ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/11
Listening (Multiple Choice)

Question Number	Key
1	C
2	D
3	A
4	B
5	A
6	C
7	B
8	D

Question Number	Key
9	A
10	D
11	A
12	C
13	B
14	A

Question Number	Key
15	C
16	F
17	B
18	E
19	D

Question Number	Key
20	A
21	B
22	C
23	B
24	A
25	B
26	A
27	A
28	C

Question Number	Key
29	B
30	A
31	C
32	A
33	B
34	D

Question Number	Key
35	C / D
36	D / E
37	A / C

General comments

The May/June 2023 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34**, and **two** letters for **Questions 35** to **37**.

The extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

Overall candidates performed very well in this exercise. The extracts were short, straightforward interactions. Most candidates answered all questions correctly, but **Question 3** was the most challenging item, showing that candidates found *apple juice* the hardest vocabulary item in the set. In **Questions 2, 7** and **8** were the easiest items, suggesting that candidates were very familiar with the words *bag* and *bank*, and were also very competent at understanding prices.

Questions 9–14

In this exercise, candidates heard a longer extract about a school trip. Overall, candidates performed very well in this exercise.

Question 9 was the easiest item in the set, demonstrating that candidates are very familiar with understanding the days of the week in English. **Questions 10** and **12** were the most difficult items in this section. This suggests that *mountains* and *boots* are less familiar to candidates. Options **B** and **C** were the most common wrong answers for **Question 10** (*beach* and *forest* respectively), and options **B** and **D** were the most common wrong answers for **Question 10** (*coat* and *scarf* respectively).

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing different clothes shops. Overall candidates performed very well in this exercise.

Questions 15, 17 and **18** were answered extremely well; there was no clear pattern in the incorrect answers. The most challenging items in this task were **Question 16** and **19**. Options **A** and **D** were the most common errors for the former, and options **E** and **F** for the latter.

Questions 20–28

In this exercise, candidates heard two interviews, first with Amelia, then with Ben. These were presented in two separate parts. The exercise represented a step up in the incline of difficulty of the test, with some distraction written into the listening scripts for each item.

Question 20 was answered correctly by a large majority of candidates, who correctly chose option **A**. Three quarters of candidates answered **Question 21** successfully; those who answered incorrectly were tempted by the word spot on 'homework' in the script ('I suppose it gives me more time for homework …') and selected distractor **C**. **Question 22** was attempted well, with over 90 per cent of candidates getting this correct. In **Question 23**, three quarters of candidates correctly chose **B**; those who answered incorrectly made an error with the time reference, equating '*I always make sure I've had some water before I start doing exercise*' with 'During the exercise' in the question. They therefore selected distractor **A**. **Questions 24** to **27** were answered very well, with between 80 per cent and 87 per cent of candidates getting these items correct. **Question 28**, however, was the most challenging item in this section, with around two thirds of candidates answering correctly. The most common wrong answer was **B**, suggesting that they thought reading was something Ben had stopped doing, even though he says *I read instead, which helps me to sleep better*.

Questions 29–34

In this exercise, candidates heard a conversation between Rudy and his friend Elena, in which Elena is asking Rudy about his experience of travelling around the world with his parents for a year. Candidates generally found that a more demanding exercise than previous stages of the paper.

Question 29 was answered extremely well, but **Question 30** was the most difficult item in this section. Just over 60 per cent of candidates got this correct, with distractor **B** being the most common error. It seems many candidates were tempted by the word spot on '*excited*'. **Questions 31, 32** and **34** were both answered correctly by around 90 per cent of candidates. **Question 33** was more demanding, with a significant proportion of candidates choosing distractor **A**. Again, it may have been a word spot (on '*teachers*' on this occasion), that proved very tempting.

Questions 35–37

In this exercise, candidates heard a radio interview with an actor called Annette Stewart. For each question, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

Question 35 was attempted well; three quarters of the cohort successfully selected options **C** and **D**. Some candidates heard the word spot on *children* and chose distractor **B**; others perhaps matched *acting classes* in option **E** with *acting school or college* in the script and wrongly chose distractor **E**. For **Question 36**, slightly more candidates incorrectly chose the distractor **B** than the first key, **D**. Again, it appears to the word spot on *radio play* in the script that has caused this issue, even though the actor uses the singular, *radio play*, and adds that *I've hardly worked in radio at all since then*. Around 80 per cent of candidates selected the second correct answer in this section, **E**. Candidates found **Question 37** less demanding than the previous item, with almost 90 per cent correctly choosing option **A**, and just under 80 per cent selecting option **C**. Option **D** was the most frequently chosen distractor, perhaps because of the partial word spot between *direct* in the item and *director* in the script.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/12
Listening (Multiple Choice)

Question Number	Key
1	C
2	B
3	D
4	A
5	A
6	C
7	C
8	B

Question Number	Key
9	C
10	D
11	B
12	A
13	D
14	C

Question Number	Key
15	E
16	D
17	A
18	C
19	F

Question Number	Key
20	B
21	A
22	C
23	A
24	C
25	B
26	A
27	C
28	B

Question Number	Key
29	D
30	A
31	D
32	C
33	B
34	D

Question Number	Key
35	C / E
36	C / E
37	C / D

General comments

The May/June 2023 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their answers onto the answer sheet and shade **one** letter only for **Questions 1** to **34**, and **two** letters for **Questions 35** to **37**.

The extracts heard by candidates gradually increased in terms of length and complexity and featured simple transactional exchanges, short monologues, conversations, and interviews. The emphasis of the questions moved from assessing the candidates' ability to identify information contained in short factual pieces to testing their ability to understand specific information, descriptions of events, opinions, emotions, and explanations in longer extracts. The paper differentiated well.

Comments on specific questions

Questions 1–8

Overall candidates performed very well in this exercise. The extracts were short, straightforward interactions. Most candidates answered all questions correctly, but **Question 6** was the most challenging item, showing that candidates found *glasses* the hardest vocabulary item in the set. **Questions 2** and **5** were the easiest items, suggesting that candidates were very familiar with the words *ball* and *lunch*.

Questions 9–14

In this exercise, candidates heard a longer extract in the form of an announcement about a tour of a transport museum. Overall, candidates performed very well in this exercise.

Question 10 was the easiest item in the set, demonstrating that candidates are very familiar with understanding prices in English. **Questions 12** and **13** were the most difficult items in this section. This suggests that *bags* and *aeroplanes* are less familiar to candidates. The former is somewhat surprising, and many candidates chose option **B** instead, the camera, even though it is not mentioned in the script. Around 90 per cent of candidates answered **Questions 9**, **11** and **14** correctly.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing different games apps. Overall candidates performed very well in this exercise.

Questions 15, 16 and **19** were answered extremely well; there was no clear pattern in the incorrect answers. The most challenging items in this task were **Question 17** and **18**. Option **C** was the most common error for the former, and options **A** and **B** for the latter.

Questions 20–28

In this exercise, candidates heard an interview with Hassan in two separate parts. In the interview, he is talking about his hobbies and interests. The exercise represented a step up in the incline of difficulty of the test, with some distraction written into the listening scripts for each item.

Question 20 was answered correctly by a large majority of candidates, who correctly chose option **B**. 87 per cent of candidates answered **Question 21** successfully; those who answered incorrectly were tempted by option **B**, perhaps because of the word spot on 'teacher' in the script ('*I started seeing a guitar teacher every week*'). **Question 22** was attempted well, with nearly 90 per cent of candidates getting this correct. In **Question 23**, 90 per cent of candidates correctly chose **A**; those who answered incorrectly were tempted by the word spot on *hills*: '*I'm not fit enough to cycle in the hills yet*'. They therefore selected distractor **C**. **Questions 24**, **25** and **27** were answered very well, with between 86 per cent and 94 per cent of candidates getting these items correct. **Questions 26** and **28** were slightly more challenging, with around 80 per cent of candidates answering correctly. The most common wrong answers were **B** and **A** respectively, suggesting that word spots on *fishing* and *photograph/photography* had again proved tempting.

Questions 29–34

In this exercise, candidates heard a conversation between Max and his friend Diana, who is an artist who creates paintings on the walls of buildings. Candidates generally found that a more demanding exercise than previous stages of the paper.

Question 29 was very challenging, with just over half of candidates getting this correct. The most frequently chosen distractor was **C**, perhaps because of the word spot on *TV*: '*There was a really good documentary about this guy on TV recently*'. **Questions 30** and **31** were both well answered, with around 80 per cent of candidates getting them correct. **Question 32** proved to be an extremely challenging item, with only around 30 per cent of candidates getting this correct. It's not totally clear why this might be the case, because there were no word spots in this item, but perhaps candidates did not realise that *I've just finished* in the transcript equated with *recently* in the item, or they didn't recognise *wildlife* as a synonym of *animals*. Either way, option **A** was the most frequently chosen distractor, with over half of candidates selecting this. Around two thirds of candidates answered **Question 33** correctly, with a significant proportion of candidates choosing distractor **A**. It's not clear why this might be the case, as there is no word spot on *exhausted* or reference to being tired in the script. **Question 34** also proved to be a challenging item, with around 40 per cent of candidates getting this correct. **A** was the most frequently chosen distractors, with candidates seemingly getting confused between which city Diana enjoys working in most and which city she has painted in most often.

Questions 35–37

In this exercise, candidates heard a radio interview with a poet called Peter Carlisle. For each question, candidates had to identify **two** correct statements from a choice of five. This was an appropriately demanding and challenging exercise at this stage of the paper.

Question 35 was a challenging item, with just under half of the cohort successfully selecting each of options **C** and **D**. All three distractors attracted some students, reflecting the fact that every option is referred to in some way in the script. Just over half of candidates got each of the correct responses to **Question 36**. Again, all three distractors tempted a good proportion of candidates, so there was no clear reason why candidates chose distractors instead of keys. **Question 37** was equally demanding as the previous item, with 44 per cent of candidates correctly choosing option **C**, and 52 per cent selecting option **D**. Option **E** was the most frequently chosen distractor, but again all three incorrect options were tempting significant numbers of candidates.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/21
Reading 21

Key messages

* Candidates should read all questions carefully to ensure they provide a relevant response.
* Candidates should recognise that finding the correct detail sometimes requires reading on through the paragraph, but also sometimes requires looking back over what has just been read.

In Questions 4 and 6

* Candidates should identify the key word in a question (e.g. where, when) in order to select the correct detail from the text.
* Candidates should take care not to omit crucial details (although complete sentences are usually not necessary).
* Candidates should take care not to include incorrect information with a correct response.
* Candidates should ensure they spell words in the response correctly and not write a different word (e.g. 'past' for 'post') which changes the meaning of the response.

General comments

This paper was generally very well answered. Candidates should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty, so that time is allocated appropriately.

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

Comments on specific questions

Question 1

In **Question 1** candidates are given three short texts of different text types on everyday topics, each followed by a four-option multiple-choice question.

(a) A texted invitation from Sam to Tahir to come swimming: this was the least well answered of the three and proved to be the most challenging question on the paper. About half of the candidates recognised the invitation for the correct option B. Most of the rest appeared to have thought that Sam was already swimming (perhaps from the present continuous tense) and offering to pick Tahir up afterwards, and chose C.

(b) A notice about a forthcoming lecture from a writer: a large majority of candidates realised that the writer was going to describe his work for the correct option C. A few went for the word-spot of writer/writing in B.

(c) An email containing arrangements for travelling to a school match: roughly three-quarters of the candidates recognised the 'sweater' as something to wear for the correct option D. Those who chose A were presumably misled by the emphasis on the timings in the email.

Question 2

In **Question 2** candidates are given a short text dealing with an everyday matter in a young person's daily life. They have to answer seven three-option multiple-choice questions. This text was an email to Sara from a friend, Ben, who had moved away, about his new home and school.

It was a very straightforward text and almost all the candidates chose the correct options on all seven sub-questions. All the responses depended on a straight lexical match between the text and a word in the options close in the same topic area, and the occasional error was probably due to unfamiliarity with a phrase in the options. **Question 2(a)** matched 'lives now' with 'we've moved'; **Question 2(b)** matched 'room' with 'bedroom'; **Question 2(c)** matched 'cat' with 'pet'; **Question 2(d)** matched 'drives' with 'car'; **Question 2(e)** matched 'conversation' and 'friends' with 'chat' and 'classmates'; **Question 2(f)** matched 'laugh' with 'funny'; and **Question 2(g)** matched 'bread and cakes' with 'baker'.

Question 3

In **Question 3** candidates are given a short factual text with seven gaps to be filled with the correct words. For each gap a multiple-choice question offers four options; the choice is primarily lexical within the context. This text was on Music and study.

Only two sub-questions gave difficulty in this set. In **Question 3(e)** many candidates appeared not to be familiar with the phrasal verb 'carried out' (the correct option B) and offered 'given' (A) or 'checked' C) instead. A similar number for **Question 3(f)** did not recognise the emphasis required, after the introductory 'Although the answer is not completely clear', to complete the phrase 'one thing is …' with 'certain' (the correct option B).

Almost all candidates correctly answered **Questions 3(a)** – 'way' (D), **3(b)** – 'helps' (A), **3(d)** – 'concentrate' (C), and **3(g)** – 'makes' (C). **Question 3(c)** was a little more challenging; 'correct' (B) is very close in meaning to 'true' (the correct option A), but in the context here 'true' was the required collocation, and the majority of candidates chose it.

Question 4

In **Question 4** candidates are given a longer text about an aspect of everyday life and have to answer eleven short-answer questions based on it. The focus is on the explicit meaning of the text. This text was an email from Maya to a friend, Jordan, describing how she is spending her summer holiday.

Almost all the candidates found the correct answers for the first three sub-questions. **Question 4(a)** asked what Maya wants to know about a band Jordan had previously mentioned. The answer from the text was 'where they're from'. **Question 4(b)** asked what she wants him to do after the concert. Again, straight from the text, the answer was 'post some photos'. **Question 4(c)** was worded a little differently in that it was a negative: why did Maya *not* go to a concert last year? Again, almost all the candidates found the correct answer, that the tickets were too expensive. A small number of responses omitted the 'too' which was necessary to give the right focus.

Maya then moves on to talk about an art festival which she is going to attend. **Question 4(d),** which asked when the art festival takes place, was the only sub-question that gave some difficulty in this set. A significant number of candidates apparently misread the question word as 'Where?' and gave responses such as 'in her town'. That information is in the text, but is not the answer to the question, which was 'at the end of summer'.

Almost all the candidates found the correct answers for the remaining sub-questions on the art festival. **Question 4(e)** asked who Maya goes to the festival with. There is only one other person mentioned in the text, so it had to be 'her aunt'. **Question 4(f)** asked how long the festival lasts. A few candidates were distracted by 'over the next two weeks' from the beginning of the paragraph, but almost all correctly went for 'five days'. **Question 4(g)** asked when there are fewer people at the festival. The answer to this is a little less obvious in the text but almost all candidates recognised the match with 'when it's less crowded' which follows 'before lunch' and therefore points back to the correct answer. **Question 4(h)** asked what Maya likes looking at most at the festival. 'The paintings' are specified in the middle of the more general description of the art that can be seen, and almost all the candidates recognised the 'especially' which indicates the correct answer.

In the last paragraph of the text, Maya looks forward to returning to school at the end of the holiday. **Question 4(i)** asked what Maya thinks will be difficult about going back to school. Although phrased as an

aside in the text, Maya states clearly that 'getting up early … would not be easy', and almost all the candidates recognised the 'difficult'/'not easy' match. **Question 4(i)** asked what Maya misses about school, and again almost all the candidates saw that 'the drama club' is the only thing she mentions.

Question 4k proved a little more challenging; it asked for two things that the class would be doing on their trip. Maya says that the planned trip is a visit to a chocolate factory and goes on to specify what the teacher wants them to do on the trip ('learn about how it's made') and what she is looking forward to doing ('eat some'). A number of candidates apparently had not focused on the wording of the question and offered the trip itself as one answer, which was incorrect. Other responses just lifted the two phrases from the text without stating what the 'it' and 'some' referred to. Chocolate was not mentioned in the question, so to convey full understanding by the candidate it had to be specified at least once in the response. A few candidates missed the force of the passive and suggested they were learning how to make chocolate.

Question 5

Question 5 is a multiple-match question, where candidates have to decide which of eight descriptions is the best fit for each of five persons or groups of people, by comparing the features in the descriptions to the people's requirements. This set were advertisements for shopping malls in a city.

Candidates generally were a little less successful in this set, and a small number omitted the question entirely. Not all candidates realised that each person/group has three requirements to be met by one of the malls. The majority, though, again responded to all five sub-questions correctly.

Only two sub-questions gave some difficulty. In **Question 5(a)** a number of candidates appeared to have focused on Amina's use of 'public transport' and gone straight for the 'bus' mentioned in option 7 (Tower Mall). However, that ignored her wishes for liveliness and for things made by local people, both of which are supplied by the correct option 6 (West Mall) which is also beside the train station. In **Question 5(c)** the Jones family are shopping for groceries and for a sofa and need a play space for their younger child. Two of these requirements are met by option 8 (Bayside Mall), which a number of candidates chose, possibly guided by a word-spot on 'play', but the list of things sold there does not include furniture. The correct answer was option 5 (Green Valley Mall), which has all three.

Almost all candidates chose the correct options for the other three sub-questions. In **Question 5(b)** Lee and Adam want a cinema and a fast-food restaurant without paying high prices, all of which are found in the correct option 3 (Grand Mall). In **Question 5(d)** the Garcias are celebrating their daughter's birthday by buying her a pair of branded trainers and a meal in a restaurant but want free parking; the correct option 2 (Massey Street Mall) suits them. And in **Question 5(e)** Chen has to be out shopping early, needs a haircut and wants a choice of shops in which to compare different headphones, so goes to the correct option 8 (Bayside Mall).

Question 6

In **Question 6** candidates are given a longer text, which includes some attitudes and opinions as well as straightforward information. They have to answer nine short-answer questions to convey their understanding of both the facts given and the opinions of the writer or protagonist of the text. This text featured a guitarist, Jasmine, reflecting on her career.

The majority of the candidates performed well on this question. Where responses were not able to be credited, it was usually because a crucial detail had been omitted or the wording was not precise enough to convey the candidate's understanding accurately.

Question 6(a) asked when Jasmine first started playing the guitar. Almost all the candidates correctly read past the trumpet in the text and the age she started that and recognised that she was ten years old. A few responses gave only the number 'ten' without sufficient context to convey that it was her age.

Question 6(b) was the most challenging in this set; if pronouns were used in the response, they had to make it completely clear who did what: he (the guitar teacher) helped her (Jasmine) improve her technique. A significant number of responses were ambiguous. Some omitted the 'helped', which is a crucial detail.

Almost all the candidates found the correct answers for the next three sub-questions. For **Question 6(c)**, Jasmine's parents were worried because she played the guitar too much. 'Three years' was the straightforward answer to **Question 6(d)**, how long she studied at music college. In the correct answer to **Question 6(e)**, the phrase 'above a restaurant', the preposition is crucial; the band did not rehearse *in* the

restaurant but *above* it. A few candidates were misled by the earlier mention of the college's music rehearsal rooms.

Question 6(f) required two details to be found: it asked which two jobs Jasmine has enjoyed most. The two signals in the text are 'one of my favourites' which points back to 'a TV talent show', and 'particularly enjoyed' which points forward to 'a film about dinosaurs'. These needed to be given precisely, not just 'a TV show' or 'a film', and most candidates did so.

The next two sub-questions were answered correctly by almost all the candidates. **Question 6(g)** asked how Jasmine used to find jobs in the past. Candidates correctly linked that with the start of her career and found 'adverts in magazines'. **Question 6(h)** was a little more challenging because it was a negative – 'why does Jasmine like *not* being famous?' – and needed a reflection of the negative in the response. The majority of the candidates successfully conveyed the idea that she prefers not having much attention from the media, or that being famous would bring too much attention from the media.

The final sub-question, **Question 6(i)** asked for the two pieces of advice Jasmine gives in the final paragraph for people who would like to become independent musicians. They are not together in the text so that a little searching was needed. The first, 'singing lessons' is followed by an explanation that musicians are often asked to sing as well as play and a number of candidates offered the explanation instead of the advice. Almost all candidates correctly offered the last sentence 'reply to job offers quickly'.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/22
Reading 22

Key messages

*   Candidates should read all questions carefully to ensure they provide a relevant response.
*   Candidates should recognise that finding the correct detail sometimes requires reading on through the paragraph, but also sometimes requires looking back over what has just been read.

In Questions 4 and 6

*   Candidates should identify the key word in a question (e.g. where, when) in order to select the correct detail from the text.
*   Candidates should take care not to omit crucial details (although complete sentences are usually not necessary).
*   Candidates should take care not to include incorrect information with a correct response.
*   Candidates should ensure they spell words in the response correctly and not write a different word (e.g. 'past' for 'post') which changes the meaning of the response.

General comments

This paper was generally well answered. Candidates should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty, so that time is allocated appropriately.

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

Comments on specific questions

Question 1

In **Question 1** candidates are given three short texts of different text types on everyday topics, each followed by a four-option multiple-choice question.

(a)   A texted invitation from Lily to Jamie to come to watch a film with her: the majority of the candidates recognised the invitation for the correct option D. Many of the rest were attracted to option A, perhaps by the word-spot of 'film'.

(b)   A notice about a forthcoming museum exhibition with a film included in the entrance ticket: this was the least well answered of the three. About half the candidates understood the discount was online, for the correct option B. Many others apparently misunderstood 'this month only' and went for option D.

(c)   An email from a teacher about an art project: the majority of the candidates recognised that she was telling her candidates where she intended to put their finished paintings. Many of the rest chose option D, perhaps linking 'next time' with 'we can not wait' in the text.

Question 2

In **Question 2** candidates are given a short text dealing with an everyday matter in a young person's daily life. They have to answer seven three-option multiple-choice questions. This text was an email from Zara to a friend about how she did a school history project.

It was a very straightforward text, and the majority of the candidates chose the correct options on all seven sub-questions. All the responses depended on a straight lexical match between the text and a word in the options close in the same topic area. Only two sub-questions gave difficulty. **Question 3(c)** required a match of 'between lessons' and 'during a break' for the correct option A; a significant number of candidates were attracted by the word-spot of 'lesson' in option B, or perhaps did not know the preposition 'between'. In **Question 3(g)** about half the candidates knew that 'exhausted' in the text means 'very tired' (the correct option B). Despite the reference in the text that she had worked on the blog all weekend, reinforcing the idea that it had taken a lot of time and effort, almost all the rest chose option C 'very surprised'.

Almost all the candidates chose the correct options for the remaining sub-questions: **Question 2(a)** matched 'schoolwork' with 'school project'; **Question 2(b)** matched 'in the past' with 'history'; **Question 2(d)** matched 'drove' with 'car'; **Question 2(e)** matched 'pictures' with 'photographs', and **Question 2(f)** matched 'create' with 'make', and also repeated 'blog post' from the text in the correct option D.

Question 3

In **Question 3** candidates are given a short factual text with seven gaps to be filled with the correct words. For each gap a multiple-choice question offers four options; the choice is primarily lexical within the context. This text was on Blue whales.

The majority of candidates chose the correct options for the first four sub-questions: **Question 3(a)** – 'find' (C); **3(b)** – 'lucky'(D), **3(c)** – 'imagine' (A), and **3(d)** – 'grow' (B).

In both **Questions 3(e)** and **3(f)** about half the candidates were successful. In **3(e)** candidates did not seem able to distinguish the correct words for quantities of countable and uncountable nouns. Here it is 'food' in the text, so uncountable and requiring 'amount' (the correct option A), but many candidates chose 'number' (B). In **3(f)** the gap is followed by the preposition 'about'. The answer required was 'think' (the correct option C) but a significant number of candidates chose 'care' (B), perhaps going for a well-known collocation, but one that did not make sense in the context.

The final **Question 3(g)** gave the most difficulty in this set. The logic of the text requires that the whales *must* eat a very large number of the tiny sea creatures known as 'krill', so the correct option was 'essential' (A). Perhaps the word was unknown to many candidates, as a significant number tried 'obvious' (D) instead. It is arguably a plausible train of thought but the infinitive construction following the gap ('to eat …') rules it out.

Question 4

In **Question 4** candidates are given a longer text about an aspect of everyday life and have to answer eleven short-answer questions based on it. The focus is on the explicit meaning of the text. This text was an email from Dev to a friend, describing how he is spending his summer holiday with his grandparents.

Almost all the candidates found the correct answers for the first two sub-questions. **Question 4(a)** asked where Dev's grandparents' house is, and the answer is clear in the text, 'in a village'. **Question 4(b)** asked when did he get there; a few candidates tripped up on the phrase 'three weeks ago', again clearly in the text but almost all copied it correctly.

In the second paragraph Dev moves on to talk about practising his driving, and again almost all the candidates found the correct answers to the four sub-questions on this paragraph **Questions 4(c)** and **4(d)** asked who Dev started learning to drive with and why it was hard for Dev to learn to drive in the city. The dip into the past Is clearly signalled in the text and candidates easily found 'his older cousin' and the 'traffic'. Back in the present, **Question 4(e)** asked when Dev practises driving with his grandfather and **4(f)** what he helps his grandmother to do. Again almost all candidates found the correct answers: ' in the morning' and 'cook dinner'.

The third paragraph describes the runs that Dev takes. The only sub-question in this set to give difficulty was **Question 4(g),** which was targeted at the first sentence here and asked where Dev prefers to go for a run. The sentence mentions the river first and candidates may have equated the slightly more challenging phrase

in the question 'prefers to' with the 'can (run)'of the text. It then describes the forest as not being so hot, before giving the answer with 'I like going there better'. The strongest candidates succeeded in working this out and correctly offering the forest as their response.

The following three questions were straightforward and almost all candidates found the correct answers. **Question 4(h)** asked how long Dev runs for each day; 'about an hour' is clearly stated. **Question 4(i)** asked why Dev takes his phone with him. That he likes listening to music is mentioned before the phone in the text, but it is close and was easily seen. So was the waterfall, the answer to **Question 4(j),** what did Dev like seeing on his runs.

Dev finishes his email by hoping he and his friend meet up when he returns home; **Question 4(k)** asked for the two things he suggests they can do together when they meet. Almost all the candidates found the cinema and the tennis; a number of candidates, by just lifting the phrases from the text, did not convey clearly the actions required '*go to* the cinema' and '*play* tennis'.

Question 5

Question 5 is a multiple-match question, where candidates have to decide which of eight descriptions is the best fit for each of five persons or groups of people, by comparing the features in the descriptions to the people's requirements. This set were advertisements for cooking websites.

Candidates generally were a little less successful in this set, and a small number omitted the question entirely. Not all candidates realised that each person/group has three requirements to be met by one of the websites. The majority, though, again responded to all five sub-questions correctly.

Only two sub-questions gave some difficulty. In **Question 5(b)** a number of candidates appeared to have focused on 'cheap', the first-mentioned of Diego's requirements, and gone straight for option 3 (Silver Spoons). Others found the word-spot of 'spicy flavours' in option 7 (Menu4U). However, neither of those included his wish for light-heartedness ('not too serious'), which is supplied by the correct option 4 (Two Chefs) along with his other two requirements. In **Question 5(d)** many candidates chose option 3 (Silver Spoons), which has videos aimed at learner cooks, so fulfilling two of Jamila's requirements. However, it should have been ruled out because it specifies cooking for a large family and Jamila wants to cook for just one. Option 1 (A bite to eat) was also attractive to some candidates as it does include cooking for one but does not mention videos. The only website with all three requirements was the correct option 5 (Stir it up).

Almost all candidates chose the correct options for the other three sub-questions. In **Question 5(a)** Youssef wants healthy, international food and the opportunity to sign up to receive recipes, all of which are found in the correct option 6 (Yum!). In **Question 5(c)** Afua wants to grow vegetables in her garden and have recipes to cook them; she finds other readers' comments helpful, and they are provided by the correct option 8 (Well done). And in **Question 5(e)** Zhang wishes to share his own recipes for sweet food, which he can through the correct option 2 (Delicious).

Question 6

In **Question 6** candidates are given a longer text, which includes some attitudes and opinions as well as straightforward information. They have to answer nine short-answer questions to convey their understanding of both the facts given and the opinions of the writer or protagonist of the text. This text featured Nick Sullivan, a science museum presenter, describing his job.

The majority of the candidates performed well on this question. Where responses were not able to be credited, it was usually because a crucial detail had been omitted or the wording was not precise enough to convey the candidate's understanding accurately. A few candidates ran out of time to finish the paper.

The first three sub-questions were targeted on the first paragraph in which Nick describes how he moved from his childhood love of drama to loving science instead. **Question 6(a)** asked why Nick enjoyed drama so much. A large majority of the candidates understood that it was because he loved being on stage. **Question 6(b)** was slightly more challenging; it asked why Nick stopped doing drama. A significant number of candidates gave the reason why his friends stopped (they got bored), rather than reading on to the consequence of that which is stated in the text, i.e. that when his friends stopped, he did too. Almost all candidates answered **Question 6(c)** correctly: Nick's brother advised him to join the school's science club. A few candidates omitted one of the crucial details, such as 'join' or 'club'.

Question 6(d) asked for two reasons why Nick will always remember his university professors. A large majority of candidates again found both reasons, which were straightforwardly in the text, A few omitted crucial details: the professors *made* their lectures interesting and *took time* to explain things.

Question 6(e) was the most challenging sub-question in this set and proved to be the most difficult question on the paper; it asked why Nick did not want a typical job in science. There is a progression in Nick's thinking as stated in the text: that a typical job in science means spending all day doing experiments, and that doing experiments all day might feel lonely. Very many candidates omitted the middle of the progression, writing only that a typical job in science might feel lonely. The strongest candidates were able to convey their understanding of Nick's reasoning, either by copying the whole sentence or by rewording it.

The majority of candidates answered the remaining sub-questions correctly. **Question 6(f)** asked where Nick found out about the science presenter job; it had been advertised on the science museum's website. A few candidates omitted the crucial detail of the website. **Question 6(g)** asked for the age of the people that Nick likes working with best. Almost all the candidates were guided by 'the most fun' to choose the correct age range (10 – 12) of the two possibilities in the text. **Question 6(h)** was a little more challenging, as it required candidates to provide the correct noun referred to by the 'it' in the last sentence of the paragraph. The question asked how the audience know if they have answered a question correctly. Most candidates were correct that 'the robot dances'.

The final sub-question, **Question 6(i),** asked for the two things that audiences say that make Nick feel proud. These are stated together at the end of the text and the majority of candidates found them easily. People are more interested in science than before and cannot wait to visit the museum again.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/03
Speaking 03

Key messages

This was the first series for this new syllabus. The Speaking test is intended to be a test of **spontaneous** communicative ability, so it is acceptable to respond briefly to what the candidate has said, such as '*Ok*', '*I see*'. Performance of all levels of ability were heard, but overall, there was a tendency of performance at the higher levels, with many candidates performing particularly well in the Role plays. The different elements of the test, and the movement between them, were generally handled well. Familiarisation in advance of conducting the tests with the Instruction for Teachers/Examiners is very important and to be encouraged to ensure successful conduct of the tests.

Preparation of candidates – candidates appeared well-prepared for the test, able to discuss the key topics in the syllabus, and showed familiarity with the Role play and Topic conversation formats. Some areas for consideration in preparation of candidates are given below:

- Provide opportunities for candidates to give explanations/reasons for their ideas/opinions on a range of everyday topics.
- Encourage candidates to use the past tense consistently when talking about past events.
- Provide opportunities for candidates to use a range of grammatical structures and tenses (e.g. to express future plans/intentions, to discuss preferences, to talk about personal experiences, to express real/hypothetical situations).
- Encourage candidates to develop their ideas by providing reasons (e.g. giving examples/explanations, describing a personal anecdote, comparing their experience/preference with their peers/siblings).
- Provide opportunities for candidates to practise different aspects of pronunciation (e.g. syllable word stress, using stress to add emphasis, rising/falling intonation, prominent stress in sentences).
- Encourage candidates to learn topic-related vocabulary in lexically related sets (e.g. means of transport, adjectives to express feelings, verbs/phrases to express likes/dislikes, household chores).
- Encourage candidates to link their ideas in longer utterances using a range of linking devices (e.g. *because*, *also*, *but*).
- Provide candidates with strategies on how to express ideas when they may not know the exact words (e.g. *it's similar to…*, *it's a type of…*).

Timings of the tasks – For both Role plays and Topic conversations, most Examiners followed the guidelines.

It is recommended that the Role play section is not rushed, or that candidates are interrupted or moved on too quickly. If not meeting the timings, the Topic conversations tended to be slightly short. Please do encourage candidates to expand on their ideas by asking extension questions throughout the conversation, and up to two further questions of your own choice on the topic at the end of each. If the Topic conversation lasts 3.5 minutes or less, even after asking the extension questions, the Examiner must ask two further questions on the same topic to ensure the conversation lasts 4 minutes. Please do not use more than two further questions at the end of each Topic conversation, even if the conversation lasts less than 4 minutes. However, please do not go over the four minutes allocated for each Topic conversation. If necessary, stop the candidates politely by saying '*Thank you, we have met the timing for this task.*'

The given scripts in the Role plays and Topic conversations – It is important for Examiners to have looked in advance at these. The majority of Examiners used the script available as requested. Occasionally, wordings were slightly adapted appropriately (e.g. a specific country being named rather than '*your country*' being used in the wording). Please remember for the Role plays, that no other questions should be added. Examiners are also reminded to introduce the topic area just before the start of each Topic conversation.

Use of the pause in the Role play and Topic conversations – Where there are two questions with a '*(PAUSE)*' in the middle, candidates should be asked the first question and then the second question after the pause. This is to ensure that candidates can remember and fully answer each question at a time. Generally, this was observed well. Occasionally, the follow-on question ('*Why?*') was used immediately after the initial question. Where the response to the first part of the task had already addressed what was about to be asked in the second question, there is no need then to ask the second question.

Role plays – These were conducted efficiently, and the topics appeared familiar to candidates. Examiners are reminded that if candidates misunderstand a question, the Examiner should then repeat the question to give candidates an opportunity to respond correctly, so they may access and obtain the full range of marks. Whilst some initial questions can generate a one-word or short response, candidates should attempt to respond to questions using the correct tense to obtain full marks.

Topic conversations – These were conducted well overall, using the given scripts and guidance. Candidates accessed the topics and questions appropriately, communicating information and detail that appeared to reflect their abilities. It is important to inform candidates of the transition between the Role play and the two different topic cards, so they are fully prepared to discuss a different topic. If a candidate does not answer a question correctly, the question can be repeated, but if the candidate does not understand the question a second time, for **Questions 3**, **4** and **5**, the Examiner should then use the alternative question provided. In order to expand a conversation, extension questions should be asked to encourage more discussion.

Alternative questions in the Topic conversations – Most Examiners used the alternative questions. It is worth reminding Examiners to repeat the original question first. Please do not use the alternative questions as extension questions or further questions, something that was quite common.

Extension and further questions in the Topic conversations – These questions were often appropriate and brief, not going beyond the existing language within the task or in candidates' prior responses. Further questions should be open questions. They should not test the candidate's general knowledge but should target the candidate's opinions/preferences and should be pitched at the appropriate level.

Application of the mark scheme

On the whole, centres marks for Communication and Quality of Language were more accurate than their marking of the Role plays.

Role plays – Most centres awarded 2 marks for all five questions, and in many cases, this was justified. To score full marks for a Role play question, the candidates need to respond precisely showing understanding of the key interrogative, using the correct tense and understandable pronunciation. Where there are two parts to a question, candidates can only be awarded full marks if they have responded appropriately to both questions. In some cases, centres focused on how candidates developed their responses, rather than the accuracy of the language used (namely the correct tense or verb form) and the mark had to be amended to 1. Also, a few centres awarded 1 rather than 0, when a completely wrong or irrelevant response was offered.

Topic conversations: Communication – To score high marks, candidates need to demonstrate that they can respond consistently, adding details to their responses and coping well with the questions as asked, without modification. Some centres were too harsh with their communication marks for candidates who scored lower marks for language. Centres need to be reminded that these two marks are not dependent on each other and candidates who develop their answers well, and frequently provide reasons and justifications, but make grammatical errors, can still be awarded high marks for communication. However, candidates who do not always provide relevant responses, despite being grammatically accurate, cannot be placed in the top band. Centres should be reminded to focus on four key elements when deciding on the band and mark for each candidate:

*   how independent candidates are at responding to questions
*   whether candidates' responses are consistently relevant to the question
*   how well-developed candidates' responses are
*   how often justifications and explanations are offered.

Topic conversations: Quality of Language – To score high marks, candidates need to demonstrate range in vocabulary, and accuracy to a level at which errors do not impede the points they wish to make or their fluency. Errors were evident, but for higher-scoring candidates, they were present alongside some sustained

and extended structures, accurately expressed. Centres need to be reminded that candidates do not need to be native speakers of English to achieve full marks. The target level is A2 with elements of B1, and candidates' performance should be marked accordingly. Examiners should also be reminded to familiarise themselves with the language structures listed in the syllabus and take these into consideration while marking. When determining which band to place a candidate in, the frequency of errors should be taken into consideration. However, repeated errors of the same nature (e.g. in the past simple tense) should be considered as one type of error.

Administration

Randomisation grid in the Instructions for Teachers/examiners – The majority of Examiners followed the sequence of these sets as requested on page 14 in the Instructions for Teachers/examiners. Centres with only one candidate should, however, choose the randomisation set for candidate 1. The process of moving between one section of the test to the next sometimes gave rise to pauses when the Examiner did not have the cards/topics easily available.

Clerical work – Documentation was mostly completed accurately, efficiently and clearly, and there were very few clerical errors. It is requested that the candidates are listed in candidate order on the working mark sheet (WMS) and it is advisable to fill out this form electronically to ensure greater clarity and accuracy.

Recordings – Examiners gave the required information clearly before the test began. The quality of the recordings was at least acceptable and in many cases was very good. Many centres used a quiet location to provide an effective environment without possible distractions from background noise. At times, audibility was affected by the position of the microphone, or the general environment appeared to generate a high degree of echo, and a small space is recommended to prevent this.

Internal moderation – If more than one Examiner is used, marks should be internally moderated. Centres are advised to use one Examiner for at least 30 candidates. On the whole, this was not very applicable this series. However, where this was evident, internal moderation was generally thorough and appeared to soundly support consistency and accuracy at a centre.

Comments on specific questions

Role plays

The vocabulary used in the Role play questions was straightforward. The topics were accessible and quite well understood, with most candidates answering appropriately. At times, candidates tended to expand upon their answers, as though responding within a Topic conversation, and it would be sensible to highlight the distinction between the two to candidates.

Candidates should be encouraged to use their 10-minute preparation time wisely. They should read the scenario printed on their card carefully and try to think of the questions they might be asked during the Role play and how they would answer them. They should think carefully about useful structures which could occur and of lexical sets that they are likely to need (e.g. types of films for the topic of cinema). Further, they should think about the person with whom they are talking, the country they are in and the role that they are playing.

The context setting scenario was almost always read out as printed by the Examiner at the start of this part of the test, and candidates appeared to be aware of what was required.

The first two questions on each Role play card were of a factual nature and although they gave candidates the opportunity to answer briefly, the majority developed their responses by providing extra details. It was essential for candidates to be familiar with questioning formulations such as *Wh* and *How* questions, as well as the tenses being used, in order to prepare them to respond accurately. Weaker candidates did not always understand these well. Consequently, they used the wrong tense or gave irrelevant information (e.g. asked '*when*' and provided an answer about place).

The last three question sets are deliberately more challenging, and gave candidates the opportunity for more expansion, as they targeted more complex ideas. These questions also offered more opportunities for candidates to showcase a range of language structures, from past and future tenses to conditional structures. They also offered opportunities for a range of functional language, such as expressing personal preferences and giving explanations and suggestions. Candidates should still aim for concise answers that communicate their message clearly and without ambiguity.

Examiners responded usually suitably to candidates' words, but at times did not respond at all, highlighting a requirement for light, brief responses between questions. Where the Examiner minimally maintains their given role, this helps to sustain the candidate's awareness of their role.

The majority of candidates understood the key information asked in each question and almost always gave at least simple relevant responses. In each Role play, weaker candidates experienced some difficulty in answering in the time frame of the question and this made their responses ambiguous. Many candidates experienced some difficulty in using the past tenses consistently when answering questions about a past event. The best responses heard were ones in which the time frame matched the time frame of the question, as this meant the message was relevant and communicated unambiguously.

Role play card 1 (planning to go to the cinema)

Candidates answered **Question 1** well, giving a place, with more able candidates offering a suggestion using the modal *can* or sometimes a question*, e.g. Should we meet at…?*. Some gave full explanations, often responding to **Question 2** at the same time. Most candidates opted for *the bus* or *an uber* in **Question 2**, while more able offered the friend *a lift* or said that a parent *would pick them up* or *take us to the cinema*. Again, they offered preferences, using modals and adverbs (e.g. *Maybe we could*…). For **Question 3**, many candidates appropriately chose a genre, but weaker candidates named films, explaining what the films offered. Some middling and many weaker candidates found it challenging to give concrete reasons for liking the film. Responses varied from *they make me exciting* and *because I like this films* to *the magic has me hooked* or *horror films have me sitting on the edge of my seat*. For **Question 4**, some said they had not been to the cinema for a long time, making the second part of the question difficult to access. Some responded by focusing on the film (e.g. *I like some song and music.*), providing similar formulation and comments to **Question 3**, rather than discussing the actual experience. Weaker candidates often used the present rather than the past tense. More able candidates used adverbs to add some precision, e.g. *particularly*; *absolutely*. **Question 5** elicited a variety of responses, but many opted to go to a café or restaurant to have something to eat. More able candidates used the conditional to suggest ideas (e.g. *It we are hungry, we could …*).

Role play card 2 (wanting to join a local gym)

Question 1 elicited a range of responses from *tomorrow* to *daily* or specific days of the week. More able candidates gave reasons why they could only attend at weekends. Weaker candidates found **Question 2** somewhat challenging, not understanding the question format '*How often?'*. The question was frequently repeated. However, many expanded the response by explaining what they do when they exercise, e.g. *I play football on…*; *I like running in morning*. For **Question 3**, candidates easily explained additional tasks they did on the same day, which included playing on computers and doing homework. Although content was often full, tenses were often inaccurate, e.g. *This morning as I walk to school*; *Yesterday, when I am meeting my friend*. Most candidates could give a reason for **Question 4** (e.g. *I want to be healthy.*; *It is the best gym in the area*), with more able candidates using comparatives (e.g. *can get stronger*). Most candidates returned to the future simple when responding to **Question 5**, e.g. *I will eat fruit and vegetables,* with some opting for the present simple to express they eat healthily, e.g. *I already eat healthily as I eat a lot of fruit and vegetables*. Weaker candidates relied on the structure given in the question '*planning to eat*'. Whilst the pronunciation of *vegetables* and *healthy* was varied, it generally did not impede communication.

Role play card 3 (showing your new laptop to a friend)

Candidates often responded with *Every day* or *(number) hours a day* when answering **Question 1**, with stronger candidates explaining the different ways they used it, thus answering **Question 3** at the same time. **Question 2** sometimes elicited the response *Only me.* Others stated different family members and again with more able candidates, they gave reasons. They varied their tense use and qualified with adverbs, e.g. *Sometimes my parents will use it for…but they would not always use it…*. The main responses for **Question 3** were *I use it for homework* or *I use it for computer games.* More able candidates used more complex verb structures, e.g. *…because I need to use it to make…* . Candidates often hesitated in responding to **Question 4** as they were not really sure why they wanted a new laptop. Some used creative ideas, e.g. *as my other laptop crashed* or *my sister break my laptop*. Weaker candidates tended to incorrectly rely on the verb structure of the question '*need*', whilst others developed this, e.g. *needed to*; *had to*; *wanted to.* Candidates could readily name shops, with some naming towns or cities. The more able added detail, e.g. *My parents gave it to me as a gift*. Weaker candidates responded to **Question 5** by typically stating *keep it* or incorrectly repeating the given verb structure, e.g. *I planning to* … Some weaker candidates were unsure how to respond, and could not be awarded a mark. Other responses included ideas around *Repair it* or *Give it to my brother* or *charity*, with the more able providing a reason.

Role play card 4 (talking to a candidate at a new school)

Many candidates got into the role in this scenario. However, **Question 1** often elicited basic responses, even from more able candidates, e.g. *It is okay.*; *It is good*. Developed responses included a more specific opinion (e.g. *interesting*) with an explanation. The most able used relative clauses to expand, e.g. *…which makes me feel…* . For **Question 2**, most candidates answered by stating their proximity to the school and often adding how they got to the school. The more able talked about different transport options for different situations. Candidates could readily name other schools they had attended in **Question 3**, citing reasons for liking the school, which ranged from teachers to lessons. The more able used a range of verb forms and even provided comparisons (e.g. *…used to…because I wanted to have…but…*). Candidates could easily name their favourite subjects and often gave reasons for liking the subject so Examiners often did not need to ask the second part of the question in **Question 4**. Candidates tended to offer a reason per subject and the more able used good subject-related words and collocations (e.g. *do experiments, paint canvasses, solve problems*). **Question 5** elicited a variety of responses and sentence structures. Many candidates who had assumed their roles wanted the Examiner as the candidate to join them later (e.g. *I am going into town. Would you like to come with me? We can go for a pizza afterwards.; I was planning to…since...but I could hang out…*).

Role play card 5 (planning a day trip)

When responding to **Question 1**, candidates often used *a.m.* and *p.m.* inaccurately. Weaker candidates stated *(number) and a half*, while many candidates gave a precise time. More able responses gave reasons to the timing, often using modal verbs, e.g. *We have to leave early because…will…can*. Different transport options were offered in **Question 2**, ranging from a taxi to buses and other modes of public transport. There were lots of very brief responses, even with some more able candidates. Again the more successful responses provided reasons and even gave comparative adjectives, e.g. *because it will be quicker*. For **Question 3**, candidates named a range of things they would like to see, but particularly the *zoo*, naming their favourite animal as a reason for the visit, e.g. *I would like to go to zoo ... I like pandas*. For **Question 4**, candidates reacted appropriately, using the modal verb *can*, e.g. *We can go for a burger.* More able candidates used linking devices and varied their verb forms, e.g. *We could… then we can…* . For **Question 5**, some candidates named a country they had visited rather than cities. Very few candidates named more than one city and very few used the present perfect tense when responding. However, they did respond accurately stating for example, *I visited Cairo last year* and had no difficulties responding to the follow up question, e.g. *It was hot and a lot of people*.

Role play card 6 (planning to cook a meal)

Question 1 was often answered with short, accurate responses, e.g. *Maybe tomorrow.*; *I will cook for today's dinner*. Fuller responses in longer sentences were also used, e.g. *I want to cook the meal at night because I have more free time*. There was some misunderstanding related to answering *what* or *who* rather than '*when*'. Very strong candidates extended responses to cover the answers to **Questions 2** and **3**. **Question 2** was straightforwardly answered by mentioning family and/or friends, and sometimes a reason was given, e.g. *because my Dad is …*; *it's for a family gathering*. For **Question 3**, most responses were lists (e.g. *pasta* and *vegetables*) followed by a shop name or commonly *supermarket*. More able candidates also provided quantifiers (e.g. *a kilo of pasta*; *lots of spices*), and used countable and uncountable nouns correctly. More successful responses provided an explanation about their choice (e.g. *you can find fresh and cheap food there*). The apt reasons given for **Question 4** often began '*because…*'. (e.g. *… it is easy for me to cook*; *… I want to try …*). For **Question 5**, weaker responses were short, mostly consisting of food-related nouns (e.g. *with pasta*). More able candidates provided correct verb and noun collocations (e.g. *boil potatoes*; *set the table*), and expressed a sequence using adverbials (e.g. *first… and then …*). As many candidates provided quite a detailed response with reasons (e.g. *because it's a simple meal*) to the first question, most responded briefly to the second.

Role play card 7 (buying something in a clothes shop)

For **Question 1**, most responses were brief, using the language of the question (e.g. *I want to buy … shoes*). More able candidates used longer noun phrases (e.g. *light summer dress*) or the reason (e.g. *I'm going to my cousin's wedding.*). Again, for **Question 2**, answers were often brief using the language of the question. Some provided an explanation (e.g. *I like blue – like the sky*). Stronger candidates also showcased phrases of preference (e.g. *I absolutely love …*). For **Question 3**, most candidates stated the number with a currency (e.g. *100 dollars*). More successful responses also provided an explanation (e.g. *I get some pocket money every week*). For **Question 4**, some candidates misunderstood the phrasal verb '*find out'* and talked about

how to get to the shop. Stronger candidates talked about *online reviews*, *social media posts* or *recommendations from a friend*. For the second part, most candidates gave the names of the shops. More successful responses contained some detailed descriptions about what they sell and reasons why the candidates liked them. For **Question 5**, many candidates formulated their responses as statements using *I'm going to* or '*I'm planning to*' from the question. Some candidates made suggestions using a modal verb (e.g. *we can go to the park*) or a question (*How about going to the restaurant?; Shall we try the new café?*). Most candidates provided the reason straightway (e.g. *because I'll feel too tired.*), so there was no need to ask '*Why?*'

Role play card 8 (talking to a passenger at the airport)

For **Question 1**, most candidates stated the name of their destination. Stronger candidates provided some expansion of reasons, using a range of future tenses (e.g. *I'm going on holiday.*; *I'm visiting my grandparents.*). For **Question 2**, candidates provided a time and often used the format *My flight is at …*; *around* (number) *am* or *pm*. For **Question 3**, weaker responses used bare infinitive forms and gave simple lists of activities (e.g. *swim and visit the city*). References to visiting family or a friend were also common, with the words of the question used and an accurate time frame. **Question 4** was answered appropriately, using a range of adverbials. Frequency was understood from '*often*' in the question, and replies included for example, *maybe twice a year*; *not very much; every Summer*. Often candidates provided an explanation straight away, e.g. … *because my family likes to go the seaside* – this was required in the second part. For **Question 5**, most made references to *by air* or *by a plane*. Weaker candidates misunderstood the second question to mean *What did you like?*. Many candidates also used the past tense inconsistently and with the most common verbs (e.g. *was* or *were*; *went*). Stronger candidates used a range of verbs, consistently the past simple (e.g. *flew … visited … stayed*). The more able candidates also showcased other past tenses (e.g. *When we were flying to Spain, my brother felt sick.*).

Role play card 9 (inviting your friend to your party)

Some candidates perhaps responded as themselves rather than in role. **Question 1** was answered with mainly short responses (e.g. *It's on Wednesday*). When expanded, candidates provided reasons or more information about their birthday (e.g. *The party is two weeks from now.*; *I'll be turning 17.*) candidates, however, often misheard '*when*' as *where*, thus responding inaccurately. **Question 2** often led to some expansion of the reasons using an accurate timeframe, e.g. *Well, I do enjoy games on my computer and what I really like…* For **Question 3**, many candidates offered a list of names or nouns without using a time frame (e.g. *Awab and his brother.*; *My sister and my parents.*). Stronger candidates offered options using a range of modal verbs (e.g. *We could play video games or we can listen to music.*), whilst weaker candidates often gave very short sentences in the present tense (e.g. *We play games.*). **Question 4** caused some thought, perhaps because candidates had forgotten that the party was at their home. Many candidates referred to the qualities of their house and said *My parents are not at home*. Stronger candidates stated a preference (e.g. *I find it more comfortable to be in a closed environment.*) and used the comparative form (e.g. *It's cheaper than a restaurant, so …*). For **Question 5**, stronger candidates used the past tense consistently and pronounced the final '*-ed*' in regular verbs clearly, whereas weaker candidates often used the present tense (*I go to a restaurant with my family*).

Topic conversations

The range of topics was broad and suitable in general for the conversations, with most candidates managing well with this part of the test. The first three topics were based on one of the sub-topics of Areas A and B as listed in the syllabus. The last four topics were taken from one of the sub-topics in Areas C, D or E of the syllabus. All these sub-topics were familiar to candidates. Each Topic conversation card offered a gradual increase in challenge as the Examiner worked through the questions with the candidate.

As in the Role plays, the first two questions on each conversation were closed and straightforward in nature and were set at an easier level to start off the conversation. They could be answered briefly and with factual language, although stronger candidates took the opportunity to give more developed responses containing relevant details – this is something to encourage candidates to do. The time frame used in the first two questions was the present.

The final three questions on each card were more open and required candidates to communicate relevantly in past and future time frames, and they targeted more complex ideas. Responses ranged from describing a personal experience or intention, to expressing an opinion or developing an explanation about everyday issues. Each Topic conversation gave candidates the opportunity to showcase their range of language structures and lexical items related to the topic. The most able candidates responded to each question

independently and gave relevant information, often followed by justification. Able candidates also structured their responses well, using a range of linking devices and used the conditional. Weaker candidates often needed prompting in order to provide more developed ideas, and their responses often contained simple utterances in the present tense. Alternative questions only had to be used infrequently.

To help improve candidates' performance, candidates need to be reminded to listen carefully to the **whole** question and to process it carefully before answering, so as to ensure that their answers contain **relevant** information. Centres should encourage candidates to try to develop their answers in a spontaneous way, using a range of vocabulary, structures and linking devices. It is a good idea to encourage them to develop their use of subject pronouns other than *I* as many candidates limited their conversation to the first person singular. It is also advisable to introduce leaners to a range of simple everyday issues, and to encourage candidates to express their opinions and preferences, and to give reasons for them. Candidates should also be exposed to a range of everyday topics in order to explore topic-related vocabulary and to gain a greater freedom of expression. Candidates should also be exposed to good models of rising and falling intonation and stress patterns, to ensure their delivery is more natural sounding, and not monotonous or stilted.

Topic conversation 1, *In the home*

Candidates found **Question 1** easy, although some Examiners seemed concerned about responses such as *at boarding school* and repeated the question. Candidates tended to give a type of accommodation or place name. Candidates also found **Question 2** easy, with many naming the rooms in the house. Some took the opportunity to structure their response, including using relative pronouns and superlatives, e.g. *first and biggest…also…who.* The same was true of **Question 3**, with many saying their favourite room was their bedroom, giving a range of reasons and opinions using different tenses (e.g. *It is quiet.*; *I can decorate it.*; *I chose the furniture*; *it would be…which makes me feel…)*. Examiners appropriately often encouraged further responses using *Tell me more*. **Question 4** produced a wide variety of responses, but again very brief responses for the first part, so Examiners often appropriately used extension questions. The second part encouraged more detailed responses, with more able candidates offering opinions and explaining what they did using a logical sequence. Weaker candidates did not use the past tense typically for either part. **Question 5** resulted in many candidates opting to live *near my family*. Again, the first part did not encourage detailed responses and so the Examiner asked further extension questions, usually eliciting reasons. More able candidates correctly used the future tense and modals, provided comparisons of where they currently live to where they would like to live (e.g. *will…can… may be better than..*). The following part elicited a wide range of ideas. Particularly *clean the house* was the most widely explored disadvantage, while advantages included *I can have my own room.; You can have a playroom*. More able candidates provided more detailed reasons using good connectives, e.g. *which*. Examiners often added two questions to the topic, to ensure that the conversation lasted longer.

Topic conversation 2, *Travel and transport*

Candidates found **Question 1** easy, giving very short and simple responses about the mode of transport. Weaker candidates tended to repeat the structure given in the question (e.g. *I 'get to school every day' by*…). More able candidates gave full responses and some explored different situations e.g. *I take the bus to school every day*; *My dad gives me a lift when it is raining.* **Question 2** often encouraged lengthier responses as the length of time taken depended on traffic and the weather. Candidates were using a range of vocabulary regardless of their level of English. Weaker candidates, however, inaccurately repeated the given words in the question (e.g. *It 'take' me…*). **Question 3** often elicited short responses which were not full sentences (e.g. *last weekend*), while others used an incorrect structure, again relying on the question (e.g. *I 'last go'*…). Ohers added some detail (e.g. *Last weekend with my family, when we visited my grandmother*.). Responses to the second part often focused on the temperature, the length of the journey and boredom, with the more able developing this into an overall opinion, e.g. '*so it was comfortable*'. For **Question 4**, some candidates were confused and had to cite what the transport they had selected would be used for, e.g. *A car so I can drive into the city.* They often gave the reason before being asked '*Why?*'. These reasons were often around cost, comfort, speed and pollution, with the more able exploring a range of ideas. When responding to both parts of **Question 5**, this elicited a wide range of language, as even weaker candidates spoke about *pollution*, e.g. *take care of the environment*; *to stop global warming.* More able candidates often provided comparisons and used a range of tenses (e.g. …*are more reliable…getting cheaper…will*…).

Topic conversation 3, *Food and drink*

Question 1 often elicited a lengthy response when candidates explained their lunch routines, with many using the adverb '*usually*' to qualify. The more able also discussed what and when they ate at the weekend. For **Question 2**, some candidates gave brief responses of the items they ate, while the more successful

responses discussed local dishes and the ingredients. Some more able candidates began to explore eating healthy food, with some even including reported speech to justify their food choices. There were mixed reactions to **Question 3**, as many candidates had not experienced preparing a family meal, and this restricted them from speaking as much on the topic. However, most candidates still used correct verb and noun collocations, e.g. *washing the salad*. Many did say *put things on the table* as they were unaware of the expression *to set the table*. The more able tended to give detail to the context (e.g. *It was my Mum's birthday. At that time*…) and structured a response about how they helped using appropriate linking devices (e.g. *First…and then*…). Weaker candidates often used the present rather than past tense. **Question 4** elicited a wide range of topic-related vocabulary, with disadvantages focusing on the *quality of the food* and it being *expensive.* Advantages included *you do not need to prepare the food*; *you have more choice*. More able candidates explored with some detail their opinions, giving at least two advantages and two disadvantages, and some offered comparisons, (e.g. …*more delicious than…the atmosphere is better than*…). **Question 5** encouraged the use of a range of opinions supported by reasons. While some felt that young people would focus on *fast food*, others felt that people wanted to eat fruit and vegetables *to stay healthy*. Weaker and middling candidates tended to avoid the future tense, but were able to respond appropriately (e.g. *I do not have…is*).

Topic conversation 4, *Work*

For **Question 1**, stronger candidates often answered with some positive or negative expressions to present viewpoints (e.g. *I think … very early*.; *… but she feels so tired*.). Some weaker candidates misunderstood the question and talked about the job they'd like to do or stated the job only (e.g. *Mum is teacher*). Many candidates misunderstood **Question 2**, talking about *age* rather than '*time*', e.g. *They are starting at 18.* This question was often repeated by the Examiners and then some responded appropriately with a time. Stronger candidates expressed their opinion, e.g. *That is too early for me. I'd like to start at 9 or later.* For **Question 3**, occasionally candidates talked about their school work rather than housework. Many talked about what they normally help with, mainly using the present tense. Stronger candidates gave an account, using past tenses consistently accurately. Many candidates did not understand the idea of '*afterwards*', but most managed to give a relevant response because of the verb '*feel*' and this part of the question being repeated. Most candidates provided the adjective *tired*, rather than providing any development. More able candidates started their responses to **Question 4** by explaining what job they'd like to do and then went on to list the skills necessary. Many candidates responded without using the future form (e.g. *I think I need …*; *I must be …*). Less able candidates presented their future plans (e.g*. I want to go to ....*) or required use of the alternative question. **Question 5** was mainly understood, though repetition was used at times, and alternative questions were often needed. Stronger candidates explored advantages and disadvantages, linking their ideas appropriately (e.g. *Teenagers can …*, *but they will … and have …*). Weaker candidates often provided only one example for each in simple utterances (e.g. *They have more money. They feel tired*.).

Topic conversation 5, *People and places*

For **Question 1**, most candidates simply gave countries. Some considered a specific location visited while on holiday (e.g. *the park*; *restaurants*). Some candidates added how they travel (e.g. *We normally fly to Spain.*). Stronger candidates gave a description and evaluated the place (e.g. *The beach is very clean. It is crowded and noisy sometimes.*). Most candidates gave their family as the response to **Question 2**. Stronger candidates expressed plans for their future holidays (e.g. *I think I'd like to …*). For **Question 3**, more able candidates independently offered a description of their city, country or public site, whereas weaker candidates needed encouragement with extension questions. Sometimes the past tense was not used, but answers were still appropriate (e.g. *My favourite is Japan because it is*...). Weaker candidates often used *went* and *was* or *were* correctly, but used the bare infinitive form for other verbs (e.g. *see*; *walk*; *swim*; *eat*). More successful responses contained a range of past tense verb forms, both regular and irregular (e.g. *saw*; *walked*; *swam*; *ate*), used consistently accurately. The second part of the task was often answered in responses to the first part, as was the case in **Question 4**. Most candidates did not consider the future, talking about how many languages they are learning currently. Stronger responses contained a range of structures to express a future intention (e.g. *I hope to*; *I'm thinking of*). Very strong candidates explored ideas about opening up new opportunities. As many of the candidates have studied in another country, there were full responses for **Question 5**. However, weaker candidates often did not understand '*abroad*', but could express their views once they were given the alternative question. Responses often featured weaknesses in number agreement (e.g. *disadvantage/s are/is*). Stronger candidates linked the advantages and disadvantages using a range of linking devices (e.g. *on the other hand*; *that's why*; *also*).

Topic conversation 6, *Celebrations*

For **Question 1**, candidates often gave the whole date including the year of their birth, with candidates interpreting the question as the '*day of* '*birth*'. Weaker candidates occasionally struggled with the syllable stress on numbers (e.g. *fourteen* pronounced as *forty*). For **Question 2**, friends and/or family members were common answers, often given in brief utterances. Weaker candidates sometimes had difficulty pronouncing more challenging words (e.g. *cousin*; *aunt*). Many candidates responded to **Question 3** as *'How do yo*u *like …?'* rather than '*How would you like …?*', meaning that these responses were in the present tense, though they still provided topic-related responses. Utterances were sometimes short, for example, simply *in a café*; *at a restaurant*. This answered *how*, although the focus was on '*where*'. More successful responses contained a range of structures for future plans and did not repeat the wording in the question (e.g. *I really want to*; *my dream is to*; *I'd love to*). Candidates often explained the reason within their first response, so there was no need to ask the following part of the question. **Question 4** was also typically answered in the present tense, often with brief answers around a tradition, commonly *at Christmas*. Many paused as they recalled an event or considered what to say about what happened. Only the most able provided a fuller account of something they last celebrated with the whole family. **Question 5** gave rise to a range of answers, with candidates mostly successfully naming an appropriate celebration and giving some details about the event. The second question was often misunderstood, with candidates talking about what happens on the day, so sometimes the alternative questions were used. More successful responses revolved around food preparation and what clothes people buy. More able candidates used a range of passive voice structures (e.g. *… is prepared one day before*; *In the past the cakes were made …, but now it is bought* …).

Topic conversation 7, *The climate and the weather*

Candidates provided quite full responses to **Question 1**, with the more able describing the weather or making comparisons (e.g. *Yesterday it was really cold, but today it's sunny.*). Weaker candidates often dropped the auxiliaries, providing chunked responses (e.g. *Today sunny, yesterday raining.*). For **Question 2**, candidates most naturally answered *How do you?* rather than '*How can you?*' (e.g. *I just look at my phone.*; *Usually I would go on my phone because I have an app.*). More able candidates explained why they check the forecast every day, e.g. *I need to know what to wear*. Some also chose to compare how people check the weather nowadays to previously, e.g. *In the past people just looked out of the window. Now we have the internet.* Many answers for **Question 3** used the appropriate timeframe and many had been *caught out in the rain*. For the second part, stronger candidates considered the different elements of *plans*, *family*, *change* and *weather*, and talked about what they did instead of the initial plan. For **Question 4**, most candidates found it difficult to generate ideas for the advantages, unlike the disadvantages (e.g. *You sweat too much.*; *You can get sunburnt.*). Stronger candidates used the conditional structure (e.g. *If you do not …, you can get ....*). Some Examiners prompted further answers when they had been fairly brief. Most candidates focused on the '*now*' part of the question for **Question 5**, and often provided their responses as negative statements (e.g. *People should not …*). More able candidates explored the consequences of not taking action, and again used conditional structures (e.g. *If we do not …, it will make ...*). Most candidates were passionate about the issues, contributing quite fully by exploring ideas. Weaker candidates were less successful at expressing their ideas due to their lack of topic-related vocabulary. Examiners used the alternative questions at times for them, and some answers listed or explained (e.g. *Stop cutting down many trees.*; *Use less gas engines.*).

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/41
Writing 41

Key messages

The Writing paper consists of three compulsory questions: in **Question 1**, learners provide two one-word responses and a short, three sentence response to the provided prompts, in 20 to 30 words. **Question 2** requires learners to respond to four prompts in 80 to 90 words based on prompts and **Question 3** gives the learners a choice between an e-mail or an article, both requiring responses to five prompts and 130 and 140 words.

Assessment of **Question 1** is based on recognisable responses to the prompts.

Assessment of **Questions 2** and **3** is based on three criteria: content, range and accuracy.

The majority of learners were at or above level. The candidates were well prepared for the exam and the majority performed very well, with few problems understanding what was needed. The main issues were generally connected to reading the task carefully and ensuring that the task was answered as required. Knowledge of question words 'what' and 'when' were sometimes misinterpreted.

General comments

Most learners understood what was required by the tasks and wrote broadly appropriate responses. It was noted that learners who planned their work on the paper, tended to be more successful in including content which was fully appropriate to the task. Using the blank pages on the question paper to plan a response was, therefore, an effective strategy.

Many learners demonstrated a good range of language, particularly vocabulary, although this was not always used appropriately. Some learners wrote long answers, which consequently included irrelevant information or lacked control and organisation. Writing over the word length also gives possibilities for making more errors. Learners should be reminded of the word length for each task, which is sufficient for all content to be covered, with expansion. Therefore, learners should be advised not to write over the word-length, but instead to spend any available time at the end of the test checking their word. Under-length responses similarly disadvantage learners as it limits the range of language used, for example. Some learners also answered both 3a and 3b which will not lead to more marks and takes time away from developing one response to its fullest.

In both **Question 2** and **Question 3**, most learners included an introduction and a conclusion in their responses. This is a good way of providing context for the information presented, though repeating and lifting from the rubric as the basis for the introduction is very likely to affect the marks for range.

Learners generally demonstrated a good range of linking expressions, although these were not always used appropriately. In some cases, the overall organisation of the texts could be improved by more attention being paid to punctuation, which often lacked control. Commas, and full stops were either over-used or almost completely omitted, both issues impacting on the coherence of texts. Learners who have a more limited command of cohesive devices would be advised to avoid writing very long, complex sentences, as this could result in a poorly developed argument which confuses the reader.

Cambridge Assessment
International Education

Comments on specific questions

Question 1

All learners understood the focus of this task.

Learners who performed less well in this part, tended to either have poor spelling so individual words were not recognised or made another word in English, so were disallowed. However, even weaker candidates generally did well at this task.

(i) Drink to take with you for lunch

I think all learners were able to name a favourite sport. Misspellings were accepted so long as the word was identifiable and did not make another word in English. Only one word is needed.

(ii) An animal you hope to see at the zoo

The majority of learners had no problems naming an animal – both wild and domestic animals were accepted. However, there was at least one misspelt 'loin' – which was not accepted as it made another word in English.

(iii) **(i)** why you like this animal
(ii) where you have seen it before
(iii) what you want to learn about it.

There were some good responses, often much longer than required. Short complete sentences which address each point are adequate and will be awarded the marks. Learners needed to respond to specific questions: 'why', 'where' and 'what' and there was sometimes confusion about this. Some learners also tried to impress by using as many adjectives and superlatives as possible, but often then failed to respond to some of the required tasks. Simple, accurate sentences are required for this task as **Questions 2** and **3** assess more complex sentences so learners are advised to save their complex language and time for these tasks.

Question 2 Your friend

Most learners did well at this task, a few made structural errors or there were omissions which resulted in lower marks. Learners should focus on the action words at the beginning of each task, and in the additional prompts in brackets, and respond to these. In this instance: 'Describe', What?' and 'When?', and note verb tenses used and required. Marks were awarded for overall communication, considering content, range and accuracy.

This task required learners to respond to four prompts about their weekend. Some expansion of the points is needed for higher marks, as is a focus on more complex sentence structure, linkers and vocabulary.

(i) **Describe your friend. (Name? When you met?)**

Learners are advised to take note of the suggestions in brackets as they give guidance about what is expected and should help learners expand their responses appropriately. Some learners said 'where' they met, not when. Learners need to read the tasks and prompts carefully and make sure they respond appropriately.

(ii) **What does your friend look like?**

Some learners confused 'like' and 'look like' so there was overlap and some loss of marks with prompt **(iii)**, This prompt is a chance for learners to demonstrate higher level language and linking, by describing their friend in detail. They could, and some did, consider character as well as appearance.

(iii) **What does your friend like doing?**

Better responses gave a lot of detail rather than 'he likes football', the responses gave more detail about favourite team, when he played and other interests.

(iv)   What will you do the next time you see your friend?

This was an opportunity to show knowledge of future tenses and maybe even conditionals, which some responses did do. However, basic future tenses used accurately are sufficient for this task.

Question 3

Learners were able to choose to answer either 3a (an email about a summer job) or 3b (an article about an Environment group at school). 3b was only popular with the more able learners while 3a showed a greater range of marks. Both these tasks were more challenging and intended to allow stronger learners to show a greater range (for the level). Marks were awarded separately for Content, Range and Accuracy. There were some very strong responses which expanded all the five prompts and showed a good command of a range of structures and vocabulary. Some were very accurate. There were some quite advanced complex sentences and a good range of verb forms and tenses in a lot of responses. Weaker learners made more errors or omitted some of the prompts. The weakest learners did not attempt **Question 3**. Some candidates attempted both 3a and 3b, but this is not recommended – no extra marks are available, and the time would be better spent checking and expanding one task or the other.

(a)   Summer job – email

This task was generally done well.

The five prompts were:

(i)   Describe the café where you worked.

The majority of learners gave adequate detail, but a few described 'where' the cafe was rather than describing the cafe. A minimum of 'the cafe is large' was quite common, with better responses detailing some of the facilities offered – from 'library section' to 'art work' and 'view'.

(ii)   Explain how you felt when you got the job

This was sometimes omitted, or learners described their first day rather than the immediate effect of getting a job, Some excellent responses often focused on the joy of 'earning my own money' and 'independence'.

(iii) Explain what you had to do in your job

There were few problems with this, though there were quite a lot of lists. It is always better to use separate sentences as this allows learners to demonstrate a variety of linking devices. However, including a short list, demonstrating accurate use of commas is fine.

(iv)   Say what you learned from the experience of working in the café.

There were some interesting responses to this, 'dealing with angry people', 'learning to be patient' and 'responsibility' among them,

(v)   Say what job you would like to do next summer and why

This final prompt requires use of future forms and the majority of candidates had no problems doing this, but it sometimes caused some problems. Some candidates failed to give a reason why they would either like to do the same job again (a popular choice) or do something different. Careful reading of a prompt and a response to all parts is essential for higher grades.

(b)   Where I live – article.

This task was generally done well. The five prompts were:

(i)   Describe the town or city where you live.

Several learners combined this prompt with prompt **(iii)** rather than keeping them separate. It is better to avoid overlap as this means a wider range of structures, linkers and vocabulary can be used.

(ii)   Say how long you have lived there.

Most learners had no problem with this prompt, using phrases like 'since I was born', 'my parents moved here when I was 6'.

(iii)   Explain why your town or city is a good place for people to visit.

As mentioned above, this was sometimes merged with the response to prompt **(i)**. However, some learners did not identify or explain why the places mentioned were good for people visiting. Those who did would often say, for example, 'many people like …' or 'my city is famous for…'.

(iv)   What would you change about where you live?

There was sometimes uncertainty about this prompt. Some candidates explained changes they would like for their city, for example, 'more trees', 'cleaner streets', but others talked about the house they lived in, for example, 'quieter neighbours', 'a bigger bedroom'. Both were accepted, as was 'I would not change anything.'

(v)   Say where you would like to live in the future.

Some learners did not respond to this prompt at all, but most were keen to either travel to a bigger city, for job opportunities, or to stay in their 'beautiful city'. Some were keen to travel to visit and/or work in other countries.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/42
Writing 42

Key messages

The Writing paper consists of three compulsory questions: in **Question 1**, learners provide two one-word responses and a short, three sentence response to the provided prompts, in 20 to 30 words. **Question 2** requires learners to respond to four prompts in 80 to 90 words based on prompts and **Question 3** gives the learners a choice between an e-mail or an article, both requiring responses to five prompts and 130 and 140 words.

Assessment of **Question 1** is based on recognisable responses to the prompts.

Assessment of **Questions 2** and **3** is based on three criteria: content, range and accuracy.

The majority of learners were at or above level. The candidates were well prepared for the exam and the majority performed very wel,l with few problems understanding what was needed. The main issues were generally connected to reading the task carefully and ensuring that the task was answered as required. Knowledge of question words 'what' and 'when' were sometimes misinterpreted.

General comments

The majority of learners understood what was required by the tasks and wrote broadly appropriate texts. It was noted that learners who planned their work on the paper tended to be more successful in including content which was fully appropriate to the task. Using the blank pages on the question paper to plan a response was, therefore, an effective strategy.

Many learners demonstrated a good range of language, particularly vocabulary, although this was not always used appropriately. Some learners wrote long answers, which consequently included irrelevant information or lacked control and organisation. Writing over the word length also gives possibilities for making more errors. Learners should be reminded of the word length for each task, which is sufficient for all content to be covered, with expansion. Therefore, learners should be advised not to write over the word-length, but instead to spend any available time at the end of the test checking their word count. Under-length responses similarly disadvantage learners as it limits the range of language used, for example. Some learners also answered both 3a and 3b which will not lead to more marks and takes time away from developing one response to its fullest.

In both **Question 2** and **Question 3**, most learners included an introduction and a conclusion in their responses. This is a good way of providing context for the information presented, though repeating and lifting from the rubric as the basis for the introduction is very likely to affect the marks for range.

Learners generally demonstrated a good range of linking expressions, although these were not always used appropriately. In some cases, the overall organisation of the texts could be improved by more attention being paid to punctuation, which often lacked control. Commas, and full stops were either over-used or almost completely omitted, both issues impacting on the coherence of texts. Learners who have a more limited command of cohesive devices would be advised to avoid writing very long, complex sentences, as this could result in a poorly developed argument which confuses the reader.

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Comments on specific questions

Question 1

All learners understood the focus of this task, though the second prompt proved problematic for some.

Joining the local sports club

Learners who performed less well in this part, tended to either have poor spelling, so individual words were not recognised, or made another word in English, and were disallowed. However, even weaker candidates generally did well in this task.

(i) Most learners were able to name a favourite sport. Misspellings were accepted so long as the word was identifiable and did not make another word in English. Only one word is needed.

(ii) Some learners had problems with this task and quite a few did not answer it. Learners need to identify the key words in a task, in this case, 'the day' and provide an appropriate response. Again, only one word is needed.

(iii) There were some good responses, often much longer than required. Short complete sentences which address each point are adequate and will be credited. Learners needed to respond to specific questions: 'why', 'when' and 'how' and there was sometimes confusion about this. Some learners also tried to impress by using as many adjectives and superlatives as possible, but often then failed to respond to some of the required tasks. Simple, accurate sentences are required for this task as **Questions 2** and **3** assess more complex sentences so learners are advised to save their complex language and time for these tasks.

Question 2

My weekend

The majority of learners did really well at this task; a few made structural errors or there were omissions which resulted in lower marks. Learners should focus on the action words at the beginning of each task and respond to these. In this instance: 'Describe', 'Who?', 'What time?' and 'Describe'. Marks were awarded for overall communication, considering content, range and accuracy.

This task required learners to respond to four tasks about their weekend. Some expansion of the points is needed for higher marks, as is more complex sentence structure, linkers, and vocabulary.

(i) Describe something you do at the weekend. (What is it? Where do you do it?)

Learners are advised to take note of the suggestions in brackets as they give guidance about what is expected and should help learners expand their responses appropriately. Expansion of, for example 'I play basketball at the park', could include, time, who with, what position and what you do afterwards.

(ii) Who do you like to spend time with at the weekend? Why?

Both parts of this task need responding to. Some learners missed the 'Why?' and lost marks. A person needed to be identified and a reason given. This is a chance for learners to demonstrate higher level language and linking.

(iii) What time do you usually get up at the weekend?

Better learners linked this in their response, some changed its position, which is fine and used it as a lead into points **(i)** and **(ii)**. They also gave a reason why they got up earlier/later than usual.

(iv) Describe what your perfect weekend would be.

The majority of learners said, 'no homework so I could spend time with my family'. This is fine but more marks can be achieved by describing what you would do, where you would go and who you would go with.

Question 3

Learners were able to choose to answer either 3a (an email about an end of school party) or 3b (an article titled 'Where I live'). The tasks were probably equally popular. These tasks were more challenging and intended to allow stronger learners to show a greater range (for the level). Marks were awarded separately for Content, Range and Accuracy. There were some very strong responses which expanded all the five prompts and showed a good command of a range of structures and vocabulary. Some were very accurate. There were some quite advanced complex sentences and a good range of verb forms and tenses in a lot of responses. Weaker learners made more errors or omitted some of the prompts. The weakest learners did not attempt **Question 3**. Some candidates attempted both tasks, but this is not recommended – no extra marks are available and the time would be better spent checking and expanding one task or the other.

(a)   **End of Year school Party – email**

    This task was generally done well.

    The five prompts were:

(i)   Describe your school.

    The majority of learners gave adequate detail, but a few described 'where' their school was rather than describing the school. A minimum of 'my school is large and old' was quite common, with better responses detailing some of the facilities offered – science labs, art room etc.

(ii)   Explain why you enjoyed the party.

    A common response was 'because my friends were there' or 'we had dancing' but there was also some overlap with **(iii)** as many said they enjoyed the food. It is better to avoid overlap if possible as learners need to show as much vocabulary as possible.

(iii)   Say what food and drink there was at the party.

    There were few problems with this, though there were quite a lot of lists. It is always better to use separate sentences as this allows learners to demonstrate a variety of linking devices. A short list, demonstrating accurate use of commas is fine.

(iv)   Say what you will do during the school holidays.

    The party was to celebrate the end of term, so holidays naturally follow. This prompt requires use of the future tense, and the majority of candidates had no problems doing this.

(v)   Ask your friend some questions about their school.

    This final prompt sometimes caused some problems. A couple of simple questions, for example, 'Does your school have an end of term party? or 'When do your school holidays start? Would be fine. Some learners need more practice in question formation.

(b)   **Where I live – article.**

    This task was generally done well. The five prompts were:

(i)   Describe the town or city where you live.

    Several learners combined this prompt with prompt **(iii)** rather than keeping them separate. It is better to avoid overlap as this means a wider range of structures, linkers and vocabulary can be used.

(ii)   Say how long you have lived there.

    Most learners had no problem with this prompt 'since I was born', 'my parents moved here when I was 6'.

(iii)   Explain why your town or city is a good place for people to visit.

As mentioned above, this was sometimes merged with the response to prompt **(i)**. However, some learners did not identify or explain why the places mentioned were good for people visiting. Those who did would often say, for example, 'many people like …' or 'my city is famous for…'.

(iv) What would you change about where you live?

There was sometimes uncertainty about this prompt. Some candidates explained changes they would like for their city, for example, 'more trees', 'cleaner streets', but others talked about the house they lived in, for example, 'quieter neighbours', 'a bigger bedroom'. Both were accepted, as was 'I would not change anything.'

(v) Say where you would like to live in the future.

Some learners did not respond to this prompt at all, but most were keen to either travel to a bigger city, for job opportunities, or to stay in their 'beautiful city'. Some were keen to travel to visit and/or work in other countries.