

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/11  
Reading and Writing (Core)

## Key Messages

- Candidates showed a good response to the requirements of Exercises 1 and 2. There is still a need to focus on the key demands of each question in order to provide brief and specific answers. Many candidates wrote unnecessarily long responses.
- In Exercise 3, **Sections A** and **B**, candidates showed the results of continuing good practice. Greater attention needs to be paid to careful handwriting and making sure that the difference between upper and lower case letters is immediately clear and obvious.
- In Exercise 3, **Section C**, candidates are asked to write two sentences, each of which carries a maximum of two marks. Centres are reminded that marks can be lost through writing only one sentence or by writing three sentences. In these sentences, candidates should also avoid writing information from their own life experience, but select the relevant details from the text.
- In Exercise 4, in this series, marks were not awarded when candidates wrote too generally. The requirement is for brief notes, but these must include specific details. This generalisation was particularly noticeable in the first section of the exercise, where candidates did not gain marks for incomplete answers.
- There were a number of encouraging responses to the summary Exercise 5. Candidates need to understand their notes and interpret information from the text in order to be successful. Responses which copy from the text and list the notes are less successful.
- To achieve marks in the top band in Exercise 6, candidates should write in depth and with detail. In this series, Exercise 6 was characterised by the lack of imaginative detail, resulting in marks being awarded for 'satisfactory' work, rather than 'effective' writing.
- In Exercises 6 and 7, candidates should be discouraged from including too many unnatural, inappropriate and unsuccessful idioms. This type of language often leads to obscurity of the main themes and the subsequent loss of marks. Time would be better spent on practising basic accuracy of verb tenses and the correct use of prepositions and pronouns.
- In Exercise 7, candidates should offer an opinion on the topic in question. Even with a well-constructed argument which considers both sides of the topic, without an opinion candidates are denied access to marks in the highest band for content.

## General Comments

The majority of candidates were correctly entered at this level, and in this series there were fewer instances of omission of either Exercise 6 or Exercise 7. As most candidates were able to finish within the time allowed for the paper, this was an indication that they could manage their time efficiently. If candidates need extra space for their writing, Centres are asked to remind them not to write underneath the question in Exercise 6 or Exercise 7, but rather to use the blank pages for this purpose.

The paper offered a range of tasks in the seven exercises which required candidates to demonstrate a number of practical skills, from identifying and selecting relevant detail from texts, completing forms and making notes, to the more demanding skills of summary writing and writing for a specific purpose and audience.

The full range of marks was awarded.

Presentation of answers continues to improve, but for some candidates clear and legible handwriting presents a challenge. In particular, candidates should separate the words in a sentence and indicate sentence and paragraph structure with appropriate punctuation.

### **Exercise 1**

This exercise was well answered by candidates, some of whom gained full marks.

- (a) The majority of candidates correctly recognised the 'riverboat' as the means of transport required by the question.
- (b) This was a more challenging question and a number of candidates missed the key detail of 'why' the rivers are exciting, they 'become deep and fast'. Common incorrect responses described the rivers, 'they carved their routes through the forest', without reference to the reason why they are an exciting feature.
- (c) This question asked candidates to identify the reason why the landslides are important, and many correctly matched the key question word 'important' with 'vital' in the text, and selected 'they create new habitats' as the correct detail.
- (d) This question was a challenge for many candidates. Possible correct options were 'fruit', or 'fruit-eating'. Responses such as 'fruit-eating birds' did not gain the mark, as this suggested that hornbill birds eat other fruit-eating birds. In order to be successful, candidates needed to process the contextual information to provide an answer to the question. Merely copying a phrase from the text often led to incorrect answers.
- (e) The vast majority of responses to this question were correct, and candidates usually offered 'headquarters' as part of the longer phrase 'national park headquarters'. Occasionally, candidates misread the question and selected the details you have to give, 'name and age', rather than the place you have to give these details.
- (f) This was a more challenging question. Many candidates correctly matched the key question word, 'advised' with 'recommended' in the text and found 'cap and shirt with long sleeves' or 'water bottle and camera' as the required items. Less able candidates copied all the items from the text without selecting the relevant ones, and so were denied the mark.
- (g) This was well attempted by many candidates who correctly suggested that it is forbidden to 'remove plants' and 'drop litter'. This response was often accompanied by the additional detail that 'a permit has to be obtained'.

### **Exercise 2**

More able candidates selected the key details from the text and transcribed them with a good degree of precision, providing brief and relevant answers. A number of candidates scored full marks on this exercise. Weaker responses were characterised by lengthy copied sentences from the text, which showed that understanding was not secure.

- (a) Most candidates clearly understood that Armstrong had been the 'commander' of the Apollo spacecraft.
- (b) Careful reading of the question and the text gave the answer 'during the launch phase'. The response 'during the early stages' was not considered to be sufficiently precise for the mark.
- (c) This question required the precise detail that 'the astronauts' or 'the crew' could 'move around easily' in order to gain the mark. Responses which did not include a subject led to ambiguous interpretation and so were not successful.
- (d) This was very well answered by candidates, who correctly matched 'when he was young' in the question with 'as a child' in the text and provided 'motion sickness' as the answer.

- (e) Precision was also needed in responses to this question in order to be successful. Many candidates gave the general response, 'during the final descent'. Without the precise detail, 'onto the moon', the mark could not be awarded.
- (f) In this question two separate pieces of information were needed for one mark. It was expected that candidates would select the discrete facts that 'they collected samples' and 'they conducted scientific experiments'. A number of candidates offered two examples of collecting, 'rock' and 'moon dust', but without the idea of conducting experiments, the mark could not be given.
- (g) This question again required specific detail for the mark. Candidates who provided the answer, 'circled the moon' were not successful without the essential detail, 'in the command module'.
- (h) Candidates were expected to be able to read information in a chart and supply details of the age group with the fewest astronauts and their number. In all, two pieces of information were required, '36-38' and '3' for one mark.
- (i) This was well answered with most candidates recognising the connection between 'last lunar mission' in the question and 'final moon mission' in the text, and correctly providing the year '1972'. A common misinterpretation was 'between 1969 and 1972', which was not credited.
- (j) The majority of candidates were successful with this question and provided the response, 'because of the lack of gravity'.
- (k) This was a well-answered question. More able candidates recognised the key question words 'last job connected to flying' and selected 'teaching aviation' in the text. Less able candidates concentrated on 'job' in the question and opted for one of the details in the paragraph, 'pilot / astronaut'. Although these were related to flying, the key words 'last job' could only refer to teaching aviation.

### **Exercise 3**

The response to this exercise continues to show improvement in all areas.

It was pleasing to note in this session that a greater number of candidates provided an answer in the final section of Exercise 3. The majority of candidates offered two sentences, but there are still a number who attempt to provide all the required detail in just one sentence. This reduces the candidates' potential for full marks by half. Emphasis should be placed on fulfilling the task by writing two sentences, in order to gain all four marks available.

Teachers are asked to continue to emphasise to candidates the need for greater care with handwriting, in particular to make the difference between capital letters and small letters clear. For example, where a capital letter such as 'P' stands on the line and the small 'p' continues under the line, this must be clear to Examiners. If the only difference between a capital and the corresponding small letter is one of size, as with 'W / w', this too must be written clearly.

### **Beach Bistro Comments Form**

#### ***Section A: Your details***

Centres are asked to ensure that candidates transcribe the individual parts of the address in the order that they appear in the text, and not attempt to make any changes, even if this order seems to be unfamiliar.

#### ***Section B: Comments on your visit***

Candidates generally scored more marks in this section of the exercise. The instructions to circle, tick and delete were well applied in this section and many candidates were successful with this.

#### ***Section C:***

It was pleasing to note that more candidates attempted the sentences in this series, and with a greater degree of success. Successful candidates wrote two sentences, each one addressing the separate parts of the question. In order to be successful, the sentences need to answer the question and be accurate in grammar, spelling and punctuation.

The second requirement was for an explanation of what was not satisfactory in the cafe. Most candidates correctly found the detail that 'The cafe was a little noisy for us.' Alternative acceptable responses referred to the electrical problem with the freezer which meant that ice cream was unavailable, or that the cafe was not of an acceptable standard.

Candidates are reminded to:

- (i) find the information in the text and not invent facts
- (ii) write in complete sentences, not in note form or using bullet points
- (iii) write two sentences, not one or three
- (iv) write simply and accurately.

#### **Exercise 4**

There was an improvement in the way that candidates answered this exercise in this series. It was clear that the text had been understood by the majority and there was a better attempt to write notes within the length of the line provided. There is still a need for candidates to focus on relevance and to select relevant key points in order to be successful, rather than supplying descriptive generalisations, however.

#### *Examples of 'blue zone' areas and the people who lived in them*

In this section an example response was provided for candidates to follow. The requirement was for the name of a 'blue zone' area and the particular characteristic of the people who lived there. The majority of candidates recognised the requirement, but needed to be more precise in transcribing the information from the text.

#### *Similar lifestyle characteristics of 'blue zone' areas*

This section was well answered by the majority of candidates, many of whom scored full marks here. All the possible answers on the mark scheme were recognised and accurately transferred from the text. Candidates commonly copied entire sentences from the text, and teachers are asked to continue to help candidates identify only the key ideas in order to gain the mark.

#### *Ideas introduced in Minnesota*

Candidates managed to score highly in this section. The new habits and customs introduced into Minnesota were well found and candidates successfully supplied the details of 'nature trail', 'public gardens' and 'exercise programmes'.

#### **Exercise 5**

For this exercise, candidates are asked to write between 70 and 80 words on the given topic. In this series, most managed to stay within this limit but for those who wrote beyond 80 words, the top mark of 5 could not be awarded. Writing succinctly and cohesively on a topic is a specific skill in summary writing, and this should not be confused with writing extensively.

In general, candidates showed good understanding of the text and made a satisfactory attempt to present ideas in a logical sequence. Many candidates who used not only their notes from Exercise 4, but also looked back at the text were able to produce a paragraph which included a brief introduction about Blue Zones, and then highlighted some of their facts and common characteristics. Higher marks were available to candidates who attempted to interpret and express the ideas in their own words, and also connected their ideas to give an element of cohesion to their writing.

The most successful summaries were those which concentrated on the key common characteristics of Blue Zones. Teachers are reminded that summary writing is all about finding essential ideas from a text, and not using particular examples or quoting from a person mentioned in the text.

Successful summaries should:

- (i) stay within the given word limit
- (ii) present ideas in a logical sequence

- (iii) join the ideas with suitable connecting words or phrases
- (iv) concentrate on facts
- (v) avoid particular examples and quotes
- (vi) avoid copying the original text

### **Exercises 6 and 7**

The topics in both of the extended writing tasks were generally well-addressed. The theme of the email and the topic for discussion were accessible to the majority and within candidates' own experience. Most candidates demonstrated a level of engagement with the tasks and produced responses which went beyond the minimum word length. Fewer candidates this year made no attempt at either Exercise 6 or 7, and only a small number were unable to achieve satisfactory marks due to time constraints.

There were a number of well-constructed responses to both tasks, with depth of development and some well-developed language. For many candidates, however, the email and the article remained unambitious and lacked imagination, preventing candidates from achieving marks in the top band.

### **Exercise 6**

#### **Something unusual happened on a School trip**

In this exercise, there are three written points which should all be addressed. The separate points provide a natural paragraph structure to the writing, and in conjunction with a short opening paragraph and a closing message, give the whole piece a sense of balance. It should be emphasised that the most effective pieces of writing are those which do not depend on the given visual element, but are those in which candidates develop their own ideas without the need to refer to the pictures.

For the first point, candidates were asked to explain where they were going on their School trip and why they were going there. There were many interesting and engaging ideas in this first paragraph - visits included trips to the zoo; to museums; to the forest or desert, or to famous sightseeing monuments. Less successful were the trips to the beach or to the shopping mall. In a small number of cases candidates misinterpreted the scenario and wrote about a family trip or something which happened on the way to School on the bus.

For the second point, in the vast majority of responses, candidates stayed very close to the visual stimulus and events such as the bus breaking down; a flat tyre; an accident in the street; an attack on the bus or an illness on the bus were common. There was an element of flexibility in this task and candidates were free to describe an event during the journey or at the destination. Other scenarios included an escaped lion, chimpanzee, or monkey from the zoo; a fire or other disaster in the city, and attacks by criminals. Marks in the top band were awarded to those who included considerable detail.

The third point required candidates to explain their feelings either while the unusual happening was going on, or after the event. This was generally stated or implied as a reaction to the event.

From a language point of view, in this exercise:

(1) It was noticeable that in compound or complex sentences where two verbs are required, the first was often accurate, but the second not. For example, 'The bus stopped because the tyre is flat.'

(2) Many candidates concentrated on writing accuracy, such as verb tense; agreement of subject and verb; correct pronouns and prepositions, rather than fill the writing with idioms.

(3) Many candidates used correct register in this exercise. Though centres are reminded that in an informal email there is no place for words such as 'to clarify..' or 'to summarise..'

(4) Continued practice of 'ed / ing' adjectives such as 'bored / boring' 'invigorated / invigorating' is recommended. Also practise the correct prefixes on adjectives to avoid errors such as 'discomfortable / unuseful'

(5) Teachers are asked to continue to focus on basic punctuation in longer pieces of writing.

## **Exercise 7**

### **Life can only be good if you have a lot of money**

Exercise 7 is a task in which candidates have the opportunity to present arguments for and against a topic and conclude with their own opinion, or to present an article stating only their own point of view on the topic and develop this with supporting ideas, examples, reasons, or counter-arguments. Four written comments are provided as a stimulus to provoke candidates into thinking about the topic. These comments are not intended as the only arguments to be included in the writing. Responses which go beyond the ideas provided and show some originality and initiative have access to marks in the higher band for Content.

This exercise was very accessible to candidates, and many could respond with examples from their own life and experience. Opinions were equally divided on both sides, with ideas ranging from ‘having money gives you social connections to rich and famous people’ and ‘money enables you to help people who have less..’ on one side, to ‘money changes the way people look at you, your friends will use you..’ and ‘money will lead you down the wrong road to drink and drugs..’ on the other side. There were many other interesting ideas, such as the things that money cannot buy - love, happiness, respect - ‘money can buy you a watch but it cannot buy you time’. The question of health was a common example and was used to illustrate both sides of the argument, ‘Money cannot buy you good health.’ but ‘If you have money you have access to better medicine and treatment..’. A small number of candidates proposed the idea of having no money at all and returning to a bartering system, ‘I can give him my shoes for some food.’

The most effective pieces of writing were those in which the candidate took a standpoint in the first paragraph, and introduced and developed one or two further ideas in successive paragraphs, concluding with a summarising statement in the final paragraph. This format appeared more persuasive and had greater effect than the responses which considered the topic from both sides. Weaker responses were characterised by the repetition of the given prompts, with little or no further extension and development, and at times no final opinion.

From a language point of view:

(1) In order to be effective, candidates are reminded of the need to provide a paragraph structure for developing their ideas, and to include punctuation within the paragraphs.

(2) Centres should continue to support candidates in understanding the difference in meaning of ‘nevertheless / moreover / however / besides / furthermore’.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/12  
Reading and Writing (Core)

## Key Messages

- In **Exercises 1** and **2** many candidates were able to locate the correct part of the text to find the answer to the question, but did not include key information. To avoid this, candidates need to find the key word(s) in the question to assist them in answering more accurately. Long answers, often with extraneous material added, can sometimes negate the correct response written earlier in the answer.
- **Exercise 3 A** and **B**. Candidates are generally answering this question confidently with good attention to detail and accuracy. Clear handwriting is very important in this exercise and care should be taken to make an obvious distinction between upper and lower case letters in names and addresses. The correct address format is required and prepositions such as 'in' or 'at' must not be used.
- **Exercise 3 C**. It is important that responses conform to all of the necessary criteria, which are namely length, grammar, spelling, punctuation and relevance, in order to gain complete marks.
- **Exercise 4**. Most candidates showed a clear understanding of how to approach the note-making exercise and many were able to write a brief phrase on each line.
- In **Exercise 5** most candidates used the notes they had made for the previous exercise, which gave their summary some organisation and coherence. Greater success was often achieved when candidates selected carefully from their notes and created a summary using their own words when possible.
- **Exercise 6**. Candidates are advised to spend time reading the rubric before they start writing their response. They need to keep in mind that they are communicating information to another person, to avoid making their email/letter read more like a simple narrative.
- In **Exercise 7** candidates are expected to offer their own opinion on the topic for the magazine article. Where an opinion is given, usually in the final paragraph, access to the highest band for content can be considered.

## General Comments

The paper offered a variety of tasks across the seven exercises requiring them to demonstrate different skills from identifying and selecting relevant contextual material, completing forms and making notes, to the challenge of summarising details and the more demanding skill of writing for a particular purpose and audience. The full range of marks was awarded.

Most candidates were entered correctly at this level and were able to complete all the exercises in the paper in the time allowed. Only a small number failed to manage their time efficiently and had to omit one or more exercises, usually **Exercise 3 (c)**, **5** or one of **Exercises 6** or **7**. In addition there were some candidates who made no attempt to respond to certain individual questions in **Exercises 1** and **2**.

### **Comments on Specific Questions**

#### **Exercise 1**

This exercise proved to be a good introduction to the paper and candidates generally answered the questions well. The great majority were able to answer all the questions.

- (a) Most answers were correct, but where there were errors it was usually due to a misreading of the question. Those who answered with 'family and friends sing a song' were not answering the question 'Why do people try to blow out all their birthday candles at the same time?'
- (b) This was a challenging question. Many chose to lift 'the same as the person's age' from the text, omitting the key detail 'and one extra'.
- (c) The mark for this question could not be awarded if the key detail 'early' was omitted.
- (d) There were many correct responses to this question. However, responses which did not refer to the sweets having 'the shape of fruit and vegetables' could not be credited with the mark.
- (e) This was a challenging question. Candidates needed to process the information from the text that 'the birthday boy or girl has to give the first slice to their most special friend or relative' and then answer for themselves saying how they would benefit. Answers such as 'get the first slice' or 'am/be given the first slice' were successful, whereas those who simply copied from the text 'the birthday boy or girl has to give the first slice...' could not be given the mark.
- (f) The key point in the question was well understood by many of the candidates. Some wrote overlong answers by copying out a whole sentence from the text, when shorter, more precise answers would have sufficed. Others offered the response 'hit the animal shape', omitting the vital point that the sweets would not fall out until the shape was broken.
- (g) Most of the candidates included the key details 'they covered the nose with butter' achieving the mark. Errors occurred when candidates offered too general a response, such as 'they covered the birthday boy or girl with butter'. Similarly those who answered with 'the greasy nose makes it too slippery for bad luck to stick to them' were not answering the question 'What do the Canadians do..?' but rather stating why they did it.

#### **Exercise 2**

Candidates found this exercise more demanding and more careful reading of the questions was required to identify the key word(s) in each question. They needed to understand some of the problems which will face urban areas in the future and some of the possible solutions.

- (a) The question was generally well answered with the correct response 'overcrowded and polluted' being offered. Those who answered with 'population was overcrowded' were not awarded the mark.
- (b) The task was to find the city with the second highest population and to give its population. Many found the correct answer– 'Mumbai' and '14 million'. The mark was not awarded to those who copied the number from the diagram and wrote '14 in millions', since the question required the candidate to interpret the data from the diagram and present it in a normal fashion. Those who chose 'New York' and '15 million' had not read the question carefully enough.
- (c) Most found the two different views about how to plan future cities in the text and gave the right answer 'go back to a simpler life' and 'advanced technology'. Less successful were those who wrote generalisations, such as 'we have to redesign the ones we have lived in for centuries'.
- (d) Many candidates successfully matched the key word in the question 'travel' with 'forms of transport' in the text and provided the correct answers 'electric vehicles' and 'bike-sharing schemes'. Both were required for the mark, so those who gave only one detail lost the mark.



- (e) This was a challenging question. The traditional activity of 'vegetable gardens' or 'growing their own food' was often overlooked and many candidates incorrectly wrote a more general response 'combine urbanisation with a more rural lifestyle'
- (f) This was probably the most demanding question in this exercise. Candidates had to identify two from six possible benefits that internet networks could bring to future cities. Those who chose 'crime prevention', 'recording water usage' or 'smarter public transport' achieved two marks. The more general answer 'bring a wide range of new services to citizens' could not be credited unless two of the specific benefits were added. Other common errors included 'inform people about traffic problems and city updates', which was not specific enough.
- (g) This was another discriminating question. Although candidates were usually able to locate the appropriate section in the text, which referred to Rio de Janeiro, they did not accurately identify the key idea of 'proof that internet networks are effective' in the question. Common incorrect answers described the project and the operations centre in the city rather than providing the proof, 'the number of accidents has fallen', which showed how effective the networks had been.
- (h) This question had to be processed carefully to find the important words, which were 'which group saved the *most* water'. The correct answer was 'those who had access to their neighbour's information'. Examples of incorrect answers were 'those who were given information about their water consumption' and 'those who realised how much they were using'.
- (i) Most candidates linked 'for cities to be successful' in the question with 'successful cities' in the text and consequently were rewarded for their response 'able to provide something for everybody'. Other correct answers gave the detail 'everyone is involved in planning and creating'. Marks could not be given for answers which showed the concern that 'ordinary citizens will have no voice', but candidates who rephrased this idea as 'citizens will need to have a voice in the development' were successful.

### Exercise 3

Candidates continue to be well prepared for this exercise. Good practice in the classroom has resulted in better application to tick, circle, underline or delete. The need to write clearly and neatly is paramount in this exercise where it is most important to take care to use capital letters where they are needed. The final section continues to present a challenge to many. Marks are lost often through careless transcription of words from the text and from poor sentence construction. Candidates are again reminded that they are required to write two separate sentences, which are fully grammatical and factually accurate to achieve the marks available for this part.

### The London College: Application Form

#### **Section A: Personal details**

Most responses accurately recorded the two names, but again it must be emphasised that the handwriting must be clear, neat and easy to read. A number of candidates still re-order the items in the address, and centres are advised that candidates should follow the order of the address as it appears in the text, even if this might seem unusual. The preposition 'in' should not form part of the address on the form. Candidates should not have written 'in Paris' to end the address.

#### **Section B: Further details**

Many achieved full marks in this section. Marks could not be awarded to those who circled two items instead of just one, for example circling both 'Writing' and 'Speaking'. The instruction to delete was generally observed and 'credit card' was regularly chosen as the method of payment. Those who failed to gain the mark for their hobbies usually wrote just one hobby or wrote 'learning languages'.

### **Section C**

This section proved challenging for candidates. The rubric asks for two sentences to cover two separate points from the text. Those who wrote one sentence, even if it contained both points, could only be awarded half the marks available for this section. Candidates are advised that simplicity and accuracy are the best ways to achieve success in this section. Full marks could be gained here with two simple sentences 'I want to be a translator when I graduate from university.' and 'I am a vegetarian and I am worried about the food when I go to England.' A common error in this section is to write a subordinate clause beginning with 'Because..' or 'And.....'

#### **Exercise 4**

Candidates did well in this exercise, many recording full or nearly full marks. Most wrote short notes or phrases, which adequately conveyed the advice offered to buyers and sellers in the text.

##### *Advice for sellers*

Candidates had seven different pieces of advice for sellers in the article from which they were required to select four to complete this section. The most popular chosen were 'being friendly to customers', 'don't sell at too low/too high a price' and 'don't sell valuable items at give-away prices'.

##### *Advice for buyers*

There were five pieces of advice for the buyers in the text and candidates had to choose three to complete this part of the exercise. Most completed this successfully.

#### **Exercise 5**

The most successful responses were those which opened with an introductory statement about second-hand markets and then moved on to the advice for those who attended them. Those who aimed their advice directly, using expressions like 'you must be friendly to your customers' or 'make sure you know about your goods' forgot that the summary was for those who had not attended the talk given to the business class and that such register was inappropriate for the task.

#### **Exercises 6 and 7**

##### **General comments**

For the most part, candidates engaged well with both tasks. Better candidates were able to demonstrate good imagination in **Exercise 6** and interesting arguments in **Exercise 7**. Almost all understood the rubric and were able to write to at least the minimum length.

Since these two exercises are high value exercises, carrying 13 marks for each one, it is very important for the candidates to allow sufficient time to create thoughtful responses, which have been planned in advance.

Candidates were generally able to distinguish between the conversational, more personal tone required for **Exercise 6** and the formal, neutral style for the magazine article in **Exercise 7**.

##### **Exercise 6**

###### **You recently helped somebody in trouble**

Candidates responded well to this topic. Where help was given it was for a variety of problems, ranging from fires, road accidents, attacks in shops, to old people collapsing in the street or losing their money. Greater detail in communicating exactly what help was given was sometimes lacking and in some emails candidates simply told of the event, omitting that it was to be addressed to an interested friend. This was a common feature of less successful responses. Most used the final prompt and explained what they had learned from the experience.

The ideas contained in the prompts gave not only a substance to the email, but also achieved cohesion and sequencing.

The mark for language could be improved for all candidates if they were to spend time after completing their answer in re-reading it to eliminate common errors such as accuracy in spelling and consistency of tenses in the verbs they have used.

## Exercise 7

### **Better to live all your life in one place or experience life in different places?**

Some candidates misinterpreted the title statement asking them to consider the idea of 'living in different places'. These candidates wrote about short stays abroad with friends or relatives or working in another country for a short time. The outcome was often indecisive when the opinion given was to live at home and take occasional trips abroad. Those who were in favour of remaining in the family home saw a disadvantage in the costs involved in moving to another country, and in adapting to a new culture and often a new language surrounded by people they did not know. They also felt that they would be lonely and perhaps insecure. On the other side many argued that to live in another country would be a positive move, where better jobs, a better education and even new friends could be made.

On the whole, there was good use of paragraphing, which gave an organisation and a structure to the article. Many began with an introductory statement, which often would include their own position in the argument. Some began with a rhetorical question for the reader which would immediately engage their interest. If prompts are used, candidates need to make sure that they understand the meaning behind the words. The aim should then be to develop these ideas in their own words, adding further ideas of their own in support. As in previous series, the most successful articles took a view on one side and developed it with persuasive ideas and extra detail.

In this exercise:

- candidates are asked to give their own opinion. When an opinion is not given the task is not fulfilled.
- it is not necessary to argue the topic from both sides. Often the most effective and persuasive articles were from candidates who took a standpoint in the opening paragraph and wrote throughout consistently in support of it.

Good paragraphing is essential. It is important also to use connective devices, such as 'furthermore' to give further information and 'nevertheless', 'however' or 'on the other hand' to introduce a contrasting argument, when appropriate.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/13  
Reading and Writing (Core)

## Key Messages

In **Exercises 1** and **2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates handled **Exercise 1** very well with **Exercise 2** proving more of a challenge. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.

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

In **Exercise 5**, candidates need to focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those in which candidates have understood the ideas in the original text and make an attempt to paraphrase them. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this although there were also a number of candidates who made no attempt to complete the task.

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

In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.

In this series, most candidates found the topics accessible and of interest and so were able to write at appropriate length.

## General Comments

Overall, the majority of candidates were correctly entered for the core tier. Although there were omissions, time management did not present a problem for the majority. A number of candidates achieved high marks and for these, the extended tier paper may have been more suitable for their linguistic ability.

The paper offered a range of tasks within the seven exercises, requiring candidates to demonstrate a variety of practical skills.

Overall, the standard of handwriting was reasonably good, although sometimes very small, and poor handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 5, 6** and **7**. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can

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

### **Comments on Specific Questions**

#### **Exercise 1**

This exercise was generally very well attempted by candidates.

- (a) This was generally very well answered with most candidates identifying 'Greenacres Holiday Park' or 'Snowdonia'.
- (b) This was generally well answered with the majority of candidates identifying both of the key details required for one mark.
- (c) This question proved more challenging. Whilst a reasonable proportion of candidates identified the correct detail 'hand holds', a similar proportion supplied the incorrect lift 'a network of high poles linked by a combination of ropes and nets'.
- (d) This was generally very well answered.
- (e) This proved slightly more challenging. Most candidates successfully located 'when it is raining' with many including the lift 'provide waterproof jackets'.
- (f) This was generally well answered with the majority of candidates identifying both of the details required for two marks. Occasionally, candidates supplied only one detail.

#### **Exercise 2**

This exercise proved more challenging. Although there was evidence that the text had been understood by some, there was also an indication that more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- (a) This was generally very well answered.
- (b) This question proved challenging for many candidates who had difficulty locating the relevant information. More able candidates identified the correct answer 'changes in the hours of practice'. This could not be credited, however, where the salient detail 'changes' was omitted.
- (c) This question required two details for one mark and was quite well attempted. The vast majority of candidates identified the first key detail 'selected 30 violin students'. Many also successfully identified the second, 'put them into groups', but neglected to include 'of different abilities'. Without this salient detail, the mark could not be awarded.
- (d) This was reasonably well answered, but there was evidence that the rubric had not been fully understood, specifically the idea of 'ambition'.
- (e) This was one of the most challenging questions. Candidates failed to identify the salient detail that the students of modest ability 'practised less alone', or they provided 'the amount of hours they spend practising alone' without any reference to 'less time'.
- (f) This question required two details and was fairly well attempted with many candidates achieving at least one of the two marks available. The most frequently occurring incorrect response included the idea that 'the study was limited'.
- (g) Most candidates read the graph accurately and identified the two dates required for one mark. Some candidates, however, supplied only one detail and, therefore, could not be credited.

- (h) This question was generally very well answered. Where the salient detail 'hours' was omitted, however, credit could not be given.
- (i) This question proved challenging. Some candidates successfully located the salient detail 'analysed the genetic data'.
- (j) This question proved challenging. The majority of candidates located the idea that fitness potential is genetic, but needed the key detail 'half' to be credited.

### Exercise 3

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the application form should be completed with brief details. Candidates generally made a satisfactory attempt to answer all items and form-filling conventions such as ticks, circles and deletions were generally well observed.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names, addresses and dates. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### 'Student Cycling Holidays' Booking Form

#### **Section A: Personal details**

This section was generally well answered. Most candidates correctly identified the name, age and telephone number of the customer. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was also generally well observed. The address was problematic for many candidates, however. A large proportion could not be credited because of the inclusion of the word 'in' before 'Eire' and some omitted this key detail. Candidates need to be reminded that the inappropriate inclusion of prepositions in addresses and dates, for example, will result in lost marks. Identifying the correct gender was also a problem for some candidates and occasionally, this question was not attempted or the answer, though given, was circled rather than deleted.

#### **Section B: Holiday details**

A number of candidates were confused by the preferred departure date and supplied '15<sup>th</sup> June' instead of '2<sup>nd</sup> July'. Those who provided the correct date but transcribed it as '2<sup>nd</sup> of July' could not be credited, however. The length of holiday also proved more challenging with a number of candidates supplying 'a day or two' instead of the correct 'two weeks'. Most candidates selected and underlined 'family home' as the preferred type of accommodation and the preferred group size was generally well attempted.

### **Section C**

In this section, candidates are required to write two sentences which are both relevant and grammatically accurate. For relevance, candidates should ensure that they are addressing exactly what is being asked in the question. Grammatical accuracy is concerned with writing a full and complete sentence with correct spelling and punctuation.

This exercise continues to be a challenge for many candidates who are often unable to score more than half of the available marks.

An encouraging number of candidates composed an effective first sentence with accurate spelling and appropriate punctuation. The second sentence, however, was considerably less successful. Candidates should be discouraged from writing bullet point answers. Many identified relevant content but could not be credited because of incomplete sentence structure, i.e. starting the sentence with 'Because' and not completing the sentence with an independent clause.

### **Exercise 4**

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

#### **Physical features of golden lion tamarins**

All key points were generally well recognised with many candidates receiving the maximum two marks for this section. Some candidates, however, repeated the second point by supplying both 'smallest monkeys' and 'weigh half a kilo'. Marks were also lost by a number of candidates who supplied 'ranges in colour' without the key detail 'fur'.

#### **Reasons for decrease in numbers**

Two content points were required for this section and a reasonable proportion of candidates achieved both marks. Of the four possible options, 'hunted for the pet trade' and 'expansion in the human population/ the need for more land to grow crops' were identified most frequently. Candidates who provided 'hunted' without reference to the human aspect of the 'pet trade', however, could not be credited. Less able candidates misunderstood the rubric and tended to supply 'move quickly through the forest', 'suffer terribly if they are caught and put into cages' or 'cannot travel without tree cover'.

#### **What is being done to increase numbers?**

This section was well attempted by most candidates. Three content points were required from a choice of five and all of these were well recognised. Key details were often omitted, however, leading to ambiguous answers which could not be credited. For example, some candidates supplied 'established new areas of forest' without the key detail 'protected reserves' and many identified 'special patrols' but omitted the function of these patrols which was to 'prevent hunting/forest fires', or vice versa.

### **Exercise 5**

Most candidates made a satisfactory attempt at this exercise. Candidates were required to summarise a talk given to a biology class about golden lion tamarin monkeys. Information from all three sections of **Exercise 4** was relevant and could be used as a basis for the summary. More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence. The majority, however, relied on their notes from the previous task with varying attempts to connect them. It was clear that more candidates made an attempt to complete the summary within the prescribed word limit this series.

## Exercise 6

*A famous person recently spent a day at your school. Write an email to tell a friend describing what happened.*

Generally, this exercise was successfully attempted. The rubric was understood and the word limit was generally well observed, although often with a tendency toward the lower limit.

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

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre.

Most candidates attempted to address all three bullet points, but only the most able took the opportunity to develop them. The first and second points asked for a description of the famous person and what they did while they were at the school, and the third point asked for an explanation of how the school benefited from the visit.

The visual stimuli resulted in a range of famous visitors. Many candidates named the visitor e.g. Bill Gates or Lady Gaga, while others addressed the bullet points without actually identifying the famous person. Generally, responses showed some sense of purpose, but many lacked an attempt to fully develop all prompts. The description of the famous person was often dealt with in one sentence – *'he is the best player in the world'* / *'he was so nice'*. For the second bullet point, most candidates responded to the second picture prompt and referred to the principal of the school presenting the famous person to the students in the auditorium or theatre. Most candidates offered a little more development of this point and the purpose of the visit varied depending on the profession of the visitor. Many descriptions involved the signing of autographs and taking photographs. The third bullet point proved the most problematic. Some candidates failed to address this point completely or focused on their own personal benefit from the visit as opposed to the benefit for the school, which restricted the mark available for content. Stronger candidates responded to all prompts with more detail, often providing a more well-developed response.

In terms of language, the majority remembered to write in paragraphs, although some did not. The language was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and only the more able candidates attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were fewer problems with the use of commas instead of full stops this series. Overall, the responses were generally acceptable, and most candidates used an email format with an appropriate salutation and conclusion.

## Exercise 7

*Some people think that museums are a waste of money, but others believe that they are important.*

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided - two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, but fewer candidates used the prompts as 'quotes' from other 'students' in this session. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

Candidates were required to write an article for their school magazine expressing their views on whether or not museums should be considered a waste of money. There were two prompts in support of museums as a valuable resource and two against. Most candidates made an attempt to engage with the topic, but the majority relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. The most able candidates wrote with a greater sense of purpose and introduced some original ideas such as the effect of the internet on the validity of museums. Few candidates, however, produced pieces which tended towards the upper word limit.



Whilst some candidates addressed both sides of the argument, others established their position from the outset and presented only one side. Many attempted an appropriate introduction and conclusion and there was also some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses. Occasionally, candidates wrote continuously with little or no punctuation. Language was generally unambitious with errors most commonly made in the use of verbs, word forms, subject/verb agreement and singular/plural nouns.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/21  
Reading and Writing (Extended)

## Key Messages

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

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

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

In **Exercise 5**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words, and the inclusion of lifted, irrelevant information or repetition of points should be avoided.

In the writing exercises of **Exercise 6** and **7**, responses should be of an appropriate length demonstrating effective content and a range of language.

In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. Candidates completed these tasks with varying degrees of success, but most responses were satisfactory or better.

## General Comments

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

The paper offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills.

Overall, the standard of handwriting was good this series. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read.

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

Time management did not appear to be a problem this series, and there were very few candidates who failed to complete all the tasks. There were a small number of candidates who made no attempt to respond to individual questions in **Exercises 1** and **2**.

### Comments on Specific Questions

#### Exercise 1

This exercise was very well attempted by candidates.

- (a) This was very well attempted by all candidates.
- (b) This was generally well answered, although some candidates overlooked the fact that the rivers were dry most of the time and wrote 'are deep and fast flowing' instead of 'become deep and fast flowing'.
- (c) This was well attempted although some candidates failed to detect the 'because' clause in the text and answered 'they are a vital feature of the park'.
- (d) This was generally well answered.
- (e) This was very well attempted by all candidates.
- (f) This was well answered, although the response 'tall trees' was not precise enough.
- (g) This question proved to be a good discriminator and required the candidates to differentiate between 'carrying' in the question and 'wearing' in the text. The article clearly stated that it was important to wear '*suitable shoes*' and consequently any answer which contained this item was not credited.
- (h) This was very well answered and the vast majority of candidates included two details.
- (i) This was well attempted.

#### Exercise 2

This exercise proved more challenging. Although there was evidence from some responses that the text had been understood, there was also an indication that greater precision needed to be applied in the reading of the questions. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- (a) This question required an understanding of the key word 'role'.
- (b) This question was well attempted. However, some candidates were not precise enough and offered 'the early stages of the flight'.
- (c) This question was quite well attempted and most candidates selected the first option on the mark scheme. The answer required a subject, such as 'the astronauts' or 'they'.
- (d) This question was very well answered.
- (e) This question was generally well attempted. The main error was the omission of the key idea '*onto the moon*'. The brief answer '*during the descent*' was considered ambiguous and could have referred to the very end of the mission rather than the landing on the moon. Occasionally, candidates misspelt '*decent*' for '*descent*' and could not be credited.
- (f) This question required two discrete details. Candidates who only included details about the collection of rocks and moon dust could not be credited because they were the same idea. They needed to read further in the text to find the salient details.
- (g) This question was very well attempted.

- (h) This was the graphical question and the majority of candidates supplied both details accurately. A small number only supplied one detail and some candidates did not pick up on the meaning of 'fewest' in the question and answered with the largest number.
- (i) This was very well answered.
- (j) This was generally well attempted. However, some candidates did not recognise the important reference 'to the moon' in the question and answered 'because he was a strong man'.
- (k) This question proved to be a good discriminator. Many candidates misunderstood the question and overlooked the key detail that the job was linked to flying. As a result, many answered incorrectly 'bought a farm and raised cattle'.
- (l) The final question in this exercise is always more challenging and candidates must expect that the answers are anywhere in the text. The most successful candidates understood the key word 'character' in the question and were able to score maximum marks here often with single word answers.

Centres are reminded that this final question in **Exercise 2**, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper, and this is especially so in **Exercise 3** where correct spelling is crucial and where capital letters need to be clearly formed.

#### 'Careers Day Application Form'

##### Section A

The full name and email address of the applicant as well as the box ticking task were generally correct. Some candidates were careless with the family name and transcribed 'Davis'. The number of guest tickets was accurately conveyed and it is permissible to use either the number '2' or the written form 'two'. There were some candidates who spelt the name and address of the school correctly but used lower case letters 'b' and 's' and could not be credited.

##### Section B

This section proved more challenging, in particular the day and the date. Many candidates wrote 'Tuesday 7' but omitted the month and so the answer was incomplete. The 'tick box' task regarding the car park permit was well answered. The final task in **Section B** proved challenging.

##### Section C

As a general comment, the texts for this exercise often contain distracting information. It is recommended that candidates read carefully beyond the initial details in a sentence or paragraph because subsequent wording may change what is first perceived.

##### Section D

This section is more demanding.

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of these limits continues to be a problem for some candidates. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this task, marks were lost

most frequently as a result of incomplete sentence structure, i.e. starting the sentence with 'Because' or 'To' and not completing the sentence with an independent clause, lack of a full stop at the end of the sentence. Most candidates, however, included relevant information.

#### Exercise 4

This exercise was successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score well. There were fewer candidates this series who wrote full sentences, and many answers were brief and 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 here.

#### Examples of 'blue zone' areas and the people who live in them

An example of a well-constructed answer was given at the beginning of the section and all candidates heeded this format. This section was the most challenging of the three and there were several details which needed careful transcription.

#### Similar lifestyle characteristics of 'blue zone' areas

This section was very well answered with candidates generally credited with maximum marks. All five possible responses were used. Occasionally some candidates could not be credited because they wrote two answers, which were in fact the same idea from different sides.

#### Ideas introduced in Minnesota

This section was very well attempted by candidates. There was good recognition of the first two options. The third option on the mark scheme was less well interpreted with incomplete answers such as *'people who are semi-isolated are coming together'*, which could not be credited because there was no idea of *'exercising'*.

#### Exercise 5

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. More able candidates recognised and conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify at least four details successfully.

It was encouraging to see that fewer candidates exceeded the prescribed word limit. When this did occur it resulted in overlong introductions with needlessly detailed descriptions of the two periods when the human body has accelerated growth and the need for a regular intake of calcium and iron.

Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and in this series, a good number of candidates did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

#### Exercise 6: General comments

There are three prompts in **Exercise 6** and arguably each one deserves a paragraph to give the whole piece appropriate balance. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that the candidates needed to convey. There was often a good attempt to supply a suitably brief introduction and concluding statement, in an informal register. There were, however, a significant number of candidates who wrote the whole piece without paragraphing which affected marks awarded.

It should be noted that prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, can be counter-productive. Some candidates use an inordinate number of words at the start and finish of the email or letter which would be better employed developing the requirements of the bullet points.

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

Candidates must address and develop the three bullet prompts to achieve the higher bands on the grade criteria for Content. In addition, candidates should convey a good sense of purpose and engage the reader's interest.

The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

### **Exercise 6: An unusual happening on a school trip**

Many answers were very imaginative, interesting to read and clearly developed, but some were predictable and not particularly engaging. These tended to follow the visual prompts and the occurrences that were most commonly described involved burst tyres, engine failure or getting lost on the trip.

Most candidates adopted a very good, informal tone for the email which was appropriate. For the first bullet point, Examiners were looking to credit candidates who explained where they were going on the school trip and why. There was a pleasing number of candidates who showed originality in their choice of destination but many candidates overlooked the requirement 'why' and omitted to give a reason for the trip. This meant that they did not fulfil the task and this was reflected in the marks that could be awarded for Content. In addition, there were candidates who wrote about a family trip or a visit with friends which did not address the rubric requirements of a school trip. For the second bullet point, more able candidates were inventive and showed imagination by writing about animals escaping from zoos and sightings of ghosts. More able candidates also conveyed a range of emotions from disappointment to sadness and even anger at the way that the incident had spoiled their school trip. The third bullet point required comments on how they felt about the unusual event and these were often well incorporated into the storyline or given as a concluding statement on the whole trip.

In terms of language, the majority included paragraphs, although many did not. Some candidates used tenses inconsistently, but the more able showed good command of more complex tenses and sentence construction. Basic punctuation was generally sound, and there were fewer problems with the use of commas instead of full stops this series. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

### **Exercise 7: General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise and it proved to be a topic which provoked a varied reaction. Many candidates were able to supplement their own opinions with wider ideas which went beyond the ideas conveyed by the two prompts included to guide and focus candidates' responses. Other candidates tended to stay very close to these cues with little or no development or independent contribution. In similar fashion, some candidates often used the prompts as 'quotes' from 'other students'. There needs to be evidence that candidates can develop arguments and persuade the reader of their own convictions and opinions in order to gain access to the higher mark bands.

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

### **Exercise 7: 'Your life can only be good if you have a lot of money'**

Overall, the majority of candidates agreed with the statement in the title although a good number chose not to support the topic. These often included the idea that money cannot buy happiness nor the love and respect of family and friends.

Less able candidates wrote in very general terms about what they would do if they had a lot of money and tended to list the luxuries that they would buy. In the concluding statements, some candidates repeated previous points and re-stated broad opinions that they had made in the body of the article, often using the same words

More able candidates achieved some variety of style and often opened with a dramatic statement and injected persuasive techniques, such as rhetorical questions, into their arguments. Linking words were

generally used to good effect and provided a balance to both sides of the argument. As with **Exercise 6**, there were some candidates who did not observe paragraphing conventions.

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

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/22  
Reading and Writing (Extended)

## Key messages

- It is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough for a successful answer. Candidates should locate the 'signposts' in the text which direct them to the required response. These may be in the form of synonyms or paraphrasing of language in the questions. Any response should follow on logically from the question. Care should be taken when pronouns are used to ensure that what is written still responds to the question and that the pronoun clearly refers to the noun it has replaced.
- Language lifted from the text should include the required key information. The inclusion of key detail, words and ideas is important. Candidates should take care not to add incorrect information that negates a response.
- In order to avoid the repetition of points in Exercises 4 and 5, candidates should be encouraged to recognise different examples of the same key ideas and expressions with similar meaning. This will enable candidates to more easily access the full range of marks available to them.
- When there are two aspects to a question or more than one detail is required, candidates should ensure that they provide a complete response and do not address only one part of the question.
- In exercises where there is specific number of words required, this word limit should be adhered to. Candidates lose marks in Exercises 3D and 5 when they do not fulfil the criteria specified.
- Candidates should take care not to misspell words taken from the texts. In Exercises 1, 2 and 4, incorrect spelling is only accepted when it does not create a new word and change the meaning, or make meaning unclear. In Exercise 3, correct spelling throughout is essential. In Exercises 5, 6 and 7, frequent incorrect spelling may affect the overall mark awarded.
- In Exercises 6 and 7, it is particularly important that candidates fulfil all aspects of the task in order for the content requirements to be fully covered. The bullet points in Exercise 6 should all be addressed and expanded upon. The prompts in Exercise 7 are to guide the candidate but can be developed and candidates are encouraged to introduce their own topic-related ideas. For both exercises, the content should be relevant to the task.
- Candidates should consider the entire paper and divide the time available according to the difficulty and total points for each exercise so that time is allocated appropriately.

## General Comments

Most candidates were entered appropriately for the extended tier. A small number of candidates had difficulty at this level, so the core tier paper might have been more suitable for their linguistic ability. Regarding time management, most candidates were able to complete all the exercises in the paper, so for most of them this was not a significant problem. There was some evidence that a small minority could not complete a particular exercise satisfactorily because time was an issue.

In Exercises 1 and 2, each question must be read carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. Answers should



be concise, containing all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary for candidates to use synonyms of words in the text for key information required in responses.

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

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

In Exercise 5, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. Candidates are expected to include at least six relevant ideas from the original text and should avoid lifting irrelevant information or repeating points. When approaching this exercise, candidates are advised to read the instructions carefully to understand what information is to be summarised and skim the text to find relevant information. They should attempt to rephrase the content points without altering the meaning. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language. Any content points given after the word limit cannot be credited and if there is a lengthy introduction, marked language might contain much irrelevant content.

In Exercises 6 and 7, the writing tasks, candidates should ensure that they read and understand the task and follow the instructions regarding the task requirements to ensure that what they write is relevant. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In Exercise 6, effective answers develop the three bullet points, maintaining correct register and tone. In Exercise 7, a topic is discussed, so clear and well-supported views should be in evidence. The prompts in the question should not be copied into the candidate's answer. The ideas expressed are there to help candidates and if used, should be communicated in the candidate's own words. In both exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through paragraphing, expressing the message coherently and engagingly. Grammar and spelling should be generally accurate and the vocabulary choice appropriate.

### **Exercise 1**

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details. **Questions 1b, 1f and 1g** proved challenging. In general, it was well-attempted by most candidates.

- (a) This question was very well-answered. A small number of candidates omitted the key word 'wishes', which rendered the response incorrect.
- (b) This question was quite well-answered. A significant number of candidates gave the number of bumps as the birthday person's age, omitting the information about the extra bump. They gave responses such as 'as many as the person's age', so no mark could be awarded.
- (c) This was well-answered by most candidates. A few candidates wrote 'in the morning', which was not sufficiently precise as 'early morning' was required, 'early' being a key detail. Occasionally,

candidates provided details about the positioning of the candles and the placing of candles in the candle holder, which indicated that they had misread 'when' for 'where' in the question.

- (d) This was generally well-answered, with the majority of candidates identifying both the required points. Occasionally only one detail was given. There were also candidates who merely described what the men did, rather than what women could discover, giving responses such as 'man had to take a brush and sweep the steps of City Hall...Some friends throw rubbish on the steps.'
- (e) This question was very well-answered. A small number of candidates omitted the idea of the sweets being in the shape of fruits and vegetables, describing the sweets as fruits and vegetables. A few only gave one type of shape, either fruits or vegetables, so no marks could be credited.
- (f) This question proved challenging. A significant number of candidates provided responses in which the recipient of the cake was unclear. Answers such as 'they receive the first slice of cake' did not respond to the question as the pronoun 'they' could only refer to the birthday person when related to the question. There were also responses which omitted the word 'cake', such as 'you receive the first slice'. These answers could not be credited without the inclusion of 'cake'. A few candidates misunderstood the question and gave the response 'pull the ears', which was at variance with the idea of a benefit.
- (g) This question was quite well-attempted but challenging for a number of candidates. In the main, candidates who lost marks did not accurately describe the process of obtaining the sweets. Responses such as 'try to hit the animal shape' did not cover the idea of the object being broken open, thus allowing the sweets to fall out of it. Correct responses had to refer to the animal model and to it being broken apart or the sweets falling out.
- (h) Candidates responded well to this question. A few omitted key details, giving responses such as 'cover the birthday boy/girl with butter' or 'fill nose with butter'. Candidates should take care to convey the information accurately, once they have located the correct part of the text.

## **Exercise 2**

Overall, a significant number of candidates responded well to this exercise. Some questions proved challenging, particularly 2g, 2h and 2j. Some candidates included incorrect extra information or did not respond with sufficient precision. Candidates should ensure they focus on the requirements of the question.

- (a) This question was well-answered by most candidates. A few gave the response '50% of the world's population lives in cities'. This was not sufficiently precise since the figure is *almost* 50%.
- (b) This question was very well-attempted and most candidates interpreted the bar chart accurately. A few only responded to one of the questions, usually omitting the number of inhabitants in Mumbai. Occasionally, candidates misread the question and the response given was 'New York, 15 million', which was the city with the highest, rather than second highest population.
- (c) This question was well-answered with the majority of candidates identifying both required details. The response 'technology' was not sufficient and the idea of 'advanced technology' was essential. A few candidates did not connect the word 'views' in the question to 'opinions' in the text and therefore did not locate the correct response to the question. Incorrect responses included 'sustain an ever-growing population' and 'start designing better urban environment'.
- (d) This question was generally well-answered. Occasionally, in answers such as 'carbon neutral cities and bike-sharing schemes', one detail was incorrect. A few candidates used the word 'electronic', which is not an acceptable synonym for 'electric'. There were candidates who focused on the idea of 'environmentally-friendly cities' and ignored the 'travel' aspect of the question. They gave answers such as 'combine urbanisation with more rural lifestyle'.
- (e) This question was well-answered, however, some responses were incomplete or imprecise. For example, 'gardening' is not an acceptable synonym for 'vegetable garden' and 'growing plants' is not the same as growing vegetables. Responses had to include the key idea of growing of food. A few answers also referred to combining living and office space. Such responses could not be credited as this is not a traditional activity. A few candidates seemed to consider using technology as traditional, so answers referring to this kind of activity gained no marks.

- (f) This question was well-answered with many candidates identifying two discrete details correctly. Some responses gave two details which communicated the same idea like ‘traffic information’ and ‘warning of incidents’, and some gave information that was too general, such as ‘bring a wide range of new services to citizens’.
- (g) This question was generally well-answered. Some candidates only provided general information about the project in Rio de Janeiro, referring to the management of floods or traffic information. They did not connect the phrase ‘what proof is there’ in the question with the phrase ‘there is evidence’ in the text. The only proof that internet networks are effective was that the number of accidents had fallen.
- (h) This question was reasonably well-answered. Most candidates were able to locate the section of the text with the information but a significant number only referred to how people saved water rather than who saved the most water. The response ‘households’ was also a common incorrect answer. This gave no indication of the fact that knowing about neighbours’ water consumption helped save water, which was essential.
- (i) This question was well-answered. A few candidates did not respond to it accurately. They lifted ‘citizens will no longer have a voice’. The phrase needed adapting to communicate the opposite idea, ‘allow citizens have a voice’ which was then a correct response. The response ‘provide for everyone’ was incorrect as it suggests people are fully supported, which was not what Ms Khan believed was necessary.
- (j) This question was challenging for some candidates. There were candidates who provided four correct concerns but a significant number found it difficult to explain what constituted ‘concerns’ and that the question required them to indicate the worrying aspects of life in future cities. Instead, some responses described how cities might be in the future, proving details such as ‘traffic problems’ or flying cars and robots doing all the work’, which meant no marks could be awarded.

### **Exercise 3**

**Sections A, B and C** of this exercise were generally well-attempted and the majority of candidates were aware of the requirements of this form-filling task. The conventions of form-filling, with total accuracy in spelling, the use of capital letters and punctuation are required, where appropriate. These sections of the application form are designed to be completed with brief answers. Legible handwriting is especially important in this exercise, and letters should be clearly formed and recognisable. Capital letters should be correctly formed and be noticeably bigger than lower case letters. There were a few candidates who did not follow the instructions to delete, or circle correctly. Nearly all candidates completed the form as Robert Harley.

#### ***Emergency Loan Application Form***

##### ***Section A: Personal details***

The majority of the candidates provided most of the necessary details. The full name was usually correct, although a few candidates misspelt ‘Harley’. For the nationality, many candidates gave the country instead, writing ‘Britain’ or sometimes ‘England’ or ‘United Kingdom’. Regarding the address, some candidates did not sequence this correctly. Sometimes the postcode was omitted or placed before the city. A few candidates began with the preposition ‘at’, which is not appropriate in a form. A number of candidates did not make the capital ‘P’ clear at the beginning of ‘Portsmouth’.

##### ***Section B: University details***

This section was quite well-answered. For the course title, some candidates gave the degree, ‘Bachelor of Arts’, instead of ‘World Literature’. Some wrote ‘World Literature at the University of Portsmouth’, which was not the course title. There were also candidates who, for the current year of course, gave length of the course, ‘three years’, instead of the year Robert was in, the second year. Most candidates correctly circled ‘shared candidate house’ for the accommodation.

##### ***Section C: Finances***

Most of this section was well answered. Some candidates included ‘Portsmouth’ in the bank details, but that was where the branch was and not part of the bank’s name. Most candidates correctly gave Robert’s current debt as ‘£490’, though some gave one of the other figures from the text, such as the £300 for rent.

Occasionally 'debt' was misspelt 'dept'. The correct use of the £ sign is also required and a number of candidates wrote it after the number. A few candidates used the € or the \$ sign, which could not be credited. For the financial support received, the emergency loan from the university was sometimes given instead of the candidate loan. The Candidate Advice Centre, Robert's mother and the loan from the friend were other incorrect responses. Most candidates deleted YES with regard to Robert's employment status. A few either circled or ticked; and a few crossed out NO instead. Almost all candidates correctly gave £1,000 as the amount he wished to borrow.

### **Section D**

This section proved challenging for some candidates as they were only able to provide one valid reason for being in debt. Candidates should be reminded to look carefully at the question, which in this case asked for 'the main reasons'. Candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these conventions are not maintained. Some candidates used the information from the text to provide a relevant, error-free sentence about the main reasons why they were in debt, gaining the two available marks. The most common correct sentence was, 'I forgot to calculate how much I would have to pay for heating and water.' Some candidates were able to use the language from the text, changing the pronoun 'he' to 'I', so grammar and spelling were generally accurate. A few candidates wrote two sentences. Occasionally, candidates only wrote a subordinate clause beginning with 'Because'. This could not be accepted as a sentence, so no marks could be awarded. Most sentences were of an appropriate length. There were a few candidates who wrote sentences that were either under twelve or over twenty words.

### **Exercise 4**

Candidates responded well to this note-taking exercise, with many of them providing six to eight correct notes and a few gaining the full nine marks available. Notes could not be credited when they were either repeated or inaccurately expressed. Occasionally, candidates did not recognise which advice was for buyers and which was for sellers and wrote notes such as 'arrive early' or 'bargain the price' under the 'Advice for sellers' heading, while advising sellers to 'look for inexpensive items'. A small number of candidates added further notes by creating additional bullet points. These cannot be taken into account and only the required number of bullet points can be credited with marks.

#### *Advice for sellers*

This section was well-attempted and a significant number of candidates correctly provided four of the five notes required. There were seven possible notes in total. Two of the notes, in particular, tended to be repeated. One of the notes was about setting the correct price. 'Don't ask too much' and 'don't ask too little' conveyed the same idea, so only one mark could be awarded. Some candidates wrote 'be friendly to your customers' and 'engage in conversation' as separate bullet points, when both refer to interaction with customers. 'Customers' was occasionally misspelt 'costumers'. This created a new word with a different meaning, so was incorrect. Another note related to pricing concerned sellers being on the alert for valuable items and not under-pricing them. Some candidates attempted to express the ideas contained in this note but did not communicate these fully. For example, they wrote 'don't sell something valuable', which was not the advice in the text. Similarly, the note 'cardboard to keep you warm' was not sufficiently precise. This did not make it clear how the cardboard would be used: the idea to be communicated was that by standing on the cardboard a protective barrier between the feet and the cold ground was created.

#### *Advice for buyers*

This section was well-attempted and frequently three correct notes were provided of the four required. In total there were five possible correct notes in the text. There was sometimes repetition of the note encouraging buyers to bargain as candidates gave 'bargain' and 'the starting price is not the final price' as different notes. Some notes were incomplete such as 'don't feel disappointed', which omitted the idea that buyers should enjoy the experience of the second-hand market even if they did not find anything they wanted to buy. The note reminding buyers that they had no rights after making a purchase was occasionally written incorrectly: 'you shouldn't return faulty goods' advises buyers not to return the goods instead of making it clear that they will not be able to do this.

### **Exercise 5**

Overall, candidates performed well on this exercise. They were expected to write a summary about the different things that candidates can do to ensure exam success. A number of candidates demonstrated a good awareness of the summary writing skills required, keeping within the 120 word limit and expressing content points in their own words whilst attempting to organise and sequence the points cohesively. When the word limit was exceeded, this was usually due to irrelevance or repetition. Sometimes the content mark was affected when points were made after 120 words.

There were ten possible content points in all and some candidates successfully located six or more of these, whilst most recorded at least four. The most common content points include were: revision plan, break down tasks, be interested in subject, revise with friend, know mark scheme, revise early and have breaks. Frequently omitted points were: decide how to revise, build up revision and, to a lesser extent, know what works/know how long you can concentrate. Some points were not always clearly expressed. For example, the idea of needing to know the mark scheme for exams was sometimes expressed as knowing the difference between grades, which did not adequately communicate the point. Some candidates gave irrelevant information about surrounding themselves with notelets, parents being supportive, or examples of famous historical figures who did not experience exam success. Candidates should take care to consider whether information is appropriate to the summary topic.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organize the content points. Some candidates lifted the relevant points from the text and connected them with common discourse markers without expressing these in their own words, so could only be awarded two or three language marks. There were also candidates who effectively used synonyms or paraphrased points, and wrote with a good sense of order, thus gaining the higher language marks. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

### **Exercise 6**

In this exercise, the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. If bullet points are not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should have a good sense of purpose whilst sustaining the reader's interest. Examiners are looking to reward candidates who write using an appropriate and consistent register, adopting a more engaging style with some imaginative detail.

#### *Helping someone in trouble*

Candidates responded well to this topic and some of the experiences were imaginative and engaging. They were expected to write an email to a friend about how they helped someone in trouble. Concerning content, the emails were, in general, in an appropriate informal register and the bullet points were satisfactorily developed. Occasionally, the content was written merely as a narrative in which there was little or no connection with the friend, which affected the content mark. A few candidates did not address the third bullet point concerning what they learnt from the experience. Some only implied what they learnt by recommending a particular course of action as a result of their experience of helping someone. A few candidates wrote to a friend asking for help or describing a situation in which they had received help. Such accounts were only partly relevant. In terms of what candidates wrote about, there were many daring rescues from burning buildings, wrecked cars, swimming pools, wild oceans and attempted murder situations. Some accounts described evacuation from a collapsing building during an earthquake and the help given to small children. A number of candidates gave large amounts of cash to complete strangers who had money problems. Some candidates described less dramatic situations in which they helped a friend with school work or a tourist struggling with a language problem. Candidates who achieved the higher bands were those who could write a convincing account, with strong purpose and appropriate register, sustaining interest throughout, and then relating some worthwhile lessons learnt.

With regard to language, the vast majority of candidates gained marks in the 4-5 band or above. Language conveying an informal tone is generally appropriate to an email, so formal vocabulary and structures are unlikely to be suitable. There were candidates who mixed informal with formal language, so the tone was inconsistent and where candidates introduced learned idiomatic language inappropriately and inaccurately, this also detracted from the quality of the writing. Some candidates were able to construct sentences of different lengths, which included more complex structures, using an appropriate register. Examples of

sentences containing language deserving of the higher bands are: 'Anyway, after a hefty sum of cash (to the mechanic) and a lot of 'Thank you's', we got the car home as good as new without her Dad suspecting anything' and 'This was an extremely terrifying experience, which taught me how important it is to take your personal health deadly seriously and to have a deep knowledge of your medical condition.' Some emails were constructed with very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were also candidates who produce long sentences, linked by simple conjunctions with little or no punctuation, which were difficult to understand. Sometimes the wrong word class was used, so candidates should ensure that nouns, verbs and adjectives are used correctly. There were also candidates who omitted key nouns or verbs or did not complete words. Subject/verb agreement was sometimes incorrect. It is important that candidates check their writing.

### **Exercise 7**

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

#### *Living in one place or experiencing life in different places*

Candidates were expected to write an article for their School magazine giving their views on whether it is better to live in one place all your life or to experience living in different places. One prompt suggested that by living in other places you learn more about the world and another suggesting that you have closer friends if you stay in the same place. In terms of content, the majority of candidates fulfilled the task with appropriate register and showed some sense of purpose and audience. They ensured that the task was directed at the targeted audience, fellow candidates, and attempted to give opinions in a persuasive manner. Most candidates developed their responses satisfactorily. A small number of candidates wrote less than the minimum number of words (150 words), limiting the engagement with the task and restricting the marks awarded for content. Candidates who gave a satisfactory response to the task generally relied on the two prompts provided, with some development. Responses tended to be logically structured with an introduction, followed by one or two paragraphs exploring the two sides of the argument, and a brief conclusion. Typical developments were in the form of supporting examples of what can be learnt about the world from travelling or living in different places (e.g. culture, traditions, beautiful scenery), and explanations of why remaining in the same place leads to closer friendships (being able to develop strong bonds over a number of years). Effective responses had strong conclusions in which a clear viewpoint was expressed. The viewpoints in these conclusions were also well-supported. This was achieved by more coherence and cohesion within the body of the article. Each side of the argument was evaluated, and links were made between each perspective. This made it easier for candidates to draw a persuasive conclusion, explaining why the advantages of staying in one place outweighed the advantages of moving around. Some responses also drew more nuanced conclusions which went beyond a simplistic choice between the two alternatives in the task, such as concluding that a period of travel is beneficial early in life, but that it is better to settle down eventually. There were candidates who gave detailed examples of how moving around or remaining in one place would affect specific types of people, rather than expressing ideas in general terms.

Regarding language, the full range of marks was awarded and a number of candidates wrote with some sophistication of language and vocabulary, expressing themselves well. In some cases, there were inaccuracies with subject/verb agreement, tenses and word class. Candidates who were awarded a language mark in the higher bands demonstrated a sustained sophisticated style, conveying shades of meaning and employing advanced structures both accurately and appropriately. In general, most candidates demonstrated a standard of language that was satisfactory or above.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/23

Reading and Writing (Extended)

## Key Messages

In **Exercises 1** and **2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates handled **Exercise 1** very well with **Exercise 2** proving more of a challenge for some. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. This was not always the case in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the sentence must be relevant, accurate and must not exceed the word count.

In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the text was generally well understood and the task was well attempted.

In **Exercise 5**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words, and the inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, the majority of candidates were able to locate most of the content points.

In the extended writing exercises of **Exercise 6** and **7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. Candidates completed these tasks with varying degrees of success, but most responses were satisfactory or better.

## General Comments

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

The paper offered a range of tasks within the seven exercises, requiring candidates to demonstrate a variety of practical skills.

Overall, the standard of handwriting was reasonably good, although sometimes very small, and in some cases, there was insufficient white space between words. Handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 6** and **7**. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

In this series, time management did not appear to be a major problem and there were few candidates who failed to complete the extended writing exercises. There were some candidates, however, who made no attempt to answer items in Exercise 2.

### **Comments on Specific Questions**

#### **Exercise 1**

This exercise was generally very well attempted by candidates.

- (a) This was very well answered with most candidates identifying 'Greenacres Holiday Park' or 'Snowdonia'. Those who provided 'Greenacres,' but omitted 'Holiday Park', however, could not be credited.
- (b) This was generally well answered with the majority of candidates identifying both of the key details required for one mark.
- (c) This was very well answered with most candidates supplying both 'ropes' and 'nets'.
- (d) This was generally well answered. The most common incorrect response supplied was 'poles and ropes'.
- (e) This was very well answered.
- (f) This proved slightly more challenging. Most candidates successfully located 'when it is raining' with many including the lift 'provide waterproof jackets'.
- (g) This item was also more challenging. While most candidates identified the salient detail 'holiday periods', some misinterpreted the rubric and supplied the incorrect '9.30 to 5.00' or 'by phone or on the website'.
- (h) This was generally very well answered with the majority of candidates identifying both of the details required for two marks.

#### **Exercise 2**

This exercise proved more challenging. Although there was evidence from some responses that the text had been understood, there was also an indication that greater precision needed to be applied in the reading of the questions. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- (a) This was generally very well answered.
- (b) This question proved challenging for many candidates who had difficulty locating the relevant information. More able candidates identified the correct answer 'changes in the hours of practice'. This could not be credited, however, where the salient detail 'changes' was omitted.
- (c) This question required two details for one mark and was quite well answered. The vast majority of candidates identified the first key detail 'selected 30 violin students'. Most also successfully identified the second, 'put them into groups', but neglected to include 'of different abilities'. Without this salient detail, the mark could not be awarded.
- (d) This was reasonably well answered, but there was evidence that the rubric had not been fully understood, specifically the idea of 'ambition'. The most frequently occurring incorrect response was 'all started at the age of eight'.
- (e) This was one of the most challenging questions. There were two main problems with candidates' responses. Either candidates failed to identify the salient detail that the students of modest ability 'practised less alone, or they provided 'the amount of hours they spend practising alone' without any reference to 'less time'.



- (f) This question required two details and was fairly well answered with most candidates achieving at least one of the two marks available. The most frequently occurring incorrect response included the idea that 'the study was limited'.
- (g) Most candidates read the graph accurately and identified the two dates required for one mark. Some candidates, however, supplied only one detail and, therefore, could not be credited.
- (h) This question was generally very well answered. A small number of candidates, however, omitted 'hours' and could not be credited.
- (i) A reasonable number of candidates located the salient detail 'analysed the genetic data'. However, a similar number of candidates misunderstood the rubric and provided 'how far training can influence people's fitness potential'.
- (j) This question evidenced the need for precision. The majority of candidates located the idea that fitness potential is genetic, but needed the key detail 'half' to be credited.
- (k) Many candidates achieved at least three of the four available marks and all of the possible options proved accessible. There was some repetition of the content points 'only studied musicians'/'not relevant to other areas' and a recurring incorrect answer was the lift of the final sentence 'we do not know whether this view will be accepted by everyone'.

Centres are reminded that in the final question in **Exercise 2**, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

#### 'Superb Fitness' Membership Form

##### **Section A: Personal details**

This section was generally well answered. Most candidates correctly identified the name, address, date of birth, telephone number, occupation and name of the applicant's school. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. A number of candidates did not use a capital 'M' for 'March' in the date of birth, however, and the use of capitals was not always distinct in the name of the school, most notably in the word 'School' itself. It was also disappointing that many candidates could not be credited for the address because of the inclusion of the word 'in' before 'Alexandria'. Candidates need to be reminded that the inappropriate inclusion of prepositions in addresses and dates, for example, will result in lost marks.

##### **Section B: Other details**

This section was also generally well attempted. Most candidates supplied 'moderately fit', as given in the text, and many others supplied just the adjective 'moderate' which was also appropriate. A number, however, supplied the adverb 'moderately' without 'fit' and this could not be credited. Most candidates correctly identified 'swimming pool' as the preferred facility and the vast majority applied a tick as required. The question 'Do you require our 'Learn to Swim' lessons?' proved slightly more challenging, although the vast majority observed the correct convention. Most candidates accurately answered 'How often would you be able to visit Superb Fitness?' and supplied the correct start date. Those who included the preposition 'of', however, were not credited. Similarly, most candidates correctly identified 'uncle' for the final question in this section, but could not be credited if they included inappropriate additions such as 'because of'. Very

occasionally, candidates failed to answer the question in the first person and could not be credited for 'Fatima's/her uncle'

### **Section C**

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of these limits continues to be a problem for some candidates. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this task, marks were lost most frequently as a result of incomplete sentence structure, i.e. starting the sentence with 'Because' or 'To' and not completing the sentence with an independent clause, lack of a full stop at the end of the sentence and the incorrect use of lower case letters for 'Superb Fitness'. Most candidates, however, included relevant information and many were awarded full marks.

### **Exercise 4**

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

#### **Physical features of golden lion tamarins**

All key points were generally well recognised with many candidates receiving the maximum two marks for this section. Some candidates, however, repeated the second point by supplying both 'smallest monkeys' and 'weigh half a kilo'.

#### **Reasons for decrease in numbers**

Three content points were required for this section and the majority of candidates correctly identified two of the three possible answers. There was good recognition of all possible details although only a small proportion selected the final point 'forest fires'. Again, marks tended to be lost as a result of repetition. Many candidates supplied 'the rapid expansion in the human population' and 'the need for more and to grow crops', which is the same key detail. Candidates who provided 'hunted' without reference to the human aspect of the 'pet trade' could not be credited. Less able candidates misunderstood the rubric and tended to supply 'suffer terribly if they are caught and put into cages' or 'cannot travel without tree cover'.

#### **What is being done to increase numbers**

This section proved more challenging and often resulted in more inaccuracies. Four content points were required from a choice of five, and once again, all of these were well recognised. Key details were often omitted, however, leading to ambiguous answers which could not be credited. For example, some candidates supplied 'established areas of forest' without the key detail 'protected reserves' and many identified 'special patrols' but omitted the function of these patrols which was to 'prevent hunting/forest fires'.

### **Exercise 5**

A range of marks was awarded for this exercise. Many candidates, however, performed well and appear to have been well prepared in the necessary summary skills. Candidates were required to summarise only one aspect of the text - the ways people can survive dangerous situations. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all of the nine possible content points proved accessible, few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, many candidates provided needlessly lengthy and detailed information relating to the experiences of John Nichols and the 'expert' Lloyd Harrison. This meant that some candidates did not include some of the other relevant content points as required within 120 words. There was also repetition of content points, most notably 'don't panic' and 'stay calm' which, on occasion, were repeated more than once.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and in this series, a good number of candidates did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

### Exercise 6

*A famous person recently spent a day at your school. Write an email to tell a friend describing what happened.*

Generally, this exercise was successfully attempted. The rubric was understood and the word limit was generally well observed, although often with a tendency toward the lower limit.

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

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

Most candidates addressed all three bullet points, but it was disappointing to see that some did not take the opportunity to develop them. The first and second points asked for a description of the famous person and what they did while they were at the school, and the third point asked for an explanation of how the school benefited from the visit.

The visual stimuli were fairly ambiguous and this resulted in quite a range of famous visitors from politicians to footballers, supermodels to novelists. Generally, responses showed some sense of purpose, but some lacked an attempt to fully develop all prompts. This was a particular problem in respect of the first bullet point, which was often dealt with in as little as one sentence – *'he was tall with a lovely smile' / 'she is a very nice person'*. For the second bullet point, most candidates responded to the second picture prompt and referred to the principal of the school presenting the famous person to the students in the auditorium or theatre. Most candidates offered some development of this point and the purpose of the visit varied depending on the profession of the visitor. Common themes were anti-bullying campaigns, raising awareness of social problems and the importance of following dreams. The third bullet point proved the most problematic. Some candidates failed to address this point completely or focused on their own personal benefit from the visit as opposed to the benefit for the school, which restricted the mark available for content. Stronger candidates responded to all prompts with more detail and expansion, often providing a thoughtful, well-developed response.

In terms of language, the majority included paragraphs, although many did not. Some candidates used tenses inconsistently, but the more able showed good command of more complex tenses and sentence construction. Basic punctuation was generally sound, and there were fewer problems with the use of commas instead of full stops this series. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

## Exercise 7

*Some people think that museums are a waste of money, but others believe that they are important.*

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided - one for and one against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as 'quotes' from other 'students'. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed and it appears that time constraints were not a problem at this stage of the paper for the majority of candidates.

Candidates were required to write an article for their school magazine expressing their views on whether or not museums should be considered a waste of money. There was one prompt in support of museums as a valuable resource and one against. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, the majority, relied heavily on the arguments put forward in the prompts and less able candidates struggled to develop their ideas much beyond these. Some candidates focused on the different types of museums and what you can do there rather than on their value to society. While many candidates referred to the importance of understanding the past in order to avoid similar problems in the future, a valid point, their responses sometimes focused too specifically on this idea resulting in repetition and a lack of additional arguments. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. The vast majority, however, wrote in favour of museums and the more able produced often impassioned responses which fully explored their benefits. There was some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/31  
Listening (Core)

## Key Messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit that must be adhered to. This applies to **Questions 1 - 4**, and **5**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercise **Questions 5**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5** candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

## **General Comments**

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

## **Comments on Specific Questions**

### **Questions 1–4**

This exercise was well-answered overall.

#### **Question 1**

- (a) Most candidates identified the concept of ‘cows escaped’ as opposed to ‘problem’.
- (b) This was generally well-answered.

#### **Question 2**

- (a) This was quite well attempted. The majority of candidates identified ‘king’s 70<sup>th</sup> birthday’ although some gave the second option – ‘usual public holiday’.
- (b) The vast majority of candidates answered this well. Some candidates incorrectly picked up on the distractor: ‘27<sup>th</sup> September’.

#### **Question 3**

- (a) This question was challenging for candidates. Many candidates omitted ‘special’ and gave the answer ‘see effects’ while others identified the wrong concept, e.g. ‘close to action’ or ‘sit at front’.
- (b) This question was answered quite well.

#### **Question 4**

- (a) The majority of the candidates wrote ‘running shoes’ although some gave the other correct response ‘quality shoes’. A lot of synonyms for ‘running’ were credited, e.g. training, sport(s), sneakers, tennis.
- (b) This question was very well attempted by the vast majority of candidates, although a few candidates wrote ‘black’, ‘yellow’ and ‘orange’.

#### **Question 5**

Some parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they led to an incorrect grammatical fit. In some cases, incorrect singular and plural nouns meant that candidates were not awarded marks.

- (i) This question was quite well attempted. Quite a large number of candidates wrote ‘be upside down’ and ‘upside down tree’, both of which led to an incorrect grammatical fit.
- (ii) This was problematic for many candidates.

- (iii) This question was well attempted by the vast majority of candidates. Some candidates wrote 'thousands', 'tousind' or 'thausand' and were not awarded the mark, however.
- (iv) This was quite well attempted. However, many candidates picked up on the distractors '30 m' and '15 m' which referred to height.
- (v) This question proved to be challenging.
- (vi) Most candidates correctly identified 'coconut'.
- (vii) This question was very well attempted. However, 'glue', 'drinks' and 'vegetable oil' were common incorrect responses.
- (viii) Almost all candidates identified 'elephants', but sometimes the singular 'elephant' was offered. Incorrect phonetic attempts included 'elphants' and 'elephants'.

#### **Question 6**

This question was generally well answered with most candidates scoring between 4 and 6 marks. Occasionally, some candidates provided the same letter twice and answers like these could not be given a mark.

#### **Question 7**

This question was well answered by most candidates. On some occasions, more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/32  
Listening (Core)

## Key Messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit must be adhered to. This applies to **Questions 1 - 4** and **Question 5**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1 - 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercise **Question 5**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).



## General Comments

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

## Comments on Specific Questions

### Questions 1–4

Overall, this section was well answered.

#### Question 1

- (a) This question proved challenging for candidates. Marks could not be awarded due to poor phonetic attempts (e.g. 'speacil tiers').
- (b) Most candidates identified the correct detail 'heavy'.

#### Question 2

- (a) Most candidates provided the correct detail but accompanied it by the distracting information (e.g. culture, water sports) and therefore were not awarded the mark. Answers with the correct detail contained the correct spelling or accurate phonetic attempts (e.g. 'scenory', 'seenary'). Stronger candidates provided a correct alternative: 'landscape'.
- (b) This question was answered well and there was a wide range of correct answers (e.g. has a job, loves her job, job in England, she works there, etc.). Answers with phrasing which altered the meaning were not given a mark (e.g. got a job, has jobs, lost her job).

#### Question 3

- (a) Successful responses were concise answers which only provided the required detail 'mask'. Some candidates added extra information 'burial/original mask', with a wide range of spelling variants, and these answers were also credited.
- (b) This question was answered well by most candidates. Weaker candidates offered other colours as their answers (e.g. brown, red). As the question asked for detail pertaining to colour, answers with reference to 'long legs' were not credited.

#### Question 4

- (a) Most candidates selected the correct detail 'lost power'. Other correct answers included: loss of power, out of power, power loss, power shortage. Weaker candidates supplied the distracting information in conjunction with the correct answer 'stuck in the tunnel because it lost power, or only provided the distracting information on its own 'stuck in the tunnel' which did not gain a mark.
- (b) The majority of candidates answered this question correctly. Successful alternatives included 'after 10 minutes' and '10 minutes later'. Incomplete answers '10 minutes' or answers with a preposition that changed the intended meaning 'within 10 minutes' were not awarded a mark.

#### Question 5

Some items proved challenging for candidates. Candidates need to be reminded of the importance of writing something which is a grammatical fit for the content which has been given in the question.

- (i) Few candidates answered this well. Candidates gave responses which were an ungrammatical fit. Others incorrect responses referred to 'charity' or 'money'.
- (ii) This was answered well, although some candidates referred to the pictures rather than the famous people.
- (iii) This was generally well-answered. 'Fun' was also given by a few candidates which, although a grammatical fit, was not correct.
- (iv) This was answered well with the majority of candidates gaining the mark.
- (v) This was a more challenging item. 'exotic' was necessary in 'exotic fruits' and so several candidates did not score if they wrote 'fruits'. Others wrote 'exotic foods' but unfortunately, 'foods' was not correct.
- (vi) Some accurate phonetic attempts were used here, including 'cruz ship', 'cruse ship' and 'cruze ship'.
- (vii) This part was well answered, with responses such as 'web disigner' also acceptable.
- (viii) The final part of the question was answered well on the whole.

### Question 6

This question was generally well answered with most candidates scoring between 4 and 6 marks. Occasionally, some candidates provided the same letter twice and answers like these could not be given a mark.

### Question 7

This question was well attempted by most candidates. Candidates were especially successful in answering items a, c, f and g. On some rare occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/33  
Listening (Core)

## Key Messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit that must be adhered to. This applies to **Questions 1 - 4, 5, 8A** and **8B**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1** to **4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises **Questions 5, 8A** and **8B**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5** and **Question 8 A/B**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

## General Comments

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

## Comments on Specific Questions

### Questions 1–6

Overall this section was fairly well answered.

#### Question 1

- (a) Generally well answered.
- (b) Most candidates answered this question correctly. Weaker candidates picked up the distracting information and wrote '8.45' or '10pm', which could not be credited. The expected answer here needed to state that the programme was on 'after the match', or state the specific time '10.20'.

#### Question 2

- (a) This was well-answered by the majority of candidates. The vast majority of candidates selected the expected detail 'science' as expected, but some candidates provided inaccurate phonetic attempts which could not be credited: e.g. 'sciene' or 'scient'.
- (b) This was well-answered by the majority of candidates. However, marks were not awarded when candidates transcribed beside as besides as part of their response. This could not be credited as it created a new word with meaning of in addition so negated the other details.

#### Question 3

- (a) A very challenging question for most candidates, who often picked up the wrong distracting detail from the recording: 'introduction'. This could not be credited as the expected answer needed to state that help was required with 'graphs'.
- (b) This was answered well by the majority of candidates who offered the expected response 'his uncle'. The pronoun usage was important here and some candidates lost marks by writing 'her uncle'. This could not be credited as it was the uncle of the male student speaker, not his female teacher that would be asked for help – so the use of 'her' changed the meaning of the response.

#### Question 4

- (a) This proved a challenging question. Many candidates' responses could not be credited as they as they provided the wrong detail, 'buildings', in addition to the response 'trees', e.g. 'buildings and trees'. This could not be credited as the expected response was 'trees' only.
- (b) This was generally well-answered and most candidates provided both required details. Marks were sometimes lost due to omission of a key detail, e.g. 'telephone and post code' (no mention of number) or 'number and post code' (no mention of telephone).

### Question 5

Overall there was mixed level of success here.

- (i) Both details were supplied by many candidates. Weaker candidates, however, provided the wrong form here for both details (noun) 'nature'/'culture' here – adjectives were required for a grammar fit. Also some candidates transcribed 'natural' as 'national', which changed the meaning, so could not be credited. Both details were required for a mark and weaker candidates sometimes provided one detail only – usually 'natural' – so the mark could not be given.
- (ii) Generally well answered. The vast majority of candidates provided the correct response: '1930' here as expected. 1930 sometimes transcribed incorrectly as '1913'.
- (iii) This was well-answered by many candidates with the response 'landscape' being provided as expected.
- (iv) A mixed level of success here. Many candidates provided the response 'feathers' as expected.
- (v) This question proved very challenging. Many candidates found it difficult to produce an accurate phonetic transcription of the required answer 'needles' and thus frequently lost marks for responses such as 'niddles'/'needless'/'neddles'.
- (vi) Very well answered by the majority of candidates who gave the key as expected: 'stone'. The plural form 'stones' sometimes offered by candidates was not credited as this suggests individual pieces/small stones rather than the building material involved.
- (vii) This question proved very challenging. Candidates often failed to provide an accurate phonetic attempt at the response 'mice' – with responses such as 'mise' (which involves a voiced consonant 's' as in economise so could not be credited)/mices/mize.
- (viii) As in 5(vii), a degree of differentiation was apparent here between weaker and stronger candidates. The expected response here was 'village bay'. Weaker candidates often provided partial answers, e.g. just 'village' or 'bay' which could not be credited.

### Question 6

This question was well answered by the majority of candidates who wrote the answers in the boxes as expected. The vast majority of candidates matched at least four of the six speakers correctly to the expected letter.

### Question 7

Generally, candidates did well here, mostly selecting the correct letter in the multiple choice questions. **Questions 7(a)** and **7(f)** proved slightly more challenging than the others with weaker candidates choosing the wrong letter more often than in the other questions.

Sometimes, it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/41  
Listening (Extended)

## Key Messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit that must be adhered to. This applies to **Questions 1 - 4, 5, 8A** and **8B**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises **Questions 5, 8A** and **8B**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5** and **Question 8 A/B**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

## **General Comments**

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

## **Comments on Specific Questions**

### **Questions 1–4**

Overall this section was well-answered.

#### **Question 1**

- (a) Most candidates identified the concept of ‘cows escaped’ as opposed to ‘problem’.
- (b) This was generally well-answered.

#### **Question 2**

- (a) This was quite well attempted. The majority of candidates identified ‘king’s 70<sup>th</sup> birthday’ although some gave the second option – ‘usual public holiday’.
- (b) The vast majority of candidates answered this well. Some candidates incorrectly picked up on the distractor: ‘27<sup>th</sup> September’.

#### **Question 3**

- (a) This question was challenging for candidates. Many candidates omitted ‘special’ and gave the answer ‘see effects’ while others identified the wrong concept, e.g. ‘close to action’ or ‘sit at front’.
- (b) This question was answered quite well.

#### **Question 4**

- (a) The majority of the candidates wrote ‘running shoes’ although some gave the other correct response ‘quality shoes’. A lot of synonyms for ‘running’ were credited, e.g. training, sport(s), sneakers, tennis.
- (b) This question was very well attempted by the vast majority of candidates, although a few candidates wrote ‘black’, ‘yellow’ and ‘orange’.

#### **Question 5**

Some parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they led to an incorrect grammatical fit. In some cases, incorrect singular and plural nouns meant that candidates were not awarded marks.

- (i) This question was quite well answered. Quite a large number of candidates wrote ‘be upside down’ and ‘upside down tree’, both of which led to an incorrect grammatical fit.
- (ii) This was challenging for many candidates.

- (iii) This question was well attempted by the vast majority of candidates. Some candidates wrote 'thousands', 'tousind' or 'thausand' and were not awarded the mark, however.
- (iv) This was quite well attempted. However, many candidates picked up on the distractors '30 m' and '15 m' which referred to height.
- (v) This question proved to be challenging.
- (vi) Most candidates correctly identified 'coconut'.
- (vii) This question was very well attempted. However, 'glue', 'drinks' and 'vegetable oil' were common incorrect responses.
- (viii) Almost all candidates identified 'elephants', but sometimes the singular 'elephant' was offered. Incorrect phonetic attempts included 'elphants' and 'elephants'.

### Question 6

This question was generally well answered with most candidates scoring between 4 and 6 marks. Occasionally, some candidates provided the same letter twice and answers like these could not be given a mark.

### Question 7

This question was well answered by most candidates. On some occasions, more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

### Question 8

#### Part A

- (i) This was generally well answered. The concept of 'grants' was by far the most common response as opposed to 'money' or 'loans'.
- (ii) This question proved quite challenging.
- (iii) This was very well attempted and almost all candidates picked out 'flags'.
- (iv) This was consistently well-answered by the vast majority of candidates
- (v) This was quite well attempted, however, many candidates were unable to spell 'cultures' and wrote 'culters', and 'cultres'.

#### Part B

- (i) This was quite well attempted. Occasionally, 'strees' was written instead of 'stress'.
- (ii) This was quite well attempted and the vast majority of the candidates correctly identified 'storms'.
- (iii) The majority of the candidates were able to pick out the correct answer 'speedboat'.
- (iv) This question was very well attempted with most candidates giving the correct response 'phone'. However, a large number of students also included 'laptop' with the 'phone' which negated the answer..
- (v) This was a challenging item. 'Safety' was the most common incorrect response to this question.



Cambridge International General Certificate of Secondary Education  
0510 English as a Second Language (Speaking Endorsement) June 2015  
Principal Examiner Report for Teachers

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/42  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit that must be adhered to. This applies to **Questions 1 - 4, 5, 8A and 8B**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises **Questions 5, 8A and 8B**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5 and Question 8 A/B**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

### **General comments**

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

### **Comments on specific questions**

#### **Questions 1-4**

Overall, this section was well answered.

#### **Question 1**

- (a) This question proved challenging for candidates. Marks could not be awarded due to poor phonetic attempts (e.g. 'speacil tiers').
- (b) Most candidates identified the correct detail 'heavy'.

#### **Question 2**

- (a) Most candidates provided the correct detail but accompanied it by the distracting information (e.g. culture, water sports) and therefore were not awarded the mark. Answers with the correct detail contained the correct spelling or accurate phonetic attempts (e.g. 'scenory', 'seenary'). Stronger candidates provided a correct alternative: 'landscape'.
- (b) This question was answered well and there was a wide range of correct answers (e.g. has a job, loves her job, job in England, she works there, etc.). Answers with phrasing which altered the meaning were not given a mark (e.g. got a job, has jobs, lost her job).

#### **Question 3**

- (a) Successful responses were concise answers which only provided the required detail 'mask'. Some candidates added extra information 'burial/original mask', with a wide range of spelling variants, and these answers were also credited.
- (b) This question was answered well by most candidates. Weaker candidates offered other colours as their answers (e.g. brown, red). As the question asked for detail pertaining to colour, answers with reference to 'long legs' were not credited.

#### **Question 4**

- (a) Most candidates selected the correct detail 'lost power'. Other correct answers included: loss of power, out of power, power loss, power shortage. Weaker candidates supplied the distracting information in conjunction with the correct answer 'stuck in the tunnel because it lost power, or only provided the distracting information on its own 'stuck in the tunnel' which did not gain a mark.
- (b) The majority of candidates answered this question correctly. Successful alternatives included 'after 10 minutes' and '10 minutes later'. Incomplete answers '10 minutes' or answers with a preposition that changed the intended meaning 'within 10 minutes' were not awarded a mark.

#### **Question 5**

- (i) This was well-answered. There were two possible answers 'fun' and 'prizes' - and most candidates supplied one of these. However, where these did not provide a secure grammatical fit (e.g. win prizes, prize) or the phonetic attempt created a new meaning (e.g. prices), these answers could not be credited. Some candidates supplied alternatives synonymous with 'fun' (e.g. enjoyment,

entertainment) which were also awarded a mark. Weaker candidates missed the required detail and included the distracting information related to 'charity' or 'money' instead.

- (ii) This item was well-answered. 'Famous people' was also accepted as an accurate phonetic attempt at 'famous people' and so were synonymous alternatives (e.g. famous figures, famous personalities, renowned people).
- (iii) This item was well answered by most candidates. In addition to the expected detail, the alternative, 'adolescents', was also accepted.
- (iv) This item was attempted reasonably well. Weaker candidates provided the distracting information 'world explorers' or 'geography' as the answer.
- (v) This item proved challenging for many candidates. There were two possible answers here 'treats' or 'exotic fruit(s)'. Most candidates who provided the correct answer chose the latter.
- (vi) Most candidates found this item challenging, though successful candidates identified the required detail.
- (vii) This was another challenging item. Where answers were given, they were mostly references to 'game manufacturer' and they could not be credited as this was the distracting information. Some candidates wrongly transcribed 'web designer' as 'work designer'.
- (viii) Most candidates provided the correct detail. However, marks were lost where 'world' was given on its own, as this response did not provide the correct grammatical fit.

#### Question 6

This question was generally well answered with most candidates scoring between 4 and 6 marks. Occasionally, some candidates provided the same letter twice and answers like these could not be given a mark.

#### Question 7

This question was well answered by most candidates. Candidates were especially successful in answering items a, c, f and g. On some rare occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

#### Question 8A

- (i) The correct answer was provided in most cases. Weaker candidates supplied other years they heard, failing to identify the correct year that fitted this gap (e.g. 1814, 1965, 1973).
- (ii) Many candidates struggled with this item.
- (iii) This was answered well by the vast majority of candidates. Other alternatives (e.g. café shop, coffee shop, café room, café area) were also accepted.
- (iv) This was well-answered. Centres are reminded that the required detail must be a secure grammatical fit.
- (v) Many candidates identified the required detail 'discovery space' correctly. Other credited alternatives included 'discovery area', 'discovery zone', 'discoveries place'. 'Discovery' on its own was not awarded a mark and neither was 'discovering space' as this obscured the meaning.

**Question 8B**

- (i) Candidates answered this well. Most candidates chose to present '18' as a figure and 'million' as a word. The currency sign was usually correctly presented.
- (ii) This was the most challenging item in this section. Incorrect attempts included 'ancient elephant', 'agent elephant' and 'acient elephant'.
- (iii) Most candidates dealt with this item very well. However, answers which were incomplete: 'Under Sea' or responses which contained the homophone 'see' were not accepted.
- (iv) This was generally well answered by most candidates. Spelling variants of 'science' such as 'sience', 'sciense' or 'scients' were accepted as correct phonetic attempts, but 'scince' was not.
- (v) This item was attempted well by most candidates. The only phonetic attempt that was credited was 'artests'. Answers that contained the singular form 'artist' were not awarded a mark.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/43  
Listening (Extended)

## Key Messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important as a word limit that must be adhered to. This applies to **Questions 1 - 4, 5, 8A** and **8B**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for a specific detail which is required as the intended answer.
- In **Questions 1** to **4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises **Questions 5, 8A** and **8B**, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In **Question 5** and **Question 8 A/B**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. weak/week, sea/see, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

## General Comments

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially with **Questions 6 and 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting.

## Comments on Specific Questions

### Questions 1–6

Overall this section was well answered.

#### Question 1

- (a) Most candidates answered this question correctly.
- (b) Most candidates answered this question correctly. Weaker candidates picked up the distracting information and wrote '8.45' or '10pm', which could not be credited. The expected answer here needed to state that the programme was on 'after the match', or state the specific time '10.20'.

#### Question 2

- (a) This was well-answered by the majority of candidates. The vast majority of candidates selected the expected detail 'science' as expected, but some candidates provided inaccurate phonetic attempts which could not be credited: e.g. 'sciene' or 'scient'.
- (b) This was well-answered by the majority of candidates. However, marks were not awarded when candidates transcribed beside as besides as part of their response. This could not be credited as it created a new word with meaning of in addition so negated the other details.

#### Question 3

- (a) A very challenging question for most candidates, who often picked up the wrong distracting detail from the recording: 'introduction'. This could not be credited as the expected answer needed to state that help was required with 'graphs'.
- (b) This was answered well by the majority of candidates who offered the expected response 'his uncle'. The pronoun usage was important here and some candidates lost marks by writing 'her uncle'. This could not be credited as it was the uncle of the male student speaker, not his female teacher that would be asked for help – so the use of 'her' changed the meaning of the response.

#### Question 4

- (a) Fairly well answered. However, some candidates responses could not be credited as they as they provided the wrong detail, 'buildings', in addition to the key 'trees', e.g. 'buildings and trees'. This could not be credited as the expected response was 'trees' only.
- (b) This was generally well-answered and most candidates provided both required details. Marks were sometimes lost due to omission of a key detail, e.g. 'telephone and post code' (no mention of number) or 'number and post code' (no mention of telephone).

### Question 5

Overall this section was well answered.

- (i) Both details were supplied by many candidates. Weaker candidates, however, provided the wrong form here for both details (noun) 'nature'/'culture' here – adjectives were required for a grammar fit. Also some candidates transcribed 'natural' as 'national', which changed the meaning, so could not be credited. Both details were required for a mark and weaker candidates sometimes provided one detail only – usually 'natural' – so the mark could not be awarded.
- (ii) Generally well answered. The vast majority of candidates provided the correct response: '1930' here as expected. 1930 sometimes transcribed incorrectly as '1913'.
- (iii) This was well-answered by many candidates with the response 'landscape' being provided as expected.
- (iv) This was answered well by many candidates with the response 'feathers' being provided as expected.
- (v) This question was answered well by stronger candidates. However, many weaker candidates found it difficult to produce an accurate phonetic transcription of the answer 'needles' and thus frequently lost marks for responses such as 'niddles'/'needless'/'neddles'.
- (vi) Very well answered by the majority of candidates who gave the response: 'stone'. The plural form 'stones' sometimes offered by candidates was not credited as this suggests individual pieces/small stones rather than the building material involved.
- (vii) A degree of differentiation was evident here between weaker and stronger candidates. Weaker candidates failed to provide an accurate phonetic attempt at the answer 'mice' – with responses such as 'mise' (which involves a voiced consonant 's' so could not be credited)/mices/mize.
- (viii) As in 5(vii), a degree of differentiation was apparent here between weaker and stronger candidates. The expected response here was 'village bay'. Weaker candidates often provided partial answers, e.g. just 'village' or 'bay' which could not be credited.

### Question 6

This question was well-answered by the majority of candidates who wrote the answers in the boxes as expected. The majority of candidates matched at least five of the six speakers correctly to the expected letter. Marks were sometimes lost when candidates offered two alternative letters for one speaker.

### Question 7

Generally, candidates did well here, mostly selecting the correct letter in the multiple choice questions.

**Questions 7(a) and 7(f)** proved slightly more challenging than the others with weaker candidates choosing the wrong letter more often than in the other questions.

Sometimes, it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind. However, these instances were rare and in general the multiple choice format posed no problem for the majority of candidates.

### Question 8A

Overall this section was fairly well answered (with the exception of items **8A(iii)** and **8A(v)**). However, marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section.

- (i) Very well answered by the vast majority of candidates, who produced the response, 'moon', as expected.
- (ii) A degree of differentiation was evident here between weaker and stronger candidates. Stronger candidates offered the response 'playgrounds', in plural form, as expected. However, weaker candidates used the singular form 'playground', thus not providing the required grammatical fit.



- (iii) A challenging question for a large number of candidates, who often picked up the wrong detail from the recording, e.g. 'soil'/'dome'/'layer'. The response 'tube' was sometimes given in plural form 'tubes', which could not be credited as this did not produce a grammatical fit. Another relatively common incorrect response was 'cube'.
- (iv) This was answered well by most candidates with the correct response 'wire(s)' commonly encountered.
- (v) A very challenging question for many candidates. The correct response 'shallow' was only given on about half of the scripts marked.

### Question 8B

Overall this section was less well answered than **8A**. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section.

- (i) This was fairly well answered. However, weaker candidates often wrote the wrong country 'Iraq', rather than the expected response which was 'Iran'.
- (ii) This was well-answered by most candidates.
- (iii) The expected answer here was 'pizza ovens' and this was only provided by the strongest candidates. Partial answers were given by many candidates, e.g. just 'pizza' or 'ovens', which could not be credited.
- (iv) This item strongly differentiated between stronger candidates and weaker ones. Just over half of the candidates produced the response 'level' or 'volume' as expected, or acceptable synonyms, e.g. 'loudness'/'decibels'/'amplitude'.
- (v) The expected response here was 'fly quiet'. This was the exact/official name for a timetable and proved an extremely challenging question for the majority of candidates mainly due to inaccurate phonetic attempts.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/51  
Speaking Assessment

This series, the tests were largely well conducted with few administrative errors, generally accurate marking and audible/playable CDs.

## Key Messages

- Read and become familiar with the *Teacher's/Examiner's Notes* booklet in advance of the series, and refer to it during the series. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to Cambridge. It is important to read the notes every session to become aware of any changes in procedure.
- Conduct Part A **at the beginning** of the test – so that candidates know the format of the whole test from the outset and are aware that only Part D is assessed.
- Try to make sure as much as possible, through subtle elicitation in Part B, that the assessment cards chosen for the candidates are appropriate. Please do not allocate cards randomly or in alphabetical order. In order to select an appropriate assessment card, the Examiner should read through the cards prior to the test.
- Please note that the Examiner chooses the topic card. Under no circumstances should a choice be offered to the candidate.
- Keep within the stated timings: 2–3 minutes for Part B (this should not include the time used to explain the format of the test, nor the time required to choose, announce and hand over the assessment card), 2–3 minutes for Part C and 6–9 minutes for Part D. Tests which are too short or too long are counter-productive. Examiners should use more open questions and be sufficiently familiar with the prompts to develop a conversation, not just conduct a question and answer session.
- Examiners must not interrupt the candidate or finish their sentences for them.
- Centres who allow candidates to offer speeches or monologues are reminded that they are not allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above Band 4 for the Development and Fluency criterion would be acceptable, as little or no conversation has taken place. Please do not, therefore, allow monologues or speeches.
- When awarding marks for Development and Fluency, the candidate should only get high marks if they are able to contribute at some length and demonstrate the ability to expand and develop the topic and contribute original ideas.
- All Centres should use **digital recording equipment** to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). Please rename the individual tracks on the CD with the candidate number and name (instead of track 1, track 2, etc.). Please **do not stick labels on the CDs**; a list of candidates in the sample (names and numbers) on the CD cover or a separate sheet is fine. Centres must not use cassettes to record the assessments.
- Make sure the candidates can be clearly heard and check the quality of the recordings before despatching to Cambridge.
- Please ensure the Centre submits the correct number of samples for the candidate entry.
- Please ensure clerical checks are carried out to check the addition on the Summary Form and the accuracy of the marks submitted on the Mark Sheet to Cambridge. Where internal moderation has taken place, these are the marks submitted to Cambridge. The assessment cards used should be recorded on the Summary Form.
- Consider conducting a trial run of the test with another teacher so that the Teacher/Examiner is more familiar/confident with how the test should be conducted. This will allow you to consider how to explain vocabulary and ideas in the prompts, as well as in developing the ideas.

## **General Comments**

Most candidates were well prepared for the test. Candidates were able to develop their ideas and speak to a satisfactory length in Part B and in the Part D conversation.

### *Part A – Welcome and brief explanation*

Although fewer Centres omitted Part A this series, many Examiners did not state that only Part D is assessed. The time taken for Part A should not be included in the 2–3 minute warm up. The most successful and efficient way of handling Part A is shown by those Centres where Examiners read a set formula about the structure of the test to each candidate at the outset. This gives candidates the opportunity to ask questions if they are still not sure about anything.

### *Part B – The Warm up*

Generally, this part of the test was handled well by Centres and was appropriate both in terms of subject and length. Some Examiners found it hard to reconcile the two aims of setting candidates at their ease while at the same time establishing which topic card would be most suitable for a candidate. Sometimes Examiners used this part of the test to ask questions which were obviously intended to identify a suitable topic for the candidate in Part D, but besides creating a rather artificial conversation between the Examiner and the candidate, this occasionally led to too much discussion of the topic at this stage.

### *Part C – Selecting and handing out the assessment card, and allowing preparation time*

Examiners need to remember to use the warm up to elicit topics of interest which would be suitable for card selection for Part D. Some Examiners chose assessment cards randomly or alphabetically, or chose an assessment card based on their knowledge of the candidate. In rare cases, Examiners selected a topic which was inappropriate either because the candidate had expressed lack of interest in the topic or the topic chosen was too challenging for lower ability candidates, often because it was too abstract or remote from their experience. However, few candidates appeared to be disadvantaged and Examiners used a reasonably wide range of topics with all topics being used to some extent.

Most Centres announced the assessment card prior to the preparation phase.

The majority of Centres followed the new instructions and did not pause the recording. This phase was often too short (sometimes because the candidate said they were ready to start). It is important to give the candidate the full 2–3 minutes to allow them to adequately prepare for the assessed phase. Most Examiners responded appropriately to queries about the assessment cards by answering the candidates' questions and providing clarification. It is not necessary for the Examiner to read the contents of the card out to the candidate.

### *Part D – The Discussion*

This was generally managed well this series, with fewer monologues. The best discussions allow a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the topic card at appropriate times to ensure focus. Examiners should work through the five prompts in the given order, but should remember to extend the discussions beyond the prompts to ensure a full (6–9 minutes) and rounded discussion takes place. The supplied prompts on the assessment cards increase in sophistication and move from the personal through the general, to the more abstract and challenging; thereby allowing stronger candidates to illustrate higher level speaking skills. Less able candidates are not expected to engage fully with Prompts 4 and 5, and Examiners will need to perhaps simplify the ideas in these prompts (and paraphrase them) to accommodate and support these candidates.

Examiners are reminded that it is their responsibility to ensure that candidates do not offer speeches or monologues. In such cases, the Examiner should intervene quickly and begin a conversation. Examiners should avoid moving through the exam too quickly and using the prompts as questions with no attempts to join in a discussion with the candidate. Although most Examiners managed the six minutes, quite a number did not go beyond that even if there was scope to do so.

Examiners must not interrupt candidates or finish their sentences as it prevents candidates from fully displaying their linguistic skills.

### **Comments on Specific Cards**

#### **A – Justice**

This was a less popular choice and tended to be used when any candidate mentioned they wanted to be a lawyer. Most candidates discussed situations when they had been treated unfairly, fewer added details of incidents when they felt they had been treated fairly. More able candidates responded well, particularly to prompts 4 and 5 where they excelled in terms of vocabulary.

#### **B – Mathematics**

This was a less popular choice. However, candidates who had expressed an interest in mathematics during Part B responded well to this topic. Responses to jobs that require specialist knowledge were interesting and many candidates talked about teaching, accountancy and engineering. When asked about problems that might occur when people make mistakes with numbers, candidates focused mainly on the uses of mathematics in the real world. Candidates talked about the Stock Exchange, and ideas presented in 'The Theory of Everything', as well as daily life. Responses to the claim that maths can explain everything were interesting and generated a variety of discussions.

#### **C – Communication**

This was a popular topic, generally discussed well, with prompts being natural, culturally neutral and with wide appeal. Candidates had a great awareness of these issues and could talk at length. E-communication was seen as addictive, with people using it when walking down the street even though they put their own lives in danger. Overall, candidates and Examiners appeared to enjoy their conversations.

#### **D – Travel**

This was a popular and accessible choice for all candidates, particularly weaker candidates, and was a good fall back for Examiners when no particular topic had been elicited from the warm up. Most candidates were able to enter in to conversation and expand upon it as the first three prompts led to discussion around costs of travel, pollution and environmental issues. Prompt four was accessed with a variety of responses, with stronger candidates being able to express their views more fully. Prompt five proved most successful with more able candidates who commented on the global impact of travel.

#### **E – Music and Culture**

This was another popular topic that worked well with candidates who had a genuine interest in music. Both stronger and weaker candidates were able to respond to all the prompts, although weaker candidates sometimes needed prompt 3 (the suggestion that music is a key part to cultural identity) rephrased before they could understand and respond.

#### **F – Films and Books**

This was a popular topic, eliciting a lot of interesting vocabulary. Most candidates discussed both books and films from the outset. Candidates often had specific genres they preferred and argued that many people prefer one type of film or book whilst others liked lots of genres of film, but not books. Some preferred films as they were quicker and easily accessible, as well as more sociable to watch, whilst others immersed themselves in books and liked to imagine the characters.

#### **G – Working in the Media**

This was a less popular choice but produced mature responses from strong candidates. Prompt 4 was answered well and elicited responses that jobs such as a doctor or teacher might contribute more to society. There was quite a large jump to the suggestion that the media is too powerful in prompt 5. However, with a little prompting from Examiners, many were able to give examples of how the media can exaggerate.

## **H – Global Population**

This topic tended to be chosen by Examiners for those candidates who could combine a high level of language skill with a strong academic background, including good general knowledge. Such candidates were able to talk in an informed way, using a technical vocabulary derived from economics and environmental studies. In prompt 4 there were divided opinions which led to interesting discussions. Candidates who had a good range of vocabulary were able to develop their responses and engage in discussions.

## **I – Places to Live**

This was a very popular choice for candidates around the world as it reflected the personal experience of so many of the candidates. Many have already had experience of living in another country for a year or more, making this a natural choice as a topic. Candidates thought that most people move to find better jobs or for education, rather than through war or famine. Most candidates agreed that it was good to move to different places, and that social networking sites had helped them to maintain contact with friends and family. Prompt 5 was interesting as very few candidates thought about the consequences of lots of people wanting to live in a particular country. Most candidates interpreted the prompt in a similar way and almost all thought it was a right to be able to live anywhere they wanted. Most skilful Examiners successfully prompted a higher level discussion on the point.

## **J – Public Areas**

This was a less popular choice. Many candidates asked for clarification of the topic during Part C. Candidates tended to speak about parks, museums or shopping malls, but needed prompting from the Examiner to discuss public areas they liked. There were many relevant ideas about how public areas could be improved, though few candidates focused on the idea of attracting all members of society.

## **Marking Criteria**

On the whole, the criteria were applied accurately and there was a sound rank order of candidates within a Centre.

## **General Administrative Problems**

Internal moderation: it is essential that reliable internal moderation processes are undertaken at Centres where a larger candidate entry dictates the need to use more than one Examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark being changed, it would be useful if all categories were changed on the Summary Form.

Centres should list candidates in candidate order on the summary form and MS1 and label CD tracks with both name and number.

CDs should be packaged in rigid containers to minimise damage.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/52  
Speaking Assessment

This series, the tests were largely well conducted with few administrative errors, generally accurate marking and audible/playable CDs.

## Key Messages

- Read and become familiar with the *Teacher's/Examiner's Notes* booklet in advance of the series, and refer to it during the series. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to Cambridge. It is important to read the notes every session to become aware of any changes in procedure.
- Conduct Part A **at the beginning** of the test – so that candidates know the format of the whole test from the outset and are aware that only Part D is assessed.
- Try to make sure as much as possible, through subtle elicitation in Part B, that the assessment cards chosen for the candidates are appropriate. Please do not allocate cards randomly or in alphabetical order. In order to select an appropriate assessment card, the Examiner should read through the cards prior to the test.
- Please note that the Examiner chooses the topic card. Under no circumstances should a choice be offered to the candidate.
- Keep within the stated timings: 2–3 minutes for Part B (this should not include the time used to explain the format of the test, nor the time required to choose, announce and hand over the assessment card), 2–3 minutes for Part C and 6–9 minutes for Part D. Tests which are too short or too long are counter-productive. Examiners should use more open questions and be sufficiently familiar with the prompts to develop a conversation, not just conduct a question and answer session.
- Examiners must not interrupt the candidate or finish their sentences for them.
- Centres who allow candidates to offer speeches or monologues are reminded that they are not allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above Band 4 for the Development and Fluency criterion would be acceptable, as little or no conversation has taken place. Please do not, therefore, allow monologues or speeches.
- When awarding marks for Development and Fluency, the candidate should only get high marks if they are able to contribute at some length and demonstrate the ability to expand and develop the topic and contribute original ideas.
- All Centres should use **digital recording equipment** to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). Please rename the individual tracks on the CD with the candidate number and name (instead of track 1, track 2, etc.). Please **do not stick labels on the CDs**; a list of candidates in the sample (names and numbers) on the CD cover or a separate sheet is fine. Centres must not use cassettes to record the assessments.
- Make sure the candidates can be clearly heard and check the quality of the recordings before despatching to Cambridge.
- Please ensure the Centre submits the correct number of samples for the candidate entry.
- Please ensure clerical checks are carried out to check the addition on the Summary Form and the accuracy of the marks submitted on the Mark Sheet to Cambridge. Where internal moderation has taken place, these are the marks submitted to Cambridge. The assessment cards used should be recorded on the Summary Form.
- Consider conducting a trial run of the test with another teacher so that the Teacher/Examiner is more familiar/confident with how the test should be conducted. This will allow you to consider how to explain vocabulary and ideas in the prompts, as well as in developing the ideas.

## **General Comments**

Most candidates seemed to know what to expect in the test, regardless of whether Part A was included in the recorded section of the test. Candidates were able to develop their ideas and speak to a satisfactory length in Part B and in the Part D conversation.

### *Part A – Welcome and brief explanation*

Although fewer Centres omitted Part A this series, many Examiners are still failing to state that only Part D is assessed. The time taken for Part A should not be included in the 2–3 minute warm up. The most successful and efficient way of handling Part A is shown by those Centres where Examiners read a set formula about the structure of the test to each candidate at the outset. This gives candidates the opportunity to seek clarification if they are still not sure about anything.

### *Part B – The Warm up*

Generally this part of the test was handled well by Centres and was appropriate both in terms of subject and length. However, there were some Centres where the warm up was too short, and one or two Centres which missed this out entirely, so putting the candidate at a disadvantage. Some Examiners found it hard to reconcile the two aims of setting candidates at their ease while at the same time establishing which topic card would be most suitable for a candidate. There was less discussion of exam topics and school matters. Sometimes Examiners used this part of the test to ask questions which are obviously intended to identify a suitable topic for the candidate in Part D, but besides creating a rather artificial conversation between the Examiner and the candidate, this led to too much discussion of the topic at this stage. Some Examiners asked candidates to speak about themselves ('Tell me who x is') which was not supportive to candidates and introduced them to the idea of giving monologues which would not be appropriate for Part D.

### *Part C – Selecting and handing out the assessment card, and allowing preparation time*

Examiners should use the warm ups to elicit topics of interest which would be suitable for card selection for Part D. Some Examiners chose assessment cards randomly or alphabetically or chose an assessment card based on their knowledge of the candidate. In rare cases, Examiners selected a topic which was inappropriate either because the candidate had expressed lack of interest in the topic or the topic chosen was too challenging for lower ability candidates, often because it was too abstract or remote from their experience. However, few candidates appeared to be disadvantaged and Examiners used a reasonably wide range of topics with all topics being used to some extent.

Most Centres announced the assessment card prior to the preparation phase.

With one or two exceptions, Centres followed the new instructions and did not pause the recording. This phase was often too short (sometimes because the candidate said they were ready to start). It is important to give the candidate the full 2–3 minutes to allow them to adequately prepare for the assessed phase. Most Examiners responded appropriately to queries about the assessment cards. However, there were some Examiners who simply repeated the prompts without giving further explanation. It is not necessary for the Examiner to read the contents of the card out to the candidate. The Examiner should not remove the card from the candidate at the end of Part C.

### *Part D – The Discussion*

This was generally managed well this series, with fewer monologues. The best discussions allowed a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the topic card at appropriate times to ensure focus. Examiners should work through the five prompts in the given order, but should remember to extend the discussions beyond the prompts to ensure a full (6–9 minutes) and rounded discussion takes place. The supplied prompts on the assessment cards increase in sophistication and move from the personal through the general, to the more abstract and challenging; thereby allowing stronger candidates to illustrate higher level speaking skills. Less able candidates are not expected to engage fully or successfully with Prompts 4 and 5, and Examiners will need to perhaps simplify the ideas in these prompts (and paraphrase them) to accommodate and support these candidates.

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

Examiners moved through the exam too quickly and just used the prompts as questions with no attempt to join in a discussion with the candidate which makes the conversation more a question and answer session. Although most Examiners managed the six minutes, quite a number did not go beyond that even if there was scope to do so.

Examiners must not interrupt candidates or finish their sentences as it prevents candidates from fully displaying their linguistic skills.

### **Comments on Specific Cards**

#### **A – Expeditions**

This proved to be a topic which was not widely used. It was an interesting topic but some candidates needed clarification and an accurate definition of 'expedition' to produce successful responses. The bullet points were accessible but some of the conversations centred on travelling/going on holiday rather than expeditions. Successful candidates were able to approach the subject more broadly.

#### **B – Rivers, lakes and seas**

This was the least popular choice of card. Most candidates focused on environmental issues, with stronger candidates able to expand on the points given in the prompts.

#### **C – Learning**

This was a relevant and popular topic, accessible to all candidates. Candidates referred to a range of activities in prompt 1 which linked well with prompt 2 with most candidates deciding that learning outside school was easier as they are more relaxed. Nearly all agreed that you can learn from your mistakes more than from success and that it makes you a better person to do so. Most candidates said that people had not learned everything by the time they were 21; some said by the time they were 30 perhaps they will have learned everything.

#### **D – Holidays**

This was a relevant topic, easily accessible to all candidates. Many candidates wanted to travel abroad and gave a number of reasons why they needed to go on holiday. Prompt 3 elicited a good range of ideas and views. Prompts 4 and 5 were very accessible with candidates giving views for and against the development of a tourist industry and whether holidays are an unnecessary luxury.

#### **E – Keeping records of the past**

This topic had to be carefully managed but made for well-focused conversations. Stronger candidates talked enthusiastically about old and new ways of recording memories. Several candidates had not met their grandparents as they had died but a few talked about when their parents and grandparents were young and how life was different then. Effective paraphrasing helped less able candidates.

#### **F – Trust**

This was a popular choice at some Centres. It is a topic which covered a wide range of contexts and was also personal in nature. It produced some interesting discussions. Prompt 4 was not always well developed by candidates who often failed to grasp the idea implied by this prompt. On occasion, paraphrasing was required to enable candidates develop their responses.

#### **G – Celebrations**

This was a good topic card for Examiners when no particular topic was elicited from the warm-up. This was confidently handled by most candidates who could personalise the subject by relating it to private and national celebrations, although younger candidates were less successful at responding to the final two prompts. Prompt 5 elicited some effective language from the stronger candidates.



## **H – Challenges**

This was a very popular topic often chosen by Examiners when the warm up did not produce ideas for a relevant card. The broad nature of the ideas in the first two prompts, elicited highly successful and productive conversations. Candidates discussed a wide variety of challenges in life.

## **I – Sleep and rest**

Most candidates could relate to the ideas suggested by the prompts and found relevancies in their lives which they could talk about. Some candidates needed further explanation which helped them produce successful responses.

## **J – Sports for fun**

This was a popular choice, usually following discussion of sport in the warm up. This occasionally led to some overlap with what was discussed in Part B. Most candidates given this card were able to engage with all five prompts.

## **Marking Criteria**

On the whole, the criteria were applied accurately and there was a sound rank order of candidates within a Centre.

## **General Administrative Problems**

Internal moderation: it is essential that reliable internal moderation processes are undertaken at Centres where a larger candidate entry dictates the need to use more than one Examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark being changed, it would be useful if all categories are changed on the Summary Form.

Centres should list candidates in candidate order on the summary form and MS1 and label CD tracks with both name and number.

CDs should be packaged in rigid containers to minimise damage.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/53  
Speaking Assessment

This series, the tests were largely well conducted with few administrative errors, generally accurate marking and audible/playable CDs.

## Key Messages

- Read and become familiar with the *Teacher's/Examiner's Notes* booklet in advance of the series, and refer to it during the series. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to Cambridge. It is important to read the notes every session to become aware of any changes in procedure.
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- Consider conducting a trial run of the test with another teacher so that the Teacher/Examiner is more familiar/confident with how the test should be conducted. This will allow you to consider how to explain vocabulary and ideas in the prompts, as well as in developing the ideas.

## **General Comments**

Most candidates were well prepared for the test. Candidates were able to develop their ideas and speak to a satisfactory length in Part B and in the Part D conversation.

### *Part A – Welcome and brief explanation*

Although fewer Centres omitted Part A this series, many Examiners are still failing to state that only Part D is assessed. The time taken for Part A should not be included in the 2–3 minute warm up. The most successful and efficient way of handling Part A is shown by those Centres where Examiners read a set formula about the structure of the test to each candidate at the outset. This gives candidates the opportunity to ask questions if they are still not sure about anything.

### *Part B – The Warm up*

Generally this part of the test was handled well by Centres and was appropriate both in terms of subject and length. However, there were some Centres where the warm up was too short, and one or two Centres which missed this out entirely, so putting the candidate at a disadvantage. Some Examiners found it hard to reconcile the two aims of setting candidates at their ease while at the same time establishing which topic card would be most suitable for a candidate. There was less discussion of exam topics and school matters. Sometimes Examiners used this part of the test to ask questions which are obviously intended to identify a suitable topic for the candidate in Part D, but besides creating a rather artificial conversation between the Examiner and the candidate, this led to too much discussion of the topic at this stage. Quite a few Examiners were asking candidates to speak about themselves ('Tell me who x is') which was not supportive to candidates and introduced them to the idea of giving monologues which would not be appropriate for Part D.

### *Part C – Selecting and handing out the assessment card, and allowing preparation time*

Examiners should use the warm ups to elicit topics of interest which would be suitable for card selection for Part D. Some Examiners chose assessment cards randomly or alphabetically or chose an assessment card based on their knowledge of the candidate. In rare cases, Examiners selected a topic which was inappropriate either because the candidate had expressed lack of interest in the topic or the topic chosen was too challenging for lower ability candidates, often because it was too abstract or remote from their experience. However, few candidates appeared to be disadvantaged and Examiners used a reasonably wide range of topics with all topics being used to some extent.

Most Centres announced the assessment card prior to the preparation phase.

With one or two exceptions, Centres followed the new instructions and did not pause the recording. This phase was often too short (sometimes because the candidate said they were ready to start). It is important to give the candidate the full 2–3 minutes to allow them to adequately prepare for the assessed phase. Most, but not all, Examiners responded appropriately to queries about the assessment cards. However, there were some Examiners who simply repeated the prompts without giving further explanation. It is not necessary for the Examiner to read the contents of the card out to the candidate. The Examiner should not remove the card from the candidate at the end of Part C.

### *Part D – The Discussion*

This was generally managed well this series, with fewer monologues. The best discussions allowed a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the topic card at appropriate times to ensure focus. Examiners should work through the five prompts in the given order, but should remember to extend the discussions beyond the prompts to ensure a full (6–9 minutes) and rounded discussion takes place. The supplied prompts on the assessment cards increase in sophistication and move from the personal through the general, to the more abstract and challenging; thereby allowing stronger candidates to illustrate higher level speaking skills. Weaker candidates are not expected to engage fully or successfully with Prompts 4 and 5, and Examiners will need to perhaps simplify the ideas in these prompts (and paraphrase them) to accommodate and support these candidates.

Examiners are reminded that it is their responsibility to ensure that candidates do not offer speeches or monologues. In such cases, the Examiner should intervene quickly and begin a conversation. Some Examiners moved through the exam too quickly and just used the prompts as questions with no attempt to

join in a discussion with the candidate which makes the conversation more a question and answer session. Although most Examiners managed the six minutes, quite a number did not go beyond that even if there was scope to do so.

Examiners must not interrupt candidates or finish their sentences. This robs the candidates of the opportunity to display their linguistic skills.

### **Comments on Specific Cards**

#### **A – Teaching and learning**

This was an accessible topic with prompts 1 and 2 generating fluent and detailed responses. The third prompt was difficult for candidates who had no experience of home tuition although the more able were happy to speculate on it. The idea of 'learning throughout life' was handled well by candidates.

#### **B – Important things in life**

This was a popular and accessible choice for all candidates, and was a good fall back for Examiners when no particular topic had been elicited from the warm up. Generally, candidates were able to talk readily about all the prompts.

#### **C – Arts and crafts**

This topic worked very well when it was matched to a suitable candidate. As the lexis for this topic is highly specialised, candidates who were not especially involved in creative or visual arts were more likely to ask for clarification and were often prompted by Examiners to provide more details in their responses.

#### **D – Being a critic**

Many candidates engaged well with this ideas suggested by the prompts in this card. The first prompt on this (thinking about how our opinions affect other people) was quite specific and gave candidates a way into the topic. Almost all candidates were able to engage with the idea of people attacking each other on social media.

#### **E – Storytelling**

This was a very accessible topic with the first prompt being very effective. The whole topic worked across the range of candidates, though some needed clarification on the last prompt.

#### **F – Choice**

This topic gave candidates an opportunity to talk about their daily experiences, using structures and vocabulary that almost all were comfortable with. The third prompt, about maturity, was also answered with fluency and confidence by most.

#### **G – Role models**

This topic led to some very interesting discussions, which seemed to develop naturally from simple to complex ideas. Most candidates had a view on celebrity culture and even those with less developed vocabularies attempted to articulate this.

#### **H – The cinema**

This seemed to be one of the more accessible of the 'hobbies and interests' topics. It gave a framework to all levels, while the prompts about educational films and book versus movie gave opportunities for sophisticated discussion and detailed comparison. Most candidates were able to give an opinion on all of the ideas suggested by the prompts, with stronger candidates producing interesting responses.

## **I – Personality**

Most candidates responded well to this topic, and often searched hard to find the right vocabulary to describe a personality type, for example. The later prompts needed more thought but provided a good basis for more detailed discussion.

## **J – Technology**

This was another popular topic, especially among candidates who had expressed an interest in technology in Part B. The technology discussed was mainly communications-related, but most had plenty to say about their smartphones. The third and fourth prompts were more challenging and it was here that those candidates whose interest in technology was limited to communications tended to make less developed points. However, the last prompt generated detailed and engaged responses.

## **Marking Criteria**

On the whole, the criteria were applied accurately and there was a sound rank order of candidates within a Centre.

## **General Administrative Problems**

Internal moderation: it is essential that reliable internal moderation processes are undertaken at Centres where a larger candidate entry dictates the need to use more than one Examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark being changed, it would be useful if all categories are changed on the Summary Form.

Centres should list candidates in candidate order on the summary form and MS1 and label CD tracks with both name and number.

CDs should be packaged in rigid containers to minimise damage.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0510/06  
Speaking (Coursework)

## Key Messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion.
- If a teacher is not completely confident, however, in designing and implementing three different and productive activities comprising relevant tasks, then it is advisable to opt for Component 5, the Speaking assessment.
- Please remember that the assessment criteria are designed to test language skills not presentational or performance skills.
- Centres should use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. The tracks on the CD should be re-named with the candidate number and name.
- Centres should submit samples of paired discussions as well as the individual tasks.
- The individual candidate record cards should be submitted to Cambridge with the oral coursework summary forms.

## General Comments

This series saw a good range of coursework activities from centres who recognised that coursework should form an integral part of the learners' programme of study. Productive coursework included individual presentations, group discussions, paired discussions, telephone conversations, and mock interviews.