technical skill they learnt which has helped other people. Most candidates correctly identified B from the phrase 'I managed to repair it with no problems at all – and since then I've been able to fix all sorts of things for my friends and family.'
- (d) This question was very well answered. C was the most common incorrect response, possibly because of the phrase 'I do not have to do it anymore.' However, there no reason is given regarding why the writer stopped doing the activity.

- (e) This question was well answered. The advice received about how to do the activity is clearly linked to ‘My dad suggested I use a smaller brush’ in A.
- (f) This question was well answered. The most common incorrect response was A, possibly due to the words and phrases ‘angry’, ‘calmed me down’ and ‘some things you can not get upset about.’. However, there is no indication in A that the writer was in trouble for something they did.
- (g) This question was well answered. D was the most common incorrect response, possibly because this section mentions the writer’s little sister being keen to take over.
- (h) This question was very well answered. Most candidates correctly chose **section A** which referred to an important life lesson concerned with not getting upset about certain things.
- (i) This was a challenging question for a significant number of candidates. C was the most common incorrect response. Although in this section, the writer compares himself to his sister when skateboarding, the activity described in **section C** is washing cars. Candidates had to locate the section comparing different people’s experiences of doing one of the four activities to earn money, which was D, doing shopping.

Exercise 3

Many candidates performed well in this note-taking exercise. Notes could not be credited if key information was omitted or if incorrect information was added. Candidates should avoid writing notes in their own words when they can directly use language from the text as the meaning may change.

Question 8

This section was very well attempted, and many candidates provided three correct notes from the possible five options. Candidates had to identify different, discrete reasons why people go on a virtual tour of a museum. Some candidates omitted the negative idea required, and as a result notes such as ‘crowded that you feel everyone is the same room as you’ or ‘wait in queues’ could not be credited. They are what happens in an actual museum not reasons for attending a *virtual tour* of a museum. Occasionally, a note relevant to Question 9 was given, for example ‘audio descriptions’ or ‘information accurate’.

Question 9

This section was very well attempted, and the majority of candidates identified four correct responses out of a possible five.

Exercise 4

This exercise requires candidates to answer six multiple choice questions. Each one provides three options A, B or C and candidates enter their answer by placing a tick in the box by their chosen response. In this series, the text was about a young snowboarder. The information required for **Questions 10 to 14** was in the order within the text, while **Question 15** required candidates to consider the purpose of the text as a whole. Successful candidates were able to use cohesive devices, such as linking words and referencing, as well as the paraphrasing of ideas in the questions, to locate information that supports their chosen option. Options can be either supported or negated by information in the text, or may not even be referred to. In general, candidates seemed to find **Questions 13, 14 and 15** challenging.

Question 10

This question was generally well answered. Candidates needed to find in the text Gemma’s opinion of the place where she learned to snowboard. Option A was the correct response. Most candidates successfully matched the paraphrase, ‘the instructors were so willing to help her achieve her best’ to the question. They recognised that B was an incorrect answer as the snowboarding centre was not ‘part of a large chain’ but ‘one of only a handful’. Option C, ‘having real snow at the centre would be an advantage’ was negated by Gemma’s view that she ‘could practise in conditions which did not change according to the weather’.

Question 11

This question was generally well answered. Candidates were asked to select the reason why gymnastics was mentioned in paragraph 2. The correct answer was C, which was ‘to show how one sport supports

another'. A key idea in the text was that both gymnastics and snowboarding require participants to have 'a really good idea of where you are in the air, when you are jumping and turning'. The demonstrative pronouns in 'this is essential in snowboarding as well' and 'that ability proved to be a real plus' helped candidates with this chain of reasoning. A minority of candidates selected options A or B. Option A was incorrect as, although Gemma did gymnastics as a child, there was no mention of it generally being suitable for younger people. As for option B, there was no indication in the text of the reason for her to 'change sports'.

Question 12

This question was very well answered. Candidates needed to identify how Gemma felt 'about the trophy she won in 2020'. B was the correct answer as 'worried about causing damage to it' was paraphrased as 'I can not help imagining how I'd feel if anything happened to it'. A minority of candidates chose A, 'surprised by how large it was', but the size of the trophy is not mentioned. Option C, 'disappointed because not many people would see it', is negated by the statement that 'she's always more than happy to show it off'.

Question 13

This question was quite well answered. A significant number of candidates correctly identified C as the answer as the phrase in the text 'she focused on improving her fitness' shows that 'she made good use of the unexpected free time'. The most common incorrect answer was B, 'it gave her the chance to go and watch her friends compete'. Although it is mentioned that she supported her teammates, this was via 'videocalls and messages'. Option A, regarding a complex recovery process, was clearly incorrect as 'the injury was not too bad' and 'there were no concerns...about her getting over it'.

Question 14

This question was fairly well answered. Candidates had to identify which phrase 'This' refers to in line 31. This was a challenging question given the two clauses in the preceding sentence, 'She's becoming very well-known in the sport due to the fact that she's entering competitions again after her injury'. Many candidates incorrectly selected option C, 'entering more competitions'. To be successful, they had to note that the correct answer related to a 'new development', and therefore had to be option B, 'becoming very well-known'. This was further supported by the following sentence regarding her TV appearances and interviews. Candidates should be reminded that it is necessary to pay attention to the sentences following referencing words as well as those preceding them.

Question 15

This question was quite well answered. Candidates had to consider the overall purpose of the article. Most candidates correctly identified the correct answer A, that it described 'the career and achievements of a young sportspeople'. A number of candidates chose B, 'to warn other sportspeople of the work involved in becoming successful'. These candidates may have chosen this response due to occasional words associated with warnings, such as 'risk' and 'pretty scary', but there is no overall sense of the article being aimed at other sportspeople. Option C, 'to persuade people who are interested in sports to follow their dreams' was also quite commonly chosen, perhaps because of the upbeat tone of the article. However, the heading and paragraph topics shows that the article is biographical rather than persuasive.

Exercise 5

In this exercise, candidates complete an email task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise, in this case telling a friend about a visit to a new shopping mall. For a mark in the highest level, candidates should demonstrate an excellent sense of purpose whilst fully developing relevant content for all bullet points. Candidates should use an appropriate and consistent style. The mark for language will depend on the accuracy, complexity, range and organisation of the language used.

Most candidates wrote at least 120 words, so their response was adequately developed. A few wrote less than 85 words, which significantly impacted on both the content and language marks. However, candidates should aim to write 160 words in order to ensure all the bullet points are developed, and the email fulfils all the criteria for a top-level response.

From a content point of view, candidates were able to engage with and relate to this task. Many candidates achieved content marks at the top level and their email was fully developed and relevant in an appropriate style and register, with an excellent sense of purpose. They were required to write an email to a friend about

a visit to a recently opened shopping mall. There were three task requirements given as bullet points in the question. Candidates do not need to give equal focus to these but must address all three. They had to say what they liked about their visit, describe a problem they had there, and plan to visit the mall again with their friend. Most candidates did address all three bullet points. A few lost marks and were restricted to a lower level because of omitting any reference to a particular bullet point. Candidates should be encouraged to be cover a bullet point fully, so there is no doubt they have focused on this. There were candidates who signalled the start of a new bullet point with a new paragraph and topic sentence, clearly fulfilling that particular aspect of the task.

Some candidates effectively started the email by enquiring about their friend and their family, and giving the reason for the email, writing for example, 'How are you, how are your family? I miss you so much. I'm writing this email to tell you about my recent visit to a shopping mall'. Others apologised for a late response, giving excuses such as exams or school workload.

There was a range of things candidates liked about the mall such as the brands, the facilities and the décor, along with the cleanliness and the helpful staff. Often several positive aspects were referred to, ensuring full development of the bullet point.

Regarding the problem encountered, candidates faced issues with lost wallets, a lack of public toilets, getting lost, not having sufficient time, escalators, or an item being sold out. This part of the email was often very well developed with information about how the problem occurred and how it was resolved. Some candidates connected it to the third bullet point by assuring their friend that the problem would not be an issue on the next visit or suggesting ways it could be avoided in future.

The third bullet point was often the least developed, with a significant number of candidates merely inviting the friend to accompany them to the mall next time. There was scant reference to a plan, as in 'I decided to give the mall another chance and hope you can visit it with me'. There were candidates who fully covered this aspect of the email, suggesting when and how they could go with the friend, and what they could do there as in, 'I was wondering if we could catch a movie next week and have a fancy dinner in the mall. We could take the bus as it's easier'. It was quite common for candidates to round off using the third bullet point to bring the email to a close, hoping the friend would reply soon as in, 'Hoping to hear from you soon – do not let the dust settle.'

A suitable opening paragraph acknowledging the recipient and giving a reason for writing, along with a natural ending should result an appropriate style which creates a connection with the target reader and enhances the sense of purpose and audience.

In terms of vocabulary, several candidates produced a wide range of common and less common vocabulary appropriately to convey an informal style as, 'The architecture was out of this world.' Some candidates used phrasal verbs correctly and appropriately as in 'I was blown away by the interior design', 'You've got to check out this arcade'. Some candidates succeeded in incorporating less common sayings into their emails such as 'It felt like I had just walked into a house fit for royalty.'

Regarding grammatical structures, there were candidates who demonstrated a wide range of simple and complex structures with a high level of accuracy as in, 'Surprisingly, I felt extremely comfortable during my time there because the mall was so big that it was literally impossible to be in a crowded area. The stores are very inclusive, meaning they have stores for a low budget girl, like me, and products that cost an arm and a leg. If only I was rich ...'. Some candidates demonstrated a range of simple structures and attempted to use complex structures, with generally good accuracy, where errors did not generally impede as in, 'Yesterday I went to the shopping mall that have just opened in the centre of the town...It have five levels'.

There was a range of common grammatical errors. Some candidates made the wrong choice of tense or verb form: '*...my card has been declined...*' '*I recently visit a shopping mall...*' '*It may have accidentally fell...*' '*There where everywhere kids...*' There was lack of subject/verb agreement: '*It have plenty of shop*' along with the misuse of prepositions: '*while in the third floor you can find make-up stores...*' '*...we sat down in a bench...*' There were also errors in collocations: '*It was not only extraordinary vast...*' '*...I like the building structure beautifull...*'

Candidates demonstrated a range of linking words and cohesive devices and generally chose those appropriate for an informal email, for example, 'To start with, I was amazed...' 'As you are aware...' 'On the flip side...' 'Apart from that...' 'At first...' 'On the plus side...'. Occasionally, candidates would begin the final paragraph with '*in conclusion*', which is formal and more appropriate when writing essays.

A few candidates used comas instead of full stops, writing paragraphs that should have been composed of several sentences, which instead consisted entirely of one. This could interfere with communication.

Candidates should try to ensure language used is accurate, appropriate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling. Paragraphs should be included to guide the reader. Overall, most candidates communicated clearly, using a range of language and an appropriate style and register.

Exercise 6

In this exercise candidates may be required to write an article, a review, a report or an essay for a particular target audience. They should read and consider the task carefully in order to ensure a relevant response. There are four comments or prompts which can provide ideas for candidates on the subject, and they may include these using their own words if they wish. Candidates are very much encouraged to include other points and ideas relevant to the task, and to develop the views in the prompts if they choose to express these. The style should be appropriate for the type of task.

Candidates were expected to write an article for a school magazine about what makes a film enjoyable. A significant number of candidates developed the content very well in a consistently appropriate style for a school magazine, others fulfilled the task with at least a generally good sense of purpose and audience. A few considered the advantages and disadvantages of films, which affected the focus of the task and was slightly inappropriate. Some candidates discussed how a particular film exemplified what could make a film enjoyable, and this approach was successful if they selected the aspects that achieved this. If the article was more about telling the narrative of the film, it was not so appropriate. Most candidates mentioned the ideas in the prompts, with some development, and many were able to include ideas of their own.

Regarding classmates' comments, some candidates were able to expand well on why they liked films with real events. They gave reasons such as they are informative and educational, they are more realistic, and they teach life lessons. As for using famous actors, this is more likely to guarantee the quality of a film, though it was also suggested having new faces was important and a role should be filled by the right actor. Ideas connected with the length of films considered how long films can become boring, or difficult to follow. Candidates suggested that films on similar topics can be predictable.

Original ideas suggested by candidates included film topics being easy to relate to, having an interesting plot, employing good special effects and having a good director. They also mentioned the importance of ambience, and that watching with friends or family and having the right snacks could enhance a film.

Candidates achieved the higher levels through the use of original ideas either alongside or instead of the given prompts and through developing their ideas very well with a good degree of detail. Most candidates discussed both aspects of a film that make it enjoyable, and also those which detract from this, the implication being that such aspects should be avoided.

From a language point of view, several candidates attempted a wide range of complex structures, incorporating common vocabulary and less common vocabulary associated with the film industry. These candidates showed a high level of accuracy with only occasional errors, effectively organising and sequencing the response, using a wide range of linking words and/or other cohesive devices. This meant they gained marks in the top level. This level of language is exemplified in: 'In modern society, with the advent of online streaming services and with the exponential growing popularity of TV series, most people think that watching films is not as enjoyable anymore.'

Some candidates attempted more complex language which included some errors that did not interfere with meaning as in: '*... they encourage too keep watching the film.*'. A small number of candidates received marks in the lower levels employing generally simple structures with frequent errors, which often affected communication and showed a lack of control.

Overall, most of candidates succeeded in communicating the message clearly, writing a developed, appropriate article, which fulfilled the task.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing 12

Key messages

- In **Exercises 1 – 4**, it is suggested that candidates underline or highlight the central focus of each question, in order to ensure that each part of the question is addressed and to avoid including incorrect details which could affect the mark awarded.
- In **Exercise 1**, candidates should ensure that no incorrect information is included with a correct response. They should focus on providing a precise response, and excess details should not be included.
- In **Exercise 2**, candidates should consider the message of each paragraph, since identifying the correct answer often involves following discourse markers in consecutive sentences in the paragraph as a whole, rather than simply recognising a single key word or synonym. In this series, many candidates appeared to have difficulty with questions testing implied meaning.
- In **Exercise 3**, candidates should ensure that notes are given under the correct heading. Notes should be brief, only providing key details. • In **Exercise 4**, candidates should be aware that the details in each option, A, B, C, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question.
- In **Exercises 5 and 6**, candidates should develop their response as fully as possible, ensuring they fulfil the requirements of the task. For **Exercise 5**, all three bullet points must be addressed in order for candidates to access higher marks. This series, many candidates made a good attempt to supply a suitably brief introduction and concluding statement, in an informal register. There were also fewer prolonged greetings and conclusions with pre-learned expressions than in previous series. In addition, there was far less evidence of inappropriate and outdated idioms. For **Exercise 6**, if candidates use the ideas in the prompts, in order to gain higher marks, they should further extend and develop these ideas or introduce separate ideas of their own.

General comments

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

Candidates should be advised that throughout the paper, the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this. This is particularly relevant to Exercises 1 and 3.

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates with individual questions, particularly **Question 6**.

Question 1

This was reasonably well attempted although some candidates incorrectly selected the distractor, *'raise over 100 000 Australian dollars for an environmental charity'*. Most recognised the correlation between *'highlight'* in the text and *'make people aware of'* in the question and correctly answered either *'crisis facing wildlife'* or *'500 Australian species are endangered'*.

Question 2

This was very well answered and most candidates recognised the link between the wording *'most frightening'* in the text and *'particularly scared'* in the question and correctly selected the correct response. Some candidates appeared to overlook this link incorrectly lifted the list of other animals, *'crocodiles, snakes and deadly spiders'*. Very occasionally, candidates could not be credited because they did not include the verb *'chased'*, which was essential for the answer to make sense.

Question 3

This question was very well attempted. Most candidates recognised *'ice cream'* as the correct response. Mention of other foods such as *'five big meals a day'*, *'healthy food like salad and fruit'* or *'lots of pasta and pizza'* could not be credited because they were not specifically the treat that Erhana looked forward to during the challenge.

Question 4

This was well answered. Very occasionally, candidates wrote *'listening to music'* but most recognised the correlation between *'successfully'* in the question and the wording in the text. A good number of candidates lifted the whole phrase *'wrong kind of ideas entered her head she did not fight them'*, which was acceptable.

Question 5

This question was very well attempted and almost all candidates identified the correlation between *'stop... focusing on'* in the question and *'distracted'* in the text and gave the correct response.

Question 6

All the four options on the mark scheme were used. The key word in the question was *'highlights'* and candidates needed to find expressions in the text which corresponded to this. Those candidates who appeared to have missed the key word *'highlights'* lifted Erhana's feelings about the events – *'that felt really fantastic'*, *'one of the nicest things'* – rather than the events themselves. For the first three options on the mark scheme, plural nouns were required, and some candidates could not be credited for *'group'*, *'school'* or *'community'*.

Centres are reminded that for this final question in Exercise One, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

Exercise 2

Question 7

A wide range of marks was awarded for this exercise.

Candidates were most successful with **Questions (f), (h) and (i)**, with many also credited with correct answers for **(c), (d), and (e)**. **Questions (a), (b) and (g)** proved to be very good discriminators and only more successful candidates scored well here.

In **Question (a)**, candidates needed to match the statement *'which person says that **not** having a secure job can bring certain advantages'* with the detail in text D *'not knowing what I'll be doing in three months'*

time...does not seem to hurt my creativity. It's quite the opposite, in fact. The most common incorrect answer was B, where candidates possibly misunderstood why *'not'* in the statement was emboldened, and focused on either *'not having a regular income was hard'* together with *'it's definitely not what I want'*. Both these details, in fact, conveyed the opposite idea to that of the statement.

In **Question (b)**, the correct match was with text B and the observation *'I'm so busy making films...that, unfortunately, I have little time for anything else, like taking holidays'*. Many candidates selected A possibly because of the wording *'people stopped buying my paintings, and I had to go back to café work and painting part-time'*. Many candidates appeared to connect the idea of *'work'* in both statement and text, but the word-spot was not accurate. Furthermore, this sentence did not convey the idea of regret which was a key detail of the statement and is most clearly expressed and reinforced with the word *'unfortunately'* in text B.

In **Question (g)**, candidates needed to match the statement with the sentence in text B *'I now spend most of my time directing advertisements for various agencies. It's definitely not what I want...'*. Several candidates were again attracted to the detail in text A, where Pedro speaks about his time working in a café. The important difference here was that Pedro viewed his alternative work as something that you have to accept if you choose the uncertain life of a professional artist. The key word in the statement is *'frustration'* and this links most closely to the phrase *'It's definitely not what I want'* in the text.

Candidates should be aware of the importance of the first word in each statement. These may include *'thinks'*, *'regrets'* and *'appreciates'* amongst others. In this series, many candidates dealt well with implication which was being tested in **Question (h)**.

Exercise 3

This exercise was successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score very well here, with brief answers in note form. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers in this exercise.

Question 8

The full range of possible options on the mark scheme was chosen by candidates and many managed to convey the maximum number of three correct answers. Point 1 was well attempted with brief notes and included the key idea of *'worry'*. The second point was well recognised and conveyed. Point 3 was generally well answered, although again there were some candidates who omitted the key verb *'help'* and could not be credited. The final point was the least successfully attempted, mainly because candidates omitted the key detail *'great way'* at the beginning of their response.

There were a few candidates who scored zero marks for this whole question because all their answers conveyed what is actually involved in making reaction videos – *'film yourself watching and talking about a video you have found online etc.'* – rather than the reasons why people watch them.

Question 9

This question was well attempted and many candidates were awarded the maximum four marks. All the options on the mark scheme were used, although point 5 was least chosen. Each note required a verb following on from the wording in the heading. Candidates successfully used the verbs *'react to'*, *'select'* and *'invite'* in points 1, 4 and 5 respectively as per the text. On occasion, in point 2, candidates could not be credited for the note *'completely natural'* or the alternative *'true to yourself'* without the verb *'be'*.

In both the note-making questions, there were very few occasions where candidates unnecessarily used their own words by paraphrasing the text.

Exercise 4

Candidates should look for information and ideas which are connected in the text through the use of, for example, pronouns as well as vocabulary and phrases which indicate time, cause and effect. Additionally, information may be implied, and candidates should be aware of words and expressions that suggest the writer's attitude and feelings.

This was a new task type for this paper and candidates displayed good examination technique and an understanding of the thought processes required for successful responses. There were many candidates that were awarded maximum marks and most scored at least three out of a possible six.

Candidates were most successful with **Questions 11, 14 and 15** and the most challenging were **Questions 10, 12 and 13**.

Question 10

The correct answer to this question was C and all the details were included in paragraph one. Option B was incorrect because the text explained that, far from being impressed by the condition of the gold bracelet, Daniel *'wiped the object clean'*. In Option A, the key word was that Daniel was *'unsure'* of the significance of the find. Although Daniel did not know at the time what the object was, the phrase *'was thrilled all the same'* implied that he did realise its significance. The correct answer C was conveyed in the text by the wording *'I did not have to dig – I could not believe it'*. This clearly expressed the idea of the little effort that was required to find the object and also the surprise at the discovery.

Question 12

The correct answer to this question was B and all the details were included in paragraph three. Option C stated that if Daniel joins a metal-detecting club he will have access to the best sites. This was contradicted by the wording of the text, *'If a particular area of land is known to have important historical remains, then metal-detecting will probably be banned there'*. Option A was also incorrect, because the club will only offer guidance on an *'expensive upgrade'* rather than allowing you to borrow high quality equipment. The correct answer was B and the idea of avoiding a lot of paperwork was conveyed with the wording *'that can involve many complicated forms to fill in – the club does all that for you'*. The answer here was not clearly stated but implied.

Question 13

The correct answer to this question was C and all the details were included in paragraph four. This question proved to be the most challenging in the whole exercise. Candidates needed to focus on the key words *'explaining'*, *'expressing her opinion'* and *'giving details'* which introduced each option. They also needed to read carefully and understand the whole paragraph rather than focusing on individual words and short phrases within it. The paragraph was largely factual, and the writer stated that metal-detecting had changed recently. She gave precise details of the changes in Daniel's club, where 40% of the membership is women along with several teenagers and a children's section. There was no explanation of the reasons behind these changes, so Option A was not correct. Similarly, the writer did not express her own personal opinion (Option B) on these factual details, using an expression such as *'It used to be seen as...'* which was more general than personal. The opinions that were given in the final line – *'it's an interesting hobby to have'* – are those of Daniel's school friends. In Option C, the point that the writer was making is in the first sentence of the paragraph, namely *'Metal-detecting has changed recently'*. The majority of this paragraph consists of detail which supports this point.

Exercise 5

Question 16

General comments

This series, many candidates made a good attempt to supply a suitably brief introduction and concluding statement, in a suitably informal register. There were also fewer prolonged greetings and conclusions with pre-learnt expressions than in past series. In addition, there was far less evidence of inappropriate and outdated idioms.

Candidates should use a wide range of less common vocabulary and more complex structures to achieve higher marks for Language. It is important that the writing should be grammatically accurate, particularly in the use of verb tenses, and well organised.

Exercise 5

Most candidates engaged successfully with the task and many responses were well-developed with an appropriately informal tone. The most successful responses contained a detailed explanation of the difficult situation, together with a plausible description of the help that they received and their thoughts on how they felt about the experience.

A wide variety of difficulties were expressed, many of which were very convincing and likely based on real-life experience. Many candidates wrote about difficulties in their studies, either because they did not understand certain aspects of a subject or they were having problems revising for examinations. Some expressed concerns over which university to attend or decisions about their career. Other candidates moved outside the school and academic environment and wrote about the loss of a mobile phone or a wallet, problems with transport which meant that they were stuck somewhere, or a family upset.

The most successful responses included explanations that were more complex with added detail. For example: *'Last week I took off in my car alone and the journey went smoothly until it came to a stop, literally, in the middle of nowhere. There was no signal to call for help and the nearest pitstop was a mile away.'*

Less successful responses managed to present a difficult situation but were less detailed. For example: *'It felt really difficult to do my study and when I studied alone it's really hard for me to understand what I've just read.'*

For the second bullet point, in the case of a difficulty at school, this often involved a teacher who gave up their spare time to help the candidate with their studies or their revision. Occasionally an outside agency was able to solve the problem. In other situations, a family member came to the rescue and there were many instances of kindness from strangers or passers-by who stopped to help. One candidate, who had been separated from his tour group, wrote: *'Good thing there was a nice old lady there who lent me her phone and let me stay in her place for a while. She even cooked me food until the tour guide arrived.'*

The most successful responses offered effective descriptions of the help they received not only from individuals directly but also from websites or books and social media.

The most successful responses to the final bullet point included feelings throughout the whole email and not just at the end after a positive resolution to the problem. Such responses were able to demonstrate changing feelings from *'stressed'*, *'nervous'*, *'afraid'* and *'panic'* through *'embarrassment'* and *'gratitude'*, for example *'it is rare to find people like them'*. Finally, when all was concluded they were *'thankful'*, *'relieved'*, *'grateful'*, and *'more confident'*. Several responses reflected on the situation and admitted that the whole episode had taught them a good lesson for the future.

Some responses featured unbalanced responses which elaborated too much on bullet point one at the expense of the other two bullet points. This occurred mostly where candidates went into too much irrelevant detail, for example. Most responses demonstrated an awareness of their audience and observed the conventions of addressing a friend with suitable opening and closing remarks such as *'How's life? I hope you're doing great'* and *'That's enough of me talking. I hope this email helps you with your revision, too.'* Many sustained a chatty style, addressing the reader throughout the task and offering thoughts and opinions.

There were occasional misinterpretations of the rubric where the writer asked the recipient of the email for help, or the writer imagined the difficult situation that was in the future. Such responses could not always access marks in the higher levels of the mark scheme.

From a Language perspective, most candidates were able to write in a suitably informal register. The most effective responses often referred back to the recipient of the email and were written as if to a real friend, with expressions such as: *'You know I've always struggled with my maths, right'*, *'If you need me, just give me a call'*, *'you remember that time when...'* or *'Picture this, imagine having to choose...'*. Some responses featured overly formal language for the email with expressions such as *'I would like to inform you'* and connecting words such as *'Moreover'* and *'in conclusion'*, which would be better placed in Exercise 6.

There was evidence of attempts at ambitious language even if the constructions were occasionally less secure. More successful responses produced effective idiomatic expressions, such as *'I was in a tight spot'*, *'this random act of kindness'* and *'a quick step down memory lane'*. These were often extended to more complex structures, for example:

'I could not contain my relief as I quickly made my way back into my house with my cat nice and safe in my arms. Honestly, I could not have been more shaken up from all that had happened.'

Grammar slips were largely as a result of the misuse of verbs, where the past tense was not always secure and, at times, some responses mixed the two tenses.

'I was in a panic and can not think what I needed to do' and 'After I studied for a long time on this information, I find that I cannot understand it'.

Some vocabulary and sentence structures were simplistic, particularly in bullet point three where less successful responses expressed feelings with *'I felt...'* plus a single simple adjective.

Spelling was generally good, even when more ambitious language and structures were used, although many candidates did not always appreciate the difference between *'taught'*, *'thought'* and *'though'*. Other common errors included the misuse of the singular and plural *'too much'* and *'too many'*, as for example, *'too much problems'* and also the more complex *'few'* and *'a few'*. A common spelling error was the use of *'where'* for *'were'* and vice versa.

Most responses featured paragraphs to divide their ideas, and basic punctuation was generally sound. However, there were several pieces where candidates substituted commas for full stops throughout the whole piece, thus producing very long sentences with no capital letters. There were some with no paragraphing at all which showed a lack of organisation and structure and affected communication. By contrast, some candidates wrote very short sentences throughout with no clauses or connectives.

Exercise 6

Question 17

General comments

Overall, this task was attempted well.

Most responses were clear, well developed and appropriate and successfully fulfilled the requirements of the task. Most responses featured a suitably formal tone and register for this final exercise. Most covered both the positive and negative aspects of the shopping centre with a clear definitive conclusion and explicit suggestions for improvement. Many responses successfully used sub-headings which helped to bring order to their ideas and helped with the focus of the content. Less successful responses tended to go backwards and forwards with disorganised thoughts when different details were remembered. This had the effect of mixed-up and often contradictory details within the same paragraph.

Exercise 6

Most candidates were able to use a formal tone and register for this final exercise. The more successful responses either ignored the prompts or used only one or two and produced views and opinions of their own. They also presented a balanced report, focusing equally on both aspects of the task.

From a Content point of view, most candidates displayed a positive attitude towards the new shopping centre. There was original material with the mention of large parking places, a bowling alley, ATM machines and air conditioning all set within an environmentally green area. Where the prompts were used, the most successful candidates developed them and provided additional material. For example:

'Firstly, the whole place is very accessible and easy to get to, even on rainy days, mostly due to its location. It took us ten minutes to reach the place, which was very fortunate as we were already starving by then.'

A balanced response was achieved by candidates who commented on the negative aspects of the shopping centre as well as the positive ones. More successful responses provided examples of dirty restrooms and stairways, out of order lifts, music that was too loud and air-conditioning that was inadequate. Others mentioned that the shops lacked individuality for those customers who were interested in, for example, stationery, art supplies or hobby materials and equipment.

The second aspect of the task required candidates to suggest to the managers of the centre what they could do to encourage people to visit. The most successful offered ideas that were not in the prompts and had not been mentioned earlier in the response. These included better disabled access, more benches and signboards as well as more ambitious projects such as a play area, ice-skating rink and a gym.

Less successful responses closely followed the prompts and copied the two positive ideas. Similarly, the two negative ideas were also copied with very little additional information. Less successful responses also

tended to offer obvious suggestions for improvement which were the opposite version of a negative idea. For example:

'The goods in the shops are very expensive and so I recommend that they reduce the prices.'

To obtain marks in the top level for Content, candidates needed to demonstrate clear suggestions for improvement. More successful candidates provided examples of what the managers of the centre needed to do to improve the shopping experience. Less successful responses relied on the fact that they had mentioned negative factors and appeared to assume that this was sufficient when it did not wholly cover the task requirements.

There was occasional misinterpretation of the requirement to report on one specific shopping centre. Some candidates wrote about shopping centres generally and what they can offer not only in the way of goods but also as places for food and entertainment.

From a Language point of view, the most successful responses used ambitious and complex structures to express their ideas and opinions, for example:

'Even though I understand the need to make money, now is not the right time to be overpricing your shops' and 'I had wanted to purchase some items but abandoned the idea after seeing the price tag.'

There were also many examples of less common adjectives such as *'phenomenal'*, *'strategic'*, *'top-notch'*, *'budget friendly'* and *'eye-catching'*. It is important to note that candidates do not have to produce complex structures, very often a well-chosen and more unusual single word is equally communicative. Many responses featured an enthusiastic register for a report with expressions such as *'I could not help but notice'*, *'I thought that was a nice touch'* and *'never did I think that....'*

Paragraphs and linking words were generally well used and provided a balance when conveying different points. Cohesive words and expressions such as *'This then leads on to my second point'*, *'that is not my biggest concern'*, *'on the flip side'*, and *'in essence...'* significantly helped cohesion when there was additional content or a change of direction in the report. There were some examples of verb errors, the main ones being subject and verb agreement *'The shopping centre have...'*, *'the manager ask...'* and the use of singular for plural nouns, for example:

'People told me that compared to other shopping centre, the thing inside are quite expensive.'

Generally, a good balance to the writing was established by providing an introductory comment on the content of the report and a concluding statement, both of which helped to give a sense of cohesion. More successful responses provided different wording in the concluding paragraph to that used in the main body of the report and avoided repetition of the same vocabulary and expressions.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/13
Reading and Writing

Key messages

- In **Exercises 1–4**, it is suggested that candidates underline or highlight the central focus of each question to ensure that each part of the question is addressed and to avoid including incorrect details which would affect the mark awarded.
- In **Exercise 1**, candidates should provide responses which are not only precise, but also brief, to avoid the inclusion of superfluous information which could negate an otherwise correct answer. They should also be aware that responses for this exercise need not be paraphrased. Where a paraphrase is attempted, it must be clear that the meaning is exactly the same as that expressed in the text. **Exercise 1** proved accessible to the vast majority of candidates.
- In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was very well attempted although there was evidence that some candidates require better preparation for items which assess inference. Candidates should also be reminded that when making any changes to their responses, the answer given must be clear and unambiguous.
- In **Exercise 3**, note-taking, candidates should ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as shown by the bullet points.
- In **Exercise 4**, candidates should be aware that the details in each option, **A, B, C**, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question.
- In **Exercises 5 and 6**, it is important that candidates read the rubric for each task carefully and identify the purpose of the task and all the key information that should be included in their response. Also, they need to make sure that they respond in a suitable style and register for the different target audiences.
- **Exercise 5**: in this series, the purpose of writing was well recognised, and the vast majority of responses addressed all three prompts. Writing for the target audience was generally quite effective overall, although some responses were too narrative and lacked the conversational tone required when writing to a friend.
- **Exercise 6**: candidates should be aware that this task requires a more formal tone and register, suited to a different audience. In this series, the vast majority of candidates made a very competent attempt at this task.

General comments

There were confident attempts at all the tasks, including the new multiple choice questions on **Exercise 4**.

Comments on specific questions

Exercise 1

This exercise was generally very well attempted and there was evidence from the majority of responses that the text had been understood. There were also very few omissions. There was an indication, however, that, at times, greater precision needed to be applied in the reading of the questions. More successful responses demonstrated clear interpretation of the rubric, selected key detail from the text and provided brief and precise responses for all items.

Question 1

This was generally very well attempted. Marks tended to be lost where candidates lifted the entire sentence containing the salient detail '*Africa*' and as a result, included incorrect details which negated the answer.

Question 2

This item was reasonably well attempted although a number of candidates misinterpreted the rubric and supplied '*spotted-winged fruit bat*' in error.

Question 3

While this was generally very well attempted, some candidates appeared to lack precision in their reading and supplied '*sound*' rather than the correct detail '*smell*'.

Question 4

This item required candidates to identify *where* the majority of fruit bats spend the daylight hours. While the majority correctly identified the key detail 'trees', a number appeared to misinterpret the rubric and supplied erroneous details related to *how* the fruit bats spend the daylight hours i.e., '*in large groups*'.

Question 5

This item was generally well attempted with a good majority of candidates supplying '*4 months*'.

Question 6

This question required candidates to identify three points out of a possible four which could be found at any point in the text. The focus of the rubric was factors that affect fruit bat populations. Overall, it was generally well attempted with a good proportion of candidates achieving at least two of the three marks available. A number of candidates, however, appeared to miss the focus of the question and supplied some random incorrect responses, most notably, '*island locations*' and '*fruit bats are not yet an endangered species*'.

Exercise 2

Candidates attempted this exercise with varying degrees of success. The majority attempted all the items and marks were awarded across the full range; however, fewer candidates achieved full marks this series. Greater success was achieved in **Questions 7 (a), (b), (c) and (e)**. **Questions (f) and (g)** proved somewhat more challenging and **Question (d)** proved to be the most challenging of the items.

Question 7

- (d) This item required candidates to identify the text which mentioned the writer's opinion that their choice of career represents a good compromise. The majority of candidates struggled to identify the key detail which was located in Text B and rooted in the idea that the writer, who was '*much more interested in commercial airlines than joining the army*', was worried about how the family

would feel about this given the military background of the writer's father and grandfather. The salient detail could be found in the final sentence '*I believe it'll mean I can both please my family....as well as do something that matters to me*'. All of the other options were supplied in error, most notably Text D, indicating that candidates need more practice in inference.

- (f) For this item, candidates needed to select the text which mentioned something that could provide them with an advantage over competitors. The salient detail appears in source text A: '*I also pay special attention to new types of aircraft. I hope that's something that will help me stand out from the crowd...*'. Text D was most frequently supplied in error suggesting, perhaps, that candidates were distracted by '*being born into a family with a history of producing pilots*' or '*good communication*' as potential keys. Neither of these are mentioned as 'advantages', however, which rules text D out.
- (g) The focus of this item is the writer's lack of interest in following a tradition. The salient detail appears in Text D: '*Despite being born into a family with a history of producing pilots, it took me a while to appreciate the appeal*'. Text B was most frequently supplied in error possibly as a result of candidates word-spotting '*following tradition*' in the final sentence.

Exercise 3

This exercise was generally well attempted with a good proportion of candidates scoring quite well on both questions.

Question 8

There was evidence that the majority of candidates understood and were able to identify the environmental benefits of underground houses. All five of the possible responses were well recognised and overall, candidates performed well with the majority scoring at least 2 of the 4 marks available. Marks were most frequently lost where candidates supplied benefits which lacked an environmental focus e.g., '*less maintenance*' and '*save money*'. A number of candidates also supplied '*overcome potential risks from earth movement*', which was not an environmental benefit and, in fact, contained a key detail pertaining to item 9. Occasionally, marks were also lost where an appropriate verb had been omitted e.g., supplying '*water in tanks*' without the verb '*collect*'.

Question 9

This was less well attempted. Although all four possible options appeared accessible, few candidates achieved the three marks available. Marks were most frequently lost where candidates appeared to lack precision in their reading and offered responses such as '*are dark and damp*', which could not be credited because it is a '*mistaken belief*' and '*require regular maintenance*', which refers to '*above-ground houses*'.

Exercise 4

In this multiple-choice exercise, candidates are required to look for information and ideas which are connected in the text through the use of, for example, pronouns for reference; words and phrases which indicate time, cause and effect, contrasting ideas and examples. Additionally, information may be implied, and identifying words and phrases that suggest the writer's attitude and feelings can be helpful.

Overall, candidates responded well to the new task type. The majority of candidates attempted all of the questions in the exercise and a good proportion scored very well. Candidates found **Questions 10, 12 and 13**, more accessible but appeared to find **Questions 14, 15** and, in particular, **Question 11** more challenging.

Question 11

In this question, candidates were required to identify how Taylor felt about the way in which the family found their area of forest. To locate the correct response, candidates needed to understand *how* the family conducted its search – '*Dad came across a website advertising forest land for sale*' and how Taylor *felt* about this approach – '*He was soon scheduling what seemed like an exhausting list of trips all over the place for us to look at different options*'. This description does not suggest *excitement* or *surprise* but does suggest that travelling '*all over the place*' might be unrealistic and so the correct response is option C. This item proved challenging to a large proportion of candidates indicating that more practice is perhaps required in the skill of inferring.

Question 14

This question underlines the importance of understanding the use of referencing as a reading skill, and there were a number of incorrect answers. Candidates should focus on the key word '*it*' in the numbered line of the text and read the sentence which contains this word carefully. The targeted phrases in all three options appear in paragraph 5, and candidates should consider which phrase accurately corresponds to the text sentence where '*it*' is found, '*it really encourages you to appreciate your surroundings more*'. In this instance, '*it*' refers back to '*giving yourself a complete break*', option C. Option A was most frequently supplied in error suggesting that understanding the use of referencing in a text is an area for continued practice.

Question 15

For this item, candidates were required to identify what Taylor is doing in the final paragraph. The correct option, B, is rooted in the sentence '*people [...] often think it's best if nature is left completely alone to get on with things in its own way, but it's important to understand that **nature sometimes needs a helping hand***'. Option C was most frequently supplied in error, possibly as a result of candidates focusing on the various reasons given at the beginning of the paragraph as to why trees are usually cut down during autumn and winter.

Exercise 5

Although a high proportion of responses showed a good sense of purpose and achieved high marks for Content, responses did tend to be towards the lower end of the word count in this series. The majority did cover all three required Content points, however, and were appropriate in style and register. Most attempted to draw the reader in, addressing the reader directly ('*Remember how I told you about an idea I had to....*', '*I don't know if you heard about me deciding to write a new blog*') and followed typical informal email writing conventions by enquiring about the addressee and their family in the introductory paragraph and asking for an opinion in the final paragraph. Less successful responses were characterised by taking a more narrative approach. Candidates are advised to maintain an informal style and interaction with the reader throughout the response.

For this task, candidates were required to write about their decision to start writing a blog. The three prompts required them to email a friend in order to explain why they wanted to start writing a blog, say how they will make their blog different from others they had read and to describe what might be challenging about writing a blog.

The first bullet point elicited a variety of reasons. These included being motivated to do so by reading other blogs, recognising blogging as an interesting and unique way to express thoughts and/or entertain people and as a useful way to 'vent' about daily problems or situations. More successful responses attempted to go beyond a one-sentence explanation behind the decision to start blogging. This was not always the case, however. The second aspect tended to be the most fully addressed and again elicited a range of responses from planning to include interviews and opportunities for readers to add comments to the blog or other methods of interaction to creating new and more engaging formats to attract readers. This was also the bullet point that was most likely to be omitted, however and candidates should be reminded of the need to address all three points for the full range of content marks to be available. The third aspect invariably prompted responses such as how to continuously create new and engaging content, not only how to attract but also how to sustain readership, and how to manage the extra commitment on top of schoolwork and other responsibilities. While some responses were written in the form of a narrative, there were clear attempts to interact with the reader in many of the responses, for example asking for the friend's ideas and opinions on the blog, giving these a good sense of purpose.

In terms of language, the majority wrote in paragraphs, although this was not always the case. Most candidates showed generally good control of tenses and sentence structure with the more successful attempting greater complexity and demonstrating ease of style and a wider range of vocabulary, for example, '*exam season is around the corner*' and '*putting my feelings out there might be a difficult endeavour*', when discussing potential challenges. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally competent and as mentioned previously, most candidates used an email format with the correct salutation and appropriate sign off.

Exercise 6

Overall, this task was extremely well attempted. Candidates were required to write an essay about the effects of playing computer games on young people. The audience, in this instance a teacher, provided guidance as to the style and register required for this more formal piece of writing. The most successful responses fulfilled the task, with a clear introduction, a well-developed analysis of both sides of the argument and a clear and concise conclusion.

It was clear from the responses overall that the vast majority of candidates were familiar with the genre of writing and found the topic entirely accessible resulting in some quite impassioned discussions. Four prompts were provided – two relating to positive and two relating to more negative aspects of the effects of playing computer games on young people and while there was some reliance on these, many candidates attempted to expand, develop and add to these ideas. For example, many candidates developed the prompt related to computer games being bad for health by providing examples such as problems with vision and posture. Many also talked about the potential for addiction to computer gaming and its various physical and psychological effects.

From a language point of view, most candidates had adequate vocabulary to address the topic and there were some successful attempts at less common vocabulary, e.g. *'detrimental effects on health'*, *'your brain develops different reflexes and abilities'*, *'becoming a faster thinker in critical situations'*, *'develop outstanding coordination skills'*, and *'they start to reject habits that are a must for their wellbeing'*. Additionally, some candidates were able to demonstrate a range of grammatical structures suited to a more formal writing genre, such as passive voice *'the popularity of computer games has risen'*, *'one of the most concerning habits that must be deeply analysed'* and conditionals *'if you control and reduce the addiction, it is proved that computer games can teach useful skills'*.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/21
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
- Candidates should listen carefully all the way to the end of each speaker's turn, to ensure they select the correct detail and can effectively rule out any other detail that acts as distracting information.
- Candidates should be encouraged to read each question/statement very carefully to ensure they listen for and select the correct relevant detail/idea.

General comments

The paper consisted of 40 multiple-choice questions and, overall, was well answered by most candidates.

Candidates listened to 5 exercises which consisted of monologues (e.g., voicemail messages, extended explanations and extracts from a radio programme), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g., a place to meet, the cost of everyday items, a type of TV programme, a description of a favourite photo) to listening for more complex ideas (e.g., opinions, attitudes, feelings, advice, reasons, personal preferences, and experiences) and understanding the connections between these ideas (e.g., mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted key idea, in order to test the level of detail and the range of grammatical and lexical structures candidates are able to understand.

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

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to 8 short recordings on familiar topics and selected one visual prompt from four options. On the whole, candidates performed very well in this part, particularly in **Questions 1–3, 4 and 8**.

Candidates were slightly less successful with **Question 5**. In **Question 5**, the speaker explains what his favourite holiday photo is, and many candidates were tempted by option **B** here. They may have been distracted by the use of the adjective '*attractive*' in the recording.

There was no clear pattern in the incorrect responses in the remaining questions.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. Many candidates tended to be more successful with **Questions 9, 11, 12 and 18**, which targeted feelings, reasons, future arrangements and personal advice in the context of free time and school activities.

Candidates were less successful with **Questions 13, 14 and 16**. These questions required listening for a specific detail and took the form of either a monologue or an extended monologue. Questions which required listening for gist, and included implied ideas tended not to be answered as well. This was particularly true for **Questions 10 and 17**.

In **Question 10**, several candidates wrongly selected option **B**. Many were possibly tempted by '*There must be loads of places like that for teachers to choose from and tons of fascinating things for students to see and learn about.*', which was a general comment made by the speaker, rather than his suggestion for the next trip. **Questions 13 and 14** both targeted a specific detail related to the speaker's new guitar. In **Question 13**, option **B** was wrongly selected by almost half of all candidates. The price of the guitar was £116. The distracting detail of £125 in option **B** also included the case for the guitar and therefore was not the correct response. The majority of candidates gave the correct response to **Question 14** though a large number selected the distracting idea in option **A**. In **Question 17**, just over half of all candidates gave the correct response here. Many appeared to have missed the reference to '*I'm supposed to investigate...*' which introduced the topic of the girl's homework, and selected option **A** in error.

Exercise 3

This part of the test required candidates to follow a longer talk about penguins and complete each of the 8 statements with one of the three multiple-choice options. On the whole, candidates dealt well with most of the questions in this exercise.

Questions 20 and 21 were attempted very well by the vast majority of candidates. **Questions 19, 23 and 24** were also fairly well attempted by many candidates. Overall, candidates did not demonstrate the same level of success in **Questions 25 and 26**. **Question 25** targeted a specific detail, which was the number of hours the average trip takes for penguins to catch food in the summer months. The correct response was 48 hours. Less successful candidates tended to select option **C**, which refers to the time spent at sea catching food for only a minority of penguins. In **Question 26**, candidates were asked to select the main aim of the speaker's research project. Many were tempted by the idea in option **A**. Less successful candidates may have missed the reference to other projects and their main aims, but not the speaker's, and may not have differentiated between the two aims: '*Different research teams have different primary goals. While ..., another I know of is focusing on the effects global warming is having on penguins...*'.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speakers. The statements expressed a range of reasons why the speakers chose their university degree courses. Candidates chose 6 correct statements from a list of 8.

While the majority of candidates selected the correct ideas for speakers 3 and 4 (**Questions 29 and 30**), there were mixed responses for the rest of the speakers (**Questions 27, 28, 31 and 32**). There was no clear pattern of incorrect answers for **Questions 31 and 32**. However, candidates sometimes provided statement **C** '*It was a subject I'd loved for a long time*', in error, for **Question 27**. They may have been steered towards this idea because of the speaker's regret '*I'd love to say I chose literature because I'd always had an appreciation of the subject. The truth is...*', which was possibly understood by many as the real reason. In **Question 28**, a few candidates were tempted by statement **A** '*Someone I knew was already doing the course.*' as the reason for the speaker choosing the course. However, the speaker rules this idea out by referring to this fact as a '*nice coincidence*', which appears to have been missed by many candidates.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a man who makes cakes for a living and answer 8 multiple-choice questions. Overall, there was a very good level of success in this exercise, as many candidates gained 6 out of the available 8 marks. Candidates did particularly well in **Questions 33, 37 and 38**. They were also successful in selecting the correct responses to **Questions 35, 36 and 40**. **Questions 34 and 39** did not reflect the same level of success.

Question 34 targeted what the speaker's opinion of his first boss was. Some candidates selected option **B**. They may have been wrongly tempted by the mention of money: '*...complained constantly about not making more money*'. In **Question 39**, some candidates selected the distracting detail in option **B**, expressed by the speaker in the script as '*I'm aiming to experiment with making biscuits and puddings – if I ever have time*'. Those who selected this option may have overlooked the fact that the question targets a plan that the speaker has already started working on, not something that he might do in the future.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
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- Candidates should listen carefully all the way to the end of each speaker's turn, to ensure they select the correct detail and can effectively rule out any other detail that acts as distracting information.

General comments

The paper consisted of 40 multiple-choice questions and, overall, they were attempted well by most candidates.

Candidates listened to 5 exercises which consisted of monologues (e.g., voicemail messages, announcements, extended monologues giving explanations), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g., favoured free time activities, a preferred means of transport, a description of a park, a winning design, specific town locations) to listening for more complex ideas (e.g., opinions, attitudes, feelings, intentions, reasons, personal preferences, and experiences) and understanding the connections between these ideas (e.g., mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted

key idea, in order to assess the level of detail and the range of grammatical and lexical structures candidates are able to understand.

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

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to 8 short recordings on familiar topics and selected one visual prompt from four options. The majority of candidates seemed familiar with contexts set around everyday topics, such as means of transport and school related activities. Most candidates generally performed well in this part of the test, particularly in **Question 1**. There was also a reasonable level of success in **Questions 5–8**. **Questions 2–4** were less well answered.

Question 2 targets a water sport that the girl is looking forward to trying out the most. Many candidates chose option **B** in error because the speaker says, 'I can't wait to try sailing'. However, candidates needed to have listened to the end of the female speaker's turn as at the end of the turn, the speaker adds: 'but I'm also going kayaking, and actually, nothing will beat that...'. In **Question 3**, the tour guide is informing tourists where they will be going next. Many candidates provided option **A** as their response. Candidates were required to listen carefully to the whole announcement, as the guide says: '*...the old town bridge, where we're going shortly after we've been to the market*'. In **Question 4**, two thirds of candidates, provided the correct detail of how the speaker found out about the concert. Option **B** was sometimes given in error here. Candidates who incorrectly selected this option may have been tempted by '*there's a poster about it over there*'. This reference is not linked to the targeted detail, which is only given by the speaker at the end of her turn when she says: '*Anyway, we got a leaflet in the post last week with all the details*'.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. Many candidates tended to be more successful with **Questions 11** and **12**, which targeted a reason for a celebration and how the speaker feels about the organisation of the celebration. **Questions 13–15**, **17** and **18** were also attempted fairly well by many.

Candidates were less successful at answering **Questions 9**, **10** and **16**. These particular questions required listening for a specific detail and took the form of a monologue and an extended monologue. **Question 9** targeted the location of a new shop. Many candidates appear to have been tempted by the mention of traffic in the script and wrongly selected option **A** as their response. In **Question 16**, candidates were required to select which information the teacher gives to her students. Many candidates incorrectly gave option **A** as their response. It is possible that they were tempted by the idea of the final deadline in option **B**, as the speaker uses several time references in the script: '*too long*', '*plenty of time*' and '*next month*'. However, the correct response was the prize of the writing competition expressed by '*...whose workshop the winner will get to attend*'.

Exercise 3

This part of the test required candidates to follow a longer talk about a walking route and complete each of the 8 statements with one of the three multiple-choice options. This part of the test produced a mixed level of success. While most candidates performed extremely well in **Questions 20** and **24**; **Questions 19**, **22**, **25** and **26** were challenging for many. More than half of all candidates dealt reasonably well with the remaining **Questions 21** and **23**. On the whole, candidates were more successful in questions that targeted factual information and feelings. They did not achieve the same level of success in questions that tested reasons and the speaker's intentions and expectations.

Question 19 produced the lowest level of success in this part of the test. Many candidates selected option **A**. In **Question 21**, several candidates wrongly selected option **A**. It is possible that they were distracted by the speaker's reference to 'hotels'. **Question 22** required candidates to distinguish between the speaker's expectations of the path and what the path really looked like. About one third of candidates were steered towards the idea in option **C**, probably because of the speaker's description of the path as '*changing in*

width. **Question 25** targets the reason the speaker used the path app. About 30 per cent of the candidates gave option **C** in error, most likely tempted by *'which means you can see how far you've travelled'*. However, the speaker goes on to rule out this idea by saying *'I'd already worked out my distances before starting'*, which appears to have been missed by many candidates. In **Question 26**, the speaker explains what red signposts are used for. Many candidates gave option **C** in error here, possibly tempted by *'storm damage means a short section might be blocked temporarily'*.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speakers. The statements expressed a range of ideas on the topic of being a volunteer.

While the majority of candidates selected the correct ideas for speakers 1 and 4 (**Questions 27** and **30**), only about half provided the correct ideas for speakers 3 and 6 (**Questions 29** and **32**). Speakers 2 and 5 (**Questions 28** and **31**) were reasonably well attempted by many.

There was no clear pattern of incorrect answers for all questions, with the exception of **Question 32** where many were tempted by the idea in statement **C** *'It has helped me to decide what sort of career I'd like to do in the future.'* The speaker states: *'...this will make me more employable...'*, but he does not state that volunteering has helped him decide on a particular career, a detail which was missed by many.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a diving instructor and answer 8 multiple-choice questions. Overall, candidates attempted this part of the test fairly well. They particularly excelled in **Questions 35, 37** and **38**. There was also a reasonable level of success when attempting **Questions 33** and **39**. However, many candidates did not always manage to provide the correct response for **Questions 34, 36** and **40**. On the whole, candidates were more successful in questions which tested the speaker's, decisions, explanations and personal preferences and in which the speaker's responses tended to be directly stated rather than implied.

In **Question 34**, the speaker describes what aspect of her first dive she was consciously aware of. Some candidates tended to select the distracting detail in option **A**, as the speaker refers to cool temperatures. However, this was not something that she noticed during her first dive as she says: *'To be honest I barely noticed them, or the rather cool temperatures – I was so focused on what we were about to do!'*

In **Question 36**, many candidates were wrongly tempted by the idea in option **B**. This was possibly because of the speaker referring to *'showing you can deal with accidents if they occur'*. The speaker, however, did not feel this was hardest thing about becoming a dive master. **Question 40** targets the speaker's most memorable dive and option **C** was sometimes given in error here. The speaker mentions whales and explains that *'they aren't all that common in the area'*, which may have steered candidates towards the idea in option **C**.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/23
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
- Candidates should be encouraged to read each question/statement very carefully to ensure they listen for and select the correct relevant detail/idea.
- Candidates should listen carefully all the way to the end of each speaker's turn, to ensure they select the correct detail and can effectively rule out any other detail that acts as distracting information.

General comments

The paper consists of 40 multiple-choice questions and, overall, was well answered by the majority of candidates.

Candidates listened to 5 exercises which consisted of monologues (e.g., voicemail messages, school announcements, extended monologues giving explanations), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g., favoured free time activities, preferred holiday accommodation, special offers in a shop, the duration of an exhibition, preferred resources to learn) to listening for more complex ideas (e.g., opinions, attitudes, feelings, intentions, reasons and personal experiences) and understanding the connections between these ideas (e.g., mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted

key idea, in order to assess the level of detail and the range of grammatical and lexical structures candidates are able to understand.

On the whole, the majority of candidates dealt equally well with items which assessed identifying specific information as well as understanding more complex ideas, such as speakers' opinions. They also attempted items in which key information was implied rather than explicitly stated very well.

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to 8 short recordings on familiar topics and selected one visual prompt from four options. Most candidates performed very well in this part of the test, particularly in **Questions 1, 2, 7 and 8**. There was a reasonable level of success in **Questions 4–6**. On the whole, many candidates performed extremely well in questions which targeted explanations, personal preferences and decisions.

Question 3 produced the lowest level of success. This question was set around the context of playing a musical instrument and many candidates were wrongly tempted by option **A** here. They may have been tempted by '*I thought I'd end up playing the drums instead*' and may not have understood the grammatical structure used by the speaker to express a hypothetical idea which did not really happen.

There were no other clear patterns in the incorrect responses.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. Candidates dealt fairly well with this exercise on the whole. They particularly excelled in **Questions 11, 12 and 15**, but they also achieved a good level of success in **Questions 10, 13, 16 and 18**.

Candidates were less successful in **Questions 9, 14 and 17**. These particular questions took the form of a semi-formal monologue and a relatively formal exchange between two speakers. In **Question 14**, candidates were asked to select the correct offer a customer was given following her complaint at a hotel. Many candidates selected option **C** in error. They may have been tempted by the mention of '*10% off your next stay with us*' in the script. However, this was an additional offer made by the receptionist only but was refused by the customer. The correct idea came in the form of a direct request from the customer herself: '*I'd rather you removed the breakfast charge*'. **Question 17** targets the time a painting has been shown at the gallery. Some less successful candidates were steered towards the idea in option **C**. The time adverbial '*two years*' is mentioned first by the speaker, which may have contributed to this error.

There were no other clear patterns in the incorrect responses.

Exercise 3

This part of the test required candidates to follow a longer talk about barn owls and complete each of the 8 statements with one of the three multiple-choice options. The majority of candidates performed extremely well in **Question 21**, but **Questions 22, 24 and 26** were also attempted very well by many. **Questions 19, 20 and 25** were more challenging. On the whole, candidates tended to be more successful in questions which targeted factual information and feelings and less so in questions which focused on reasons and purpose.

Question 20 targets the reason most barn owls prefer grassy areas. Many candidates gave option **A** in error here, possibly distracted by the mention of '*hungry fox*' in the script.

Question 23 produced a reasonable level of success. However, less successful candidates sometimes wrongly selected option **B** as their response. Many were wrongly tempted by the number 30, which refers to the time a female owl spends sitting on eggs in the nest, not how long baby owls spend with their mother. In **Question 25**, candidates were required to select the idea that best describes the Owl Box Project. Less successful candidates appeared to have been tempted by the mention of '*community*' in the script and wrongly linked this reference to the idea in option **C**.

There were no other clear patterns in the incorrect responses.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speakers. The statements expressed a range of ideas on the topic of different types of festivals. Candidates chose 6 correct statements from a list of 8.

There was a high level of success in Speakers 1 and 2 (**Questions 27 and 28**). Speakers 3 and 5 (**Questions 29 and 31**) were also attempted well by many. Speaker 4 (**Question 30**) was the least well attempted.

In **Question 30**, almost a quarter of all candidates were wrongly distracted by the idea in statement A '*I think that the tickets were overpriced.*'. The speaker mentions 'tickets' at the start of her monologue and this probably led less successful candidates to select the idea in statement A. However, at this point, the speaker merely states a fact: '*My son got me some tickets to a gardening show...*', she does not give her opinion about the tickets and how expensive they were. In **Question 32**, many were wrongly tempted by the idea in statement B '*I was surprised by how much I enjoyed it.*' This was possibly because the speaker mentions: '*Turns out I really enjoy it!*' However, she refers to her newly discovered love of baking, not the idea of going to the food festival.

There were no other clear patterns in the incorrect responses.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a juggler and answer 8 multiple-choice questions. Overall, candidates attempted this part of the test extremely well. They did particularly well in **Questions 33 and 36**. There was also a fair level of success when attempting **Questions 34, 37 and 40**. Many candidates were least successful when providing a response to **Question 39**. On the whole, candidates were more successful in questions which assessed reasons, explanations and the speaker's decisions and personal preferences.

In **Question 39**, the speaker explains his future intentions. Candidates sometimes wrongly provided option A as their response here. They were probably tempted by the speaker's reference to '*a degree in journalism*' and may have missed the use of the present perfect here: '*I've started a degree in journalism*'. This wrongly led them to link this idea to the future intention targeted by the question.

There were no other clear patterns in the incorrect responses.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/31
Speaking 31

Key messages

- Most examiners were well prepared and followed the rubric closely. This resulted in a positive experience for the candidates and gave them the opportunity to do their best.
- When responses from candidates are shorter than expected, examiners are advised to refer to guidance provided on page 6 of the Teacher's/Examiner's Notes, rather than creating their own topic-related questions.
- Candidates should practise giving the Part 2 talk in two minutes, balancing the time to talk about the advantages and disadvantages of each option, rounding off the talk by stating their preference and reason why, and summing up the main points they have made.

General comments

Introduction

There were not any problems with the introduction. Most examiners followed the instructions.

Warm-up

There were occasions when the warm-ups were a little long or a little short. When candidates give very short responses, the examiner should encourage them to add more detail.

Part 1: Interview

Most interviews kept to the time limit and the candidates did not need to be prompted: the majority of candidates were able to give reasonably developed and relevant answers. If candidates respond with just a sentence, the examiner should ask a follow-up question to elicit further discussion. In preparing for the exam, candidates should attempt to use a range of past tenses when asked about a past event and future tenses or conditional sentences when asked to speculate about the future.

Part 2: Short talk

Many candidates do not use the full two minutes for their talk, sometimes because they speak too fast. Examiners should encourage candidates to continue for the full two minutes and allow for thinking time so the candidates can continue and develop the points they have made. Weaker candidates sometimes found it challenging to develop their topic and to talk for more than a minute.

Part 3: Discussion

The discussions were carried out well and the candidates used the opportunity to use a wide variety of vocabulary and go into more depth than in their short talk. In general, most of the candidates needed little prompting and gave well rounded answers.

Application of the marking criteria

Grammar

Most examiners were able to follow the marking criteria. However, there is still a tendency to over-mark at the top end and under-mark at the lower end. Examiners that put candidates into a lower band perhaps focused too much on small errors that were made.

Vocabulary

Overall, the marking of vocabulary was satisfactory. Some occasional severe marking may have resulted from possibly not often crediting collocations, difficult phrasal verbs, sayings and proverbs.

Development

Marking candidate performance for this criterion was mostly accurate, though at times a little strict. Candidates who introduced anecdotes were able to develop their responses further. Development should not be awarded high marks if a candidate speaks for a long time but repeats the same points without developing them.

Pronunciation

Although generally accurate, there was a slight tendency towards lenient marking.

Administration

Recordings

Overall, the recordings were clear and easy to hear. Some recordings had distracting background noise.

Documentation

This was mostly accurate. It would be very helpful if all examiners used the electronic copies of the summary forms, especially for larger centres.

If more than one examiner is used, internal moderation must be carried out where the lead examiner listens to a top, middle, bottom range of candidates from each examiner identifying if adjustments are required. Sometimes, centres only moderated two or three candidates or moderation was said to have taken place, but all the marks were the same as the original. Centres are reminded it is the internally moderated mark rather than the final mark which is submitted on Submit for Assessment.

Comments on specific questions

General advice

In **Part 1** and **Part 3**, weaker candidates tended to just give a short response to each question asked.

In **Part 2**, candidates who delivered strong responses tended to develop each response with at least two or three sentences for each question they were asked. They sometimes told anecdotes which enabled them to increase their range of structures. They had an organised approach to the two-minute talk introducing an idea and then going into more detail. Weaker candidates often began with their opinion and then when they realised there was still a lot more time left tried to talk about both options on the card.

Speaking assessment A

Part 1 – Interview

Candidates responded to Question 1 easily, using simple present tenses, (e.g. *'I prefer studying'*), conditionals (e.g. *'when I finish, I do ...'*) and adverbs of frequency (e.g. *'usually'*, *'sometimes'*, *'never'*). More proficient candidates showed a range of grammar by using more complex structures, (e.g. *'most days I could have got up ...'*; *'the experience that I had had forced me ...'*). When giving their opinion on the best time to

study (Question 3), stronger candidates were able to use the second conditional to imagine what would be the better option (e.g. *'if I had the time, I would study in the morning'*). Weaker responses mostly chose one option and did not develop it. Weaker responses were noted for pronunciation and the lack of intonation.

Part 2 – Short talk

Candidates were able to talk about both options. Most candidates referred to over-consumption and the environment when making their argument. Stronger responses used a variety of discourse markers to contrast and link their ideas, they also considered both options and gave reasons for a conclusion. Many candidates talked about taking clothes to a tailor to be mended but pointed out that a repair may not last long. They also discussed the cost of both options and how good clothes might look. Weaker candidates had problems with pronunciation of the word 'clothes' and as a common word this should be worked on. Candidates used simple tenses (e.g. *'I bought a T-shirt'; 'it doesn't want to fit'; 'I will buy'*) and some conditionals (e.g. *'I'd like to invest in labels if ...'*).

Part 3 – Discussion

Overall, both weaker and stronger responses echoed what they had said in Part 2. Stronger candidates were able to give a variety of reasons for their views. They talked about recycling clothes and the importance of clothes being made of natural materials in order to be more environmentally friendly. They were able to discuss the impact of social media but also their power to resist or ignore it. Many candidates used precise vocabulary to explain why we should not judge a person by the clothes they wear (e.g. *'we all come from different backgrounds'*), some using the idiom *'not judge a book by its cover'*. Weaker candidates attempted modals (e.g. *'all should know how to...'; 'they can help...'; 'they would be ashamed'*).

Speaking assessment B

Part 1 – Interview

Strong candidates were able to refer to a range of different news sources, for example, talking about a specific news station or what their grandfather listens to. They were able to use a range of tenses to describe a happy event and described feelings and explained why the news was so good. Many strong candidates used modal verbs to give their opinions and referred to the problem of fake news using a range of vocabulary and structures. (e.g. *'influencers', 'followers', 'that have been posted'*). Weaker responses were limited to simple vocabulary and simple structures with some subject/verb agreement inaccuracies (e.g. *'they do the news'*) or incorrect tense (e.g. *'I usually found about the news'*).

Part 2 – Short talk

Stronger candidates compared and contrasted the two different types of holiday, using appropriate language (e.g. *'... is cheaper than...'; 'it could be more boring'*), with the stronger candidates using more complex structures (e.g. *'you might find it ...'; 'I haven't really done that'*). Candidates outlined a range of benefits and also some associated disadvantages or risks such as the possible risks of doing water sports or crime in a city and included personal anecdotes. Weaker responses diverted from the seaside holiday with water sports and instead spoke about nature and animals which left the question partially answered.

Part 3 – Discussion

Stronger responses often explained possible advantages, disadvantages or scenarios using a wide range of vocabulary. They talked of tourists *'ruining historic sites'* and *'the happiness of feeling the breeze and the sun on one's face'*. Stronger candidates demonstrated their proficiency with their structures and vocabulary (e.g. *'at times it's rather...'; 'what to do and what not to do', 'overpopulation'*), and using intonation skills well to get their point across (*'If we learn more about our OWN culture, we WILL gain a better understanding'*). Weaker candidates made subject/verb agreement errors and used simple sentences, but still managed to get their arguments across.

Speaking assessment C

Part 1 – Interview

Weaker responses did not mention common situations like birthdays or holidays. Stronger responses followed with extended anecdotes, providing reasons, and a range of adjectives (e.g. *'My favourite gift of all was a touching gift that I received at Christmas'; 'It was only small, but it was cute and cuddly, and I loved it*

so much.'). Stronger responses used intonation well to express the love of their favourite gift. For the third question, stronger responses used superlatives inherent in the question. Weaker candidates were not always able to use suitable language to justify their options. Some candidates used good strategies such as giving examples. The questions gave the opportunity to use a range of verbs and adjectives to describe emotions (e.g. *'When faced with the two options ...'*; *'over-the-moon with ...'*).

Part 2 – Short talk

A variety of structures and vocabulary was used, and at times candidates brought in real-life experiences. Stronger responses discussed the benefits and drawbacks of each activity, and generally stated the preferred option. These responses often used conditionals (e.g. *'If it was raining, I wouldn't want to go to school by bicycle.'*) and intonation was used effectively to express any likes or dislikes. Appropriate vocabulary was used by many candidates (e.g. *'you are conscious of your surroundings'*; *'exhausting'*; *'getting to school sweaty'*; *'breathing in fumes'*). Weaker responses tended to ignore the context and focus on the chosen option. Thus, most examiners asked a question to extend these shorter talks.

Part 3 – Discussion

Stronger candidates had strong opinions and were able to develop their ideas well. They used a range of complex structures including modals, conditionals and comparative language (e.g. *'It is well known that not doing exercise is bad for your health'*; *'It might not be comfortable at first ...'*). Weaker candidates could understand all questions and respond relevantly, but they did not develop their responses and used a limited range of structures and vocabulary (e.g. *'Yes, because you become free'*; *'you can ride your bike anytime'*).

Speaking assessment D

Part 1 – Interview

Candidates who loved stories spoke with passion and used intonation effectively to help express their meaning. Most responses used present tenses, with stronger responses using a wider range of structures to describe, compare and give reasons (e.g. *'If I'm in sad, I like to read a deep meaningful story, like the one I read last week.'*; *'I prefer stories that have an educational purpose.'*). For the third question, a variety of opinions were expressed. Weaker responses were less able to use language to give reasons, while stronger responses considered writers in the future. There was a wide range of vocabulary connected to different genres.

Part 2 – Short talk

Stronger candidates were able to discuss the benefits and drawbacks of either individual or team sports and generally were able to choose the one they would prefer. They used a variety of structures, such as different tenses, comparisons, conditionals, reflexive pronouns, and apt vocabulary (e.g. *'Both options can be enjoyable but ...'*; *'you can learn from each other'*). There was a range of vocabulary relating to teamwork (e.g. *'negotiate'*, *'selfish'*, *'inclusion'*). Weaker responses tended to focus on the chosen option and say very little about individual sports, make any comparisons, or state their preference.

Part 3 – Discussion

Strong responses included a wide range of structures including the use of conditional and modals. (e.g. *'your diet could include non-processed food ...'*; *'if you see a live sports event, you get such good energy'*). For the first question, weaker responses tended to focus on other sports, so did not answer relevantly. The third question often produced a strong response with good use of intonation.

Speaking assessment E

Part 1 – Interview

Responses were relevant using a range of vocabulary and mostly simple structures, predominantly the present tense for the first and third questions, and past tenses, adverbs and adverbial phrases for the second question. Strong responses included a range of emotion-related lexis and complex structures. (e.g. *'I had been looking forward to ...'*; *'I'm sick of that type of weather'*; *'I would say I'm a winter person'*). For the second question, if responses are brief, candidates should be encouraged to provide personal anecdotes to achieve a minimum of two minutes for the interview.

Part 2 – Short talk

Strong responses were efficiently and clearly structured by addressing both options equally, referring to advantages and disadvantages of both and stating overall preference with reasons. Candidates used a range of speculative modals and conditionals and a range of cohesive devices. (e.g. *'firstly', 'however', 'on the other hand'*). Stronger responses included vocabulary such as *'face-to-face interaction', 'information widely available', 'I would be able to find more information in this way', 'easy to organise resources'*.

Part 3 – Discussion

Stronger candidates used a wide range of vocabulary and structures to discuss a variety of ideas, facts and opinions and responded relevantly at length. Responses at all levels were able to offer opinions and relate the questions to their own experience. Stronger answers considered reasons for and against ideas and used both personal anecdotes and speculation with appropriate tenses (e.g. *'I enjoy reading books but in the future we will probably all use screens'*). There was also a wide range of structures and topic-specific vocabulary (e.g. *'It can mislead you in terrible ways', 'find information instantly', 'it's up to date', 'pixels'*).

Speaking assessment F

Part 1 – Interview

Candidates related well to the topic and had a variety of opinions to offer. Strong responses were relevant and well developed, using a wide range of vocabulary as well as simple and complex structures, including conditionals, modals, relative clauses and topic specific vocabulary (e.g. *'express your personality', 'freedom to wear whatever you like', 'If I had the opportunity, I would.'*). Stronger responses focused on discussing reasons for and against designing a uniform; weaker ones tended to say little beyond *'I wouldn't like to do it'*. Responses were mostly well developed, providing personal examples from candidates' schools. (e.g. *'no-one will get jealous', 'teachers can identify you better', 'a sense of belonging', 'represent the school'*). Pronunciation was mostly clear, and intonation used effectively. There were issues with the pronunciation of the word *clothes* or misuse of it as a singular (e.g. *'I like to wear my cloth'*).

Part 2 – Short talk

Stronger candidates often began the talk by incorporating some context, such as: *'Me and my family are planning to celebrate my uncle's birthday and my granny suggested going to a luxury restaurant.'* Candidates used relevant language to compare the options (e.g. *'on the other hand'*). A range of simple and complex structures were used, including conditionals and modals. Weaker candidates focused on one option only (usually the preferred one) and did not refer to both advantages and disadvantages. Vocabulary related to comfort, family affection or money as well as precise food-related terms with effective use of intonation. Weaker responses tended to use with simple structures and personal ideas (e.g. *'I like cooking', 'restaurants are expensive'*). Generally, a meal at home was preferred.

Part 3 – Discussion

Strong responses demonstrated a wide range of vocabulary and structures to express ideas and opinions, including modals and conditionals. A variety of adjectives were used to describe difficult customers in a restaurant (e.g. *'arrogant', 'impatient', 'unreasonable', 'annoying'*). Stronger responses to the final question were well developed and included appropriate vocabulary (e.g. *'get extra income', 'solely rely on tips', 'minimum wage', 'free food'*).

Speaking assessment G

Part 1 – Interview

Candidates responded positively to the questions and spoke in detail about famous people, mostly singers, footballers and actors. Strong responses demonstrated a range of structures and verb tenses used appropriately (e.g. *'if I had to pick someone it would be...'; 'the only person I ever met and I do admire is...'*) and topic-specific vocabulary (e.g. *'separate their private life', 'they're owned by the public'*). Weaker responses were limited to simple vocabulary and simple structures.

Part 2 – Short talk

Many of the talks were well organised using a range of structures such as modals, future tenses and conditionals, as well as an effective range of relevant vocabulary (e.g. *'If the website is good, you will attract people'; 'people are drawn to it'; 'attractive'*). Stronger candidates kept the objective of the task in mind (to improve the school) and addressed the advantages and disadvantages of each option equally, developed their ideas with precision and concluded the talk by clearly stating the reasons for their preference. Weaker responses talked about the advantages and disadvantages in less detail and did not provide sufficient reasons regarding the preferred option. Using a range of linking words and cohesive devices would help weaker candidates to better organise their ideas.

Part 3 – Discussion

Candidates responded well to these school-related topics and expanded their ideas in detail, and most had the opinion that the classroom is more important due to better guidance (e.g. *'not able to see facial expressions'; 'could have online connection problems'*). Stronger candidates used a wide range of structures and verb tenses such as conditionals, passives, modals with accuracy, providing relevant, detailed responses to the questions. Some very strong answers referred back to the short talk, especially in Question 2. Weaker candidates should aim to widen their vocabulary.

Speaking assessment H

Part 1 – Interview

Strong responses were relevant and well developed using a wide range of vocabulary and structures with particular emphasis on appropriate verb tenses and modals. (e.g. *'Young people spend a lot on clothing and entertainment'; 'They might buy gadgets because they feel it's important to stay connected.'*). They also used adjectives and adverbs to add detail (e.g. *'Young people often choose expensive, trendy items.'*). Question 2 allowed candidates to use past tenses and Question 3 future forms and language of speculation. Pronunciation was clear and intonation used to good effect. Weaker responses were more limited, using simple vocabulary and structures for Question 1 and with some errors in tenses for Questions 2 and 3. Pronunciation was not always clear, and intonation was rarely used to convey meaning. To achieve the best marks, candidates should ensure they attempt to use a range of past tenses when asked about a past event in Question 2 and future forms/conditionals to hypothesise for Question 3.

Part 2 – Short talk

Stronger candidates often used modal verbs (e.g. *'would', 'might', 'could'*) and relative clauses. They were able to give more balanced answers, using good functional language of opinion, justification, advantages and disadvantages, as well as good signalling devices (e.g. *'to repeat', 'to reiterate', 'to sum up'*). A popular and effective way to answer this question was to paraphrase or state the question and options and then talk about why parents' suggestions would be good or bad and then do the same for reading online reviews before giving which option they would prefer. Weaker candidates used basic structures and vocabulary, and they tended to repeat ideas to fill the time. In weaker responses, intonation was often affected by hesitation, resulting in rather monotonous answers. To achieve the best marks, candidates should avoid repeating ideas and instead develop them with reasons and examples.

Part 3 – Discussion

Stronger candidates accurately used more complex language such as phrasal verbs and collocations. (e.g. *'spend quality time together'; 'turn on the subtitles'; 'catch a few words', 'latest releases'*). They also used conditionals accurately. (e.g. *'If it is a film with subtitles, we will be able to improve our reading skills too'; 'We wouldn't need to go to the cinema if we all had smart phones and computers.'*). Weaker candidates often lifted vocabulary from the questions (e.g. *'enjoyable', 'helpful', 'will not exist'*) and gave one answer without expanding on their reasons. To achieve the best marks, candidates should develop their answers, using a wider range of more complex structures and less common vocabulary.

Speaking assessment I

Part 1 – Interview

Strong responses were relevant and well developed. When discussing song writing for Question 3, they used modals (e.g. *'I think writing songs might be difficult.'*) and gave reasons for their opinions (e.g. *'because you*

need good language skills and imagination'). Weaker responses were simpler, using basic vocabulary and structures. Answers were often brief for Questions 1 and 2 (e.g. *'I like pop music'; 'I went to a concert last year.'*). Many relied on present tenses, even when talking about past events for Question 2. Pronunciation was less clear, and intonation was rarely used to emphasise meaning. To achieve the best marks, candidates should ensure they use, or attempt to use, a range of past tenses when asked about a past event in Question 2 and language of opinion for Question 3, as well as trying to use a range of topic-based vocabulary.

Part 2 – Short talk

Most candidates developed their ideas in good detail, often referring to their personal experience. Strong responses included more accurate use of complex structures such as the gerund, conditionals and passives (e.g. *'In my opinion it is something you can do with others, thus creating a sense of community'; 'Planting trees has a long-lasting effect.'*), as well as a range of topic-specific language such as *'reducing carbon emissions', 'creating greener areas'*. Weaker candidates often expressed simple ideas using basic vocabulary, though they rarely reached the maximum time limit, often running out of ideas early. The most popular choice tended to be picking up litter, as it can offer immediate results in improving the surroundings. To achieve the best marks, candidates should evaluate both options and reach a final decision based on their arguments and opinions. They should use a range of structures and topic-based vocabulary.

Part 3 – Discussion

Stronger responses used a wider variety of vocabulary to support their ideas. (e.g. *'environmental law'; 'hefty fines for those dumping sewage'*). They mentioned several business types including factories, oil and gas companies and they gave good explanations of the benefits of volunteering for Question 4 (e.g. *'being socially committed to the community and their well-being'*). Weaker candidates gave fewer reasons for Question 1 and Question 2. (e.g. *'because we live there'; 'it is our city'; 'I think if people drop litter, they must pay money.'*). To achieve the best marks, candidates should try to develop their answers more and try to use a wider range of structures and vocabulary.

Speaking assessment J

Part 1 – Interview

Many candidates shared personal examples, such as a photo of a family gathering or a memorable travel experience. Stronger candidates used topic-based language such as *'low exposure', 'a beautiful skyline', 'capture memories', 'landscapes.'* They gave developed responses for Question 3, many agreeing and giving reasons, such as people being bored, obsessed with their phones or wanting to be popular on social media sites. Weaker candidates tended to overuse the same, simple verbs (e.g. *'take', 'like', 'want', 'enjoy'*) and adjectives such as *'good', 'interesting'* and *'beautiful'*. To achieve the best marks, it is recommended that the candidates increase their range of synonyms for adjectives and use appropriate tenses for each question to improve their overall performance.

Part 2 – Short talk

Stronger candidates addressed community engagement, public health, environmental benefits, and personal preferences for accommodation. They used a range of structures, including modals, comparatives, conditionals, (e.g. *'tourism would increase if we had a hotel'; 'hotels are not as important as sports'*) and language related to development, tourism, and community (e.g. *'accessible', 'attract high profile people'*). Weaker candidates attempted modals, though mostly limited to *'can'*, and tended to repeat some vocabulary such as *'useful', 'expensive'* and *'good'*. To achieve higher marks, candidates should exemplify their ideas which will in turn give them the possibility to demonstrate a wider range of language.

Part 3 – Discussion

Stronger candidates used passives well for Questions 1, 2 and 3. (e.g. *'know what could be improved in the area'; 'more and more buildings are being built'*). They produced particularly strong responses to Question 3 (e.g. *'we have an urgent need for more green areas'; 'it goes without saying green areas are needed to reduce pollution'*) and for Question 4 (e.g. *'to relax and switch off'; 'in order to breathe in local culture'*). Weaker candidates provided mainly relevant answers but relied on simple structures and vocabulary and did not always develop their responses. To achieve the best marks, candidates should be encouraged to use a wider range of structures and to ensure that pronunciation is clear, with intonation being used to convey emphasis and intent effectively.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Speaking 32

Key messages

- Most tests were well conducted, with both marking and administration of a high standard.
- In general, examiners adhered to timings, and many examiners encouraged candidates to develop their responses through open questions.
- When candidates need prompting for a further response in Parts 1 and 3 examiners should use prompts from the Teacher's/Examiner's Notes/Instructions on page 6.
- Examiners should make a particular effort to read clearly and make use of punctuation to break up longer sentences in Part 1 and 3 and in prompts, as candidates do not see these.
- Examiners should be reminded not to ask any additional questions during the talk in Part 2, but prompt candidates to continue at the end of their talk if the talk is too short. They should also bear in mind that they are allowed to stop the candidate if their talk goes over two minutes in Part 2.
- Candidates should be encouraged to expand their ideas and be shown ways they can achieve this. (e.g., further examples, anecdotes, personal preferences, comparing and contrasting, etc.)
- Candidates should be made aware of rising/falling intonation, pausing, prominent stress to add emphasis and when these should be used.
- Candidates should be encouraged to learn vocabulary items in lexical sets to ensure they use a wide range of precise lexis when discussing a particular topic
- Candidates should be encouraged to listen carefully to questions and what exactly is asked of them and respond relevantly (e.g., talk about a past event, not a present routine/habit/preference).

General comments

Introduction

Most examiners provided the centre information followed by the candidate's name and number.

Warm-up

Most examiners used the warm-up period effectively to put candidates at ease following the recommended timings. In some exams the warm-ups were conducted quite quickly and the full 1–2 minutes were not used to put the candidate at ease. Occasionally the warm-up questions were not asked exactly as they are printed, which led to the warm-up over-running.

Part 1: Interview

Most centres conducted Part 1 competently and the assessment cards worked well. Almost all examiners followed the script and asked the questions in the order provided in the Teacher's/Examiner's Notes. Occasionally, when candidates provided very short answers, they asked for specific examples or explanation. In some cases, the questions were not asked as they are printed, or were needlessly rephrased, often making them less clear and harder for the candidates to understand. Examiners should bear in mind that the candidates cannot see the text of the question they are being asked.

Part 2: Short talk

Most short talks were carried out correctly, but this tended to be the part where examiners did not follow the instructions exactly. Sometimes examiners would omit the second part of the examiner text before the start

of the talk, which could be disconcerting for candidates. Most of the preparation periods followed the recommended timings. Some examiners prompted candidates who were unable to continue speaking. While some encouragement is helpful, it often led to the talk being extended beyond two minutes. Some candidates only spoke about the topics on the card rather than expanding on advantages and disadvantages or which option they would prefer and why.

Part 3: Discussion

Most centres conducted Part 3 competently. Timings were sometimes an issue, with some short parts involving very simple question and answer. Some examiners added their own questions, which sometimes made this part much too long.

Application of the marking criteria

Grammar

This was generally marked accurately. Candidates were given credit for their ability to use a range of complex structures, such as passive structures, conditional sentences, relative clauses and variety of modal verbs and tenses. Some examiners were slightly too generous in the higher mark range – especially if the candidate seemed to speak naturally, yet did not use complex vocabulary or structures – and marked too severely in the lower mark range.

Vocabulary

This was generally marked accurately. Overall, candidates were credited for making effective use of appropriate vocabulary, synonyms, fixed phrases and idiomatic language.

Development

Marking was generally accurate, with an occasional tendency towards severity in the lower mark range. If candidates ask examiners to repeat the questions, this is not necessarily an indication of a candidate 'needing support' and examiners are potentially downgrading the Development criterion as a result. Examiners should assess the content being developed, e.g., crediting candidates for developing their ideas and structuring their responses with a range of signposting phrases.

Pronunciation

Marking was generally accurate, with a tendency towards severity across both the higher and lower levels. Candidates were credited for using clear pronunciation, but examiners often did not recognise intonation when awarding marks, and tended to penalise accent heavily even if the candidate was clear and intonation was used.

Administration

Recordings

Recordings were generally good, with very few issues. A few centres uploaded recordings where the candidates were not close enough to the microphone to be clearly heard. Some centres submitted recordings that were of poor quality and had intrusive background noise.

Documentation

Most centres carried out the administration well. The commonest issue was the incorrect mark being transferred to Submit for Assessment. A few centres with more than one examiner did not specify this on the forms. Centres should be reminded to check their paperwork carefully before submitting it.

Internal moderation

Many centres carried out internal moderation well, clearly indicating the differences in marks on the summary form and entering the correct marks on Submit for Assessment. However, some centres did not carry out internal moderation when they needed to. There are also some centres where they have completed the internal moderation column, but with every mark identical to the original, even with large entries. Centres are

reminded it is the internally moderated mark rather than the final mark which is submitted on Submit for Assessment.

Comments on specific questions

Speaking assessment A

Part 1 – Interview

In responses to the first question stronger candidates expanded on their favourite food by describing its texture, how it is cooked and what ingredients are needed. Stronger responses used past simple, continuous, perfect and even modal verbs and conditionals. Weaker responses lacked sufficient reasoning or development, with most using only the present tense. In terms of vocabulary, stronger candidates used a wide range of precise vocabulary (e.g. *'bursting with flavour', 'tender', 'crispy', 'finely chop'*), and developed their responses by giving reasons why the food is popular with tourists. To address the second question, stronger candidates used a range of narrative tenses consistently and relative clauses to add more detail. Weaker responses relied on the past simple tense only which was not always used consistently. Many responses to the last question were relatively brief, with a limited range of topic related vocabulary (e.g. *'it has a lot of fat and sugar'*). It was only a small number of candidates who developed their responses by talking about, for example, the consequences of eating this food (e.g. *'this can lead to obesity and other serious diseases'*).

Part 2 – Short talk

Stronger candidates were able to paraphrase the question on the card, and use a variety of modal verbs, conditionals and language to describe emotions to fully answer the question of how enjoyable it would be. Weaker candidates tended to rely on reading out from the card or attempt to describe a holiday they had already experienced meaning only one option was discussed. Weaker responses focused on more concrete ideas, such as what activities they could do there. Stronger candidates speculated about how enjoyable each option would be using a range of hypothetical structures (e.g. the second conditional). Some talks revolved around the benefits (e.g. *'it'll be hot and sunny there'*) and drawbacks (e.g. *'this would be very physically demanding'; 'it might get too cold'*) of each option. Only a few candidates picked up on the aspect of who they would be going on the holiday with (i.e. family or friends). Such talks were consistently well developed as they covered the aspect of the place and the people who would accompany them. More successful talks were delivered using appropriate pausing and rising and falling intonation. They also contained a range of cohesive devices to show links between ideas (e.g. *'what's more', 'however', 'that's why'*).

Part 3 – Discussion

Stronger candidates developed their responses by discussing their own plans and explaining their decisions. They were also able to demonstrate a range of precise vocabulary, including natural sounding collocations and more idiomatic expressions (e.g. *'it'll enrich my life'; 'it can broaden our horizons'; 'it'd be a once in a lifetime opportunity'*) and more complex structures (e.g. conditionals, comparatives, relative and participle clauses) while answering this question. Weaker candidates tended to provide the same responses to the first and the last question and provided very short responses. More successful responses also included a range of spoken discourse markers, which made the discussion sound more natural (e.g. *'that's an interesting question', 'for example for me...', 'how can I put this...', 'I suppose...'*).

Speaking assessment B

Part 1 – Interview

Weaker candidates tended to give answers such as *'reading'* or *'TV'* as an example of *'exciting'* and were unable to discuss the concept of avoiding boring activities. Stronger candidates, however, were able to describe a trip, concert or celebration in detail, using a variety of narrative tenses and a range of adjectives to accurately describe both feelings and events.

Part 2 – Short talk

This was answered well by most candidates. Strong responses included a range of structures (conditionals, comparatives, linkers were used well) and topic-specific language (e.g. *'creative ideas', 'making clothes',*

'inappropriate songs'). Stronger candidates used a more structured approach by taking each option individually and providing at least one benefit and one drawback of each option, with at least one reason, using conditionals and modals. They then summarised their position using linking words for comparing and contrasting, and intensifiers. Weaker candidates tended to rely on the words given on the card and were unable to expand much more on the advantages and disadvantages of each option.

Part 3 – Discussion

Stronger candidates were able to use conditionals, give reasons, provide concrete examples of practical skills and detailed impacts of inviting celebrities to perform at school by referring to current trends. Strong candidates used a range of appropriate adjectives in their answers, modals and language for giving opinions. Weaker response did not always give examples of useful skills or reasons why it is or is not better to work as a team.

Speaking assessment C

Part 1 – Interview

Candidates attempted the first question extremely well overall. More successful responses used a wide range of structures, such as comparatives and superlatives, the present perfect, relative clauses (e.g. *'it's not as big as our previous house'*; *'I've never wanted to live anywhere else'*; *'which is one of the reasons why I like it'*). Stronger candidates also used a wide range of precise adjectives (e.g. *'roomy'*, *'homely'*, *'leafy'*, *'massive'*). Weaker responses relied on more high frequency words, such as *'big'*, *'clean'*, *'comfortable'*. Most stronger responses were well developed and used a range of narrative tenses and adverbial phrases (e.g. *'soon after that'*, *'to my surprise'*) consistently and accurately. Less successful responses provided a short explanation of who came to visit and what they did during their visit. In response to the last question, many candidates also speculated whether this trend is likely to change in the future and used emphatic stress effectively to enhance their responses.

Part 2 – Short talk

This part produced a very mixed level of success. Many candidates did not comment on how easy or difficult it would be to take different types of photos. Instead, their talks revolved around whether they enjoy taking photographs, and why. Stronger responses used a range of tenses – talking about a picture they had taken in the past as well as conditionals, talking about how they would feel if they saw this picture every day.

Part 3 – Discussion

Many candidates gave a personal anecdote or provided a description of the type of photos they like to store on their phones. Stronger candidates were able to explore the issues, such as privacy and hacking. Many candidates were familiar with topic related vocabulary (e.g., *'retrieve'*, *'back up files'*). While many candidates provided their opinions on more concrete aspects for the second question, it was only the stronger candidates who went on to explore more abstract and elaborate aspects, such as the status this job carries in their society and the creativity needed to excel. More successful responses also included a balanced evaluation of the pros and cons of this job and whether candidates would like to pursue this career or not. Weaker responses lacked the necessary vocabulary and were only able to express simple ideas (e.g. *'photos have colour'*, *'we can remember things when we look at photos'*).

Speaking assessment D

Part 1 – Interview

Strong responses used a wide range of vocabulary and a range of simple and complex structures, with candidates first directly answering the question, then providing reasoning and examples. Weaker responses were often limited to only one or two short sentences for each question. Successful candidates were able to explain, give an opinion and state preferences with reasons. Responses to the second question elicited a range of past tenses, lots of modals verbs and conditionals. (e.g. *'When I was in school, I visited an art gallery on a school trip. It was amazing because I had never seen such beautiful art before.'*; *'If I had not been on that trip I don't think I would have gotten interested in art.'*)

Part 2 – Short talk

Strong responses included a range of structures, tenses, and cohesive devices (conditionals, comparatives, superlatives, and signal phrases and transitions) and topic-specific language. The most popular (and successful) approach was to use a compare-contrast rhetorical pattern where the candidates first introduced the context (without simply repeating the words on the card), then explained the advantages and disadvantages of option one before moving onto the second option, then finishing with the stated preference and summary of reasons. However, many candidates also discussed strengths for option one and two before talking about weaknesses of both options. Weaker responses tended to focus on one option and say very little about the second option or talk about both options in no clear order.

Part 3 – Discussion

Most candidates were able to respond to all the prompts fully. Strong responses were well developed and relevant. Weak responses were more focused on one side of each argument. Strong responses elicited a wide range of vocabulary and a range of simple and complex structures. For example, a range of present tenses, past tenses, future tenses, conditionals and comparatives were used. Weaker responses were limited to simple vocabulary and simple structures with inaccuracies, for example, repeating the words in the question, subject/verb agreement, only using the present tense.

Speaking assessment E

Part 1 – Interview

Stronger responses made use of precise vocabulary and expanded on their ideas (e.g. *'all genres', 'captivating', 'big-screen', 'it thrills us to watch villains and the bad guys in movies', 'they put the effort and motivation in'*). Stronger responses used a range of tenses, modal verbs, conditionals, comparatives and superlatives). Weaker responses were limited to simple vocabulary and simple structures with inaccuracies, for example, only using present simple.

Part 2 – Short talk

Weaker responses tended to start with either no introduction or just repeated the words on the card before focusing only on the chosen option. Stronger candidates discussed the pros and cons of both options and used linking phrases (e.g. *'in my opinion it is easier to go out in the air in my neighbourhood than join a local team.'*; *'You might be able to enjoy the scenery when jogging'*). Weaker responses tended to generalise about jogging being relaxing and it being free.

Part 3 – Discussion

Strong responses included a range of simple and complex structures such as present past and future tenses, conditionals and comparatives as well as a variety of vocabulary to support their ideas (e.g. *'staying away from polluted areas', 'there are 24 hours in the day ... if you want to exercise you will find a way to do this, no excuses'*). Weaker responses were limited to simple vocabulary and simple structures and often repeated the words in the question.

Speaking assessment F

Part 1 – Interview

Strong responses to the questions used appropriate vocabulary and simple and complex structures such as a range of tenses, modal verbs, conditionals, comparatives and superlatives. Weaker responses were mostly relevant but brief and lacked development. They used a limited range of structures and simple vocabulary.

Part 2 – Short talk

Strong responses included a range of structures, tenses, and cohesive devices and topic-specific language. This task also elicited a lot of synonyms use in stronger answers. Answers covered a range of topics for justification of the option chosen. Advantages and disadvantages that were examined included cost factors, practicality, emotions and connections, and were often linked to the candidates' real-life experiences.

Part 3 – Discussion

More successful responses attempted greater complexity of grammatical structures and made more use of the conditional and future tense. Intonation was often used effectively in this section. Stronger responses considered the benefit of staying in touch with school friends (e.g. *'you might need their help in the future but you also need to make new friends'*). Responses to the second question often included precise vocabulary (*'it has taken the fun out of seeing them in front of you'*; *'confidentiality'*; *'it has upsides and downsides'*).

Speaking assessment G

Part 1 – Interview

All questions in this part of the test were answered well by many candidates. Weaker responses did not always use the past tenses consistently well and often made pronunciation errors with past simple regular verbs. The third question allowed stronger candidates to use the comparative forms with ease and flexibility.

Part 2 – Short talk

Candidates were generally able to talk coherently about the two options. Stronger candidates frequently mentioned the cost of the food, the delivery times and the fact that the food might be less healthy, and to this end they used comparatives, modal verbs of possibility and conditionals. Stronger responses also used a variety of linking devices to improve their discourse (e.g. *'although'*, *'on the other hand'*, *'however'*). Weaker candidates rarely attempted complex structures and discussion of the second option was often very short.

Part 3 - Discussion

Stronger candidates were able to develop their responses and speak with ease about the questions. Consequently, they tended to use a wider range of vocabulary and grammatical structures and more complex structures such as the passive voice and relative clauses (e.g. *'food that is made at home...'*). Weaker responses tended to repeat the same points in answering these questions.

Speaking assessment H

Part 1 – Interview

Stronger candidates often referred to the pros and cons of going shopping in certain places, maintaining communication with very little support. Many candidates referred to disappointing online purchases and the stronger candidates had the language to clearly explain the problem (e.g. *'defect'*, *'regret not reading the reviews'*). Stronger responses referred to several advantages of working in a shop (e.g. *'beneficial for the future'*, *'gain knowledge'*, *'learn practical skills'*).

Part 2 – Short talk

Many candidates found this topic challenging and there was a misunderstanding about the first option. The present perfect tense also caused problems for some, (e.g., *'I never been to the place'*). Candidates also seemed unsure of what practical skills were and this option was often only referred to very briefly. However, stronger candidates were able to give several advantages and disadvantages for each option. Stronger candidates mentioned drawbacks such as *'packed hotels'*, *'the price of flights during school holidays'*.

Part 3 – Discussion

Stronger candidates were able to speak with ease about some benefits of school trips (e.g. *'memorable'*, *'real-life situations'*, *'a change of mindset'*, *'see things from a different perspective'*). They also tended to use more conditional sentences (e.g. *'If you go on a school trip, you can...'*). Strong responses included a wide range of vocabulary to talk about the benefits of travelling during the holidays (e.g. *'learning about new cultures'*, *'spending time outdoors'*, *'not being cooped up'*). Regarding learning on their own, stronger candidates used a wide vocabulary when providing reasons (e.g. *'going at their own pace'*, *'self-esteem'*, *'cooperation'*). Weaker candidates needed prompting to develop their responses.

Speaking assessment I

Part 1 – Interview

Many candidates used appropriate collocations related to the topic (e.g. *'memorable evening'*, *'strong family bonds'* or *'milestones'*). Stronger responses included incorporating a range of structures and precise collocations (e.g. *'I was only 5, but I remember it vividly because it was really enjoyable'*; *'I want to recreate this moment later in my life'*). Pronunciation was clear and intonation used to good effect. However, weaker responses were limited to simple vocabulary and simple structures with inaccuracies, particularly when using the present tense only. To achieve higher marks, candidates should ensure they use, or attempt to use, a range of past tenses when asked about a past event and a more detailed explanation to support their viewpoint.

Part 2 – Short talk

Some responses were clearly structured with an opening sentence outlining briefly what the two options would entail. Stronger responses included a range of structures, such as, conditional sentences (e.g., *'If I were to choose...'*; *'I'd go for...'*), modal verbs (e.g. *'It could be useful'*; *'It might be of benefit'*) and adverbs (e.g. *'I would definitely choose'*; *'sufficiently important'*). Stronger candidates also used a variety of cohesive devices (e.g. *'Considering the two options I would say that using less electricity would be easier because...'*; *'however, as we spend so much time at home now'*). Weaker responses gave an opinion and a short justification (e.g. *'I think using electricity in your home is good to help the environment to be less pollute'*) or did not state clearly which option would be preferable.

Part 3 – Discussion

Almost all candidates were able to explain why reusing and recycling items is important with some effective lexical items used to convey meaning (e.g. *'dispose of'*, *'reuse plastic bottles'*). Stronger candidates expressed their ideas clearly, developing their responses (e.g. *'We all should do our part to reduce our carbon footprints, and in this way reduce global warming'*; *'Young people are the ones who pollute the environment more, so schools ought to teach them the importance of protecting the environment'*). Pronunciation was clear and intonation used to convey intended meaning. Weaker responses included simple grammatical structures and vocabulary, and the responses were repeated and lacked development. Therefore, candidates are encouraged to support their views with clear justification and examples.

Speaking assessment J

Part 1 – Interview

Strong responses used a variety of appropriate vocabulary (e.g. *'casual clothes'*, *'look professional'*, *'baggy'* *'this goes well with anything'*). Weaker responses were limited to simply naming items and justifying their choice (e.g. *'because I like it'*). Many candidates provided interesting anecdotes which enabled them to use a variety of past tenses and vocabulary to describe their feelings.

Part 2 – Short talk

The most popular approach was to develop the talk by stating what would be enjoyable about each option, often in the order presented on the assessment card. Stronger responses included a range of structures (conditional sentences, participle clauses and relative clauses as well as comparatives with modifiers) and subject-specific language (e.g. *'not only shops, but also arcades, entertainment, local amenities'*). Some candidates referred to their personal experience of planning an outing, which was an effective way of supporting their choice and providing examples and reasons. Stronger candidates used appropriate signposting language (e.g. *'First of all...'*, *'we can then...'*, *'whereas'*). Weaker responses tended to focus on the chosen option (e.g. *'we go shopping and buy clothes in the shopping mall'*), without sufficient detail on why the other option would not be very enjoyable.

Part 3 – Discussion

Strong candidates spoke at length when addressing each question, using a wide range of grammatical structures and vocabulary to discuss a variety of ideas, facts and opinions. Pronunciation was clear and intonation was used to convey intended meaning, particularly when more emphatic structures were chosen to give opinion. Weaker responses were relevant but brief and used a limited range of structures and

vocabulary. Stronger responses included further examples (e.g., '*You should engage in a meaningful conversation with people visiting you.*'; '*You should make them feel comfortable, but they shouldn't cross certain boundaries.*'). Candidates are encouraged to present both sides of an argument when addressing questions, as this will allow them to develop their answers and use a wider range of vocabulary.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/33
Speaking 33

Key messages

- It is advisable to watch the Speaking test video on the Cambridge website and use the guidance given in the Teacher's/Examiner's Notes to prepare thoroughly before delivering the exam.
- The examiner script for all parts of the test should be read exactly as it is written.
- Examiners should ask the questions, including those for the warm-up, as they are written, unless a candidate has difficulty understanding.
- Examiners should use follow-up questions on page 6 of the Teacher's/Examiner's Notes for eliciting further discussion for **Part 1** and **3** of the test and supporting candidates with **Part 2**.

General comments

Overall, a good range of speaking assessment cards was used by the centres to deliver the test.

Introduction

The introduction was generally read as per the script. However, sometimes it was read very quickly by the examiner. Examiners should read the introduction clearly, giving the candidate enough time to process the information.

Warm-up

Most warm-ups were conducted using the questions provided. However, sometimes questions were omitted or too much emphasis placed on one question. Examiners are advised to ask all three questions where possible to allow the candidate to warm up on a range of vocabulary.

Part 1: Interview

This part of the tests was well conducted by most examiners. Sometimes, questions were changed or omitted. It is advisable to use all three questions to allow the candidate to demonstrate a range of structures. Some of the weaker candidates would have benefitted from the use of extension questions.

Part 2: Short talk

The short talk was mostly conducted as per the script, though sometimes the timings of the preparation periods were too short or too long. On one or two occasions the examiner interrupted the candidate during their talk.

Part 3: Discussion

Most examiners used the script to conduct this part of the test.

Application of the marking criteria

Grammar

Most centres accurately applied this criterion.

Vocabulary

This criterion was generally correctly applied.

Development

Although marking was generally accurate, there was a slight tendency towards severe marking.

Pronunciation

Examiners applied this criterion correctly in most cases.

Administration

Recordings

Centres are reminded that this is a formal exam, and a quiet secure room should be allocated for the conduct of the tests.

Documentation

Most centres carried out the administration well.

Internal moderation

Internal moderation must be carried out if more than one examiner is used.

Comments on specific questions

General advice

Part 1

Strong responses to all three questions were relevant and well developed using a wide range of vocabulary and a range of simple and complex structures with particular emphasis on appropriate verb tenses. To achieve the best marks, candidates should ensure they use, or attempt to use, a range of past tenses when asked about a past event, a range of adverbs and comparative forms when asked to compare, give an opinion or talk about how important something is.

Part 2

Strong responses included a range of structures and topic-specific language. The most popular approach was to develop the talk by discussing the advantages and disadvantages of each option before stating their preferred option and explaining reasons for their choice.

Part 3

Strong responses included using a wide range of vocabulary and grammatical structures to discuss a variety of relevant ideas, facts and opinions.

Speaking assessment A

Part 1 – Interview

Strong responses to all three questions were relevant and well developed using a wide range of vocabulary and simple and complex structures with particular emphasis on appropriate verb tenses (e.g. *'When I was younger, I played hide and seek a lot'; 'It was a lot of fun'; 'I used to love playing video games and technology played an important role in my life.'*). Pronunciation was clear and intonation used to good effect. Weaker responses were limited to simple vocabulary and simple structures with inaccuracies such as errors in subject/verb agreement and omitting words in sentences.

Part 2 – Short talk

The most popular choice was going to a shopping centre. Stronger candidates used linking phrases to organise their talks (e.g. *'in my opinion'; 'on the other hand'*). Weaker responses tended to focus on the chosen option and say very little about the second option or focused on just the advantages or disadvantages.

Part 3 – Discussion

Strong responses included a wide range of appropriate vocabulary and structures to discuss a variety of facts and opinions (e.g. *'Once I bought the wrong size of shoes...'; 'I was able to do this more easily than if I had bought the shoes online'*). The points in those responses were relevant and well developed. Pronunciation was clear, and intonation used to convey intended meaning. Weaker responses included mainly relevant ideas but candidates used using a limited range of structures and vocabulary to express them.

Speaking assessment B

Part 1 – Interview

All candidates were able to provide responses to all three questions using subject-specific vocabulary and a range of simple and complex structures with particular emphasis on appropriate tenses, modals and comparative forms (e.g. *'In our country we have carnival...'; 'Big celebrations are better than small ones. The bigger the better!'*). Strong candidates' responses were characterised by clear pronunciation and intonation used to emphasise the points made. Weaker responses were limited to simple vocabulary and structures with inaccuracies. Weaker candidates were not able to use intonation to good effect.

Part 2 – Short talk

The most popular choice was helping with small animals at a local zoo. Stronger candidates used linking phrases (e.g. *'In my opinion, helping with small animals at a local zoo would be more fun, as plants don't really do anything.'; 'However, it depends on what kind of small animals they are.'*). Weaker responses tended to focus on the chosen option and say very little about the second option or focused on just the advantages or disadvantages.

Part 3 – Discussion

Strong responses demonstrated a wide range of vocabulary and structures to express ideas and opinions, (e.g. *'Everybody has to learn about different species. So many are disappearing, we have to take care of them and their habitats.'*). Pronunciation was clear and intonation used to convey intended meaning. Weaker responses included mainly relevant answers using a smaller range of structures and vocabulary, but did not develop their responses.

Speaking assessment C

Part 1 – Interview

Strong responses to all three questions were relevant and well developed. They included a range of tenses and modal verbs (e.g. *'I recently visited amusement parks in the US.'; 'I rode a lot of rollercoasters and saw some amazing views.'; 'We need to visit a lot of different places to learn about each other.'*). Weaker candidates used simple structures and occasionally attempted complex structures. Pronunciation was not always clear, and intonation was rarely used to convey intended meaning.

Part 2 – Short talk

The most popular choice was a sports star. Stronger candidates developed their responses with topic-related lexis to describe and explain their preferences. They used linking phrases to organise their ideas. Weaker responses were shorter and included a limited range of structures and vocabulary, often focusing on one of the options.

Part 3 – Discussion

Strong candidates were able to give extended answers to all four questions, often using precise vocabulary (e.g. *'It's really easy to become famous on social media, you just upload some videos. It's much harder to stay famous as you have to create new content every day!'*). Pronunciation was clear and intonation used to convey intended meaning. Weaker responses were usually relevant but often very brief and lacked development of ideas.

Speaking assessment D

Part 1 – Interview

Strong responses to all three questions were relevant and well developed and included range of appropriate vocabulary and both simple and complex structures with particular emphasis on appropriate verb tenses. (e.g. *'I wore special clothes to a traditional celebration.'*; *'First impressions are really important – based on what you were wearing, maybe I would like you more.'*). Pronunciation was clear and intonation used to good effect. Weaker responses were limited to simple vocabulary and structures with frequent inaccuracies such as using the present tense instead of the past tense.

Part 2 – Short talk

Strong responses included a range of structures such as conditionals and comparatives as well as topic-specific language. The most popular choice was going to a zoo. Stronger candidates used discourse markers to organise their responses (e.g. *'In my opinion, going to a concert would not be as good as going to a zoo.'*; *'This has more benefits, for example you can be close to an animal and learn about their features and characteristics.'*). Weaker responses tended to focus on the chosen option and say very little about the second option.

Part 3 – Discussion

There were some mature answers in response to the questions in this part of the test. Strong candidates used appropriate vocabulary to express opinions about online concerts, playing a musical instrument at school, keeping animals in zoos and working with animals (e.g. *'I don't really like the sound of many musical instruments because they make so much noise!'*; *'When people are practising, they sound like someone is screaming.'*). Pronunciation was clear and intonation used to convey intended meaning. Weaker responses included mainly relevant answers using a limited range of structures and vocabulary, but did not develop their responses.

Speaking assessment E

Part 1 – Interview

Strong answers were characterized by detailed explanations and the inclusion of personal experiences or broader context. They included a range of simple and complex structures with particular emphasis on appropriate verb tenses (e.g. *'I took part in football and motocross.'*; *'I have watched a lot of football with my dad.'*; *'We play a lot of basketball in PE classes, but it shouldn't be a 'must', people have to want to do it.'*). Pronunciation was clear and intonation used to good effect. Weaker responses were limited to simple vocabulary and simple structures with inaccuracies. To achieve the best marks, candidates should ensure they use, or attempt to use, a range of modals when asked to talk about whether people should take part in something or not.

Part 2 – Short talk

Strong responses included a range of structures such as conditionals and comparatives as well as precise

topic-specific language. The most popular choice was a party at your house. Stronger candidates used linking devices, (e.g. 'as', 'however') to organise their responses. Weaker responses tended to focus on the chosen option and say very little about the second option or focused on just the advantages or disadvantages.

Part 3 – Discussion

Many candidates were able to state and develop their opinions about surprise parties, spending a lot of money to have fun, the importance of birthdays to different generations and working in a restaurant. Strong responses often included appropriate adjectives and modal verbs (e.g. 'A lot of people don't like surprise parties; they find them quite scary.'; 'I would be quite anxious! I would have that feeling of being out of control.'). Weaker responses were usually relevant but often very brief and lacked development of ideas.

Speaking assessment F

Part 1 – Interview

Strong responses to all three questions were relevant and well developed using topic-specific vocabulary and a range of simple and complex structures with particular emphasis on appropriate verb tenses (e.g. 'My friends and I planned a party at my house.'; 'Sometimes things happen out of the blue and you have to go back to the drawing board and start again.'). Weaker candidates used simple structures and occasionally attempted complex structures. Their pronunciation was clear, but responses lacked fluency. To achieve the best marks, candidates should ensure they attempt to use a range of modals and conditionals when asked to give reasons about why something might happen.

Part 2 – Short talk

The most popular choice was a fitness club. Stronger candidates used linking devices to organise their ideas (e.g. 'Both clubs would give you the chance to develop new skills or improve ones you already have. For example, an art club helps...'). Weaker responses tended to focus on the chosen option and say very little about the second option or focused on just the advantages or disadvantages.

Part 3 – Discussion

Strong candidates used a wide variety of language to discuss their opinions about making friends online and being an artist (e.g. 'I spend quite a lot of my free time doing hobbies, such as playing chess online.'; 'I think being an artist would give you creative freedom, but you'd have to be really passionate about your art to stand out.'). Weaker responses included mainly relevant answers using a limited range of structures and vocabulary, but did not develop their responses.

Speaking assessment G

Part 1 – Interview

Strong candidates were able to develop their answers to all three questions, including appropriate and accurate use of narrative tenses for the second question (e.g. 'My computer just froze while I was doing some work, so I switched it off and switched it on and everything was fine.'). Pronunciation was clear and intonation used to good effect. Weaker responses were limited to the use of simple vocabulary and simple structures such as the present simple.

Part 2 – Short talk

Most candidates were able to develop their responses and offer some detail. The most popular choice was helping older people with shopping. Stronger candidates used linking phrases and modal verbs to explore the options (e.g. 'If you live in an area where there is a lot of rubbish, then there would be a lot of bags to fill.'; 'I would prefer to help older people with their shopping as it is something that helps the community more.'). Weaker responses focused on the chosen option and say very little about the second option.

Part 3 – Discussion

All four questions were answered well by candidates. Most candidates expressed strong opinions about banning plastic packaging and litter (e.g. 'I don't think that banning plastic packaging will reduce litter. People will still throw rubbish.'; 'If you throw your rubbish you have to pick it up, no matter what it is.'). Pronunciation

was clear and intonation used to convey intended meaning. Weaker candidates' responses were generally relevant but often limited in scope, although with appropriate vocabulary.

Speaking assessment H

Part 1 – Interview

Strong responses included precise vocabulary related to films (e.g. *'I watched a film at home recently. It was really magical, full of amazing creatures and villains.'*; *'I think it's very difficult to make a film, even the casting of the characters, working with green screen and then there's the budget that controls the timeline for production.'*). Weaker candidates' responses were significantly shorter and tended to use only present tenses for the second question. Pronunciation was not always clear, and intonation was rarely used to convey intended meaning. To achieve the best marks, candidates should ensure they use, or attempt to use, a range of adverbs and gerunds when asked how difficult it is to do something.

Part 2 – Short talk

Most candidates preferred showing the friend around their local city or town. Stronger responses included conditionals and modal verbs to compare the two options (e.g. *'If we stayed at home, we could bake, or chill and hang out but I would rather show my friend the local sights and do activities.'*). For weaker candidates the common approach to the topic was to discuss the chosen option in detail, with limited development made regarding the second option.

Part 3 – Discussion

Strong candidates successfully developed answers to all four questions, often using precise vocabulary (e.g. *'Life can be pretty stressful, so I usually take a nap, take my time to do things.'*). Weaker responses were often brief and lacked development. Pronunciation and intonation were mostly clear and consistent.

Speaking assessment I

Part 1 – Interview

Strong responses used a range of grammatical structures, including past tenses, and appropriate vocabulary (e.g. *'I watched a very famous influencer online. They were just modelling some clothes in a beautiful location.'*; *'It must be difficult for people, if they want to go for a walk along the shore they might be followed by the paparazzi.'*). Weaker responses used mainly simple vocabulary and simple structures and were often limited to one or two short sentences for each question. Pronunciation was not always clear, and intonation was rarely used to convey intended meaning.

Part 2 – Short talk

Most candidates were able to justify a preference for one or the other option on the card, and stronger candidates gave a balanced discussion of the advantages and disadvantages of each. The most popular choice was a games room. Stronger candidates provided sufficient detail to explain their choices (e.g., *We have a library at school where we can do quiet study.'*; *'What our school is really missing is a place where we can hang out, play board games, enjoy our recess.'*). Weaker responses tended to focus on the chosen option and say very little about the second option.

Part 3 – Discussion

Stronger responses developed all four points in detail, discussing studying in silence or to music, learning from computer games, parents making decisions about their children's free time and life-long learning. Stronger candidates used appropriate language to express their ideas (e.g. *'My grandmother is a perfect example of someone who has kept learning all her life.'*). Weaker responses were shorter and included a limited range of structures and vocabulary.

Speaking assessment J

Part 1 – Interview

Strong responses to all three questions were relevant and well developed using a wide range of vocabulary and a range of simple and complex structures with particular emphasis on appropriate tenses and modal

verbs (e.g. *'I tried horseback riding and fell off and broke my elbow.'*; *'Having a hobby can help us to get away from our normal life.'*). Weaker responses were significantly shorter and often used only present tenses to address all three questions. Pronunciation was usually clear, but intonation was rarely used to convey intended meaning.

Part 2 – Short talk

Both options were discussed by most candidates. The majority preferred writing about a recent school event. Stronger candidates were able to give their preference in the two-minute timeframe and explain their choice (e.g. *'Everyone at school will know about this event, whereas not everyone at school is from this town, so they may not know the place that is being written about.'*). Strong responses included a wide range of structures such as conditionals and comparatives and linking devices to organise the ideas.

Part 3 – Discussion

All four questions were answered competently by many candidates. Most candidates used topic-specific vocabulary to talk about social media and journalism (e.g. *'Well, you can find news on social media, but it's hard to know if it is fake news. It's probably better to try other channels.'*; *'I listen to a lot of podcasts.'*). Weaker responses were relevant but used a limited range of language.