

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/11
Listening

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

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

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

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

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

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

General comments

The May/June 2025 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 discriminated well.

Comments on specific questions

Questions 1–8

Overall candidates performed very well in this exercise. The extracts were short, straightforward interactions set in a hotel. Most candidates answered all questions correctly. **Questions 2 and 3** were the most challenging items, suggesting that candidates found *mountains* the hardest vocabulary item in the set and a small number find reading analogue clocks or understanding times quite hard.

Questions 9–14

In this exercise, candidates heard a longer extract about a cycling tour in the countryside. Overall, candidates performed very well in this exercise, although it proved more challenging than the first task.

Question 12 was the hardest item in the set, with **B** being the most common wrong answer. This suggests some candidates confused the river and waterfall for a lake. **Questions 13 and 14** were the easiest items in this section, suggesting that candidates find the words *jacket* and *pen* very familiar.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing different TV channels for young people. Overall candidates performed very well, although it proved slightly more challenging than the previous task.

Question 16 was answered extremely well, although each of the distractors was chosen by some candidates. The most challenging item in this task was **Question 17**. Option **D** was the most commonly chosen wrong answer, perhaps because there are a lot of references to age in the transcript, but these refer to the age of viewers, not the programmes.

Questions 20–28

In this exercise, candidates heard two interviews, first with Zeinab, then with Raul. These were presented in two separate parts. The exercise represented a step up 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 **C**.

Question 21 was the second most challenging item in this part and the hardest in the test so far; those who answered incorrectly were mainly tempted by **C**, although the distraction related to this option mentions the opposite adjective, 'large' rather than 'small'. Candidates found **Questions 23–27** very easy, but **Question 28** was the most challenging item in this section. The most common wrong answer was **B**. This suggests that candidates hadn't read the question carefully enough and had missed the word 'never' in the stem, so went for Raul's favourite, 'cotton', instead of the material he never wears.

Questions 29–34

In this exercise, candidates heard a conversation between Katarina and her unnamed male friend, in which Katarina is talking about her experience of learning how to do snowboarding. Candidates generally found that a more demanding exercise than previous stages of the paper, presumably because they encountered more distraction in the transcripts and there are four options rather than three.

Question 34 was the most difficult item in this section, with all three distractors tempting some candidates, especially **A**. It seems many candidates found the fact that the key and associated distraction were all paraphrased here and the options in the question focused on more complex ideas than other items to date.

Questions 35–37

In this exercise, candidates heard a radio interview with a young chef called Mario Visconti. 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; around 89 per cent of the cohort successfully selected options **D** and **E**. All of the distractors tempted a small number of the candidates. **Question 36** was significantly harder, making this item by far the hardest on the paper. Many candidates were tempted by options **D** and **E**, perhaps understanding ‘the other side of town’ as being in a different city and mistakenly understanding that the restaurant winning an award before Mario started there as meaning that Mario won a cooking competition. Candidates found **Question 37** relatively straightforward, with around 85 per cent getting both options correct. Option **C** was the most tempting distractor, perhaps due to the idea being paraphrased in quite a complex way, making it harder to discern whether it was correct or incorrect.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/12
Listening

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

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

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

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

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

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

General comments

The May/June 2025 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 discriminated 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 **Questions 2** and **5** were the most challenging items, with many candidates choosing **C** for the former, perhaps because the minute hand is pointing to the six, and option **D** for the latter, perhaps because the teenage boy is the only other male option.

Questions 9–14

In this exercise, candidates heard a longer extract about a tour around an old castle. Overall, candidates performed very well in this exercise.

Question 10 was the hardest item in the set, with option **D** proving a particularly tempting distractor. This is perhaps because candidates heard the word 'room' in the recording and thought of 'living room', but this is open to question. **Questions 13** and **14** were the easiest items in this section, probably because the key lexis, 'chickens' and 'T-shirt', are very high frequency and A1 level.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends discussing different music websites. Overall candidates performed very well in this exercise, although they found this task more challenging than the previous two.

Questions 15, 16, 17 and **19** had similar difficulty levels, with no clear pattern in the incorrect answers. Between 84 per cent and 88 per cent of candidates got these correct. The easiest item in this task was **Question 18**, with well over 90 per cent getting this right.

Questions 20–28

In this exercise, candidates heard two interviews, first with Nino then with Safiya. These were presented in two separate parts. The exercise represented a step up the incline of difficulty of the test, with some distraction written into the listening scripts for each item. Overall, noticeably fewer candidates got items in this section correct.

Questions 22 and **25** were the most challenging items, with many candidates incorrectly choosing option **B** in the former, probably because of the word spot on 'shopping' in the transcript, and option **B** in the latter, again, presumably because 'swim' is mentioned in the recording. The other questions were relatively easy in comparison.

Questions 29–34

In this exercise, candidates heard a conversation between Harry and his unnamed friend about Harry's experience of doing a sailing course. Candidates generally found that a more demanding exercise than previous stages of the paper, with between 53 per cent and 74 per cent of candidates getting the candidates correct across the items.

Question 30 was the most difficult item in this section, with options **A** and **C** in particular tempting a reasonable number of candidates.

Questions 35–37

In this exercise, candidates heard a radio interview with a young dancer called Donna Wellbeck. 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 fairly well; around 62 per cent of the cohort successfully selected options **A** and **C**. All of the distractors tempted a small number of the candidates. **Question 36** had a similar level of difficulty, with around 63 per cent of candidates getting the answers correct. Candidates found **Question 37** more difficult than the previous two items as a whole, with around 60 per cent correctly choosing option **A** and 40 per cent selecting option **E**.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/21
Reading

Key messages

- Candidates should read the texts and all questions carefully to ensure they provide a relevant response.
- Candidates should recognise that finding the correct detail often 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, why) in order to select the correct detail from the text.
- Candidates should answer the question concisely and take care not to include incorrect information with a correct response.
- Candidates should take care not to omit crucial details.
- Candidates should ensure they spell words in the response correctly and not write a different word (e.g. 'customs' for 'costumes') 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. All three sub-questions were well answered by the candidates.

- (a) A notice from the school Bookshop announcing a special offer: the question asked what the notice says. A large majority of the candidates correctly chose option B, that a comic is being offered free with some books. The notice specifies when a purchase is made from the 'New Reads' shelf.
- (b) A text from Mike to his sister Alicia, about her tennis racket, as he wants to borrow it. Almost all the candidates recognised that he needs her help to find the racket (option C).
- (c) An email from Karim to a friend, Jon, about a website to help with their history project. About three-quarters of the candidates recognised that he is offering advice about the website for option D. Many of the others seemed to be misled by the mention of pictures in the email (option C), but he says clearly that it is the information that is helpful.

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 a short report by Gosia Nowak on a family camping weekend.

It is a very straightforward text and all the correct responses are clearly in the text. **Question 2(a)**, which asked when the family arrived at the campsite, was the most challenging, with about a third of the candidates equally divided between morning (option A) and evening (option C). All three times of the day are mentioned in the text, but the family clearly reached the campsite 'after lunch' so the correct answer was option B: in the afternoon.

Almost all the candidates chose the correct options on the remaining six sub-questions. **Question 2(b)** matched 'among' with 'between' the trees for option B. A number of candidates in **Question 2(c)** went for the first mentioned food, burgers (option B), without noticing that they were burned and that the next sentence gives the sausages (the correct option A) that the camp shop sold to replace them. **Question 2(d)** asked what Gosia did: she had a boat ride for option C, and only a few candidates were misled by option B (fishing), as only her mother caught a fish. **Question 2(e)** matched 'by train' in the text with option B, by rail. For **Question 2(f)**, Gosia took a photo of a castle, so option C was correct: a building. And nearly every candidate knew that Gosia had left behind her glasses (option B) in **Question 2(g)**.

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, but some choices also depend on the grammar immediately round the gap. This text was on Extreme Sports.

In this set, **Question 3(e)** gave the most difficulty and proved to be the most challenging question on the paper. The only adverb that fits the context is 'clearly' (option D), but a majority of the candidates chose option B, 'completely', which may suggest an acceptable meaning, but does not fit grammatically with the 'very'.

A large majority of candidates were successful in the first three sub-questions: **Question 3(a)** – include (option C); **3(b)** – sound (**B**); **3(c)** – plenty (D).

The remaining sub-questions were a little more challenging. In **Question 3(d)**, a number of candidates chose either 'ability' (option B) or 'value' (D), perhaps not recognising that the sentence is about checking equipment, and therefore the correct answer was 'condition' (option A). The position of the gap for **Question 3(f)**, at the beginning of the sentence, appears to have puzzled some candidates, but reading on and noticing the mood of the main verb 'should not ...consider' would have led them to the correct option A: 'Until'. **Question 3(g)** was a purely lexical choice, and 'involve' (option C) was the correct answer.

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 and on selecting the correct detail to answer the question asked. This text was an email from Ali to his grandma, describing the school talent show he had recently taken part in.

Most of the candidates responded well to this question. The most common error in all the sub-questions was to include too much of the text, without considering whether it included a wrong answer to the question being asked as well as the correct answer. This indicated that the candidate had not focused on the precise information required.

From the first paragraph, almost all the candidates found the correct answer for **Question 4(a)**, that the grandmother had been on holiday and so missed the show.

In the second paragraph Ali gives the organisational details of the show: the venue, how the candidates got there and the time it started. Again almost all the candidates gave correctly 'the town theatre' for **Question 4(b)** – though a few omitted the crucial adjective 'town' – 'walked' for **Question 4(c)** and '7.00' for **Question 4(d)**.

Ali then mentions briefly the whole group of candidates taking part: **Question 4(e)** asked which candidate year put on the show; it was Year 9. And **Question 4(f)** asked what they wore: 'special costumes'. The text emphasises that, with 'instead of' school uniforms', which perhaps some candidates missed.

Ali moves on to describe his own experience at the talent show in more detail. **Question 4(g)**, a two-mark question, asked what activities he performed at the show. Here candidates were warned by 'rather than' that they had to discard the first instrument mentioned, the piano, as Ali then explains that candidates were allowed only two performances and he was in a singing group. So he played the violin and sang. A significant number of candidates blurred their answer to **Question 4(h)** by including both feelings that Ali mentions next. But the question specifically asked how he felt during his performance: he says he was nervous before he went on, so that was not the answer required; he was excited once he got out there. The key word in **Question 4(i)** was 'surprising'. To arrive at the correct answer, candidates had to understand 'We did not really expect that!' in the text, where the 'that' refers back to the audience singing along with them; most were successful.

In his final paragraph Ali tells what happened after the talent show. **Question 4(j)** asked what prize he won. The text says clearly that he received a book. And to end the evening, **Question 4(k)** asked where his family took him after the show, and almost every candidate identified the café.

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 photography courses.

Candidates generally were a little less successful in this set. Not all candidates realised that each person has three requirements to be met by one of the courses. The majority, though, answered at least half of the sub-questions correctly.

In **Question 5(a)**, a large majority of candidates correctly chose Course 4, *Photography For All*, for Habiba, who wants to learn about technology and the latest cameras, to join a weekly course and to go to some exhibitions with the group. Similarly, for **Question 5(c)**, most of the candidates correctly identified that Course 1, *Image Workshop*, would give Izabella what she wants: fashion photography and ideas for making gifts, on a course for people with some experience of photography.

The other three sub-questions gave more difficulty. Paolo, in **Question 5(b)** wants to learn from a professional photographer and to take better pictures of animals. A significant number of candidates chose Course 5, which offers both those but does not mention his third requirement, IT. The teacher on the correct answer, Course 8, *Picture It!*, uses the latest editing software, as well as working for magazines and having experience in wildlife photography.

Question 5(d) gives the three requirements for Diego as a beginners' course, to get tips about photographing people and to borrow a traditional camera. Course 2 appears to have tempted some candidates because of the mention of old cameras, but the other two aspects are not mentioned. The correct answer was Course 6 *Get Creative!*, on which previous experience is unnecessary. Advice is given on photographing family and friends, and there are cameras to try.

Candidates were least successful with **Question 5(e)**, with many wrongly selecting Course 3. This might have been because of a word spot on history/historic, but Christi wants to photograph scenery, not a city centre, and uploading onto the group's website does not fulfil her wish for an exhibition. The correct answer was Course 2, *All About Photos*, which also meets her desire to learn about the history of photography.

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 was a Writing blog by Siti Tan, discussing how she writes.

The majority of the candidates performed fairly well on this question. Where responses were not able to be credited, it was again often because too much had been lifted from the text, which included incorrect details as well as the targeted answer.

A large majority of candidates were successful on the first three sub-questions. **Question 6(a)** asked what Siti wrote when she was younger. The answer was clearly in the second sentence of the text: she used to create poems. Some candidates blurred their response to **Question 6(b)** by including both feelings that Siti mentions when her teacher read out one of her stories. The question asked specifically how she felt when the teacher finished; her embarrassment was at the beginning, and the correct answer was 'proud', at the end. In slight contrast, **Question 6(c)** required an understanding of the whole sentence to find the precise answer to where Siti finds it easiest to write. A few candidates wrote just 'café', omitting 'noisy'. That is correct in itself, but the point Siti is making is that it makes her feel creative if there is noise around her, so both words were needed for the precise answer.

Candidates were generally less successful with the next two sub-questions. **Question 6(d)** asked what Siti's latest story is about. Here the candidates had to distinguish between the 'latest' in the question, and the 'last' in the text, to realise that the question was asking for her new story, about the environment, not her previous story about a young horse rider. This confusion might have been the reason why about a third of the candidates gave the wrong answer.

About half the candidates also gave an insufficiently focused answer to **Question 6(e)**, a two-mark question, which asked why Siti decided to enter a writing competition. Almost all candidates correctly recognised that she wants to know what people think of her story. For the other mark, it was not precise enough just to lift the sentence from the text that the winner would have their story printed online – the question asked for *Siti's* reasons, and she wants *her* story published, which is emphasised in the text with 'which I'd love!'.

For **Question 6(f)**, almost all the candidates recognised that Siti used a website to improve her writing skills. **Question 6(g)** asked what problem Siti has when asking for her parents' opinion. Candidates found many ways of expressing the idea, from the text's 'they think everything I write is fantastic' to 'they are not critical enough'. All were credited as long as they precisely conveyed the idea that parents are usually biased!

Question 6(h) tested the reference for the 'that' in the next-to-last paragraph, by asking what Siti's friends say about her writing. The majority of the candidates understood that the friends have complained about the time she spends writing. A few omitted the crucial word 'time', making the complaint too general.

The final sub-question, **Question 6(i)** asked for two pieces of advice that Siti got from her grandmother about writing. There are three possibilities in the final paragraph of the text. Almost all the candidates correctly offered the first: that she recommends writing something every day (showing understanding of the reference for 'the same'). However, a significant number then continued with the next sentence, that writers keep trying to find a great new idea, without recognising that the grandmother is not advising it. It is the final sentence that contains the advice to write something you have experienced, as you'll end up with something much better.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/22 Reading
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Key messages

- Candidates should read the texts and all questions carefully to ensure they provide a relevant response.
- Candidates should recognise that finding the correct detail often 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, why) in order to select the correct detail from the text.
- Candidates should answer the question concisely and take care not to include incorrect information with a correct response.
- Candidates should take care not to omit crucial details.
- Candidates should ensure they spell words in the response correctly and not write a different word (e.g. 'stature' for 'statue') 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. All three sub-questions were well answered by the candidates.

- (a) An email from Mr Lim, the class teacher, about a class trip. The question asked what he tells candidates to do. A large majority of the candidates correctly chose option B, that they should have something to write with – the email specifies a pen. Some candidates chose option C, perhaps because 'questions' appeared in both the text and the option.
- (b) A notice from Eastwater Park with information for visitors about its paths. The question asked what the notice tells visitors. Again, a large majority correctly chose option C, which paths are used for different activities. The word 'guided' in option B misled some candidates.
- (c) A text from Tomas to a friend, Alexei, about their arrangement to watch a film together that evening. Again, a large majority correctly chose option D, the most general, to explain the plan for the evening, as the text included mentions of food and a game to play, as well as the film.

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 Mark to his friend Franz about their geography project.

It is a very straightforward text and all the correct responses are clearly in the text. **Question 2(d)**, which asked what Mark still has a problem with, was the most challenging, with nearly half the candidates incorrectly choosing option B, his laptop. But the text says that he has had his laptop fixed so they can use it (perhaps candidates missed the 'still' in the question) and goes on to say that his ink has run out, which is clearly a problem with the printer (option C).

Two other sub-questions also proved a little challenging: **Question 2(c)** asked what Mark wants to put in the project. The correct option was a model (option A), which the text says gets more marks. A significant number of candidates chose 'some photos' (option B), which are mentioned first in the text, apparently without reading on to find the answer. For **Question 2(f)**, which asked who Mark says they could ask for help with the project, again a significant number of candidates chose the uncle (option B) who is the first mentioned in the text, without reading on to identify the cousin (the correct option C). The female pronoun 'she' in the text should also have warned candidates that the uncle was incorrect.

Almost all the candidates chose the correct options on the remaining four sub-questions. For **Question 2(a)**, they recognised that Monday (option A) is 'better' in the first line of the text. Similarly for **Question 2(b)**, at the end of the first paragraph, the library (option B) 'might be good'. **Question 2(e)** asked how long the project needs to be: at least 700 words (option B). And almost every candidate chose 'green' as the colour paper Mark wants to use for **Question 2(g)**, from the last line of the text, perhaps because it is good for a geography project!

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, but some choices also depend on the grammar immediately round the gap. This text was on Goldfish.

The candidates generally found this set more challenging. In most of the sub-questions, errors did not seem to form any pattern which suggests some candidates were guessing.

In **Question 3(a)**, the choice was restricted by the adjective 'wide' immediately before the gap: just under half the candidates chose the correct option B, 'variety'. The overall meaning of the sentence was the main consideration for **Question 3(c)**, where the correct answer was 'possible' (option D), identified by about the same number of candidates. In **Question 3(d)**, the most challenging sub-question in the set, a substantial number of candidates seem not to have read on to check that their choice (mostly 'whether', option B) fitted sensibly into the whole sentence. The correct answer was 'although' (A), to introduce the quite lengthy clause that follows the gap. A majority of candidates found the correct response for **Question 3(f)**, 'even' (option C).

Candidates were more successful with the other three sub-questions. In **Question 3(b)**, about three quarters of the candidates correctly identified 'However' (option C) as the correct word to begin the sentence. About the same number correctly chose option B, 'depends' in **Question 3(e)**. Similarly, for **Question 3(g)**, they realised that it is 'unusual' (option C) for goldfish to live for over forty years.

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 and on selecting the correct detail to answer the question asked. This text was an email from Carrie to her friend Leanna, describing a recent visit to a new market.

Most of the candidates responded well to this question. The most common error in all the sub-questions was to include too much of the text, without considering whether it included a wrong answer to the question being asked as well as the correct answer. This indicated that the candidate had not focused on the precise information required. Candidates should be encouraged to read the whole of the relevant sentence (and not stop halfway), but then select from it the required answer.

From the first paragraph, almost all the candidates found the correct answer for **Question 4(a)**, that Carrie and her dad travelled to the market by train. **Question 4(b)** asked what Carrie says you can see outside the entrance to the market. A majority of the candidates realised that 'outside the entrance' matched 'just before the gate where you go in' in the text, and correctly offered the statue of a horse. A number blurred their answer by including the signs that were there to follow earlier in the journey.

In the second paragraph Carrie gives some details of what happened in the market. **Question 4(c)** asked why she bought some jewellery. Almost all the candidates recognised correctly the necklace she bought for her sister's birthday. **Question 4(d)** was a two-mark question: it asked which types of music Carrie enjoyed listening to at the market and specified that two details were required. Since there are three types of music mentioned in the text, this should have warned candidates that some selection was required. Carrie states clearly that she is not a fan of jazz, and therefore the correct answers were the *rock* band and the *folk* singer.

Carrie moves on in the next paragraph to talk about lunch and what she and her dad did after that. A large majority of candidates answered all three sub-questions correctly. **Question 4(e)** asked what they had for lunch; the answer was not the first-mentioned burgers, where there was a long queue, but pizza. Next **Question 4(f)** asked what they did straight after lunch. The precise point in the question here was 'straight after' and the correct answer was that first they went to buy some clothes, cued in the text by 'First'. The problem with the skirt that Carrie liked, as asked in **Question 4(g)**, was that it was not the right size.

In the final paragraph Carrie rounds off the visit by describing their last actions and then asking Leanna to accompany her for another trip to the market. Again, a large majority of candidates answered all four sub-questions correctly. **Question 4(h)** proved a little more challenging, perhaps because the answer was surprising for the candidates. It asked why Carrie's dad wanted to buy some fruit, and he wanted to put the mangoes in a cake he was planning to make. Carrie then bought some books, and **Question 4(i)** asked how much she spent on them. The books were 'two for £3.50' and the text says Carrie bought a couple, meaning two books, so the correct answer was £3.50. However, a significant number of candidates, while recognising that 'a couple' means two, which was what the question was testing, apparently thought Carrie bought two pairs of books, so offered £7.00; this was also accepted. This was also true of the next question, **Question 4(j)**, which asked how long Carrie and her dad were at the market. The correct answer 'four hours' is clearly stated as such in the text and did not need to be added to the journey time. Finally, **Question 4(k)** asked when Carrie suggests she and her friend should visit the market; it was Wednesday.

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 local beaches.

Candidates generally were a little less successful in this set. Not all candidates realised that each person has three requirements to be met by one of the beaches. The majority, though, answered at least half of the sub-questions correctly.

Candidates were most successful with **Question 5(b)**, where a good majority correctly chose Beach 1, *Falton Sands* for Mo, who needs easy access for his grandmother and wants to cook on the beach and to learn about the animals there. The Sands offer smooth paths, a barbecue to hire and guided tours about the wildlife. A majority of candidates also chose correctly for **Question 5(c)**, where Mei and her mum are looking for parking, snacks to buy and a sailing lesson. All these are offered by Beach 8, *Lulcombe Cove*.

About half of the candidates were successful in each of the remaining three sub-questions. In **Question 5(a)**, Beach 7, *Penston Beach*, offers Betty the chance to explore sea life on a dive (swim with fish), and equipment to rent, including a beach umbrella (sunshade), with a tram stop nearby as she is not coming by car. For **Question 5(d)**, a number of candidates were apparently misled by the mention of badminton and football pitches at Beach 6, but a game against friends is not the sports competition Faisal wants, and though the quietness of the beach may be suitable for his little sister, there is no mention of a shop where he can buy the beach ball he wants. The correct answer is Beach 3, *Dursey Beach*, which offers volleyball tournaments, calm water and a small shop. Stella's wants, in **Question 5(e)**, will be met by Beach 5, *Sunshine Coast*, which because of its size never feels too crowded and has nets set up and balls to hire; her brother will enjoy the organised activities in the children's club. Some candidates (if they had not already chosen it for Faisal in the previous question) went for Beach 3, presumably because of its tournaments. But there are no organised activities for the brother.

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 was a blog by Ayesha Siddiqui about a theatre group for teens.

This set of questions was obviously the most challenging for these candidates and a significant number, in fact, did not complete the paper. Those who did persevere to the end answered the sub-questions fairly well, with most achieving correct answers to at least half of them. Where responses were not able to be credited, it was again often because too much had been lifted from the text which included incorrect details as well as the targeted answer.

A majority of candidates were successful on the first two sub-questions. **Question 6(a)** asked who recommended the *Teen Drama* group to Ayesha. For the correct answer, candidates needed to follow that her parents had suggested asking the class teacher, who was into acting, about clubs. And that she in turn made the recommendation. The singular pronoun 'she' in 'she gave me a number' should also have steered candidates away from the plural parents. According to the text the teacher expected Ayesha to call Sandy, the organiser of the club, but Ayesha found it easier to send a text, which was the answer to **Question 6(b)**, how she contacted the drama group organiser.

Question 6(c), which asked how she felt before the first drama group session, caused more trouble and only the stronger candidates picked out the enthusiasm or excitement in the text's 'I could not wait to get started'.

In the second paragraph, Ayesha moves on to describes how she feels when at the drama group, and a majority of candidates were again successful on the next two sub-questions. **Question 6(d)** asked what she found most difficult at first about performing. Here the candidates needed to notice the 'most' in the question, which led to the precise answer cued by the superlative in 'the hardest part' in the text, so 'knowing where to stand'. **Question 6(e)** tested the reference for the 'this' in 'this really relaxes me', asking why Ayesha listens to music after the performance. Candidates had to read on from 'I listen to music' to find the reason in the next sentence.

Question 6(f) proved to be the most difficult question on this paper, mainly because candidates did not seem to focus on the precise question asked, which was what type of plays Ayesha likes performing in the most. The answer is clearly in the text, but the information is presented the other way round from the previous question. The reason for her preference is given first, that she particularly likes wearing spectacular costumes, but only the stronger candidates read on to recognise that this happens in plays set in the past. Some candidates opted for comedies, presumably because they were mentioned first of all.

In the remaining two paragraphs Ayesha describes current events at the drama group, and a majority of the candidates gave correct answers to the remaining sub-questions. **Question 6(g)** was a two-mark question and asked how Ayesha is helping with the preparations for the play *Blue Skies*. Two details were requested, which should have alerted candidates to the fact that some selection was required. The correct answers were painting the scenery and putting up posters, but not organising the lighting; Ayesha says she is no good at that and 'others' are doing it. **Question 6(h)** asked what is the problem with the clothes Ayesha has to wear in *Blue Skies*. The answer is clearly stated in the text: one is hard to take off quickly, which is necessary as (said two sentences earlier) they have to change between scenes. A number of candidates omitted the crucial adverb 'quickly'.

To end, **Question 6(i)** was another two-mark question, which asked what the candidates have decided to buy to thank Sandy, and again two details were required. The important word in the question was 'buy'. The text mentions flowers coming from someone's garden, but the only two things being paid for are tickets and chocolates.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/03
Speaking

Key messages

- Examiners should use a timer to ensure that candidates are given the correct amount of time for each part of the test, especially the topic conversation.
- Centres should ensure that the tests are conducted in a quiet area to keep background noise to an absolute minimum.
- Centres should check that all the WMS forms are completed with the relevant information before uploading all the materials to Submit for Assessment.
- When candidates do not respond to a question or provide an ambiguous response, examiners should repeat the question before moving onto the next question.
- When a question consists of two parts separated by a pause, the pause needs to be observed. Examiners should only read out the second part after the candidate has responded to the first part. However, if candidates incidentally provide the response to the second question while answering the first question, there is no need to ask them the second question as the response has already been provided.
- Examiners need to make sure that none of the questions printed on the role-play and conversation topic cards are omitted. The only exception would be in cases where candidates have already responded to the second question in the set in their response to the first question.
- When conducting the **role plays**, examiners should only ask the questions printed on the role-play cards. Candidates should **not** be asked any extension questions in this part of the test.
- Candidates need to be reminded that in **role plays**, they take on a role outlined in the context and their responses do not have to reflect their real life. Candidates should also be made aware that this part of the test is transactional and they can provide short responses. Providing these responses are clear, appropriate, relevant and the time frame is correct, the maximum marks can be achieved.
- When conducting the **topic conversations**, examiners need to use the correct type of questions to achieve the desired aim. **Alternative questions** should only be used in instances when less able candidates cannot access the first question in each set of questions. **Extension questions** should be used to prompt more developed responses from candidates. **Further questions** should only be used at the end of a topic conversation which lasts less than 3 and a half minutes. Examiners should only ask up to two further questions. These questions need to be open questions to ensure there is enough scope for candidates to develop their responses (e.g., 'What do you think of green spaces in your local area?'). These questions should **not** test candidates' general knowledge or target aspects that might be too personal or upsetting for candidates.
- In **topic conversations**, candidates should be encouraged to develop their ideas by, for example, explaining their opinions, providing a personal anecdote to illustrate a point or contrasting their personal preference with somebody else's.

Candidates should be encouraged:

- to discuss a range of ideas on everyday topics, provide their opinions, attitudes and preferences and explain their reasons for these
- to use a range of grammatical structures including tenses, conditionals and modal verbs consistently in conversations.
- to practise different aspects of pronunciation (e.g., syllable word stress, using stress to add emphasis, rising/falling intonation, prominent stress in sentences)
- to link their ideas in longer utterances using a range of linking devices (e.g., because, also, on the other hand, a few years ago)

- to express ideas using phrases like 'it's similar to...' and 'it's a type of...', if they do not know the exact word, to ensure the conversation does not break down
- to increase their vocabulary by learning words and phrases in lexically related sets (e.g., means of transport, household chores, amenities and facilities, jobs, types of films, types of celebrations, adjectives of feelings, verbs of like and dislike).

General comments

Preparation of candidates:

- Candidates seemed quite well prepared overall and knew what was expected of them in each part of the test, also appearing to have been given the ten minutes required to prepare for the role play.
- Candidates thus responded appropriately to the prompts in the role plays and answered questions in the topic conversations, providing their views and supporting them with further details using a range of grammatical structures and appropriate lexis, often exceeding the requirements of this A2-B1 examination. Even less able candidates had enough vocabulary to express some basic opinions even on the more challenging questions such as about pollution or using robots in the future.

Timings of the tasks

- The majority of centres followed the guidelines in terms of timings.
- Most role plays were of an appropriate length. Some role plays were overly long, which was because candidates providing unnecessarily long responses to each of the questions.
- For topic conversations, most were of an appropriate timing. The tendency if not following the timings, was to run over the time limit of 4 minutes. Teachers/examiners should try and cover all five tasks within the 4 minutes available. There were only a few instances of very short topic conversations.
- Some examiners used too many further questions or alternative questions to extend some topic conversations, whilst others needed to use extension questions to prevent short topic conversations. Teachers/Examiners are reminded that they should ask up to two further questions at the end of the conversation, even if the conversation lasts 3 and a half minutes.

Question wording in the Instructions for Teachers/Examiners:

- The wording of questions was observed by the vast majority of examiners.

Use of the pause:

- Most examiners used the pause appropriately allowing candidates to provide their view. Some examiners are reminded that they should listen to the contributions of the candidate in response to the first part of a question, and if the candidate has sufficiently answered the second part of the question after the pause within their first response, the second part does not need to be asked.

Role plays:

- Randomisation almost always observed.
- Some examiners took full advantage of this role play and made it a 'real life experience' which supported candidates in their roles, hence their responses were often more natural.
- Teacher/examiners are reminded that every question given in the script is expected to be asked, unless the candidate has already given an appropriate answer in their response to the first part of the question.
- More candidates seem to be providing unnecessarily long responses in this part of the test.
- Centres should continue to ensure that for **Questions 1 and 2**, 2 marks are awarded for a one-word/brief answer provided that it is correct and appropriate. For **Questions 3, 4 and 5**, they should ensure that the time frame is correct.

Topic conversations:

- Candidates almost always offered well-developed responses, so there was less need for extension questions compared to last year.
- Most candidates were able to talk about both topics. Only a very small number of candidates found the second topic conversation more challenging and did not perform as well as they did in the first one.

Extension questions in the Topic conversations:

- More examiners should encourage candidates to expand their ideas (for example to elicit further examples or clarification of the answers provided) by asking extension questions throughout the conversation, following the guidance and prompts printed in the instructions.

Alternative questions in the Topic conversations:

- Alternative questions should only be used if the candidate is unable to access the wording of the first question, even after it has been repeated.
- These were used fairly accurately, however, they were not needed very often as most candidates could access the first set of questions quite easily.
- A few examiners went straight to the alternative question when the candidate asked for the question to be repeated. **The instructions are to repeat the first question once.**

Further questions in the Topic conversations:

- Further questions should be open questions based on the language within the task which elicit opinions or preferences, allowing candidates to give more detailed responses. These were often used accurately and effectively. However, some examiners should ask no more than two further questions per topic conversation.
- Only a small number of examiners asked questions that were too closed and did not achieve the desired effect of extending the content.
- Some examiners asked candidates to tell them more about some of the aspects that came up earlier in the topic conversations (e.g., '*You talked about ..., can you tell me more about that?*'). These would be more appropriate as extension questions at the relevant point.

Application of the mark scheme

Role plays

Marks were awarded appropriately in the majority of the centres. For **Questions 1 and 2**, some examiners awarded 1 mark, rather than 2 marks, even if the brief answer was correct. For **Questions 3, 4 and 5**, some examiners awarded 2 marks, rather than 1 mark, despite inaccuracies in terms of time frames.

Topic conversations

Communication

Marks were generally awarded appropriately following careful application of the descriptors provided in the Instructions for Teachers/Examiners. Some candidates were awarded 10 to 12 marks, even when alternative questions were not used and no repetition was required. Centres need to be reminded that marks can be awarded in the Very Good band descriptor for candidates who respond confidently, communicate information which is relevant, and who frequently develop ideas and opinions, justifying and explaining some responses.

Quality of Language

There was a good use of a range of grammatical structures and lexis which was mostly acknowledged by examiners. This was reflected in the higher marks for the candidates who used a variety of language and some effective subject-specific collocations, many of which exceeded the B1 level. In some centres, some candidates were awarded with up to 12 marks, even if they demonstrated a wide range of grammatical structures and lexis accurately. Centres need to be reminded that candidates do not need to be native-speaker level for high marks to be awarded.

Administrative aspects of the speaking tests

Clerical work:

- Almost all centres provided documentation with the careful addition and transcription of marks.
- It is helpful to moderators to have the candidates listed in candidate number order on the Working Mark Sheet.
- The name of the examiner provided on the Working Mark Sheet should also be legible.

- Errors mainly appeared in other aspects when present (e.g. different numbers for assessment cards to those that the candidates actually did, wrong candidate numbers, some missing total marks).

Recordings:

- Almost all recordings were clearly audible. However, some recordings included background noise, which could potentially be distracting for candidates.

Internal moderation:

Teachers/examiners are reminded that internal moderation always need to be conducted when more than one examiner is used at a centre, so that all candidates are assessed to a common standard.

Comments on specific questions

Role plays

Role play card 1 (New neighbour)

This was a situation that candidates could easily imagine and was usually approached well.

Question 1

This was answered well. Candidates who responded simply with '*5 years*' did better than those whose mother tongue often prompted them to say '*I live here since*' which was the wrong tense.

Question 2

The short answers here were usually the best, for example, '*it's about 5 mins walk from here*', '*it's behind the block of flats*'. Candidates who tried to give directions often found their sentences trailing off.

Question 3

For the first part, some candidates thought that they had to pretend to still be at primary school and used the present tense rather than the past tense, while others did not actually answer the question '*where?*'. Many candidates did not use the past tense in their second response to '*what did you like?*'.

Question 4

The majority of candidates gave reasons for liking the area as part of their first reply, so they found it difficult to think of something else to say if the second part of the question was asked. Appropriately, some examiners omitted the second part.

Question 5

Most candidates answered this well and indeed some of the locations were very far afield, reflecting the international nature of the candidates who take this exam. A similar situation with the pause was evident again, as in **Question 4**.

Role play card 2 (A hotel guest)

Most candidates dealt reasonably well with this scenario, with stronger candidates generally giving responses with appropriate time frames.

Question 1

Nearly all candidates understood this question, although there was confusion with lower ability candidates about them being in another country. Less able candidates sometimes misunderstood the time frame and gave responses such as '*next week*'. The majority answered with either '*last week*' or '*yesterday*', or gave the time. Some stronger candidates added extra detail (e.g., that their arrival was delayed, and why).

Question 2

Some described their room at home rather than the hotel room, for example *'my room is sometimes messy'*. Some said the type of room they would like. There were limited responses describing the room (e.g., *'big'*, *'a bed'*, *'big window'*). Only very strong candidates gave a more detailed description regarding the decoration and furniture.

Question 3

Local food was often described as *'tasty'* and *'spicy'*. Some developed this to also talk about the cost (e.g., *'It's cheaper.'*). The second point did result in some repetition of the first (e.g., *'more spicy'*). Candidates are encouraged to try not to repeat points.

Question 4

A variety of responses were given, for example, *'go to the beach'*, *'visit the restaurant'*, *'swim in the pool'*, *'go to the local market'*. In response to the additional activities, these included, *'eat food with my family'*, *'read a book'*. The time frame was sometimes incorrect, with some candidates using the present simple for plans or intentions. Stronger candidates used modals such as *'might'*.

Question 5

For the candidates' last holiday, they visited their home country, stayed at home or visited family. One went skiing. There were lots of different responses to where they will go, such as *'travel to Europe'*, *'visit Japan'*, with stronger candidates explaining why or what they would like to see. The time frame was often incorrect.

Role play card 3 (Moving to a different city)

Most candidates got into the role in this scenario quite well, but less able candidates sometimes got confused as to which city they should talk about.

Question 1

Candidates sometimes used the past tense and possibly referred to the city they were living in, rather than the future. Some also pre-empted **Question 3** here, giving a reason for moving, which was acceptable.

Question 2

Most candidates answered adequately (e.g., *'It's a big house.'*, *'It's a villa.'*) but some were unclear they were talking about a new home, for example, one person said her room was *'pink'*.

Question 3

Most candidates did well with this question, usually citing reasons to do with family (e.g., *'My dad got a new job.'*). Most used the past tense adequately here. For the second part, some higher-ability candidates knew the word *'realtor'* and some mentioned other family members having known about the house/flat, or that they had visited to look at houses.

Question 4

Candidates usually followed the intent and used future tense. They gave reasons for what they would miss, so examiners often did not need to ask the second part of the question. However, some weaker candidates just said what it was, for example *'my friends'*, *'my school'* without tense or use of full sentences.

Question 5

For the first part, candidates mostly gave non-sentence responses such as *'Of course!'*, while the second part of the question was relatively easy for candidates who responded using *'we can'*, *'we could...'*.

Role play card 4 (Family dinner)

This card was accessible to most candidates and was, on the whole, handled effectively.

Question 1

Most candidates were able to provide a brief answer stating the amount of time needed to get to the nearest or the best supermarket in the area. Some candidates did not understand the meaning of '*how long*' so were unable to provide a suitable response to the question.

Question 2

Almost all candidates were able to provide a list of ingredients, giving specific examples of vegetables or meat or spices. Pronunciation was notably clear.

Question 3

Most candidates provided the same answers, for example, their family members and friends. In the second part of the question, the candidates listed specific tasks, notably using the '*can*' and '*do*' together with '*shopping*', '*cooking*' or '*cleaning*' before the family dinner.

Question 4

The majority of candidates explained why they enjoy family dinners, using expressions, such as '*get together*' or '*catch up with family*', linking their ideas with simple connectives such as '*because*'.

Question 5

Many candidates provided a specific time when they helped in the kitchen and examples of household chores, for example, '*doing washing-up*' or '*cleaning*'. Some candidates used the correct time frame, but many did not produce responses outside of the present simple or future simple tenses.

Role play card 5 (Local museum)

The candidates who were provided with this card generally engaged well with the topic.

Question 1

Almost all candidates were able to use an appropriate adverb of frequency to say how often they visit museums. This question often elicited brief responses '*every week*' or '*once a month*'. However, some weaker candidates did not understand the meaning of '*How often*'.

Question 2

Most candidates provided some examples, namely a list of historical items, such as '*paintings*', '*mummies*', '*old clothes*'. Some candidates were able to use vocabulary above the B1 level, for instance, '*artefacts*', '*ancestors*' or '*rich history*'.

Question 3

Some candidates provided fairly brief answers commenting on the opportunity to see objects of historical significance. Their justification was also brief. Many candidates often rephrased their answer to the first part of the question when responding to the second part. Although the past tense was required, some candidates did not respond using the correct tense to the first question but answered using the past tense to the second question.

Question 4

Most candidates provided a brief comment on their history project, as many of them claimed that they do not study history as a subject.

Question 5

Most candidates often provided specific content, using '*can*', '*could*' or '*might*' when suggesting where they would like to have lunch, such as, '*a cafeteria*' and added '*going to the park*' or the '*cinema*' as another activity they could do.

Role play card 6 (Local park)

Candidates typically responded well to the topic, with the candidates developing some content.

Question 1

Most candidates provided the name of their favourite park and its location, for example, '*city centre*'. Some used a range of prepositional phrases to state more precisely where the park is situated, offering directions such as '*around the corner from my house*' or '*across the street*'.

Question 2

The majority of candidates commented on the size of the park, the places that can be found there (e.g., '*a playground*', '*a football pitch*') or activities (e.g., '*to have a picnic*').

Question 3

The majority of responses included spending time with friends, relaxing or walking. Most candidates use the past simple tense accurately, for example, '*I played football*', '*we had lunch*', '*I played with my friends*'. Some also included the past continuous, for example, '*we were playing football*', '*I was talking to my friends*'. All candidates were able to use simple adjectives to describe the weather, for example, '*sunny*' or '*hot*', often using adverbs to show intensity (e.g., '*very hot*', '*too hot*'). Some weaker candidates responded using the present simple only, for example, '*I play with my friends*'.

Question 4

Most candidates used '*fruit*' or a '*sandwich*' as their answer, although weaker candidates mispronounced the vowel sound in fruit. In the second part, the majority of candidates understood the word '*picnic*' so many provided examples of other types of food as well as '*a blanket*', '*soft/fizzy drinks*'.

Question 5

Most candidates provided a specific time followed by some activities planned for the evening, such as '*watching a movie*' or '*playing video games*'. Many candidates demonstrated very good use of future forms or expressions to give suggestions, for example, '*we will*', '*we could*' or conditional sentences '*if you want, we can go to the mall*'.

Role play card 7 (New hobby)

This context was reasonably well-understood and well-received by sporty candidates.

Question 1

All candidates understood the word '*hobby*' and responded appropriately with different answers, which were mostly sports related.

Question 2

Many candidates thought they were being asked '*what do you need to do?*' rather than '*what things do you need to do?*' and responded with answers like '*sit in a quiet place*' or '*eat healthy food*', '*have a routine*', '*sleep well*'. Candidates are reminded to listen carefully to the question and examiners are reminded that if the question is misunderstood, the question can be repeated once.

Question 3

Most answered '*yes*' and were able to provide a reason. Stronger candidates elaborated using a correct time frame (e.g. '*at the beginning it was a bit difficult but once I got used to it, it got easier*'). The second part prompted reasons and some use of past tenses (e.g., '*I chose to start playing tennis because I felt I needed to get fitter*').

Question 4

The first part of this question was very simple to answer with a 'yes' or 'no' or present simple, but weaker candidates had difficulty with the second part. Some thought that they were being asked about their parents' hobby.

Question 5

Responses to this question often used an incorrect time frame, as candidates responded with '*I like*' instead of '*I would like*' or '*I want*'. Stronger candidates could identify a suitable hobby (e.g., '*swimming, skateboarding*') and explain a reason for choosing it (e.g., '*enjoy the sunshine*', '*skateboarders are very handsome*').

Role play card 8 (At the school library)

This context seemed suitably familiar to candidates.

Question 1

Most candidates were able to answer with a time, for example '*at 3 o'clock*'.

Question 2

Most candidates appropriately responded with '*books*' or '*apps*'. Others provided a more detailed explanation.

Question 3

Many candidates did not respond with the correct time frame to either part of the question, but also they gave answers using the wrong form, such as, '*I start learning English 3 years before/ago/in my primary school.*' Responses for the second part of the question were appropriate (e.g., '*watching films*', '*with tourists*', '*at school*', '*with my teacher*').

Question 4

Candidates mostly used the correct time frame and many explained that they had friends there or that the teachers were nice, but weaker candidates found it difficult to answer why. Stronger candidates said things such as '*because I have fun with them*' or '*because they are really nice*'.

Question 5

Many candidates do not understand the difference between '*what would you like to do when you finish school?*' and '*what do you like doing when you finish school?*' Many responded with answers like, '*I go home and watch videos*', '*I have dinner*'. Stronger candidates said things like, '*I plan to go to university and become a ...*'.

Role play card 9 (On the city bus)

Candidates seemed to relate to the context, which considered both city and school.

Question 1

There were various appropriate responses, such as '*once a week*', '*I often go*', '*every weekend*'. There was a slight difficulty with those who used an adverb of frequency instead (e.g., '*usually*'), but these were generally deemed acceptable.

Question 2

Most candidates said that they went shopping or to the mall when they went to the city.

Question 3

Candidates who replied with a full sentence used an incorrect time frame to the first part of the question (e.g., 'Yes, I did.'). They were able to respond to the second part of the question with some range, referring to horror, romantic, funny or 'happy' films.

Question 4

The candidates mostly understood the question, but did not always use the correct time frame to either part of the question (e.g., 'we learn about mixing chemicals').

Question 5

A number of candidates did not understand the question and immediately explained what their plans were for the next holiday. The ones that did understand responded with a simple answer like 'I feel happy' and others said they felt excited and explained why. Examiners are reminded that if the question is misunderstood, the question can be repeated once.

Topic conversations

Topic conversation 1 (Travel and transport)

Question 1

Many candidates would list examples of transport in general, which included cars and motorbikes, instead of focusing on public transport alone.

Question 2

Some candidates, instead of mentioning the time it takes to get to school, talked about the distance. Less able candidates also did not understand the word 'journey'. Some talked about traffic and the effect that had on the journey time, or who they travelled with, for example.

Question 3

All candidates agreed that walking is better than using cars and were generally able to provide reasons for doing that as well as for not using cars. The question after the pause was often not needed here as most candidates provided reasons without being asked. Health and the environment were the most common issues mentioned. Stronger candidates had a lot of subject specific vocabulary, such as 'to reduce global warming', 'to prevent pollution', 'they will get fitter/healthier', 'for exercise'.

Question 4

Some candidates would focus on 'where?' they went, rather than 'when?'. Many candidates talked about their journey to school. Many would just use infinitive forms of verbs in their answers or just use past forms in their first sentences. The second part of the question proved to be more challenging for candidates who need to imagine some events that may happen on a walk. Those candidates would often describe their real walks, and in many cases, they were uneventful.

Question 5

Most candidates had a good understanding of the meaning of 'less', but tended to be in favour of continuing to travel. They would also go straight into providing reasons without the need to be prompted by the examiner, for example, 'one of the best things' or 'I want to spend time at the beach / to explore new cultures.'

Topic conversation 2 (In the home)

Question 1

All candidates were able to successfully name a number of rooms, with stronger candidates adding details about where the rooms are located in relation to one another or who occupies them.

Question 2

Most described their bedroom for their favourite room (e.g., *'It has a bed/a TV/a computer.'*) Most described the objects in their room quite simplistically. Some candidates did try to describe what their bedroom looked like in terms of size or colour, for example.

Question 3

In response to the room the family spend most time in, many either said the living room, and what their family like to do there together (e.g., *'we watch movies'*), or the kitchen (e.g., *'we cook there together'*). The vast majority of candidates used a range of topic-related collocations (e.g., *'prepare a meal'*, *'have a chat'*, *'watch a movie'*, *'play a game'*).

Question 4

This was generally well attempted. Most candidates talked about a family member's birthday. In some cases, examiners appropriately repeated the question, as some candidates missed the part *'in your home'*. On the second attempt, candidates answered the question successfully, though time frame errors were common here, especially in responses to the second part. When describing what happened, candidates talked about a cake and food, or having family over, for example, *'We bought a cake from the market and we invited our relatives.'*, *'It was fun because my cousins came over too.'*

Question 5

This was well attempted by many. Less able candidates talked about the location of the house (e.g., *'in the mountains'*, *'in the city'*), rather than the type of house. There were lots of descriptions of the rooms they would want in their house, how they would like it to be, and some wanted a house for their family. Some more able candidates included comparisons between their house now and explanations of what they would like in the future.

Topic conversation 3 (Health)

Question 1

This was an easy question for most candidates, who took advantage of this to use a variety of language (e.g., *'avocado on toast'*, *'a hard-boiled egg'*). Weaker candidates knew a reasonable amount of vocabulary for this question. Stronger candidates talked about the health benefits of what they eat (e.g., *'it provides me with protein/carbs/fat'*).

Question 2

This question also enabled a decent range of vocabulary, as this is a common topic for candidates. Candidates were using a range of vocabulary, regardless of their level of English.

Question 3

Weaker candidates did not always understand *'take up'*, and some candidates just said *'no'*. Even those who had done well on the previous questions said, *'I don't have time'* or *'I already have enough hobbies'* or *'I prefer to keep badminton'*, for example. Responses to the second part provided more detail. Some candidates gave other responses, generally a new sport, and could provide reasons for this choice.

Question 4

Most candidates were able to give several suggestions including various sports, the gym or exercise, as well as reference to diet, for example, *'eat healthy food'*, *'eat fruit and vegetables'*, *'eat protein and fats for energy'*. Those who developed their answers more, often included sleep. For the second part, the answers were not quite as developed. Most said people like to keep fit to look good and some mentioned social media. When this part of the question was not understood, and the alternative question was used, candidates were able to say a bit more (e.g., *'live longer'*, *'have a healthy life'*).

Question 5

Candidates were generally able to use the past tense for both parts of the question. They often talked about spending time with family, whilst some talked about the park or using social media. They often said what they did in the first part of the question, rather than needing the second part after the pause.

Topic conversation 4 (The environment)

Question 1

Almost all candidates provided *'a plastic bottle of water'* as their answer. Many were able to provide more examples, such as *'cutlery'*, *'plates'* and *'phone case'*. Very good candidates often developed their responses, for example, *'a plastic bag for going shopping'* or *'a plastic water bottle for the classroom.'*

Question 2

Some candidates needed help understanding the word *'recycle'*, often requiring appropriate repetition of the question. The answers varied from *'every day'* to *'every week'* or *'once a week I recycle plastic'*.

Question 3

Many candidates admitted many people tend to leave a lot of rubbish in their local areas. Some stated they lived in clean areas. Responses elicited *'No, my area is very clean'* with some development *'because the rules are very strict and they will pay a fee for leaving litter'*. In the second part of the question, candidates were able to provide some examples, such as *'providing more bins'* or *'making people pay fines if they leave rubbish in the street.'*

Question 4

Some candidates needed help understanding the script vocabulary *'pollution'* and so the question was appropriately repeated. Most candidates were able to provide an impressive list of types of pollution, such as *'air and noise pollution'* and very good candidates also referred to water contamination. Some candidates also commented on *'visual pollution'* in public areas, using billboards as an example. Many identified putting rubbish in the bin and regular recycling, as well as using electric cars as the potential ways of reducing different types of pollution.

Question 5

Many candidates referred to a specific school project in Geography lessons, often talking about raising awareness of *'ocean pollution'* and *'plastic which is consumed by sea animals.'* In response to the second question, candidates gave positive responses, for example, *'we need to take care of our planet'*, *'we only have one planet'*, *'animals are extinct'*, *'the climate is changing.'*

Topic conversation 5 (Countries)

Question 1

All candidates were able to provide examples of specific countries, including their home countries.

Question 2

Many candidates talked about places they would like to visit in their own country, the history of their countries, traditional food and people, for example, *'I really like learning about France and its history'* or *'I like my country because our history is interesting.'* They spoke about the topic with a great deal of enthusiasm, which was reflected both in their use of positive emotive lexis, for example, *'beautiful'*, *'I love the friendly people'*, *'the delightful cuisine'*, *'crystal clear waters'* as well as use of superlatives, *'the best country'*, *'most tourists'*, and in their varied intonation.

Question 3

Some candidates provided a short account of their holiday abroad, while others gave a shorter answer listing the activities they did at home. Some candidates did not use the past tense and defaulted to using the present simple tense throughout.

Question 4

Most candidates mentioned '*history*', '*landmarks*', '*museums*' and some '*tourist attractions*'. The second part of the question was more challenging, but many candidates indicated '*improving the quality of roads*' and their '*cleanliness*', '*reduce the traffic jams*' as the main areas that could be improved in their capital city.

Question 5

Most provided the same answers in terms of advantages, for example, '*meeting new people*', '*visiting new places and learning about new cultures*' as well as '*using a different language to communicate*'. The disadvantages were the limitations related to the use of language or dangerous places in foreign countries (e.g., '*People can have problems understanding the language.*', '*It can be dangerous in a big city.*', or centred around the cost of travel (e.g., '*It is expensive to travel.*')

Topic conversation 6 (The digital world)

Question 1

Many candidates did not understand the word '*digital*' and the question had to be repeated, which is appropriate. Most candidates responded by giving a list (e.g., '*smart phone, tablet, television, headphones*').

Question 2

Most candidates said that they used digital technology every day, and most said it was their smart phone.

Question 3

The first part often elicited answers such as, '*I used it last week/yesterday/this morning*'. Most explained what happened without the need of the examiner asking, but sometimes the examiner still asked '*what happened*' and the candidate had to try and say something else. Some had explained why technology was used in their lesson and were a bit confused to be then asked, '*what happened*'.

Question 4

This was very well received by most candidates and was an excellent prompt for a detailed response. It also allowed candidates to use a range of tenses and structures as they spoke about using the internet previously, using it now for their '*downtime*' or '*socialising*' as well as '*exam preparation*', and its likely importance for their futures.

Question 5

Most candidates did not think that robots would do all jobs. Most thought that jobs like doctors, artists and psychologists could not be replaced as feelings and emotions are needed to do those jobs. Some thought that teachers and jobs in factories could be replaced.

Topic conversation 7 (Work)

Question 1

Most candidates did help with work in the house. The jobs that they said they helped with were, '*setting the table*', '*washing up*', '*tidying and cleaning*' their rooms.

Question 2

Almost all candidates were able to answer this question about how often they got homework.

Question 3

Most candidates understood this question, but did not always recognise that they should respond using the past tense. Some of the useful skills that they learned were '*teamwork*', '*time management*' and '*communication*'.

Question 4

Some candidates found this question challenging and it had to be repeated. When understood, most said their parents, for example, *'I would like my mum to help me because she knows me better than anyone and she knows what will make me happy.'*

Question 5

Candidates were able to speak about the advantages and disadvantages of working with family and very few needed the alternative question because they did not always understand *'advantage'* or *'disadvantage'*. Some of the advantages were that their family would give them a good role and a good salary, with the disadvantages being that arguments at work would continue at home, and that young people need independence and freedom.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/41
Writing

Key messages

The majority of candidates were well-prepared and answered tasks appropriately and in full. Areas which would benefit from further attention are description and linking, along with careful reading of tasks to ensure that all the tasks are fully answered.

General comments

- If candidates read the questions all the way through carefully and tick, or cross them out, when completed, it would avoid marks being lost unnecessarily.
- Descriptions would be more effective if candidates think about what they can see, and pretend they are describing the room/mall/park/beach/object to an artist – what colours would they need to use, what furniture/features are there, how are the spaces/items organised, what is the atmosphere like?
- Some tasks ask about specific issues and some want a more general approach. Showing candidates how to answer these points would be useful.
- Using appropriate tenses and linkers is always good. Encourage candidates to check what tenses are required for the different points, and also to try to use different sentence structures to make the text sound more interesting and varied.

Comments on specific questions

Question 1

(a) These tasks require a one- or two-word answer.

- (i) Almost always well-answered. Occasional spelling errors did not generally impede communication.
- (ii) Mainly correct. Some referred to genre of music rather than instruments, e.g. 'rap'.

(b) These tasks require short, relevant responses. There is no advantage to be gained by writing elaborate answers.

- (i) The majority of responses were clear and on task.
- (ii) Mostly correct. 'How often', needs a response telling how many days and/or hours a week/month etc. the candidate practises the instrument, e.g., I practise every day/ after school/at the weekend
- (iii) Mostly correct. 'How long', in this case requires a response indicating the total length of time you have been playing the instrument, **e.g. for 5 years; since I was 5 years old**, or similar.

Some instruction on 'How long have you done something' is recommended, with examples related to a longer length activity and use of 'for' and 'since'.

Many candidates wrote more than the minimum needed, which might affect the time available for the following tasks, which do require more expansion and development. Teachers might advise candidates to focus on relevance and keeping answers short

Question 2

- (i) **Describe** your favourite place. The majority of candidates approached this task very well, describing, for example, a city, a room, a forest, a bedroom, a beach. Description needs more than a name and a location, the reader needs to be able to visualise what you are describing: details, colours and atmosphere are needed.
- (ii) **Why?** A variety of reasons for this being the favourite place were given, most were well-worded and well-linked.
- (iii) **When** do you like to go there was mostly well covered and developed; in the summer, at the weekend, after school.
- (iv) **Who will you take with you ...** Different family members and friends were the most named. This required a future tense as it refers to a future event.
- (v) **Why?** This 'why?' refers to 'why that person/those persons', why invite them? The majority answered this well, mainly showing a desire to share something they care for with a person or persons they thought would enjoy it as much as them.

There were some very high-level scripts in terms of Language in terms of complexity, range and accuracy,

Question 3

- (a) This was not a popular task. The majority of candidates selected 3(b). Those who did attempt this task were generally very capable and responded well, covering all points, with development. Some relied heavily on the wording in the question and did not develop the points, or link ideas.

TC – In general, it was well-answered and covered all CPs

R – Ideas were clearly linked and appropriate verb forms and tenses used as needed. Often a good range of relevant vocabulary was used.

A – Accuracy was generally comparable to the level. More revision of tenses, linkers and vocabulary would be useful.

- (b) The majority of candidates opted to write an email about a gift. This resulted in candidates selecting a variety of items, using familiar vocabulary and some less common vocabulary. Some answers were very elaborate and provided quite extensive responses and would suggest a high percentage of the candidates were significantly above this level.

TC – Most candidates covered all the points. More development was needed at times. Organisation and linking are also important in the longer responses. The reader needs to be able to follow the discussion clearly. The majority of candidates gave some description of the item. Some gifts were just named, especially cars and technological items. It is possible to describe these as well: colour, model, make, interior design, types of wheels. Again, with 'describe' the reader wants to be able to 'see' what is being described.

The other bullet points were covered in sufficient detail so task completion often resulted in high marks. The final bullet point needed a comparison between preference towards money or a particular gift. Some candidates stated that they preferred the particular gift they were given, and this was accepted. Revision of 'specific' versus 'general' will help for candidates prepare for such tasks..

R – A good range of language, vocabulary and structure with a variety of cohesive devices for this level.

Range and accuracy varied sometimes with reliance on key words from the task. Candidates could receive higher marks if they were to write using their own words. Teaching candidates to use a wider range of synonyms and structures enables them to achieve higher marks.

A – Accuracy was often better than expected as more able candidates also chose to answer this question. On occasion spelling or grammar impeded communication.

It is important for candidates to focus on the **quality** of their written work and of developing the given points in an appropriate way, as opposed to inventing other scenarios and focusing on quantity of words written.

ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0472/42
Writing

Key messages

The majority of candidates were well-prepared and answered tasks appropriately and in full. Areas which would benefit from further attention are description and linking, along with careful reading of tasks to ensure that all the tasks are fully answered.

General comments

- If candidates read the questions all the way through carefully and tick, or cross them out, when completed, it would avoid marks being lost unnecessarily.
- Descriptions would be more effective if candidates think about what they can see, and pretend they are describing the room/mall/park/beach to an artist – what colours would they need to use, what furniture/features are there, how are the spaces/items organised, what is the atmosphere like?
- Some tasks ask about specific issues and some want a more general approach. Showing candidates how to answer these points would be useful.
- Using appropriate tenses and linkers is always good. Encourage candidates to check what tenses are required for the different points, and also to try to use different sentence structures to make the text sound more interesting and varied.

Comments on specific questions

Question 1

(a) These tasks need one- or two-word responses.

- (i) Usually addressed very well with candidates providing clear responses.
- (ii) Spelling sometimes caused confusion.

(b) These tasks require short, relevant responses. There is no advantage to be gained by writing elaborate answers.

- (i) Mostly correct. 'How often', needs a response telling how many days and/or hours a week/month etc. the candidate cooks, e.g., I cook every day/ after school/at the weekend. Some practice with time adverbials is recommended.
- (ii) Candidates could easily express why they enjoy cooking, (I like to eat healthy food)
- (iii) The majority could describe what they find difficult about cooking, (the salt, the time, how long to cook the meat).

Some candidates wrote more than the minimum needed, which might affect the time available for the following tasks, which do require more expansion and development. Teachers might advise candidates to focus on relevance and keeping answers short.

Question 2

This task had 5 points to answer: describe, how often, what do you usually do, what do you like most, how improve in future.

- (i) **Describe** your school library. The majority of candidates approached this task very well. Description needs more than a name and a location, the reader needs to be able to visualise what you are describing: details, colours and atmosphere are needed. Those who did describe the library referred to its size, furniture, shelves and types of books on display.
- (ii) **How often...** needs a response telling how many days and/or hours a week/month you visit the library. It is also fine to say, 'I do not go there often as I do not like books. Mainly well answered, with good development. Most opted to say 'when' and at lunchtime, during lessons, after classes, etc. were given and accepted.
- (iii) **What do you usually do?** Mainly well expanded, 'I do my homework with my friends', 'I like sleeping on the soft sofas', even 'I skip classes'.

Bullet points 2 and 3 were often merged into one sentence with good use of linking devices.

- (iv) **What do you like most?** Mainly well-answered, with the sofas, the cafe and the 'helpful teacher'/librarian featuring in some responses.
- (v) **How to improve in future.** Mainly well-developed. More sofas, desk and seats, air-conditioning and newer books being especially welcomed. Although this point was intended to encourage future tense use, it was achievable with other structures; particularly 'could' and 'should', e.g. 'it could offer more chairs so we can all sit down, it could have more room so more people can come to the library, it should have a café for relaxing'.

Generally, well answered with a range of language, vocabulary and linking.

Question 3

- (a) An extremely popular topic. Although it was not a requirement of the task, many candidates provided detailed information on what they did on the trip. A few responses which wrote about a future day trip which changes meaning. It is important for candidates to read questions carefully, underlining key points to ensure they focus on the key content points within the task, and checking tenses required to keep the response in the correct time frame.

TC – By far the most popular question and well answered covering all CPs. Most candidates covered all the points. More development was needed at times. Organisation and linking are also important in the longer responses. The reader needs to be able to follow the discussion clearly. When explaining why they decided to go on a day trip, lots of good vocabulary was elicited (My school decided..., I was very stressed with exams..., We needed some family time). Most candidates gave some description of the place they visited while others tended to keep changing the place, or redefining it, making a satisfactory description difficult. The reader needs details, colours, atmosphere to be able to visualise the place. Many candidates used the bus, bullet train, car or walked, some managed to use several forms of transport. A few unfortunately missed this point. Some candidates found point 4 challenging and did not mention whether it is important to visit different places while many recognised the change from specific to general and gave good reasons for travel, e.g. to know other cultures. Most candidates knew where they were going in the future but did not say why. Many wanted to return to the place just discussed as they had enjoyed it.

R – A good range of language, vocabulary and structure with a variety of cohesive devices for this level.

A – Accuracy was comparable to the level. Sometimes, spelling and grammatical errors, along with inappropriate linking caused confusion.

- (b) Not popular and those that did opt for this generally gave very good, considered responses.

TC – Very few seen but were well-answered. The majority had only worked at the charity for a short time, Generally, noble reasons were given for working there, though at least one said the ‘pay was good’. In terms of helping, it was generally helping customers or preparing publicity. Some extremely eloquent responses for reasons for helping, mainly in terms of ‘what goes around, comes around’. Future charity work often involved charity football matches or helping in orphanages.

R – A good range of language, vocabulary and structure with a variety of cohesive devices for this level.

A – Accuracy was comparable to the level, though spelling and grammatical errors sometimes caused some confusion.