

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/11
Reading and Writing

Key messages

- In **Exercise 1**, candidates should provide a brief response containing only key details. Excess details can make the response incorrect. Candidates should not paraphrase key details and should only use wording from the text.
- In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied, but not explicitly stated.
- In **Exercise 3**, candidates should use words from the text to write their notes. Responses should be brief and correspond to the headings in each section.
- In **Exercise 4**, candidates should be aware that the details in each option, A, B, C, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question.
- In **Exercises 5 and 6** candidates should ensure they cover all aspects of the task. For **Exercise 5**, all three bullet points must be clearly addressed, and should include related ideas to demonstrate development. A salutation and closing formula should be included but candidates **should not** recreate the layout of an email using 'From', 'To', 'Subject' or 'Date' information. For **Exercise 6**, candidates are encouraged to introduce their own ideas and do not have to use those in the prompts. If they do use prompt ideas, these must be expressed in their own words and developed with their own ideas.

General comments

A range of success was seen on all tasks.

Comments on specific questions

Exercise 1

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

Question 1

This question was well attempted. It required a specific time reference, in this case a particular year. A number of candidates gave '1990's', when work started on the plans, not when the building work began as required.

Question 2

This question was well answered. It required candidates to identify the length of the tunnel. A few candidates omitted the measurement (km), which was essential. A number of candidates identified the answer as 7.7 km, which is the length of the bridge.

Question 3

This question was well answered. Common incorrect responses referred to a home for rare plant species as indicated for the new island Peberholm, not Saltholm as in the question.

Question 4

This question was very well answered. 'Travellers' was occasionally given as an incorrect response.

Question 5

This question was very well attempted and most candidates answered this question correctly. The most common incorrect response was 'Denmark', which was where the steel and concrete for the tunnel came from, not the material for Peberholm.

Question 6

This question was more challenging. Some responses included the three correct details as required. Some incorrect responses did not refer to the importance of the design of the tunnel and bridge sections such as 'tourist attraction', 'rock and soil' and 'made up of 3 sections' or 'connection between two countries'. Other incorrect responses omitted key details as in 'building material' or 'the metal supports which hold the bridge'.

Exercise 2

Question 7

In this exercise, candidates should look beyond matching key words between the text and the questions. They need to pay attention to verb tenses and other clues found in the question. It is necessary not just to identify synonyms but to use higher-order reading skills such as recognising comparisons, interpreting implied meaning, or understanding discourse markers.

Most candidates successfully completed this exercise, and many achieved at least six correct answers out of nine. A significant number of candidates gained full marks.

Candidates were most successful with **Questions (a), (c), (e), (h) and (i)**. **Questions (b), (d), (f) and (g)** were not as well attempted.

- (b) This question proved challenging. Candidates needed to recognise that the verb in the simple past indicated that they had to find a specific past event. The correct answer was D, where Sofia explains: 'When I next saw the room...I realised it could be perfect to use when I had homework'. B was the most common incorrect response, possibly due to the phrase 'If I go early, I can get a good table', which refers to a regular occurrence rather than a single past decision.
- (d) Candidates needed to select which person does not spend all the time at the place studying. The correct answer was C, 'Sometimes if I'm stuck on a maths problem...I pack up my stuff and have a wander.' The writer goes on to elaborate that he visits the greenhouse to look at the plants. It was necessary for candidates to note the present simple tense used in the question. One common incorrect response was A, possibly due to the sentence 'When I first discovered this place, I got quite distracted by the planes, but not anymore.' However, this is in the past and he is no longer distracted.
- (f) Candidates needed to identify someone who mentions the best time to study at this place. The correct answer was B, supported in the text by, 'If I go early, I can get a good table.' Marguerite elaborates by explaining that it's harder to concentrate in other areas where people are chatting. A common incorrect response was D. Candidates who chose this answer possibly focused on the statement 'it was really good to paint there in the morning' without perhaps realising that this was referring to Sofia's grandfather doing art in the past, rather than Sofia doing homework in the present.
- (g) This question was one of the most challenging for many. Candidates had to identify someone who makes a comparison between two different places they use for study. This involved considering the paragraph as a whole, rather than focusing on a single sentence. A is the correct response, as Pablo compares studying in his bedroom ('it's often really hot') with studying at the airport café ('it's

got great air conditioning'). C was a common incorrect response, perhaps due to the reference to a café that used to be in the park and the use of comparative structures *'it's not as good'* and *'more creative'*. Some candidates selected response D, as Sofia mentions *'there's space at home for me to study'*. However, the word *always* is key here in emphasising that she only studies in one place: *'I always go to my grandfather's house instead.'*

Exercise 3

Candidates performed very well in this note-taking exercise, with many gaining the full seven marks available. Notes could not be credited if key information was omitted or if incorrect information was added. Very occasionally, responses were written under the wrong heading, as candidates appeared to confuse problems with water hyacinths and methods used to control them. Candidates should avoid writing notes in their own words as the meaning may change.

Question 8

Most candidates correctly identified three or four problems water hyacinths cause from the text. However, in some responses, errors affected the accuracy and completeness of responses. The most common mistake was omitting key qualifiers required for the note to be awarded a mark. For instance, many candidates simply wrote *'prevent sunlight'* without including *'reaching plants'*. Similarly, the response *'breeding disrupted'* was frequently seen, but was not credited unless the idea in the note was expanded to *'fish breeding disrupted'*.

Some points were placed under the wrong heading. The phrases *'add chemicals'* or *'introduce insects'* were sometimes written under problems rather than methods to control.

Question 9

This section was very well attempted. Most candidates successfully identified at least two correct notes from the text. Appropriate ideas needed to be expressed with the inclusion of verbs, but a verb-derived noun was also accepted (e.g. *'use of chemicals'* or *'removal of water'*). A few responses omitted key information, for example by writing *'insects'* without the idea of introducing them, or *'chemicals'* without the idea of adding them.

Exercise 4

Candidates need to be able to infer meaning, distinguish implied from explicit ideas, and avoid distracting information. Misunderstandings often appeared to come from a lack of close reading and misinterpreting vocabulary or grammatical structures. Candidates should avoid relying on isolated phrases when interpreting the text.

In this exercise, some responses gained 6 correct marks and many candidates gained at least 4 of the 6 marks available. They were most successful with **Questions 10, 11 and 12**, and found **13, 14 and 15** the most challenging.

Question 13

With this question, some candidates appeared to have difficulty recognising Adele's feelings or attitude towards moving to a higher level of competition. Candidates needed to understand how she emotionally responded to competing at the Senior level, rather than recalling a fact or describing a specific event. The question tests the ability to interpret the writer's emotions or viewpoint based on the text. The correct answer was C when Adele states *'so when we were given specific practice exercises, I was enthusiastic to get started'*. Option A was the most common incorrect response. Adele mentions needing to learn extra skills and sometimes thinking she'd *'never make it,'* but ultimately, she did not give up.

Question 14

Candidates needed to identify the recommendation Adele makes in the text. The correct answer is B because Adele mentions that sea canoeing is completely different from being on a lake. She also emphasises that *'experiencing different environments is a great way to find your favourite'*. This shows that her main advice is to try out a variety of locations to gain experience and discover the favourite one. A and C were the most common incorrect responses. A is incorrect because while she mentions safety equipment, she frames it as something a club provides rather than the main advice. C is incorrect since she says blogs

can help, but also notes that canoeing is a practical skill that must be learned by doing, so following online tips alone is not sufficient.

Question 15

This question proved to be the most challenging. It required candidates to identify a surprising benefit that Adele gained from canoeing. They needed to understand implied meaning seen in the final paragraph. The correct answer was A when she says, *'I'm the sort of person who others look up to when the going gets tough'*, which is something she had not realised before. The most common incorrect response was B. While this is mentioned in the text – she notes meeting people from diverse backgrounds – the question asks for a *surprising* benefit, which makes this option incorrect.

Exercise 5

Question 16

Most responses were fully relevant and used an appropriate informal style and register. The most successful responses also included engagement with the target audience by using opening phrases *such as*, *'It's been a while. How have you been?'*, *'I hope you managed to pass that maths test'* or *'I'm writing to you to tell you about a very costly handbag I'm keen to buy'* and closing with, for example, *'got to go'*, *'mum's calling me'* or *'hope to hear from you soon'*. There were occasional lapses in register with the use of expressions considered too formal for an email to a friend, such as *'in conclusion'* and *'moreover'* as well as phrases such as *'I would like to inform you'*.

Regarding Content, the description of the item the writer wanted to buy sometimes lacked development but was still addressed. Most candidates described laptops, iPhones, clothing or jewellery, giving information about size, colour, use and specifications. Reasons for the purchase varied from needing it for school to a gift for a loved one. Obtaining the money was often covered by finding a job, borrowing or asking someone to give it as a birthday/exam success present.

Many responses demonstrated a range of generally accurate language, with only a few using only simple structures. Sentence complexity was in evidence in many successful responses, which included a wide range of simple and complex structures with a high level of accuracy, as in, *'It had a corset, it also had a bow at the back, and it came with gloves the same shade as the dress. The material was really sparkly and shiny. That had to be the most beautiful dress I'd ever seen!'* A range of appropriately used less common vocabulary was also seen. Examples included *'water resistant casing'* or *'striking dark blue colour'*. Successful responses also demonstrated the accurate and appropriate use of common and less common phrasal verbs such as *'stumbled upon a designer bag'* or *'came up with a plan'*.

In some responses, punctuation was inaccurate, which sometimes affected the clarity of the information in the response. Grammatical slips were generally because of result of incorrect verb forms or tenses, such as, *'they paying me £50'*, *'I will found a work'*, and the misuse of prepositions: *'I went to the shops for window shopping'* and *'I was thinking to take up a job'*, for example.

Exercise 6

Question 17

In general, candidates completed this task in an appropriate review style. Most fulfilled the task set with fully relevant and well-developed content, approaching it with at least a generally good sense of purpose and audience. The reviews were mostly well structured and coherent with logical progression. Candidates wrote either about a sports centre that provided exercise facilities, or a centre that sold sports equipment, and both approaches were acceptable.

The four prompts provided ideas that could be incorporated into the candidate's own approach to the task. Some responses relied heavily on the prompts which resulted in repetitive responses. However, many responses featured paraphrasing of the prompts and a good use of own words. Responses gaining higher marks adapted the prompts well, such as describing the knowledge of the staff and their patience with customers. They commented positively on the sports centre's size and quality, explaining what specific features the equipment had and how it benefited users, or how they felt when the centre was too busy and had to wait to use the equipment. Some responses introduced other aspects of the centre, such as a café and the type of food available, or the location, showing a greater sense of purpose and audience as well as content development.

Responses in the higher levels provided the reader with sufficient information to determine whether or not it was the kind of place they would visit. These responses often provided practical advice or helpful evaluations.

In terms of language, the majority of candidates generally produced a review which used the appropriate format and language that successfully addressed the task. The complete range of marks was awarded. Some candidates clearly attempted a wide range of complex structures and included less common vocabulary. Some responses demonstrated a high level of accuracy with only occasional errors, meaning there was the necessary precision for marks in the top level. They showed accurate, varied sentence structures with appropriate punctuation and paragraphing. This level of language is exemplified in, *'Wouldn't you love a live experience, where you could get a chance to play with top-notch equipment with no worry of maintenance?'*

Sometimes the complex language attempted had noticeable, non-impeding errors as in, *'Moreover, some of the equipment were above the average prise, it were almost double the prise of other sports center.'* and *'Every time a person give me flowers, I wanted that they won't never die.'* Some responses featured simple structures and included impeding errors, indicating a lack of control. Examples include *'To begain with some students sayed that the sports can be helpful for the staff by can fixed their routent life and their lifestyle especially the sleeping time of the midnight.'* and *'In addition, they a build significly your muscle and your healthy, glab and eistatic'.*

Most reviews were well organised and made good use of cohesive devices. Connectives such as 'however,' 'moreover,' 'although,' and 'additionally' aided coherence, with some responses employing a range of more sophisticated strategies to connect ideas. Both paragraphing or punctuation were occasionally absent or inappropriate, which affected organisation and occasionally hindered the clarity of the message. few candidates used only commas to punctuate their writing.

In general, candidates used language that communicated the message clearly, writing a sufficiently developed, appropriate review, which fulfilled the task.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing

Key messages

- In **Exercise 1**, candidates should focus on providing key details and a precise response. Excess details could make the response incorrect. Candidates should avoid trying to paraphrase the wording in the text.
- In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied, but not explicitly stated.
- In **Exercise 3**, candidates' answers should be brief and in the form of a note. It is important to carefully read the wording of the question heading and to supply a verb where necessary.
- In **Exercise 4**, the details in each option A, B, C will be mentioned in the text. However, only one option will contain the details which fully and precisely correspond to the wording of the question.
- In **Exercises 5 and 6**, candidates should focus on writing responses which contain sufficient detail and development. In **Exercise 5**, to gain access to the higher mark levels for Content, candidates must address all three bullet points in the rubric. In **Exercise 6**, candidates may use the prompts, but they will be given credit for adding original and independent detail to them. For both **Exercises 5 and 6**, higher level marks for Language will be awarded to those candidates who write accurately and with a wide range of less common vocabulary and more complex structures.

General comments

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

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

Comments on specific questions

Exercise 1

This exercise was very well attempted by candidates with individual questions providing differentiation. The more successful candidates used brief, often single word answers lifted from the text. The less successful candidates tended to copy too much text with random phrases which had no reference to key words in the questions.

- (1) This proved to be a good discriminator and required an understanding of the key word *'passengers'* in the question. Many responses gave *'construction workers'* but also included *'transport materials'* and so therefore could not be credited. Some incorrectly selected *'tourists'* or *'sightseers'*, which were the distractors.
- (2) This was very well answered. Most responses included the whole expression *'looked like a toy I'd played with as a child'* which correctly identified the key word *'toy'*. Some candidates incorrectly wrote *'train he had recently taken in Austria'*, overlooking the importance of the word *'remind'* in the question.
- (3) This question was well attempted, with most candidates selecting the correct information *'carriages are all open-air'*. It was important to connect the expression *'at the top of my list'* in the text with the word *'prefer'* in the question. The candidates who did not, wrote a variety of answers including *'super modern huge windows'*, *'red and yellow carriages'* and even *'view was amazing and beautiful'*.
- (4) This was very well answered, often with the single word *'back'*. A more common incorrect answer was *'next to an Italian passenger'* which appeared not to connect the key words *'in which part of the train'* from the question.
- (5) This question proved to be the most difficult in the exercise and was a good discriminator. It required careful reading of Antonio's words in the final three lines of the fifth paragraph in the text. He expressed the opinion that the writer would see plenty of wild goats, but in fact that turned out not to be so. Candidates needed to make the connection between *'unfortunately'* in the text with *'disappointed'* in the question and connect them with *'wild goats'*. Many other creatures were given as answers including *'cows and horses'*, *'large vultures'* and, most frequently, *'brown bears'*.
- (6) Many candidates were successful in recognising all three correct details and were awarded with full marks. All the four possible answers on the mark scheme were used, although fewer candidates selected the first option, *'bright sunshine/sunny'*. The most common mistake was to overlook that the question required details of the weather that the writer experienced. As a result *'snow'*, *'rain'*, and *'you get soaked'* were incorrect because they were the experiences of Antonio, the Italian passenger.

Centres are reminded that for this final question in **Exercise 1**, candidates should be prepared to review the stimulus article as a whole, because key information may appear at any point in the text. Candidates should write brief answers in note form. In this series, there were a significant number who lifted lengthy sentences from the text.

Exercise 2

Question 7

This question proved to be a very good discriminator and there was a wide range of marks awarded. More successful candidates appeared to have approached the task in a logical manner by underlining key words in each question and then searching for the phrase with an equivalent meaning in the texts.

Candidates were most successful with (e), (g) and (h), with many also credited for (c), (f) and (i). (a), (b) and (d) proved to be more challenging.

In (a), candidates needed to match the statement *'which person highlights the sense of freedom that comes with mountain biking'* with the detail in text D *'there's just me, my bike and the landscape with no deadlines and no-one telling me where to go or what to do'*. The most common incorrect answer was B, where

candidates most likely linked the statement with the detail *'I understand wanting to cycle anywhere you feel like...'* which would indicate a degree of freedom. However, the writer follows this with the opinion *'but there have to be limits on what you do in all areas of life'*, which implies a certain restriction on the sense of freedom. Some candidates also answered C possibly because of the wording *'I love exploring new mountain biking routes through a beautiful national park near my home'*. This is a statement of where the writer likes to cycle rather than expressing the sense of freedom that she feels.

In (b), the correct answer was text C where it is stated *'The physical challenges and closeness to nature mean it's a whole world away from creating software security systems, which is how I make a living'*. The key words in the statement were *'different from'* which matched most closely with the expression *'it's a whole world away from...'* in the text. Many candidates selected statement B, perhaps because of the wording at the very beginning *'I work full time as a lawyer'* followed by *'too much work, tiredness and stress are often associated with this type of life...'*. The reference to *'work'* in both the statement and the text appeared to distract many candidates here. There was no idea of the difference that exists between mountain-biking and the world of work but simply that the work is tiring and stressful.

In (d), candidates needed to match the statement *'which person says that mountain biking has made them more self-confident'* with the detail in text C *'I'd been quite timid as a child, but I realised that if I could cope with mountain biking ... I needn't be afraid of anything, and that's still how I see it'*. The idea is that the writer has improved their self-confidence over time with the key word *'more'*. Common incorrect responses included text A or D. In text A, the writer mentions *'I have great belief in my ability'* but this has been a characteristic since childhood and has not changed. It may have been that the wording in text D *'there's so much to learn from it: how to concentrate etc'* led many candidates to an incorrect answer. However, the writer is stating that it is a learning process more associated with decision-making rather than any aspect of self-confidence.

Exercise 3

This exercise was generally well attempted, and most candidates supplied brief answers in note form. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers in this exercise.

Question 8

All the possible answers on the mark scheme were used by candidates and many managed to convey three of them correctly. Point 1 was particularly well attempted as was Point 5, where both options were selected in equal measure. For point 2, many candidates were successful by recognising *'teamwork'* but others, who chose the second option, tended to omit the key word *'people'*. *'Duties and responsibilities'* on its own was insufficient and could not be credited. For Point 4, the first option required the verb *'to be'* and those candidates who wrote only *'creative'* could not be credited. Point 3 was the least selected answer and proved to be the most challenging. Many candidates omitted either *'similar'* or *'colleagues'* which were both key words required for a full answer.

Candidates should check their answers carefully to make sure that they follow the wording of the heading and include all the key words. A good number of candidates seemed to randomly select any positive vocabulary that appeared in the text and looked no further for precise answers. For example, *'video games do a lot of good'*, *'well-established as a profession'*, *'earning lots of money'* and *'having international reputations'* were comments about video-gaming and games designers in general rather than specific to Rosa. There were very few occasions where candidates unnecessarily used their own words.

Question 9

This question proved to be very accessible for a large number of candidates, and many scored the maximum three marks for this task. Points 2, 3 and 4 were all well identified. Point 1 was more challenging and many responses which gave *'make some players aggressive'* which did not include *'games'* as the subject could not be credited. This shortened answer conveyed a different meaning and indicated that it was the work that made people aggressive when, in fact, it was the games themselves.

As with **Question 8**, there were many responses which had lifted general expressions which, for this question, conveyed a negative idea. For example, common incorrect answers such as *'individuals will work long hours'*, *'video games get criticised a lot'* and *'others accuse us of being irresponsible'* referred to games designers and their work in general rather than to Rosa's specific dislikes.

Exercise 4

This is a multiple-choice exercise, containing six questions, each with three possible options **A**, **B** or **C** as answers. Candidates should read for information and ideas which are connected in the text using, for example, pronouns as well as vocabulary and phrases which indicate time, cause and effect. Some information may be implied, and candidates should be aware of words and expressions that suggest the writer's attitude and feelings.

Many candidates answered this exercise well.

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

Question 10

The correct answer to this question was **B** and was found in the first paragraph. Many candidates incorrectly selected Option **A** *'saw it as an effective way to protect the environment'*. Although the text does refer to waste and the damage it causes and hence has connections to the environment, it is in the context of the litter-picking competition and not Erin's reason for making the decision to take part. Option **C** stated that *'she liked the idea of visiting another country'* but the wording of the text *'I had never visited Japan before and it was an unusual way of getting to know it'* did not support this. The statement in option **B** *'wanted to do some people she knew a favour'* was matched most closely with the text *'They're close friends of mine and I was keen to help out, so I offered to take Caitlin's place'*.

Question 13

This question proved to be the most challenging. The correct answer to this question was **A** and was found in paragraph four. Candidates needed to read the whole paragraph carefully to select which of the team's strengths was the most vital. For option **B**, the members of the team may have studied different subjects, but these did not refer clearly to *'a variety of backgrounds'* and the writer also stated that *'we all have lots in common'*. Many candidates selected option **C**, because the first two lines of the paragraph did indeed give details of the physical qualities of the team, namely fit, tall, strong and very fast. However, the wording in the statement emphasised *'key strengths'* regarding how they approached the competition and this matched best with the text *'I'm pretty sure this attitude is what gave us an advantage over some of our opponents'*.

Exercise 5

There are three bullet prompts in **Exercise 5**, and each one deserves a paragraph to give the whole response appropriate balance. The most successful responses tended to use paragraphs and punctuation to good effect.

Candidates are required to develop all three bullet prompts to achieve higher marks for Content in the writing criteria. In addition, they should convey a very good sense of purpose and audience by addressing the recipient of the email and engaging their interest.

Many responses this series included a suitably brief introduction and concluding statement, in an informal register. There were fewer prolonged greetings and conclusions with pre-learnt expressions than in past series. In addition, there was far less evidence of inappropriate and outdated idioms.

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

Question 16

Many responses were well-developed with an appropriately informal tone. The most successful responses contained a detailed description of how they heard about the language course, what they will do on the course and why they think their friend should also take part in it.

For the first bullet point, more successful responses expanded on factual details by expressing why such a language course would interest them. Some conveyed a real enthusiasm for the value of learning a particular language. For example:

'Honestly, I found out about the course during research on the language on a popular website. My grandfather is actually Chinese but he moved to the USA at the age of 25 for a better life with my grandmother. As a way to connect deeper with my heritage, I'm planning on surprising him later on this year when I learn the basics of Mandarin'.

Many responses explained how they needed the language to travel to a foreign country on holiday, to study at a university or even to find work. Others felt that it would be more enjoyable to have some idea of the language when watching Japanese anime or Korean movies. Less successful responses featured little detail with no development or sense of feeling:

'I heard about the language course from my class teacher'.

There was a wide variety of examples given for the second bullet point ranging from specific lesson details and what they would study on each day to examples of more social activities included in the programme.

Several responses mentioned activities outside the classroom and looked forward to making new friends, working with first language speakers to practise the language and even taking a short trip to the target country to have experience of a new culture. Many then expanded on the content of the course by addressing why it would be of value. Some emphasised the importance of being able to communicate in a global society and to contribute to debates on world topics.

For the final bullet point, many responses concentrated on the benefits that the course would bring for their friend:

'...I think that you should take part in the same language course because your English is not great and this would be the perfect opportunity to master the language properly'.

The most effective responses often referred to the recipient of the email and were written as if to a real friend, thus achieving a very good sense of purpose and audience throughout. For example:

'There's going to be lots of activities with native speakers, too. Sounds fun, right?' and 'I think it would be an excellent idea for you to learn French with me...how about it?'

Less successful responses tended to be written in the form of a narrative rather than an email to a friend.

From a Language point of view, most responses featured a suitably informal register. More successful responses communicated skilfully and appropriately through a wide range of less common vocabulary, including a variety of well-chosen adjectives, for example *'engaging exercises'* and *'shocked expression'*. In addition, a range of less common expressions and idioms were used, such as *'you never know what the future holds'*, *'that would really make my day'*, *'it caught my eye'* and *'I never say no to a challenge'*.

The more successful responses featured few errors with only single-word spelling slips, which did not impede communication. However, there were instances where a lack of plurals, for example *'a list of activity'* and *'different language from other country'* did not constitute a loss of meaning but tended to be intrusive when repeated. This was similarly the case with missing articles, for example, *'Teacher will teach us basic type word and we practice with partner'*.

More serious errors with structure were largely as a result of the misuse of verbs, such as *'I have take part in'*, *'I have see'* or *'I can't believed...'*. The email required an accurate use of different tenses, with the past tense to convey bullet point one and the future tense in bullet point two. Most candidates recognised this but there was some mixing of tenses within single sentences, for example, *'As soon as I saw that, I click on the link'*. In addition, there was often non-agreement of subject and verb, for example *'the language course have caught my attention'*, and *'the teachers and students was very nice'*.

Less successful responses often appeared to have ideas but were often unable to convey them with accuracy because of a breakdown of syntax, which impeded communication, for example, *'it good to learn it make you learn language'* and *'I'm hardly to have patient to study'*.

Spelling was good, even when more ambitious language and structures were used, although many candidates produced *'where'* for *'were'* and *'think'* for *'thing'*. There were also many who were unclear about the difference between *'interesting/interested'* and *'boring/bored'* and wrote sentences such as *'we wouldn't be boring in the lesson'* and *'I am sure the course will be interested'*.

Exercise 6

Question 17

There are four prompts to help candidates with basic ideas. However, there needs to be evidence that, if candidates use these prompts, they can develop and widen them and write with a formal register suitable to the requirements of a review.

To achieve higher marks for Language, it is important that the response should be in a more formal register. Candidates should aim to use more complex vocabulary and structures as well as persuasive language which seeks to convince the reader of their views.

Most candidates were able to adopt a formal tone, register and format for this final exercise. The more successful responses either ignored the prompts or used only one or two and developed the candidate's own ideas and opinions. Many presented a balanced review focusing on both the positive and negative features of the particular talent show.

From a Content point of view, the more successful responses included a clear opening statement about the purpose of their review and named a specific talent show. This was often based on brands such as *'America's Got Talent'* or more local versions such as *'Malaysia's Got Talent'* and *'India's Got Talent'*.

Some of the introductory comments were framed as rhetorical questions, which set the correct tone for the review, for example, *'Are you looking for a good television show to watch?'* and *'This show has been gaining a lot of popularity lately which begs the question...is it worth watching?'*. Others started with an early reference to the target audience, namely the readers of the school magazine, to good effect. However, some responses only included the wording of the rubric with no original language.

The most effective concluding statements tended to be those with ideas and opinions that had not been used before, such as how the talent shows could be improved or even awarding a success rating. For example, *'On reflection I would give this show a solid 9 out of 10'*.

Less successful responses tended to lack development and omitted personal views and opinions.

From a Language point of view, most candidates understood the need for a more formal register than in **Exercise 5**. The most successful responses included a wide range of simple and complex structures to express their ideas and opinions, for example:

'With the judges being celebrities that have amazing skills, the feedback and the comments that they offer are not to be taken lightly' and *'Though many have tried, only one contestant will bring home the grand prize'*.

Candidates do not always have to produce complex structures, very often a well-chosen and more unusual single word is equally effective. A good number of candidates achieved a strong register for a review with cohesive words and expressions such as *'in a nutshell'*, *'here comes the interesting part'*, *'the overall impression was...'* and *'the alternative view is...'*. The use of *'on the one hand'* and *'on the other hand'* significantly helped overall cohesion.

Common errors included the incorrect use of participles when using the past tense, such as *'After I have been watch this show...'* and issues with auxiliary verbs when constructing questions, for example, *'Does watching talent shows good for you?'*. Candidates should also be more aware of when to use both definite and indefinite articles, which were frequently omitted, for example, *'You can watch show but it is shown later in evening, so time is not good for student'*.

Overall, most responses conveyed a balanced review of their chosen talent show. To gain access to higher marks for Content, the review format requires the writer to express their own views as well as using the ideas in the prompts. Many candidates established a good balance to the writing by providing an introductory comment on the topic of the rubric and a concluding statement, both of which helped to give a sense of cohesion to many of the reviews. More successful responses provided a different form of words in the concluding paragraph to that used in the main body of the review, avoiding repetition of the same vocabulary, expressions and opinions.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/13 Reading and Writing
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Key messages

- In **Exercises 1–4**, it is suggested that candidates underline or highlight the central focus of each question, in order to ensure that each part of the question is addressed and to avoid including incorrect details which would affect the mark awarded.
- In **Exercise 1**, candidates should provide responses which are not only precise, but also brief, to avoid the inclusion of superfluous information which could negate an otherwise correct answer. They should also be aware that responses for this exercise need not be paraphrased. Where a paraphrase is attempted, it must be clear that the meaning is exactly the same as that expressed in the text. **Exercise 1** clearly discriminated between candidates with some items proving more accessible than others.
- In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Candidates should be reminded that when making any changes to their responses, the answer given must be clear and unambiguous. Overall, this exercise was well attempted.
- In **Exercise 3**, 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. This exercise proved accessible to the majority of candidates.
- In **Exercise 4**, candidates should be aware that the details in each option, **A, B, C**, of a question will be mentioned in the text. However, only one option will contain the details that fully and accurately correspond to the central focus of the question. Some items in this exercise proved challenging to a number of candidates.
- In **Exercises 5 and 6**, it is important that candidates read the rubric for each task carefully and identify the purpose of the task and all the key information that should be included in their response. Also, they need to make sure that they respond in a suitable style and register for the different target audiences.
- **Exercise 5**: in this series, the purpose of writing was well recognised, and the vast majority of responses addressed all three prompts with good attempts at development. Writing for the target audience was generally quite effective overall, although some responses were rather narrative and lacked the conversational tone required when writing to a friend.
- **Exercise 6**: candidates should be aware that this task requires a more formal tone and register, suited to a different audience. In this series, the vast majority of candidates made a good attempt at this task.

General comments

There were confident attempts at all the tasks.

Comments on specific questions

Exercise 1

This exercise was generally well attempted and there was evidence from a good proportion of responses that the text had been understood. There was an indication, however, that, at times, greater precision needed to be applied in the reading of the questions. More able candidates interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

Question 1

This was generally very well attempted with the vast majority of candidates correctly supplying '*fishermen*'.

Question 2

This item was reasonably well attempted although a number of candidates appeared to misinterpret the question, specifically '*take part in*', supplying '*written permission*' in error.

Question 3

While this was generally well attempted, again there was evidence of misunderstanding with some candidates supplying '*from the sea or air*' rather than the correct response, '*footpaths*'.

Question 4

This item proved the most challenging in this exercise with a considerable proportion of candidates failing to identify the salient detail '*(sea) birds*' and supplying '*mosquito*' in error.

Question 5

This also proved quite challenging to many candidates. A range of incorrect responses were supplied, indicating a possible lack of precision in reading. Of these, one of the more frequent was '*its popularity*' which could not be credited as this is expressed in the text as '*an ongoing challenge*' rather than '*the most serious potential threat to wildlife*', which is '*oil pollution*'.

Question 6

This question required candidates to identify three points out of a possible four which could be found at any point in the text. Candidates were required to identify factors which the writer says limit how long scientists can spend on Surtsey. Overall, it was reasonably well attempted with a good proportion achieving at least two of the three marks available. There was evidence, however, that some candidates lacked precision in their reading of the rubric and selected threats rather than factors that limit visits to the island for scientific purposes. As a result, a range of incorrect responses were supplied including '*the constant action of the ocean*', '*people cannot land there*' and '*warm/cold temperatures*'.

Exercise 2

Overall, candidates made a very good attempt at this exercise and generally achieved well. There were also no omissions. Candidates were particularly successful in their attempts at **Questions 7 (e), (f), (g) and (h)**. **Questions (a) and (d)** proved to be the most challenging.

Question 7

- (a) This item required candidates to identify the text which suggested that a long-term career on stage is unlikely. A number of candidates struggled to identify the key detail which was located in Text **C** and rooted in the idea '*...I find myself increasingly interested in costume design...that's more where I see myself working in the future, rather than acting*'. Text **B** was most frequently supplied in

error suggesting, perhaps, that candidates were distracted by the phrase '*on stage*', which appears in the item and in the first sentence of the text, '*I'm only on stage for about an hour a day*'.

- (d) For this item, candidates needed to select the text which suggested that the writer was pleased to find that actors are exactly as she imagined. The salient detail appears in Text **A**, rooted in the sentences, '*Everyone said, 'Oh they're probably really boring in reality.' I'm glad to report that actors really are different*', which confirms what she believed to be true about them. Text **B** was most frequently supplied in error possibly because candidates were drawn to the mention of '*reputation*' in the third sentence – '*Whatever their reputation might be, actors are fun and very encouraging*' – which reflects the general perception of actors rather than that of the writer.

Exercise 3

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

Question 8

There was evidence that a good proportion of candidates understood the text and were able to identify the effects of urban rewilding that Josh has noticed in his city although this appeared to be the most challenging item in this exercise. All four of the possible responses were well recognised and overall, candidates performed reasonably well with many scoring at least two of the three marks available. Marks were most frequently lost where details were provided that did not reflect what Josh had noticed in his city. These included '*improves peoples' health*', '*will help fight the impact of climate change*' and '*trees are able to capture and store rainwater*'.

Question 9

This was better attempted. All three possible options proved accessible, and a good proportion of candidates achieved the two marks available. Marks were most frequently lost where responses lacked the salient detail, i.e. supplying '*make the place more attractive*' without '*creates opportunities in the tourist industry*'.

Question 10

This item also proved accessible to the majority. Marks were most frequently lost where candidates lacked precision in reading. For example, a number supplied the incorrect detail '*might attract more wildlife*'. Some also lost marks possibly due to lack of precision in the response provided, most notably supplying '*the end of building cities*' rather than '*building in cities*', which has a very different meaning.

Exercise 4

Overall, this exercise proved challenging for a number of candidates with few achieving full marks. Candidates generally found **Questions 12, 14 and 11** more accessible but appeared to find **Questions 11 and 13** particularly challenging.

Question 11

In this question, candidates were required to identify what Kat says about flying vets and doctors. The correct option, **B**, ('*offer a practical solution to a problem*') is rooted in the sentence '*The issue is that because Australia is so vast, we have to fly to see our patients if there's an emergency*'. This proved to be the most challenging item in this exercise with the majority of candidates failing to identify the correct response. Option **A** was supplied in error most frequently, possibly because candidates were tempted by the sentence '*It's hard work*', which was not correct as it makes no reference to what '*most people imagine*'.

Question 13

The focus of this item was to identify the referent for the pronoun '*it*'. The correct option was **A**, ('*driving to see patients*') with '*it*' referring to the fact that Kat is able to transport far more equipment in her truck than she can in the plane, which enables her to carry out different tasks as required, as stated in the information that comes after '*it*'. Option **B**, which is essentially a paraphrase of the final sentence, was supplied most frequently in error suggesting that candidates, perhaps, need more practice in this type of question.

Exercise 5

The topic in this series appeared to be relatable to all candidates and misinterpretation of the context and task was rare. A high proportion of responses showed a good sense of purpose and achieved very well for Content. The majority covered all three required Content points and were appropriate in style and register. Many attempted to draw the reader in, addressing the reader directly (*'Hi...I heard you came back from your trip...'*, *'I haven't heard from you in a while...'*, *'It's been a long time since I dropped you a line...'*) and followed typical informal email writing conventions by enquiring about the addressee and their family in the introductory paragraph and providing an appropriate sign-off at the end. Less successful responses were characterised by taking a more narrative approach. Candidates are advised to maintain an informal style and interaction with the reader throughout the response.

For this task, candidates were required to write about a family celebration during which something unexpected happened. The three prompts required them to email a friend to explain what the celebration was, describe what happened that was unexpected and say how the writer felt afterwards. Overall, candidates seemed to engage extremely well with this task, and responses were varied in terms of the unexpected event. The first bullet point elicited a range of celebration types from birthdays to graduations, weddings to job promotions and was generally well attempted with most candidates providing some background information or context to the family celebration. The second aspect was also well attempted and was frequently the most developed of the bullet points. Many responses were quite imaginative in their coverage of this point with unexpected events including surprise marriage proposals, pregnancy announcements, physical injuries and accidental spillages. Coverage of the third aspect reflected the type of unexpected event described and resulted in feelings such as happy, delighted, worried and confused. Whilst bullet points were generally well developed in this series, many candidates continued to take a rather narrative approach. Candidates should be reminded that excellent sense of audience and interaction with the reader is required to be awarded the highest mark for Content.

In terms of Language, the vast majority wrote in cohesive paragraphs. Most candidates showed generally good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style and a wider range of vocabulary, for example, *'I was worried the injury would have dangerous implications'* and *'It was a really wholesome experience'*. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally very competent.

Exercise 6

Overall, this task was also generally well attempted. Candidates were required to write a report for their teacher about a recent school trip to a museum and were required to comment on what was good about the visit and also suggest how the experience for young visitors to the museum could be improved. This provided guidance as to the style and register required for this more formal piece of writing. The most successful responses fulfilled the task, with a clear introduction, well-developed coverage of both aspects and a clear and concise conclusion.

It was clear from the responses overall that the vast majority of candidates were familiar with the genre of writing and found the topic accessible. Four prompts were provided – two relating to positive aspects of the museum and two relating to more negative aspects and while some made attempts to expand on these, over-reliance on the ideas given in the prompts was noticeable, even in some of the more successful responses. Candidates should be reminded that although the prompts are there to stimulate ideas, they should attempt to develop these with some original thought if they are to achieve the highest marks.

From a language point of view, most candidates had adequate vocabulary to address the topic and there were some successful attempts at both less common vocabulary and more grammatical complexity e.g. *'the museum was creative and made history intriguing'*, *'it is not based on specific data'*, *'...while admiring delicate artworks'*, *'...which is a real plus to their experience'* and *'the amount of time they were permitted to spend per exhibition'*.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/21
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
- Candidates should be encouraged to read each question/statement very carefully to ensure they listen for and select the correct relevant detail/idea. They should pay particular attention to words in questions, such as *best*, *first*, *before*, *earliest*, etc.
- It is important for candidates to not only consider to the text in the recording that precedes the targeted idea, but also what follows to see if the speaker confirms the idea or dismisses it.
- In **Exercise 4**, candidates should be reminded that all the details from a statement must be expressed by the speaker for the statement to be the correct response.
- Candidates should also be encouraged to listen to a wider range of listening text types, including longer monologues to ensure they can follow and *navigate* themselves through these texts (e.g. talks and presentations).

General comments

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

Candidates listened to five exercises, which consisted of monologues (e.g. voicemail messages, extended explanations and descriptions), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g. locations, work experience, household chores, free time activities and town amenities) to listening for more complex ideas (e.g. intentions, opinions, feelings, advice, reasons, personal preference, comparisons) and understanding the connections between these ideas (e.g. sequencing, ranking, mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted key idea, to test the level of detail and the range of grammatical and lexical structures candidates are able to understand (e.g. a range of comparative forms and the use of hypothetical structures such as conditionals and modals).

On the whole, most candidates dealt better with items that focused on identifying specific information and ideas which were stated rather than implied. Many candidates responded equally well to listening to dialogues as well as monologues. However, more complex ideas, including opinions which are implied and speakers' mutual agreements, still remain a weaker area for some. Some candidates also found items that relied on the understanding of cohesive devices, especially referencing words, relatively challenging.

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to eight short recordings on familiar topics and selected one visual prompt from four options. On the whole, candidates performed extremely well in most questions in this set. They particularly excelled in questions which tested listening for specific detail (e.g. a location, a particular person/activity, a type of a book). The vast majority of candidates appeared very familiar with the vocabulary of town amenities, locations in the countryside/city, household chores and book genres.

Candidates also showed very good understanding of listening for explanations (**Questions 1 and 7**) suggestions (e.g. in **Question 2**), and future intentions and decisions (e.g. in **Questions 3 and 6**).

There were no clear patterns of incorrectly selected options, apart from **Question 8**, where options **A** and **D** were sometimes incorrectly selected. This question targets the speaker's preference regarding the type of work experience she'd like to do. Option **A** is ruled out by the phrase '*...much rather than getting covered in oil as a mechanic*'. Some candidates may not have been familiar with the phrase used here to express her personal preference. The speaker speculates about the idea in option **D** by saying: '*I did wonder about helping out at a vet's*' but then dismisses it by adding: '*until I realised how upsetting seeing all those sick animals'd be*'. Some candidates possibly only listened to the first part, which led them to mistakenly select option **D**.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. On the whole, this exercise was attempted very well by most candidates.

Candidates were particularly successful with **Questions 14–17**, demonstrating that they are very familiar with the context of people talking about books, learning new skills, work experience and using technology and the required topic-related vocabulary. Candidates also showed very good listening skills of understanding more complex ideas, such as speaker's intentions, advice and explanations, and the connections between these ideas. **Questions 9 and 10** also produced a fairly high level of success. These questions mostly targeted implied reasons and explanations. Candidates dealt equally well with recordings that were presented as dialogues as well as monologues.

Overall, there was not the same level of success for **Questions 12 and 13**. **Question 12** targets the speaker's implied opinion about the best subject his student should study at university. The correct response is **B**, but more than a third of all candidates provided option **C** as their response. Candidates possibly focused on what the speaker says directly before the word '*physics*': '*choosing an individual subject such as*

physics', and missed the phrase '*advise against*,' which precedes this chunk of text and clearly rules out the idea in option **C**. **Question 13** targets the speakers' mutual agreement, which is implied rather than stated.

Many candidates appeared to have been tempted by the speakers reference to '*perfect time*' and '*hang out there before school*' and incorrectly matched these two lexical chunks to the idea of 'opening hours' in option **A**. However, the female speaker says: '*It'd be great to hang out there before school too – shame it's shut then.*' which is not in agreement with what the male speaker says: '*I'm so pleased it's open in the evening – it's the perfect time to go.*'

Exercise 3

This part of the test required candidates to follow a longer talk about sharks. Candidates had to complete each of the eight statements with one of the three multiple-choice options. The vast majority of candidates dealt fairly well with most of the questions in this exercise. Candidates appeared very familiar with the context of wildlife and conservation work and the necessary topic-related vocabulary.

Candidates particularly excelled at providing correct answers to **Questions 20, 22 and 26**. These questions tested listening for probability, comparison and a common belief, as well as listening for specific factual information (e.g. numbers, parts of the body). **Questions 23–25** were also attempted very well by many. These questions tested consequences and explanations and the speaker's feelings.

There was not the same level of success in answering **Question 19**, where only about half of the candidates provided the correct response. This question tested a number – when the oldest of the shark species living today appeared. Many provided option **C** as their answer, possibly tempted by the mention of '*Their ancestors emerged around 400 million years ago*' missing the reference to the ancestors of the sharks and not the shark species still living today.

There were no other patterns of incorrect responses in this part of the test.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speaker. The statements expressed a range of ideas, from opinions to speaker's feelings and attitudes about a talent show the speakers took part in. Candidates had to choose six correct statements from a list of eight. Many candidates performed very well in this exercise. This part of the test was attempted fairly well by many candidates, with the majority scoring between 4 and 5 marks.

The majority of candidates were particularly successful in **Questions 27** (speaker 1) and **29** (speaker 3). They tested the speaker's future intention and explanation behind the speaker's decision. Both responses were stated by the speakers, rather than implied. Many candidates also dealt reasonably well with **Questions 30** (speaker 4) and **32** (speaker 6).

There was a slightly lower level of success in **Questions 28** (speaker 2) and **31** (speaker 5). In **Question 28**, a fair number of candidates selected the idea in statement **D** as their response. The speaker says: '*I would've been amazed if I'd finished last*' so many candidates were possibly distracted by the mention of '*finished last*'. It is possible that less successful candidates may not have fully understood the use of the third conditional and its meaning in this context. The fact that the targeted idea was implied by the speaker rather than directly stated may not have been fully understood. In **Question 31**, the speaker talks about what he thought his chances of winning were before competing. However, many candidates may have been tempted by the mention of '*I felt a bit frightened*' and selected the idea in statement **G** instead.

There were no other clear patterns of incorrect responses in this exercise.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a competitive skateboarder and answer eight multiple-choice questions. Overall, candidates attempted this part of the test fairly well. The majority appeared very familiar with the context of sport and competitions. There was a particularly high level of success in **Questions 36 and 38**, and relative success in answering **Questions 35 and 40**. These questions mostly targeted reasons, advice, description of a past experience and the speaker's attitude to competing.

The lowest level of success was mainly in **Questions 33** and **39**, and **Question 37** for some candidates. In **Question 33**, many candidates incorrectly gave option **A** as their response. The question targets an explanation given by the speaker, to provide information about her earliest experiences of skateboarding. Less successful candidates were possibly distracted by the mention of '*car journeys*'. However, these referred to '*other kids*', not the speaker herself. **Questions 37** and **39** both target the speaker's opinion, which was implied by the speaker rather than directly stated. In **Question 37**, on hearing '*they enjoy it*', many candidates matched this phrase to the idea in option **B**. However, in the correct answer, the speaker says: '*But there's still a majority who skateboard because they enjoy it*', which is not the same as the idea in option **B**. In **Question 39**, the phrase '*more investment*', used by the speaker in the recording, possibly distracted candidates with the idea of 'sponsoring skateboarders' in option **B**.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
- Candidates should be encouraged to read each question/statement very carefully to ensure they listen for and select the correct relevant detail/idea. They should pay particular attention to words in questions, such as *first*, *the most*, *the best thing*, etc.
- In **Exercise 4**, candidates should be reminded that all the details from a statement must be expressed by the speaker for the statement to be the correct response.
- Candidates should also be encouraged to listen to a wider range of listening text types, including longer monologues to ensure they can follow and *navigate* themselves through these texts (e.g. talks and presentations).

General comments

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

Candidates listened to five exercises which consisted of monologues (e.g. voicemail messages, announcements and extended explanations), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g. specific locations, gardening jobs, types of musical

performances, preferred volunteering tasks and pieces of art) to listening for more complex ideas (e.g. opinions, attitudes, reasons, personal preferences, and evaluations) and understanding the connections between these ideas (e.g. sequencing, ranking, mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted key idea, in order to test the level of detail and the range of grammatical and lexical structures candidates are able to understand.

On the whole, most candidates dealt better with items that focused on identifying specific information which was stated rather than implied. Many candidates also seemed to have found everyday exchanges in the form of a dialogue easier to follow than tasks that took the form of monologues, or extended monologues. Only slightly over half of the candidates dealt well with items which focused on more complex ideas, such as speakers' opinions, and the connections between these ideas.

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to eight short recordings on familiar topics and selected one visual prompt from four options. On the whole, candidates performed well in half of the questions in this set. Many achieved a fairly high level of success in **Questions 1** and **8** but were most successful with providing the correct responses to **Questions 5** and **7**. The vast majority of candidates demonstrated extremely good understanding of explanations, the speaker's intentions and mutual decisions. In terms of lexical ability, most candidates were familiar with the vocabulary of means of transport, different volunteering tasks and everyday objects needed for outdoor activities, like camping and hiking.

Candidates were least successful in **Question 3**, where only about half of the candidates provided the correct response. The question targets a band the speaker saw perform. The correct response is introduced by the speaker's friend: '*...everyone played a different instrument and sang at the same time!*' and confirmed by the speaker herself: '*Luckily I didn't miss them!*'. Less successful candidates were possibly tempted by the speaker saying: '*the one I wanted to see...*' and '*Apparently the band with the drummer and singers was amazing*', which led them to selecting options **A** and **B** instead.

Question 6 was another question which did not seem to be fully understood, with many candidates selecting option **B** as the incorrect response. The speaker is asked about her favourite photo. She wavers between two photos but later confirms her favourite one by using the phrase '*the latter*'. This may suggest that many candidates are not familiar with this phrase.

There was a relatively low level of success in **Questions 2** and **4**. **Question 2** targets a job that the speaker wants his gardener to do *first*. Less successful candidates were possibly unfamiliar with the phrase used to confirm the sequence: '*Can you make that top of today's list?*', and selected option **D** instead, as it was the first job mentioned first in the recording, but not the job the gardener was asked to do first before anything else. In **Question 4**, candidates had to select the place where the students should meet after lunch. Many were possibly tempted by the mention of a *statue* and gave option **D** as their response.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. On the whole, this exercise was attempted reasonably well. Candidates showed a particularly good level of understanding of ideas such as giving reasons, expressing feelings and explaining various issues. They also demonstrated good listening skills of understanding a range of ideas around the contexts of computers and travelling and topic-related vocabulary. This was particularly evident in **Questions 15–18**, with **Question 15** producing the highest level of success.

Overall, candidates tended to be less successful with questions which targeted attitudes and mutual agreements. Questions testing gist ideas also did not seem to be fully understood by candidates. This was particularly the case in **Questions 11** and **14**. **Question 11** targets an aspect of hotel accommodation which the speaker appreciated the most. Less successful candidates were drawn to the distracting ideas in options **B** and **C** in equal measure. Both ideas are expressed quite positively in the recording. However, it is only the idea in option **A** that *came top* for the speaker – a detail which many candidates missed. This is underpinned in the recording by the phrase '*It was the catering that we all gave top scores for though*'. Many candidates were also possibly unfamiliar with the word '*catering*'. In **Question 14**, candidates were asked what detail the speaker found out about one particular object. Options **A** and **C** were often given in error, in equal measure.

Candidates may have been tempted by the speaker saying, '*And possibly foreign?*', for the idea of 'where it came from' in option **A**, and '*It was in such a bad state*' for the idea of 'how it got broken' in option **C**.

Questions 10 and 13 did not seem to be fully understood by many candidates. **Question 10** tested how the speaker felt about her friend's interest in cooking. Many candidates mistakenly selected option **B**, possibly because the speaker is keen to *try* what her friend cooks, but she's not keen to encourage him to cook. **Question 13** targets a mutual agreement about what the best thing was about a TV programme they watched. The agreement is confirmed by the phrase with a negative verb: '*I can't argue with that!*', which may not have been understood as an agreement by some candidates, as option **C** was often given in error. Less successful candidates were possibly distracted by the verbs 'fix' and 'mend' in the recording when both speakers talk about the experts' skills of repairing things. However, they do not say this was the best thing about the programme.

Exercise 3

This part of the test required candidates to follow a longer talk about a sport called *padel*. Candidates had to complete each of the eight statements with one of the three multiple-choice options. On the whole, candidates dealt very well with most of the questions in this exercise, which suggests that they are familiar with sport related vocabulary.

Candidates were most successful with **Question 23**, and demonstrated very good listening skills for specific detail, in this case an aspect that the inventor of padel lacked when building a court. Many candidates also performed very well in **Questions 19, 21 and 24**. In addition to more specific details (e.g. locations), these questions also tested ideas such as a comparison.

Overall, there was not the same level of success in **Questions 25 and 26**. **Question 25** tests who the majority of people are that go to the speaker's padel club. Less successful candidates were possibly tempted by option **A**, as the speaker refers to 'men' and 'boys' in the recording. They may also have been unfamiliar with the structure 'there used to be', which clearly rules out the idea in option **A**. **Question 26** targets a reason why the speaker could not attend an international tournament. The correct response is **A**, but many gave option **B** as their response, possibly because of the mention of 'classes'.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speaker. The statements expressed ideas about where the speakers go on holiday and included, for example, opinions, feelings, preferences and explanations. Candidates had to choose six correct statements from a list of eight. Most candidates attempted this exercise fairly well, with about two thirds gaining 5–6 marks. On the whole, candidates dealt better with items where the responses were directly stated rather than implied by the speaker.

The vast majority of candidates selected the correct ideas for speakers 1, 5 and 6 (**Questions 27, 31 and 36**), but speaker 3 (**Question 29**) was also attempted fairly well. Candidates were least successful with speaker 2 (**Question 28**), and statement **E** was often given in error here. Statement **E** categorically rejects flying. However, the speaker says: '*I try to limit the number of flights I take each year*'. Many candidates missed this distinction between the two ideas and selected statement **E** as an incorrect response. Also, the targeted idea of recommendation is implied by the speaker in the recording: '*when a friend tells me about a destination that's worth visiting, I try to go, however far it is!*', which may have contributed to some candidates missing it.

Speaker 4 (**Question 30**) did not seem to be fully understood by many candidates. However, there was no clear pattern of incorrect answers for this item.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with someone who creates art from paper and answer eight multiple-choice questions. Overall, the vast majority of candidates attempted this part of the test fairly well.

Candidates particularly excelled in **Questions 33 and 35**, which targeted factual information and personal preference.

Many were also successful in **Questions 38** and **40** and demonstrated good listening skills when identifying the speaker's opinion and future intentions. Candidates also showed good understanding of relevant vocabulary, including phrasal verbs and other fixed expressions (e.g. '*have a go at*', '*rarely short of material*').

The lowest level of success for many was mainly in **Questions 34** and **36**, which targeted the reason behind the speaker's decision and an implied suggestion. In **Question 34**, candidates were required to identify the reason behind the speaker's decision to work with paper. Many incorrectly selected option **B** possibly tempted by the mention of '*a pile of books from the library*'. However, the option refers to a talk at the local library, so option **B** was not the correct match. Some candidates were also possibly unfamiliar with the phrase '*I got hooked*'. In **Question 36**, many candidates may have incorrectly selected option **A** which cannot be the correct answer because the speaker says, 'It's **not** that I don't want to answer – **if I could**, I wouldn't hesitate!'. The correct option **C** is supported with the text, 'nobody should have to make a choice like that' i.e. it is an unfair question to ask the interviewee.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/23
Listening

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

Key messages

- Candidates should be reminded to take care when transferring their answers from the question paper onto the answer sheet and to shade only one lozenge for each question.
- Candidates should be encouraged to read each question/statement very carefully to ensure they listen for and select the correct relevant detail/idea. They should pay particular attention to words and phrases, such as *main*, *currently*, *most*, *mostly*, *near future*, etc.
- In **Exercise 4**, candidates need to remember what the main focus of each monologue is (e.g. what the speakers learned on a particular course they attended) in order to be able to rule out distracting information. They should be reminded that all the details from a statement must be expressed by a speaker for the statement to be the correct response.
- Candidates should also be encouraged to listen to a wider range of listening text types, including longer monologues to ensure they can follow and *navigate* themselves through these texts (e.g. talks and presentations).

General comments

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

Candidates listened to five exercises, which consisted of monologues (e.g. voicemail messages, extended explanations and descriptions of past experiences), informal dialogues, informal and semi-formal interviews

and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g. types of food, free time activities, means of transport, everyday items, parts of a school project) to listening for more complex ideas (e.g. opinions, attitudes, intentions, reasons, suggestions, personal preferences and experiences) and understanding the connections between these ideas (e.g. sequencing, ranking, mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted key idea, in order to test the level of detail and the range of grammatical and lexical structures candidates are able to understand.

On the whole, most candidates dealt better with items that focused on identifying specific information which was stated rather than implied. Many candidates also seemed to have found everyday exchanges in the form of a dialogue easier to follow than tasks that took the form of monologues. Only about two thirds of all candidates dealt very well with items which focused on more complex ideas, such as speakers' attitudes, but it was items which targeted gist ideas that proved more challenging than any other of the tested ideas.

Comments on specific questions

Exercise 1

In this part of the test, candidates listened to eight short recordings on familiar topics and selected one visual prompt from four options. On the whole, candidates performed extremely well in most questions in this set.

The vast majority of candidates excelled at providing the response to **Question 1** which tested a future intention and many also achieved a high level of success in **Questions 2–4** and **8**, demonstrating very good understanding of the speaker's feelings, decisions, preferences and reasons. Most candidates dealt very well with items set in the context of everyday activities, such as ordering in a restaurant and taking part in a school project. They also appeared familiar with the vocabulary related to the topics of food, sports, household jobs and travelling.

Question 5 was attempted with less success by some candidates, who tended to select option **D** in error. Some candidates may have missed the speaker's confirmation of what they were going to buy, as this was expressed using a referencing word rather than the noun itself: *'Let's go shopping for one this weekend'*. Some candidates may have also been tempted by *'I'm going to get the barbecue'* and provided option **D** as their response.

Exercise 2

In this part of the test, candidates answered two multiple-choice questions per recording. On the whole, this exercise was attempted reasonably well and provided a good level of differentiation.

Candidates were particularly successful with **Questions 11** and **16**. They demonstrated good listening skills identifying the speaker's preferences, in the context of visiting an art gallery and working in a restaurant. Both questions took the form of a monologue and targeted the idea of ranking order and sequencing (i.e. 'impressed ... the most' AND 'the first job ... to complete'). **Questions 10** and **15** also produced a good response. These questions targeted the speaker's suggestions and an explanation set around the topics of student accommodation, means of communication and work responsibilities.

Questions 13 and **18** were attempted fairly well on the whole. However, less successful candidates were often tempted by the distracting information in the recording. **Question 13** targeted the gist of what the speaker is concerned about, which is implied rather than directly stated. Many candidates selected option **C** in error, possibly distracted by the speaker saying: *'why don't you check if we can arrange it'*. In **Question 18**, the candidates were tested on selecting the correct advice the tutor offers to her student. Less successful candidates may have been tempted by the mention of 'class' in the recording, and incorrectly linked this to the idea in option **A**.

There was not the same level of success with **Questions 9, 12** and **17**. **Question 12** targeted the speaker's recommendation. Many candidates may have been tempted by the mention of 'lunch' in the recording and tended to select the idea in option **B** in error. In **Question 9**, more than half of all candidates may have been tempted by the idea in option **C**, possibly because of the bank-related vocabulary used by the speaker (e.g. account, bills, fall behind with payments). Candidates tended to focus on these topic related words and phrases, instead of listening for the main reason the speaker phoned the officer. Option **B** was often incorrectly given as the response in **Question 17**. This was another question that tested a gist idea. Many candidates were distracted by the mention of 'read the books' and incorrectly linked this to the idea in option

B. They incorrectly focused on what the student was struggling with, rather than the targeted idea of the main reason behind the student's problems.

Exercise 3

This part of the test required candidates to follow a longer talk about giraffes. Candidates had to complete each of the eight statements with one of the three multiple-choice options. On the whole, the majority of candidates dealt reasonably well with this exercise, scoring between 4–5 marks on average. Most candidates tended to deal better with items that tested specific details about giraffes and their lives, compared to items which focused on the speaker's attitudes and recommendations, for example.

Candidates particularly excelled at providing the correct response to **Question 21**, but most were also highly successful with **Questions 19, 20 and 25**. Most of these questions tested factual information, such as giraffes' average age, diet and typical habits.

Only about 50 per cent provide the correct response for **Question 23** which targeted the giraffes' preferred way of protecting themselves against predators. Many candidates incorrectly selected option **A** as their response. They possibly misunderstood the phrase '*if they are left with no other choice*', used by the speaker to introduce the distracting idea of '*kicking*', and were incorrectly steered towards option **A**. There was a lower level of success with **Questions 22, 24 and 26**. **Question 22** targeted the speaker's reaction to the range of sounds the animals make, supported by the speaker saying: '*I didn't realise that these amazing animals can...*'. However, many selected option **C** in error, possibly tempted by the phrase: '*it was great*'. In **Question 24** candidates were required to select something that can affect changes in giraffes' sleeping habits. The correct detail was 'age', but less successful candidates tended to select 'location' in option **A**, possibly because of the speaker mentioning: '*In places such as Africa*' and '*their position*'. **Question 26** focused on the speaker's recommendation to the listeners. The targeted idea is confirmed in the recording by: '*I'd like to recommend that you visit a display of photos*'. However, the speaker also mentions what some people have already done – '*people ... left some positive feedback on the website*', and less successful candidates appeared to have misunderstood this as what the people should do. This possibly led them to selecting the idea in option **C**.

Exercise 4

In this multiple-matching part of the test, candidates were required to match statements to the correct speaker. The statements expressed ideas about driving. The six short monologues included, for example, opinions, descriptions of personal experiences, explanations and feelings. Candidates had to choose six correct statements from a list of eight. Candidates dealt with this exercise fairly well, scoring between 4 and 5 marks on average. They achieved a particularly high level of success in **Question 31** (Speaker 5). However, **Questions 29** (Speaker 3) and **30** (Speaker 4) were also attempted very well by many.

There was not the same level of success with **Questions 27** (Speaker 1) and **32** (Speaker 6), as more than one third of all candidates chose incorrect options. **Question 27** targeted a feeling which is only implied by the speaker, rather than directly stated. This may have been the reason why some candidates didn't provide the right statement.

In **Question 32** many candidates may have been tempted by the idea in statement **H**, possibly because of the speaker mentioning: '*I have to save most of my money to afford petrol and insurance*'. Less successful candidates did not seem to make the distinction between 'the running costs of having a car' in the recording, and 'not being able to afford a car because of the costs' as per idea in statement **H**.

Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a professional dressmaker and answer eight multiple-choice questions. Candidates achieved a reasonable level of success in this exercise. On the whole, candidates excelled in **Questions 33 and 38**, which targeted the speaker's first experience of dressmaking and a reason. Candidates also achieved a fairly high level of success in **Questions 34 and 36**. In **Question 34**, candidates were tested on selecting the most important aspect of the speaker's work, while **Question 36** targeted an explanation.

Overall, candidates were least successful when answering **Questions 35 and 39**, which tested candidates' understanding of explanations, preferences and her main advice to people who'd like to pursue dressmaking. In **Question 35**, less successful candidates may have missed the phrase '*suits their body type*', used by the speaker to support the key. They may have been tempted instead by the speaker

mentioning '*pictures of designs*' and incorrectly matched it to the word '*photos*' in option **B**. Only about two thirds of all candidates provided the correct response to **Question 39**. Many candidates selected the distracting idea in option **C** instead, possibly tempted by the speaker referring to '*online video*' in the recording.

There was not the same level of success with **Questions 37** and **40**. In **Question 37**, candidates were required to differentiate between the jobs the speaker does herself and the jobs she assigns to her employees – a detail that many candidates seemed to have missed which led them to incorrectly selecting option **C**. In **Question 40**, candidates may have been unfamiliar with the phrase '*strengthen the brand's presence*', used by the speaker to express the idea of '*improving her marketing*' in option **B**. Less successful candidates may have also been distracted by the speaker mentioning '*a theatre company located in my city*' and, consequently, gave option **A** in error.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/31
Speaking

Key messages

- Before conducting tests, examiners should familiarise themselves with the script provided in the Teacher's/Examiner's Notes and with the conduct of each section of the test.
- Candidates should sit close to the microphone so that their responses can be recorded well.
- Examiners are allowed to clarify any words or phrases for the candidate at any time during the test.
- It is not necessary for the examiner to read the card out in **Part 2**; this can make the preparation time too long.
- Please ensure that the candidate takes the full one minute to prepare for the short talk, even if they indicate they are ready to start.
- Candidates should not be interrupted during their short talk.
- It is important to follow to the marking criteria when assessing candidates to ensure accuracy of marking.

General comments

Conduct of the test

Introduction

Almost all examiners provided the centre information followed by the candidate's name and number before accurately reading out the script at the beginning of each test.

Warm-up

Most examiners used the warm-up period effectively to put candidates at ease and followed the recommended timings. Most examiners asked the questions on the card without paraphrasing them.

Some examiners encouraged candidates to expand their answers, meaning that the warm-ups could be too long. However, some examiners accepted single-sentence answers to each question and then the warm-ups were too short.

Part 1 – Interview

Almost all examiners followed the script and asked the questions in the order provided on the card. At times, when candidates gave short answers, examiners helpfully encouraged them to expand their answers by asking them to explain or to give specific examples.

Part 2 – Short talk

Some candidates were given more than one minute to prepare as a result of the examiner reading the card out. Some candidates indicated that they were ready before the end of two-minute preparation time, but most examiners encouraged them to use all of the time. Some examiners ended the short talk when the candidate paused instead of allowing some 'thinking time'. Some examiners ask unnecessary additional questions at the end of the short talk instead of moving on to **Part 3**.

Part 3 – Discussion

Generally, this part of the test was well conducted. Most examiners used the questions on the card and followed the script.

Application of the marking criteria

Grammar

There was a tendency towards severe marking in the lower mark range. Examiners should consider whether errors genuinely impede communication when awarding marks for grammar. Some candidates were given higher marks because they were accurate even though they did not demonstrate a wide range of structures.

Vocabulary

Marking tended to be slightly severe, especially in the lower mark range. Some candidates were given appropriately higher marks for using vocabulary effectively to convey their ideas with clarity and precision. This included not only sophisticated lexis or subject-specific words but also idiomatic language and the effective use of collocations and phrasal verbs.

Development

Marking against this criterion was not always secure, ranging from slightly generous to slightly severe with a tendency to more severe marking in the lower mark range. Some examiners may have confused development with ability to talk without long pauses. This sometimes meant that weaker candidates who repeated ideas without developing them received higher marks than they deserved.

Pronunciation

Candidates' performance in this area was marked accurately, although occasionally severe. There was a tendency to match the pronunciation mark to the marks awarded for the other criteria. Examiners should consider the clarity of pronunciation, and whether intonation is used to convey meaning, especially when expressing an opinion.

Administration

Recordings

Most centres provided recordings of satisfactory quality. Sometimes there was background noise which should be avoided if possible; candidates should sit near the recording device. It is worth noting that large rooms often have an echo making it difficult to hear the candidate.

Documentation

Speaking Examination Summary Forms were accurately completed by most centres. Occasionally, the card entered on the SESF did not match with the card used in the test. The names of the examiners should be included on the same form as the names of the candidates they have examined.

Internal moderation

Internal moderation was not always carried out where necessary. If more than one examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates. To do this, the lead examiner/internal moderator should listen to a range of candidates (top, middle, bottom) from each examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all examiners at your centre.

If no adjustments are required to an examiner's marks, these are the final total marks submitted to Cambridge International. If an adjustment to an examiner's marks is required, the lead examiner should make this adjustment to all the marks given by that examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

Comments on specific speaking assessments

Speaking Assessment A

Part 1 – Interview: Achievements

Candidates referred to their future career plans (*'a software engineer', 'a cardiologist'*) or hopes for future achievements (*'creating a new electronic device'*) as well as past successes (*'won a sports match', 'a competition', 'did well in exams'*). Strong responses included a range of time phrases (*'last year', 'two days ago', 'yesterday morning'*), modal verbs (*'I would like to', 'I might', 'you can buy'*), conditionals (*'If we're going to work hard ...'*) and adjectives (*'more important', 'makes your life better'*).

Part 2 – Short talk: TV series

Candidates were able to use a range of topic-specific vocabulary (*'binge watching', 'spoilers posted online', 'hanging out'*). The advantages of the first option included the satisfaction of getting to know everything in one day and sharing opinions with a friend, while the disadvantages included causing eye strain, feeling unproductive and making you feel very tired the next day. The advantages of the second option included the anticipation (*'looking forward to the next episode every day'*) and it not taking up too much time. Strong responses covered both options before deciding on a preference. They were well organised using discourse markers and language for opinion (*'but', 'because', 'so I would personally', 'as I said before'*).

Weaker responses tended to focus only on the chosen option and consider either advantages or disadvantages, rather than both, and say very little about the second option leading to a shorter talk.

Part 3 – Discussion

Most candidates felt watching TV was more enjoyable than reading a book as it is easier than trying to imagine the characters. They discussed the advantages and disadvantages of being a TV star (*'everyone is keen to do things for you', 'you earn a lot of money', 'no privacy', 'fame can bring depression'*). Most candidates preferred the experience of watching a film at the cinema (*'it adds to the experience'*). In response to the last question, most candidates said that they were against reading film reviews before deciding what to watch as they would prefer to make up their own minds. Stronger candidates used a range of grammatical structures including present perfect continuous (*'I have been reading for a long time now.'*), modals (*'could', 'should', 'might'*), comparatives (*'the best idea'*) and linking words (e.g. although, and, because, also, so, but).

Speaking Assessment B

Part 1 – Interview: Advertisements

The majority of candidates described advertisements for food, mobile phones and video games. Many were then able to develop their ideas to talk about something they had bought. Most candidates felt that there was too much advertising online.

Stronger responses used perfect tenses, adjectives, collocations (*'sales market', 'doom scrolling'*), relative clauses (*'which is taking place'*), linking words (e.g. because, so, and, however) and conditionals (*'If you want money, you can ...'*). Successful responses included topic-specific vocabulary (*'pop-up ads', 'TikTok'*).

Part 2 – Short talk: Joining in

Most candidates preferred the first option of joining a local youth club or sports team as it is a good way to bring like-minded people together. Some candidates professed no clear preference but were able to give reasons why. Although the idea of social responsibility and *'giving something back'* was touched on, there was a general opinion that joining a group of volunteers is more for elderly people and young people prefer to make friends with their peers. Some candidates gave examples of the type of things they would do to help in the community (*'helping the elderly', 'litter picking'*).

Strong responses included topic-specific vocabulary and correct collocations (*'get along together', 'maintain fitness', 'making friends'*) as well as complex structures which used relative pronouns (e.g. who, which). Stronger candidates structured their talk with discourse markers (*'in order to', 'as well as'*) and the language of preference (*'the option I would prefer is', 'I believe', 'in my opinion'*).

Weaker responses tended to focus on one option and say very little about the second option. To better fulfil the two-minute requirement, candidates should discuss both options, even if one is only dealt with briefly, before deciding on a preference.

Part 3 – Discussion

Responses to the first question were generally positive; candidates felt that social media help to connect people all over the world, allowing friends and family to chat. Some candidates expressed some safety concerns that some people may not be trustworthy (*'stalkers', 'hackers', 'catfishing'*). For the second question, most candidates preferred spending time with other people rather than being on their own and mentioned loneliness and boredom as the reasons for it. The third question elicited a range of responses mainly in favour of every team or group needing a leader. However, it was said to be difficult to choose a leader as different people had different goals. Opinion was divided on whether people in the countryside are friendlier than people who live in cities, depending on whether candidates were city dwellers, or lived in the countryside.

Stronger responses included modal verbs (*'may', 'might', 'will'*) and conditionals (*'if you have a group leader...'*) as well as subject-specific vocabulary, collocations and phrasal verbs (*'internet safety', 'get to know others', 'spend time', 'time passing quickly', 'fake profile', 'suburbs'*).

Speaking Assessment C

Part 1 – Interview: A typical day

Strong candidates answered all three questions relevantly with a good amount of detail or description and gave examples. There was expansion of ideas using complex structures, with particular emphasis on appropriate verb tenses and cohesive devices (*'Looking back...'*). These candidates used a wide range of vocabulary (*'a feeling of nostalgia'*), including time markers, prepositions, relevant phrases and collocations. Pronunciation was clear and intonation was used to good effect.

Weaker responses were limited to simple vocabulary and simple structures with inaccuracies in subject/verb agreement and the use of tenses. Pronunciation was not always clear; intonation was rarely used to convey intended meaning.

Part 2 – Short talk: The big match

Both options were popular choices. Strong responses included a range of structures (conditionals, comparatives) and topic-specific language. The talk was also developed with good signposting to explain the advantages and disadvantages of each option (*'When you watch a match live...'*). Some candidates skilfully gave the advantage of one option (*'you can enjoy the atmosphere', 'to get players to sign your shirt', 'you can hear people cheering'*) and then explained how this could be a disadvantage of the other option. Many summarised their ideas and then stated a final opinion on which option they would prefer and why. Pronunciation was clear and intonation was used to good effect.

Weaker responses discussed the advantages and disadvantages without comparing them. Simple adjectives were used to describe each option, and simple structures were used to provide a brief justification of the point of view.

To achieve higher marks, candidates should aim to explore both options in equal depth, using a variety of structures and topic-relevant vocabulary.

Part 3 – Discussion

Strong responses included a variety of grammatical structures, such as modal verbs and conditional sentences (*'it would be...', 'even if...', 'if you paid for a ticket...'*) as well as language of comparison. There was a wide range of vocabulary to discuss ideas, facts and opinions (*'arduous efforts', 'odds are against you', 'inspirational'*). Responses were relevant and well developed.

Weaker responses were usually brief and relevant, but there was reliance on simple structures and simple vocabulary. Pronunciation lacked clarity. Intonation was rarely used to convey intended meaning.

Speaking Assessment D

Part 1 – Interview: Food

Candidates answered all three questions in detail, providing anecdotes about a time when they tried something new (*'sushi', 'a traditional dish'*). In addition to a range of accurate simple structures, more complex ones, including conditionals (*'if you eat it every day...'*), were used, with particular emphasis on appropriate verb tenses. A variety of topic-specific vocabulary (*'damage your health'*) was used, as well as more complex adjectives.

Weaker responses were limited to simple statements and simple structures, with frequent inaccuracies such as using the present tense instead of the past. Descriptive vocabulary was limited, with language merely echoing that used by examiners in the prompts.

To achieve the higher marks, candidates should ensure they use, or attempt to use, a range of past tenses when asked about a past event.

Part 2 – Short talk: Advice

The most popular choice was to ask family members for advice. Stronger responses provided the advantages and disadvantages of both options. The most popular approach was to start the talk by stating what benefits each option could potentially bring, thereby structuring the talk successfully (*'First I'm going to discuss..., then I will...'*). Some referred to their personal experiences of asking their families about their future career, which was an effective way of supporting their choice and providing examples. A range of structures was used, such as conditional sentences, modals (*'might not want you to do...'*), relative clauses as well as comparatives with modifiers. Many responses included topic-specific language and signposting (*'In my opinion', 'on the other hand'*). Many strong short talks ended with a brief summary before the final opinion was stated.

Weaker responses tended to either focus on the chosen option without sufficient justification or to talk about the advantages and disadvantages of the two devices without expanding their ideas. The content was not logical and often the context was overlooked. A final preference was not always given. Pronunciation was not always clear, and intonation was rarely used to convey intended meaning.

Part 3 – Discussion

Strong candidates spoke at length in response to all questions and employed a wide range of grammatical structures, including some complex ones (*'if they can balance it with schoolwork', 'it becomes too much'*). A range of topic-specific lexis was used (*'a pile of work', 'stress of the job', 'different perspective'*). Intonation was used to communicate intended meaning, particularly when more emphatic structures were chosen to give opinion.

Weaker responses were usually relevant but used a limited range of structures and vocabulary, with frequent repetition of the same points. Pronunciation was not always clear, and intonation was not used effectively.

Speaking Assessment E

Part 1 – Interview: Homes

All candidates were able to describe their favourite room, which was often their bedroom (*'a safe space'*) and provide detailed narratives about a visit they had made to someone else's home. Most candidates agreed that everyone should have their own room, mostly for reasons of privacy and peace. Stronger candidates used a range of complex structures and language of opinion to preface their ideas (*'in my opinion', 'personally'*).

Weaker responses gave concrete descriptions, for example, of furniture and leisure activities. In the second question, they sometimes focused on the person visited rather than the occasion, thereby avoiding using the past tense.

Part 2 – Short talk: Sharing experiences

Most candidates considered both options while also considering the audience (their grandparents). This resulted in comments about how technologically-minded their relatives were (using modals and conditionals)

which in turn shaped their ultimate preference. Structuring the talk with a precis of the task and talking about each option in turn before coming to a conclusive preference ensured that candidates managed to talk for two minutes. Stronger responses used conditionals (*'if they were there...'*), phrasal verbs (*'feel left out'*, *'keep up to date'*) and subject-specific vocabulary (*'image'*, *'quality'*, *'editing'*).

Weaker responses did not fully address the task, talking about holidays in general, or relied on simple vocabulary and had difficulty organising ideas.

Part 3 – Discussion

Candidates produced interesting and personal responses to all questions. Many expressed some strong opinions in response to the second question as they took the point of view of the artist and said that it would be inconsiderate not to pay full attention to the music being performed. Most candidates agreed that it is better to go on holiday with other people, with stronger candidates bringing in the aspect of the type of holiday. Stronger candidates introduced topic-specific vocabulary (*'record memories'*, *'have an insight'*, *'win-win situation'*, *'have validation'*, *'seek approval'*).

Weaker candidates gave shorter responses, necessitating follow-up questions to maintain the discussion.

To achieve higher marks, candidates should ensure they use a range of compound and complex sentences, as well as linking devices to organise their responses effectively.

Speaking Assessment F

Part 1 – Interview: Actors

Some candidates had more than one favourite actor or did not have any but could think of someone to talk about. There were interesting descriptions of a film recently seen using topic-specific vocabulary (*'based on a real story'*, *'played the character of...'*, *'outstanding performance'*, *'a masterpiece'*, *'genre'*, *'props'*, *'it packs a punch'*). The final question prompted a discussion of the importance of between being funny and/or being good-looking. There were also some sophisticated ideas expressed about the modern obsession with appearance.

Weaker responses used only simple descriptions, were less developed and lacked the vocabulary to talk about plays, films and actors.

Part 2 – Short talk: Work

Candidates had clear opinions about the two options offered, with neither being predominantly the preferred option. Most candidates used vocabulary linked to work and study (*'full-time'*, *'part-time'*, *'skilled'*, *'earn money'*, *'further education'*), with stronger responses using some sophisticated lexis (*'jack-of-all-trades'*, *'develop social skills'*, *'broaden your horizons'*). Modals verbs of speculation were used effectively in most answers.

Weaker responses were less developed with a preference stated but not justified.

Part 3 – Discussion

Most candidates believed that parents were best placed to give advice about future jobs as they know their children very well. Candidates discussed the importance of having a dream but also of being realistic. The third question elicited discussion about motivation, talent, skill and job satisfaction. Stronger candidates used simple and complex structures including first and second conditionals, the passive voice, and a range of modal verbs and relative clauses.

To achieve higher marks, candidates should attempt to expand their points and develop their ideas using a wide range of grammatical structures and vocabulary.

Speaking Assessment G

Part 1 – Interview: Teams

All three questions were answered with good development by most candidates. Candidates talked about watching their favourite sport or sport they do in school when answering the first question. The second

question drew on personal experience and responses were often quite detailed, using past tenses and sequencing. Most candidates agreed it was easy to work in a team as long as there was a clear leader. Strong candidates demonstrated a range of topic-related vocabulary, including phrasal verbs (*'hang out with friends'*, *'be there for someone'*, *'observation skills'*, *'management'*).

Part 2 – Short talk: Getting fit

Candidates were able to produce descriptive terms for sports equipment and weigh up both options. Stronger responses began with a clear introduction, followed by a discussion of each option before concluding with the preferred option (*'If I had to choose between these two options, I'd go for...'*). Language was used effectively to structure the talk (*'on the other hand'*, *'although'*). Phrasal verbs were also used accurately (*'catch up with'*, *'get ahead of'*, *'fall behind'*).

Part 3 – Discussion

All four questions were answered in some detail by most candidates. Strong responses included a range of structures (including conditionals and modals) and ideas were linked using discourse markers.

Weaker responses were usually relevant but used a limited range of vocabulary and grammatical structures.

To achieve higher marks, candidates should aim to develop their ideas and justify their opinions, considering both sides of an argument.

Speaking Assessment H

Part 1 – Interview: Transport

Candidates were able to discuss and develop their answers to all three questions, giving their reasons for their favourite transport (*'convenient and fast'*, *'admire the view'*, *'avoid traffic'*, *'not fond of travelling'*). Stronger responses made comparisons between different forms of transport and stated their favourite one. Past tenses and adjectives were used appropriately by stronger candidates when responding to the second question (*'amazing'*, *'unforgettable'*, *'an opportunity to bond'*, *'an experience that created a long-lasting memory'*). Language of speculation was frequently used for the final question (*'it is likely that...'*, *'due to pollution...'*, *'may be replaced by AI'*).

Weaker responses often included incorrect subject-verb agreement (*'the distance are'*, *'we enjoys'*) or missing subject. Words were often mispronounced, and candidates' first language interference was evident.

Part 2 – Short talk: Learning a practical skill

The most popular choice was watching videos. Stronger responses included a range of complex structures such as conditionals, the gerund and passive voice (*'once you've learned the movements'*, *'part of the learning experience'*, *'it has been proved that'*). Subject-specific vocabulary was used by many candidates (*'physical interactions'*, *'in terms of learning skills'*, *'time constraints'*). Stronger responses were effectively organised using discourse markers (*'on the other hand'*, *'as long as'*, *'a disadvantage to that may be'*, *'when it comes to'*, *'whilst'*). Stronger candidates gave more balanced talks, clearly discussing the advantages and disadvantages followed by a preference. They would often begin their talk with clear organisational phrasing (*'I will begin by looking at and then continue with the ...'*). Pronunciation was clear and there was evidence of intonation and word stress, e.g. the emphatic *'do'*.

Weaker candidates talked about each option in general, omitting a comparison, and others only talked about their chosen option. Weaker responses tended to rely on language from the rubric. Some candidates ran out of ideas before they had spoken for two minutes. Many words were unclear, and intonation was not used effectively, some often being monotonous or using only rising intonation.

Part 3 – Discussion

Stronger candidates used a range of complex structures and vocabulary in response to all four questions (*'having it repaired'*, *'can't handle pressure that well'*, *'enticing'*, *'dwell on'*, *'the thrill of'*).

Weaker responses were usually relevant but less developed. They lacked a range of structures and vocabulary and made frequent errors in grammar (subject-verb agreement, tenses, prepositions) or word choice.

To achieve higher marks, candidates should aim to provide more than a brief response to questions, develop their ideas and justify their opinions. They should use topic-specific vocabulary as well as more complex structures such as modals and conditionals.

Speaking Assessment I

Part 1 – Interview: Information

Many candidates compared using online search engines to using books or asking people. Topic-specific vocabulary and phrasal verbs were used effectively (*'look up', 'reliable sources', 'fake news', 'old school'*). In the second question, most candidates referred to a project they had to do for school, usually with classmates (*'allowed us to do research as a team', 'bond as a team'*). Responses to this prompt usually included a good range of past simple verbs and linking devices.

Weaker responses to the first question gave only one example and were not developed. Some weaker responses to the second question did not use past tenses or used the past simple inconsistently. Basic and everyday vocabulary was produced, but not always precisely.

To achieve higher marks candidates should use a range of structures and of topic-specific vocabulary to be able to give clear and developed answers to questions.

Part 2 – Short talk: Meeting friends

Stronger talks used a range of complex structures to compare and contrast, including passive voice and conditional sentences. Successful talk included a wide range of vocabulary, including less common words or phrases (*'to bond over', 'find out more about', 'the peace and quiet', 'to accommodate friends', 'you are at ease with your friends', 'getting to know each other'*).

Weaker responses included frequent errors in grammar and incorrect use of vocabulary. Not all candidates ended their talk by stating their preference or stated their preference but did not justify it.

Part 3 – Discussion

Stronger responses included a range of simple and complex structures (*'once we've met online, you start hanging out more', 'making friends with people who might disagree'*) and used a wide range of vocabulary (*'develop a strong bond', 'opposites attract', 'shared interests'*).

Weaker responses were usually relevant but tended to be brief and used a limited range of vocabulary.

To achieve higher marks, candidates should aim to develop their ideas and justify their opinions, considering both sides of an argument.

Speaking Assessment J

Part 1 – Interview: Children

Stronger responses included a range of grammatical structures and vocabulary (*'I've known my cousins since...', 'all they want to do is...', 'I used to like...', 'although he can be annoying', 'childhood', 'safety'*). They gave reasons for opinions and developed points by providing examples.

Weaker responses did not use the past tense for the second question or were inconsistent in the use of past tense verb forms. Many answers to the third question lacked development and required follow-up questions.

Part 2 – Short talk: Protecting the environment

Responses which gained higher marks included topic-specific vocabulary (*'species', 'biodiversity of the habitats', 'impact on the ecosystem', 'protect the environment'*) and used simple and complex structures such as the passive voice (*'can be solved', 'are more exposed to', 'measures can be taken'*).

Weaker responses were not developed, especially where the candidate was not sure how to respond. They only discussed which option they would prefer or talked about having done one or the other. They used a

limited range of vocabulary and were noticeably reliant on certain words or phrases, leading to a lot of repetition.

Part 3 – Discussion

Stronger candidates produced a wide range of structures and vocabulary (*'gain confidence', 'fresh air', 'soft skills', 'communicate with them easily', 'people are fond of...when the weather is good'*). Stronger responses included well-developed ideas which were clearly communicated.

Weaker responses demonstrated a lack of accuracy, particularly when trying to compose more complex sentences, noticeably being unable to use the gerund for questions three and four.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Speaking

Key messages

- Examiners should read the guidance given in the Teacher's/Examiner's Notes carefully prior to the test.
- To allow candidates to achieve their full potential, centres should familiarise their candidates with the requirements of the different parts of the test.
- All candidates should be made to feel at ease throughout the test. Examiners should show interest in the candidates' responses and encourage them to develop their responses by using follow-up questions.
- Examiners should respond to candidates' questions for clarification of vocabulary. This will allow all candidates to perform to the best of their ability.
- Examiners should use the warm-up questions provided on the card. Alternative questions may disadvantage the candidate.
- Examiners should not interrupt the candidate during their short talk or ask additional questions at the end.

General comments

Conduct of the test

Introduction

Most examiners read out the script provided in the Teacher's/Examiner's Notes. Candidates sometimes asked for the format of the test to be repeated.

Warm-up

Most warm-ups were kept within the timing guidelines. Sometimes this part of the test was too short when the candidate responded briefly. When this happens, examiners should prompt the candidate to say more before they ask alternative questions.

Part 1 – Interview

The majority of examiners asked the questions in the order printed on the card. Occasionally, not all questions were used. Some candidates would have benefitted from the use of extension questions.

Part 2: Short talk

Most of the timings of the preparation period and short talk were appropriate. Some examiners read the card out either before or after the preparation period, making this part too long. Some talks exceeded the two minutes where examiners allowed the candidate to come to a natural close, which made the talk too long.

Part 3: Discussion

This part of the test was conducted well by most examiners. Some candidates would have benefitted from the use of extension questions.

Application of the marking criteria

There was a tendency towards severe marking in the lower mark range and generous marking in the upper mark range.

Grammar

Marking was generally accurate, with an occasional tendency towards severity. When awarding marks for grammar, examiners should consider whether errors genuinely impede communication. Examiners should also bear in mind that it is not necessary for a candidate to be of first language speaker standard to be given maximum marks.

Vocabulary

Marking candidate performance for this criterion was sometimes slightly severe. Candidates were not always rewarded for using idiomatic language or simple but natural, confident speech.

Development

Some examiners appeared to award lower marks to candidates who did not speak quickly, seemingly associating fast speech with fluency and development. This sometimes meant that candidates who spoke quickly received higher marks even though ideas were repeated and not developed.

Pronunciation

There was some inconsistency in the way candidate performance was marked for this criterion. Generous marking was often a result of lack of intonation not being considered. Candidates who demonstrated weaker performance in the other three criteria tended to be marked down here even if their pronunciation was good.

Administration

Recordings

Some of the recordings were of poor quality as some candidates were either too far from the recording device or background noise obscured their voice. Centres are reminded that this is a formal examination and a quiet room should be allocated for the conduct of the tests.

Documentation

Most centres carried out the administration well. There were few errors in transferring the correct marks to Submit for Assessment. Some centres uploaded a photograph of their summary forms, which were out of focus and very difficult to read.

Internal moderation

Internal moderation was frequently not carried out where necessary. If more than one examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates. To do this, the lead examiner/internal moderator should listen to a range of candidates (top, middle, bottom) from each examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all examiners at your centre.

If no adjustments are required to an examiner's marks, these are the final total marks submitted to Cambridge International. If an adjustment to an examiner's marks is required, the lead examiner should make this adjustment to all the marks given by that examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

Comments on specific speaking assessments

Speaking Assessment A

Part 1 – Interview: Animals

The first question was well attempted by most candidates. Most talked about their favourite animals or their pets. Weaker candidates tended to simply describe the animal's appearance while stronger candidates also focused on the animal's character. A range of adjectives was used ('furry', 'cute', 'calm', 'brave', 'friendly'). In response to the second question, weaker candidates talked about another animal they admire, describing the animal. Stronger candidates talked about a visit to a zoo, farm or when they had watched a wild animal on TV. More successful responses revolved around the animal being fed in zoos or described a memorable scene from a TV documentary (e.g. the animal hunting). Stronger candidates were able to utilise very specific and precise topic-specific vocabulary ('prey', 'pollinate', 'chew') and sustain the correct use of a range of narrative tenses. In response to the last question, many candidates said that being the source of food was the reason why animals are important to people. While weaker candidates gave answers using simple structures and vocabulary ('They provide food.'), stronger candidates showcased a range of structures and collocations ('they are equally important', 'they're our companions', 'we've always relied on animals to assist us', 'they offer us protection').

Part 2 – Short talk: School friends

Stronger candidates were able to paraphrase the prompt on the card and used conditionals to discuss what they would choose in the same situation. They were able to explain what the different outcomes would be. Weaker candidates relied on present tenses and simple linking devices to compare advantages and disadvantages of each option.

Part 3 – Discussion

The vast majority of candidates excelled at responding to the first two questions. Weaker candidates tended to provide a list of activities they do with friends to relax in the present tense ('I enjoy shopping with my friends', 'we often go to a café', 'we chit chat'), or a list of nouns and adjectives that expressed the qualities they look for in a friend ('honesty', 'loyal', 'respect', 'trust'). Stronger candidates went on to provide reasons or illustrated their opinions with personal anecdotes. In response to the third question, most candidates disagreed with having shorter days. The reasons given tended to be mostly the same idea as in the statement ('we need time to bond with our friends'). Most candidates disagreed with the fourth question ('it would difficult if we studied in different schools'). Stronger responses discussed the idea in detail, explaining how only strong friendships are likely to survive the distance. They included a range of structures to speculate about hypothetical situations, for example, the second conditional, and discourse markers, which made the discussion sound more natural ('that's an interesting question', 'for example', 'for me', 'I suppose').

Speaking Assessment B

Part 1 – Interview: People you admire

Most candidates were able to name at least one person they admire, mostly sports personalities, historical figures or successful influencers, and to explain why these people are famous. Weaker candidates used mainly present tense verb forms when talking about these people. Stronger responses used a wider range of tenses to talk about the person's life and achievements ('he's built his business from nothing', 'she's been helping young people since...'). Stronger candidates expanded their responses by explaining how these people have inspired them personally. Most candidates tended to agree that celebrities are good role models. Candidates who disagreed with the statement did not always justify their opinions. Stronger responses went on to speculate about both sides of the argument and supported their opinions with examples. Weaker responses used only a limited range of vocabulary to discuss facts and opinions.

Part 2 – Short talk: A family outing

Stronger responses discussed the advantages of a meal at a restaurant ('it would be a relaxing experience') and the option of a day at a theme park ('small kids would have a lot of fun') and then moved on to the disadvantages ('it might be expensive', 'the location of the park might be inconvenient'). They demonstrated a range of modal verbs of probability, structures to speculate about hypothetical situations and more precise

vocabulary. They were also able to link their ideas using a range of cohesive devices (*'however', 'on the other hand', 'consequently'*). Effective intonation patterns and word stress were often used to enhance the performance.

Weaker candidates simply gave a narrative of a time when they went to a restaurant with their family or gave a description of their favourite restaurant. Many of these candidates chose to talk about only one of the options and were often prompted by the examiner to focus on the advantages and disadvantages.

Part 3 – Discussion

In response to the first question, many candidates provided more than one reason (*'it's relaxing', 'they can get fit'*). Stronger responses used precise vocabulary and provided more in-depth justifications (*'to clear our head', 'you don't want to be stuck indoors', 'creates a lot of mental health issues'*). Some candidates developed their responses by giving examples of activities which can be done outdoors.

For the second question, most candidates stated that it is more enjoyable to celebrate with their family, (*'they know you much better', 'you can feel more comfortable with them', 'it helps you to bond'*). Stronger candidates provided a personal anecdote of a special celebration to illustrate their opinion. Successful responses included a range of structures used to express a personal preference (*'I'd much rather'*) and comparative forms (*'far more relaxing', 'much more fun'*).

Speaking Assessment C

Part 1 – Interview: Festivals

All candidates were able to name a festival, either a religious celebration, such as Diwali, Eid, or other celebrations, such as New Year or a National Day. Stronger candidates were able to showcase a wide range of structures, such as the passive voice and modal verbs. They often explored more complex ideas (*'we can learn a lot about our heritage'*) and developed their responses by giving their opinions about the festival, the aspects they liked and which ones they would like to change.

Weaker responses focused on more concrete ideas, such as the food people eat on this day, or what happens (*'fireworks'*), and used the present tense to talk the favourite festival.

Most responses tended to agree with the third question (*'because other religions have different festivals to ours'*). Weaker responses simply agreed or disagreed with the question but did not offer a reason, whereas stronger responses explored this idea in more detail. Some candidates compared how many festivals their country has to another country. Many also commented that more festivals would mean more time off school.

Part 2 – Short talk: A school project

Weaker talks included simple descriptions of the wildlife park in the present tense, whereas stronger responses used the passive voice to elaborate on possible unfortunate situations (*'we could get bitten'*). Stronger responses also used the gerund effectively to discuss consequences (*'being surrounded by animals would mean'*). Some stronger candidates were able to compare and contrast the more hands-on and personal experience of visiting a wildlife park where you could observe animals in person with online and library research, which they felt would give you access to a wider variety of information.

Part 3 – Discussion

Many candidates drew on their personal experiences in response to the first question. All candidates agreed that projects were a vital part of their studies. Weaker candidates produced responses using high frequency vocabulary and simple structures (*'we can learn from others'*). Stronger candidates used more precise vocabulary and explored more complex ideas (*'this teaches us to be less dependent on the teacher'*). They also developed their responses by describing a particular project they were involved in to support their opinions.

The third question showed that many candidates are interested in conservation work and the environment. Many were able to offer a wide range of topic-specific vocabulary (*'destroying habitats', 'cutting down trees', 'environmental impact'*) and grammatical structures, such as conditional sentences and the passive voice. Stronger candidates also explored the possible consequences of conservation work and made some predictions about what could happen if conservation is not taken more seriously.

In response to the fourth question, many candidates offered accounts of talks they had been to and how they had benefited from them.

Speaking Assessment D

Part 1 – Interview: The cinema

Most candidates were able to discuss the types of films they enjoyed watching. Successful responses included a range of structures such as past simple and continuous to talk about seeing a recent film, and future tenses and modal verbs to predict how people will watch films in the future. Strong candidates gave reasons and examples, and provided more complex structures, as well as film-related lexis (*'special effects'*, *'characters'*, *'storyline'*, *'director'*, *'genre'*). Responses to the last question elicited language of speculation, such as modal verbs and conditionals.

Part 2 – Short talk: What to wear

Candidates were split between those who advocated looking as smart as possible at a party and those who favoured practical clothes. Strong candidates used modal verbs to express preference and give advice on what to wear; comparatives (*'more formal'*, *'nicer'*, *'too expensive'*) to discuss advantages and disadvantages of different outfits; and future forms to explain and justify choices. Conditionals were used to speculate about impressions and consequences (*'if I wore smart clothes, they might be ruined'*). Strong responses included a good range of relevant vocabulary (*'designer clothes'*, *'comfortable'*, *'stylish'*, *'casual'*, *'messy'*).

Weaker responses used a limited range of structures and high frequency vocabulary to describe the preferred outfit. There was little consideration of the two options, or a choice between them. To achieve higher marks, candidates need to consider the options and choose one, giving reasons for the choice.

Part 3 – Discussion

Strong responses included modal verbs and conditional sentences. Candidates developed their arguments by providing examples and describing their personal experience. Many strong responses used a wide range of topic-specific vocabulary to describe clothes, social trends, parties and celebrations.

Weaker responses were brief and general, rarely drawing on experience or personal opinion.

Speaking Assessment E

Part 1 – Interview: School life

Stronger responses included a range of structures: past simple and past continuous to speak about a school trip; future tenses, conditionals and modal verbs to talk about possible future schooling. Development was achieved by giving reasons and examples as well as using relative clauses, discourse markers and speculative language.

Weaker responses were mainly short and simple, with vocabulary adequate to convey simple ideas. There was no development of ideas.

Part 2 – Short talk: Helping your family

Candidates who structured their talk, compared both options and then chose one, performed well.

Stronger candidates discussed the advantages of bonding with siblings while looking after them against the responsibility and work involved. They spoke about the difficulty of learning to cook and the social advantages of being able to do so. Successful responses included a wide range of vocabulary and collocations (*'to start with'*, *'juggle tasks'*, *'strengthen bonds'*).

Weaker responses did not always discuss advantages and disadvantages, so answers were less relevant. Many candidates said they could not cook so they would buy takeaway. Intonation was rarely a feature.

Part 3 – Discussion

Strong responses made use of a wide range of vocabulary and structures to discuss ideas and opinions about grandparents, cooking, doing chores and moving out of the family home. Stronger candidates gave reasons and examples to justify their views. Intonation was used effectively to express strong opinions such as the importance of moving out of the family home.

Weaker responses were brief, lacked detail, and did not develop ideas or support opinions with examples.

Speaking Assessment F

Part 1 – Interview: Holidays

Stronger responses included a range of past tenses to recount previous trips and modal verbs to compare travel options. Relevant vocabulary for destinations, accommodation, leisure activities, and travel preferences was used to address the questions. Stronger candidates were able to provide anecdotes and give reasons for their opinions.

Weaker responses were limited to short factual answers, which used simple tenses and basic vocabulary.

Part 2 – Short talk: A volunteer in a zoo

Stronger responses effectively compared working in a visitor centre to looking after animals, using a wide variety of structures, particularly modals and conditionals. Vocabulary was wide and varied (*'a people person', 'hands-on', 'educational', 'soft skills', 'habitats', 'risky'*). Modal verbs and conditional sentences were used to discuss hypothetical situations.

Weaker responses tended to list animals to be found in a zoo. No reasons were given even when a preference was expressed.

Part 3 – Discussion

Strong responses used modal verbs to talk about opinions. They developed arguments about volunteering, zoos and wild animals by providing examples. Strong candidates responded well to speculative questions, using conditional sentences and varied topic-specific vocabulary (*'protected', 'endangered', 'kindness'*).

Weaker responses were mostly relevant but not well developed. Candidates did not speculate or express opinions. Pronunciation was often unclear and intonation flat.

Speaking Assessment G

Part 1 – Interview: Free time

Stronger candidates were able to extend their responses and give details about why they enjoyed the activities, using a wide range of vocabulary (*'it did not end well', 'hiking'*) and complex structures (*'what I enjoy the most about my free time is being able to...', 'I was lucky enough to try...'*). Responses were often well developed and pronunciation was clear.

Weaker responses were limited to basic vocabulary and simple structures, with inaccuracies in subject/verb agreement, singular and plural forms. Pronunciation was not always clear; intonation was rarely used to convey intended meaning.

Part 2 – Short talk: Clean air

The most popular choice was to make all drivers pay to drive in the city. The most successful approach was to develop the talk by explaining how easy or difficult each option would be and then giving a final opinion on which option was preferred as well as providing reasons for this choice.

Stronger responses used topic-specific vocabulary (*'carbon footprint', 'climate crisis', 'environment', 'air pollution'*) to state opinions, and a wide range of grammatical structures, for example, modal verbs (*'drivers should be allowed in the city', 'it wouldn't be fair to disabled drivers'*) and the passive voice.

Weaker candidates tended to focus only on their preferred option. They used a limited range of vocabulary and structures. Although responses were relevant, they lacked development. Pronunciation was mostly clear, but intonation was not used to support communication.

Part 3 – Discussion

Stronger responses included a wide range of vocabulary (*'beneficial for mental health', 'wherever and whenever'*) to discuss a variety of ideas, facts and opinions. They used a range of structures including comparatives (*'it is far better to go by car because'*) and similes. Responses were relevant and well developed. Pronunciation was clear and intonation was used to convey intended meaning, particularly when giving opinions.

Weaker candidates produced mainly relevant answers but used a limited range of structures and vocabulary. Responses were brief and less developed. Pronunciation was clear with few instances of intonation when articulating opinions.

Speaking Assessment H

Part 1 – Interview: Technology

All three questions were answered relevantly. Stronger candidates developed their responses using a wide range of topic-specific vocabulary (*'computers', 'smartphones', 'tablets', 'scrolling on social media'*) and simple and complex structures (*'before I knew it, it was midnight', 'wasted so much time', 'jobs which require empathy'*). Pronunciation was clear and intonation was used to good effect throughout, enhancing meaning.

Weaker responses were limited to simple vocabulary and simple structures with inaccuracies in subject/verb agreement and over-reliance on the present tense. Pronunciation was mostly clear, but intonation was rarely used to convey intended meaning.

Part 2 – Short talk: Travel advice

The most popular choice was asking someone you know who has visited the country. Strong responses gave a balanced view of the options and discussed what could and could not be achieved by the different means, giving clear justification. Ideas were consistently well developed using a wide range of structures, such as present perfect, comparatives, conditionals (*'my cousin has visited the country, so I could ask him', 'can be time-consuming'*) and linking devices (*'so', 'because', 'although'*). Intonation was used effectively to convey intended meaning.

Weaker responses tended to focus on the chosen option and say very little about the second option. To achieve higher marks, candidates should aim to explore both options in equal depth, using a variety of structures and topic-specific vocabulary.

Part 3 – Discussion

Stronger candidates responded to the questions using a wide range of structures and appropriate vocabulary (*'although tourism boosts income', 'disturb the natural environment', 'promote cultural awareness', 'if you study abroad'*) to express their opinions and discuss a variety of ideas. Strong responses tended to be relevant and well developed.

Weaker responses included a limited range of grammatical structures and vocabulary. Opinions expressed were rarely justified. Intonation was not used to convey intended meaning.

Speaking Assessment I

Part 1 – Interview: Popular dishes

Candidates responded well to all three questions with some relevant and detailed answers. Successful responses included a range of grammar structures (*'it can be tasty', 'it could be healthy if...', 'I would never say'*) and varied vocabulary to describe food (*'steam', 'crunchy', 'sour', 'acidic', 'spicy', 'unhealthy'*). Pronunciation was clear, and intonation was usually used to good effect.

Weaker responses were limited to simple vocabulary and a limited range of structures with inaccuracies in subject/verb agreement, gerund forms used instead of infinitives and errors in comparative adjectives (*'more better', 'more easier'*).

Part 2 – Short talk: Celebrating a birthday

The most common successful approach was to present the advantages and disadvantages of each option followed by a summary and a statement of preference for either seeing a new film at the local cinema or going to another city to watch a sports team play. Stronger responses included the use of subject-specific vocabulary (*'trusted source', 'detailed explanation'*) and conditional sentences (*'if you didn't have transport', 'you would need to', 'what would be the most enjoyable'*).

Weaker responses focused on listing the advantages of each option without mentioning the disadvantages or expanding the ideas. They tended to use present tenses throughout. A preference was often stated but there was no justification why.

Part 3 – Discussion

Stronger responses used a wide range of grammatical structures (*'used to', 'if you go to the cinema...you also need'*). Responses were consistently well developed and addressed all aspects of the questions.

Weaker responses were mostly relevant but used a limited range of structures and vocabulary. They were often brief and rarely provided justification for opinions.

Speaking Assessment J

Part 1 – Interview: Your country

Candidates responded to all three questions relevantly by describing places for the first question, producing a narrative for the second one and making comparisons for the final question. Stronger candidates used topic-specific vocabulary (*'broaden your horizons', 'explore local areas', 'an affordable option', 'a tourist trap'*) and a range of structures (*'it is located in', 'foreign visitors want to see', 'people read about it in guidebooks'*). Pronunciation and intonation were effective at supporting communication.

Weaker responses were brief and used mainly simple vocabulary and structures (*'you can', 'interesting', 'hot'*), with inaccuracies when complex structures were attempted.

Part 2 – Short talk: A healthy lifestyle

Strong responses stated how each option could potentially help create a healthier lifestyle. Some candidates gave a brief summary at the end of their short talk, restating their opinion on which option they would prefer and explaining briefly why. Stronger responses used linking devices effectively (*'firstly', 'then I'm going to', 'on the other hand'*).

Weaker responses tended to focus on the chosen option without sufficient justification and were often shorter than two minutes.

Part 3 – Discussion

Stronger candidates spoke at length using a wide range of vocabulary (*'home-cooking', 'purchase', 'cut down on'*), and complex grammatical structures (*'reduce how much we buy', 'considering what we intend to do'*) to present a range of ideas and perspectives. Pronunciation was clear and intonation helped to convey intended meaning, particularly when giving opinions.

Weaker responses were relevant but not well developed. They tended to rely on simple structures and used a limited range of vocabulary.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/33
Speaking

Key messages

- If more than one examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates.
- It is not necessary for the examiner to read the card out in **Part 2**.
- If the candidate has started speaking in **Part 2** but then appears to be unable to continue, examiners should refer to the Teacher's/Examiner's Notes for guidance.

General comments

Conduct of the test

Introduction

Most examiners read out the script provided in the Teacher's/Examiner's Notes.

Warm-up

Most warm-ups were conducted using the questions provided in the Teacher's/Examiner's Notes and were kept within the timing guidelines.

Part 1 – Interview

This part of the test was well conducted by most examiners. Occasionally, not all questions were used. Some candidates would have benefitted from the use of extension questions.

Part 2 – Short talk

Most of the timings of the preparation period and short talk were appropriate. Some examiners read the card out either before or after the preparation period, making this part too long.

Part 3 – Discussion

Some examiners paraphrased the questions. Each question should be asked exactly as printed and only rephrased if the candidate asks for clarification. In general, most candidates needed little prompting and gave relevant answers.

Application of the marking criteria

Grammar

There was occasionally a slight tendency toward overly severe marking. When awarding marks for this criterion, examiners should consider whether the errors affect communication.

Vocabulary

Overall, the marking for this criterion was satisfactory. Some occasional severe marking may have resulted from not crediting the use of collocations, phrasal verbs and proverbs.

Development

There was occasional severity in the assessment of candidates' performance in this area.

Pronunciation

Marking against this criterion was not always secure. Examiners should consider whether lack of clarity in pronunciation genuinely impedes communication. Lack of intonation was not always considered when marks were slightly generous.

Administration

Recordings

Most recordings were clear and easy to hear. Centres are reminded that this is a formal exam and a quiet room should be allocated for the conduct of the tests.

Documentation

Most centres carried out the administration well.

Internal moderation

Not all centres conducted internal moderation where it was required. If more than one examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates. To do this, the lead examiner/internal moderator should listen to a range of candidates (top, middle, bottom) from each examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all examiners at your centre.

If no adjustments are required to an examiner's marks, these are the final total marks submitted to Cambridge International. If an adjustment to an examiner's marks is required, the lead examiner should make this adjustment to all the marks given by that examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

Comments on specific questions

Speaking Assessment A

Part 1 – Interview: Watching television

Candidates were able to name a wide range of TV programmes (reality shows, action movies, fantasy adventures, anime, romcoms, news programmes). Many pointed out that they do not watch these on an actual television but via other devices and platforms. Young people enjoy watching these programmes because they enable them to see other perspectives of the world and learn about the lives of other people. In response to the second question, most candidates were able to talk about a programme they had recently watched using a range of past tenses and descriptive vocabulary. When answering the last question, most candidates said that the situation could vary depending on who they were with and the content of the programme.

Part 2 – Short talk: Working with animals

Stronger responses began by rephrasing the task before considering both options. Most candidates preferred the option of helping at a nearby farm because the farmer would be grateful for the help and you could learn more about farm animals. The disadvantages of this option included lack of opportunity (*'I live in the city', 'I don't know any farms'*). The main advantage of helping at a local zoo was the opportunity to see rare animals and socialising with the public. Disadvantages of the second option included the fact that too

many people help at zoos, a zoo would be too far to travel, and it would be hard work. There was a general consensus that both options offered valuable work experience.

Part 3 – Discussion

Most candidates felt that working with animals is a good career choice for people who like animals. Candidates discussed the benefits and challenges of having a pet (*'unconditional love', 'they need to be fed and cared for', 'you don't feel lonely', 'it is time-consuming'*). Not eating meat was not a popular option; it was felt that meat is necessary for protein and a healthy life. Most candidates agreed that doing voluntary work was beneficial, with many of them being able to call on their own experience, such as helping at a retirement home or feeding street dogs. Stronger candidates organised their points and linked their ideas using discourse markers (*'personally', 'however', 'while'*).

Speaking Assessment B

Part 1 – Interview: Family life

In response to the first question, most candidates talked about a sibling or a parent. This elicited a range of descriptive vocabulary around the lifestyle and daily routine of the person. All candidates had anecdotes to relate regarding the family doing something together, using a range of past tenses. In response to the last question, some candidates preferred spending time with friends as they felt freer and their problems were better understood by their peers, whilst others liked the security of being with family.

Part 2 – Short talk: A sports prize

The most popular option was a training day with a sports professional. Many candidates felt that this experience would be interesting and they could learn new skills or improve existing skills. However, candidates who were interested in football expressed a preference for tickets to a sports event, preferably to see their favourite team, relax and have a good time with friends.

Part 3 – Discussion

Many candidates felt that it was not necessary for everyone who takes part in a competition to get a prize, though some thought that having no prize would result in no effort spent. Sport was generally considered to be as important as other school subjects because of the health benefits, teamwork and getting out of the classroom. Opinion was divided on whether money is always the best reward. Most candidates felt that whether or not people achieve the best results by working together depends on the people you are working with.

Speaking Assessment C

This card was too rarely selected for meaningful comments to be made.

Speaking Assessment D

Part 1 – Interview: The weather

Candidates described their favourite weather and listed the type of activities it would allow them to do. The second question elicited descriptive and evaluative language to discuss the past event. Future tenses were used in responses to the final question. Many candidates talked about the fact that technology is developing and that new discoveries might enable humans to control the weather.

Part 2 – Short talk: Outdoor activities

The most popular option was to sail a boat; candidates used a variety of adjectives to describe this activity (*'it would be more fun', 'easier to learn', 'less complicated'*). Riding a horse was considered more difficult and dangerous, though you could enjoy the views from a horse. Successful talks were structured using a variety of linking words and phrases (*'on the other hand', 'additionally', 'while', 'since'*).

Part 3 – Discussion

Most candidates believed that trying new sports is enjoyable, with some relating a narrative about a time when they did so and what happened. Almost all thought that friends should share the same interests and hobbies (*‘that’s how you make and keep friends’*). Being outdoors was cited as a way to improve mental health and relax. Many candidates said that group activities were only better for certain tasks such as school projects while working on something on one’s own may be better at other times.

Speaking Assessment E

Part 1 – Interview: Friends

Candidates responded to the first question by describing where they met a particular friend, what they do together, what qualities the friend has and why they like them. Strong responses to the second question used the past tense to describe a day spent with a friend (*‘hung out’*, *‘studied’*, *‘baked’*). Candidates were divided whether online friends can be good friends with some agreeing (*‘you can talk freely to them’*) while others saying that you do not actually connect and there is a high risk involved in talking to people online.

Part 2 – Short talk: Practical skills

Candidates were able to discuss both options by talking about the advantages of learning how to cook (*‘eating your own food’*, *‘opening a restaurant in the future’*) and relating an anecdote about what happened when they were learning to cook something. Learning how to repair things was also popular as it would make them more independent in the future by not needing anyone to help.

Part 3 – Discussion

Candidates were able to balance the importance of practical skills versus academic qualifications; however, they felt that the former should be learned at home rather than at school. Being a chef was considered a high-pressure job, only suitable for some. Having already considered practical skills, many candidates felt that although computer skills will be important, there are other considerations.

Speaking Assessment F

This card was too rarely selected for meaningful comments to be made.

Speaking Assessment G

Part 1 – Interview: Buying things

Most candidates talked about buying clothes, being a *‘stylish person’* and needing to be *‘up to date’*. Other items referred to were books and CDs. In response to the second question, many candidates talked about a time they went shopping for clothes using a range of past tenses. When addressing the final question, most candidates said that they preferred to search for inexpensive clothes and accessories. However, some candidates mentioned also the dangers of over-consumption and buying cheap goods.

Part 2 – Short talk: Enjoying art

Some candidates felt that both options gave the advantage of improving skills, but in different ways. The main advantage of joining an after-school art class was the convenience of staying after school (*‘you can share talents’*, *‘get tips’*, *‘gain experience’*). Disadvantages were not having the patience or ability to draw and not having the time to stay after school. The main advantage of going on trips to art galleries was admiring the paintings (*‘you have free time to reflect’*, *‘learn more about artists and new works of art’*). The only disadvantage of the second option was having to pay an entrance fee.

Part 3 – Discussion

This part elicited a range of opinions and lively discussions. Candidates felt that being an artist was a job that required *‘inspiration’*, *‘creativity’*, *‘patience’* and *‘time’*, with some saying that it was *‘hard to make a living’*. Most candidates thought that, in principle, museums and art galleries should be free, but that they need money as they have to buy art and exhibit new artists. There were suggestions that the museums and galleries could have cafes and shops to help with this. In response to the third question, most candidates felt

that art and science were equally important as some people like to analyse and some like to be creative. It was generally agreed that fashion is a form of art as clothes are designed for the people who buy them.

Speaking Assessment H

Part 1 – Interview: Plans

In response to the first question, candidates talked about a range of different activities (*'a Halloween party', 'going to look at a university', 'to visit a shopping mall', 'going to a live concert'*). In response to the second question, most candidates referred to a time when they planned to go out to eat with friends (*'to talk and pass the time'*). There was a range of responses to the last question, with some candidates saying it was better to plan in advance and others saying that when things are planned, the unexpected can come out of nowhere.

Part 2 – Short talk: Lifestyle changes

This topic elicited a range of opinions and an opportunity to use conditional tenses (*'if I could improve my lifestyle', 'if I eat a lot of fruit every day'*). Eating a lot of fruit and vegetables every day was considered good for people who do not like exercise and an easy way of starting a healthy lifestyle. Many candidates thought that walking for at least fifteen minutes a day *'can relax you', 'gives a change of environment'* and *'improves sleeping habits'*. There were few disadvantages, mainly not liking fruit and vegetables and the time constraints of walking every day.

Part 3 – Discussion

In response to the first question, some candidates felt that all exercise is good (*'running', 'skating', 'walking'*), while others felt that you start being very motivated when joining a gym but then stop after a while. Regarding fast food, the consensus was that it should not be banned and that it can be enjoyed occasionally. Fast food was often equated with junk food, but it was noted that *'fast'* could be something prepared quickly, e.g. a sandwich which could be healthy. Most candidates felt that a diversity of fruit and vegetables should be available from other countries as some countries are restricted in what they can grow. Most candidates felt that sports stars have a positive influence; they *'show discipline'* in their sport and are *'good role models'*.

Speaking Assessment I

Part 1 – Interview: Transport

Most candidates preferred travelling by aeroplane because of the comfort, speed, accessibility to other countries and it being more comfortable than a car or a bus. Many candidates related an anecdote of a time when either they or a family member travelled on public transport, mainly bus, and the reason why (*'visiting grandma in hospital'*). This question elicited past tenses and time phrases (*'last week', 'the day before yesterday'*). In response to the last question, most candidates felt that people would not drive cars in the future due to advances in technology (*'driverless cars', 'robots', 'flying cars'*).

Part 2 – Short talk: A person you admire

Most candidates opted for talking about a person they know as it would be easier to talk about them, however, the disadvantage being that the class would not know that person. Candidates who chose a famous person from history felt that it was easier as they could research their achievements, though the person they chose might not be of interest to the class.

Part 3 – Discussion

Most candidates agreed that family members are the best role models (*'you really know them', 'they have taught us to be respectful', 'are always there for us'*). Most candidates felt that it was important to know their neighbours well as you could call on them if you needed help and could help them if required. There were advantages to being famous (*'earn a lot of money', 'being recognised'*). There were also disadvantages (*'never being alone', 'not being able to lead a normal life'*). The skills required by a good public speaker are *'patience', 'confidence'* and *'a strong voice'*.

Speaking Assessment J

Part 1 – Interview: Work

Most candidates talked about the jobs their parents do and described their day-to-day work. Candidates talked about their future jobs, often mirroring what their mother/father does. Some candidates said they had not decided but talked about their current interests and how these might lead to a future job. Many candidates were against the idea of young people having a part-time job as they felt they should focus on their studies and have time to relax while some said that it would help young people learn about managing money.

Part 2 – Short talk: Library resources

Most candidates opted for the laptops and tablets as these were felt to be more useful for research and homework. Candidates often drew upon an anecdote to illustrate this. Candidates felt that they would read novels and short stories at home, rather than in the school library.

Part 3 – Discussion

Following on from their ideas in the short talk, many candidates stated that the library is the best place for studying (*'easier to focus'*), especially if there are younger siblings at home. There was divided opinion about whether history books or science fiction stories are more interesting. Some candidates felt that reading a book is better than watching the film of the book (*'you get your own interpretation'*), with some saying they enjoy reading while others saying they prefer watching films as it is a social activity. Candidates felt that laptops are only one tool used for learning but that *'books are also valuable'*. Many candidates delivered extended responses and linked their ideas well (*'for me', 'it depends on the person'*).