

# ENGLISH (AS AN ADDITIONAL LANGUAGE)

Paper 0772/11  
Listening

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

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

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

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

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

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

## General comments

The May/June 2024 Listening paper consisted of 37 multiple-choice questions. Candidates overall performed in a satisfactory way and most attempted all questions. Candidates should take care when they transfer their

answers onto the answer sheet and shade **one** letter only for **Questions 1 to 34**, and **two** letters for **Questions 35 to 37**.

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

### Comments on specific questions

#### Questions 1–8

Overall candidates performed very well in this exercise. The extracts were short, straightforward interactions. Most candidates answered all questions correctly, but **Question 2** was the most challenging item, showing that candidates found *fruit* the hardest vocabulary item in the set.

#### Questions 9–14

In this exercise, candidates heard a longer extract about a new weekend art course. Overall, candidates performed very well in this exercise.

**Question 11** was the hardest item in the set, perhaps because the phrasing in the transcript was relatively complex for this item and *gallery* might be an unfamiliar word to many. **Questions 9** and **10** were the easiest items in this section. This suggests that candidates find dates and the word *animals* very familiar.

#### Questions 15–19

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

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

#### Questions 20–28

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

**Question 20** was answered correctly by a large majority of candidates, who correctly chose option **C**. A large majority of answered **Question 21** successfully; those who answered incorrectly were mainly tempted by the word spot on 'hills' in the script and selected distractor **B**. Candidates found **Questions 22–26** very easy but **Question 27** was the most challenging item in this section. The most common wrong answer was **A**. *1 week* was not mentioned in the transcript so this suggests that the paraphrase of '1 month' as *the whole of August* was challenging. **Question 29** was relatively easy.

#### Questions 29–34

In this exercise, candidates heard a conversation between Theo and his friend Julia, in which Julia is talking about her experience of working in a café. Candidates generally found that a more demanding exercise than previous stages of the paper.

**Question 29** was the most difficult item in this section, with distractor **C** being the most common error. It seems many candidates were tempted by the word spots on 'pay' and 'cash'. **Questions 30–34** were all answered correctly by around 90 per cent of candidates.

### Questions 35–37

In this exercise, candidates heard a radio interview with a young surfing champion called Morio Kawasaki. 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 85 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 slightly easier, making this item the easiest in this section. Candidates found **Question 37** more demanding than the previous two items, with only 53 per cent correctly choosing option **A**. This is perhaps due to the key being paraphrased over several sentences, rather than being a direct lift from the transcript.

# ENGLISH (AS AN ADDITIONAL LANGUAGE)

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<p><b>Paper 0772/21</b> <b>Reading</b></p>
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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. 'data' for 'date') 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 texted invitation from Jed to Jasmin to come to a film with him; the question asked when Jed hopes to see the film. A large majority of the candidates correctly chose Saturday in option B.
- (b) An email from Kieran to Pasha about their geography homework. Almost all the candidates recognised that he was suggesting that they complete the homework together for option D. A few were misled by the word-spot on 'camera' in option A.
- (c) A note to Olivia from her Dad containing arrangements for lunch: a large majority of the candidates found the one definite instruction, to turn on the oven/cooker, for option B. A few candidates went instead for the first item mentioned, taking the dog for a walk (option C).

## Question 2

In **Question 2** candidates are given a short text dealing with an everyday matter in a young person's daily life. They have to answer seven three-option multiple-choice questions. This text was an email to Toni from a friend, Sally, about the art club she has recently joined.

It was a very straightforward text and all the correct responses were clearly in the text. Almost all the candidates chose the correct options on all seven sub-questions. **Question 2(a)** matched 'Mum and Dad' with 'parents' (option B). **Question 2(b)** asked for the time the club starts – 10.15 (option B). For **Question 2(c)** almost all candidates recognised that 'a lift' ruled out the options of cycling or walking, and correctly chose option A ('by car'). **Question 2(d)** gave a little more trouble: instead of the correct 'bright' (option C), matched with the text's 'light', a number of candidates went for 'quiet' in option A; perhaps they had confused the 'quite' in the text with 'quiet', a common error. In **Question 2(e)**, almost all candidates read on far enough to find the correct option, 'an animal' (option C). Candidates had a little more to do for **Question 2(f)**, which asked what is the prize for the winner of the art competition: the correct answer was option A, 'art equipment', given as 'brushes' in the text. A number went instead for the word-spot of 'wins' with an art book, but that is for second place. In **Question 2(g)**, almost all candidates recognised the indefiniteness of 'might' and 'maybe' in the last sentence of the text to decide on what Sally always does, 'play some sport' (option B).

## 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 spending time outside.

Only two sub-questions gave difficulty in this set. In **Question 3(c)** a number of candidates appeared not to be familiar with the verb 'realise' (the correct option A), and offered 'agree' (D) instead. For **Question 3(e)** it was necessary to look at the grammar as well as the meaning; the 'to' ruled out option A, 'lets' and required the correct option 'helps' (C).

Almost all candidates answered correctly **Questions 3(a)** – 'way' (B), **3(b)** – 'keeping' (C), a common collocation, **3(d)** – 'natural' (D), and **3(f)** – 'routines' (B). **Question 3(g)** was a little more challenging; some candidates apparently thought the correct working of the body clock was the result of the clause before it, and selected 'so' (D). In fact it was the explanation and 'as' was the correct option (A).

## 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 Amir to a friend, Jo, describing a cycle ride he went on at the weekend.

From the first paragraph, almost all the candidates found the correct answers for the first two sub-questions. **Question 4(a)** asked who suggested the bike ride. The answer was Amir's cousin. **Question 4(b)** asked what reason Amir gives for going on the bike ride. Again clearly in the text, the answer is that he wanted to use his new bike. **Question 4(c)** asked where the boys had a drink. This proved to be the most difficult question in this set, as a significant number of weaker candidates apparently did not read on far enough in the text to discover that although they stopped at a café to buy a drink, they went on to sit by a river to drink it. A number of candidates also perhaps had not understood the scenario as they offered implausible answers such as 'in' or 'on' the river.

Amir then moves on to describe the bike ride itself. **Question 4(d)** asked which part of the ride was especially difficult. The steep hill was given in the text immediately after 'hardest'. In contrast, for **Question 4(e)**, which asked what the boys took photographs of, the answer (the countryside) came *before* the prompt of 'take pictures'. Some candidates were misled by the birds singing which followed. **Question 4(f)** asked for two details of what the boys had for lunch. A number of candidates gave the first two food items mentioned in the text, but failed to notice that the crisps had been forgotten. The two correct items were rolls and strawberries.

In the next paragraph Amir admits that they got lost; **Question 4(g)** asked why. Almost three-quarters of the candidates understood that the boys had followed a wrong sign, and arrived at the correct answer, saying that they had chosen a wrong path or similar was true, but did not answer the question ‘why?’

Almost all the candidates found the correct answers for the remaining sub-questions in the last two paragraphs. **Question 4(h)** asked why Amir wanted to ride through the forest. A number of candidates offered the small town which comes first in the text, but a large majority recognised that he wanted to avoid the traffic on the busy road. **Question 4(i)** asked how long the bike ride took, and the answer is clear in the text, ‘the whole day’. **Question 4(k)** asked when Amir is planning to do another long bike ride, and again the answer, ‘next month’ is clear in the text. **Question 4(j)** seemed to cause a little more difficulty, perhaps again because roughly a quarter of the candidates apparently did not read on far enough to find the correct answer. It asked where the bike ride finished; the text says that they stopped briefly in the park but then reached their destination, the train station.

### 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 science museums.

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

Only one sub-question gave some difficulty. In **Question 5(d)** Nate wants information about oceans, new types of technology and how to become a scientist. Incorrect answers tended to choose Museum 2 where you can watch scientists do experiments, make discoveries about fish and find out about transport – but technology is not mentioned. About three-quarters of the candidates correctly chose Museum 3, appealing to those thinking of a science career, with the latest computers, and a film of life under the sea.

Almost all candidates chose the correct options for the other four sub-questions. In **Question 5(a)** Emily wants to do some experiments, her parents need parking and they all want a hot lunch. Museum 6 is correct for them; it has a car park and a café which sells soup, and possible experiments are mentioned. In **Question 5(b)** Bashir wants to talk to a scientist, find out about global warming and see a show, all of which are offered in Museum 1. Callie in **Question 5(c)** is doing a school project on transport and wants to buy a souvenir and snacks; Museum 8 suits her, with an exhibition of cars and trains, a gift shop and different food options.

**Question 5(e)** was a little more challenging; Asha wants to hear about and be involved in wildlife projects during an evening visit. A number of candidates went for Museum 5, which is all about the environment and the creatures that live in different places, but closes too early at 3.30 pm. The correct answer is Museum 4, which is also about rare animals, offering a chance to count tigers on video, and is open late.

### 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 described a working holiday for teenagers on Fir Island.

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

**Question 6(a)** asked what is the shortest time teenagers can stay on the island. About three-quarters of the candidates understood the meaning of ‘the minimum stay was a fortnight’ to give that as the correct answer.

**Question 6(b)** was a two-mark question and asked what type of person the Fir Island project is looking for. Almost all candidates found the phrases ‘teamwork’ and ‘hard work’ in the text, but not all were careful to include the crucial details ‘good at teamwork’ and ‘not afraid of hard work’.

**Question 6(c)** proved difficult for the candidates as it involved understanding a negative from the text. It asked what teenagers find surprising about being on the island. The answer is that they do not miss their phones. A significant number apparently thought the absence of the phone signal itself is surprising; others seemed to realise that it is the teenagers' reaction that is surprising, but were unable to convey their understanding accurately.

About three-quarters of the candidates found the correct answers for the next two sub-questions.

**Question 6(d)** asked what all teenagers do for tourists on the island. The important word here is 'all', as the text mentions other tasks that teenagers can choose between. But 'everyone gets to take visitors on nature tours'. Some candidates blurred their answers by adding the packed lunches which only some made.

**Question 6(e)** asked how teenagers show what jobs they want to do. The correct answer is that teenagers tick a list of jobs. A number of candidates identified the list in the correct sentence but did not go on to say how teenagers responded to it. Almost all the candidates found the correct answer to **Question 6(f)** which asked where teenagers go to collect scientific data. It is the weather station.

**Question 6(g)** proved to be the most challenging question on the paper and only the strongest candidates answered it correctly. It asked what might happen if there is a storm. The text says that 'extreme weather delays the boat which brings food to the island, so it could run out'. As well as matching 'extreme weather' to 'a storm', and noticing the 'could' for the 'might', candidates needed to recognise that the reference for the 'it' is 'food'. Just lifting the whole sentence did not convey that understanding.

**Question 6(h)** asked what is the most common comment from teenagers on the island, and required candidates to select from three possible comments given in the text. The correct answer is the last mentioned, cued by 'most often' immediately afterwards. About half the candidates did not seem to have read to the end of the sentence.

The final sub-question, **Question 6(i)** asked for the two pieces of advice given to people when applying to work on the island. Both details are given straightforwardly in the text and almost all candidates correctly offered 'show your personality'. However a significant number transcribed 'closing date' as 'data', so could not be credited with the second mark.

# ENGLISH (AS AN ADDITIONAL LANGUAGE)

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<p>Paper 0772/03 Speaking</p>
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## 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 the background noise to an absolute minimum.
- Centres should check all the recordings/samples for sound quality and also that all the WMS forms are completed with the relevant information before uploading all the materials to Submit for Assessment.
- When conducting the role plays, examiner 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.
- 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 three and a half minutes. 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.
- 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.

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).

### Role-play cards

- Candidates should use their 10-minute preparation time effectively and try to think about what type of information they might be asked about during the role play. They should use the context on the role-play topic card they were given to do this. Candidates should also try to think of some topic-related vocabulary they might need to use during the role-play.
- Candidates need to be reminded that in this part of the test, they take on a role outlined in the context and their responses don't have to reflect their real life.
- In this part of the test, candidates can provide short responses. Provided these responses are clear, appropriate, relevant and the time frame is correct, the maximum marks can be achieved.
- Candidates should be reminded to listen to questions carefully, including the question word (e.g., when, where, why) and provide relevant details in their responses (e.g., 'last year', 'to the city centre', '...because I'm going to visit a friend').
- Candidates should be encouraged to listen carefully to the questions to identify the focus of each question and use the correct language structure, including the correct time frames and verb forms. For example, if a question targets a past event, responses need to consist of past tenses (e.g., 'On my first day at school, the teacher introduced me to all the classmates. They were all smiling at me so I felt very relaxed'). If a question focuses on future suggestions, this needs to be reflected in the candidate's response by using the appropriate language structure (e.g., '**Why don't we** go to the cinema later?', 'After the film, **I think we should** try the new restaurant near the cinema.').

### 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.

### Assessment criteria

#### Role-plays

Up to two marks can be given for each question in this part of the test. The first two questions target relatively short responses and the focus is on how lexically appropriate candidates' responses are. The remaining questions also target different grammatical and functional structures (e.g., a past event, a suggestion, a future intention) and test the accuracy and appropriacy of the language structures offered by candidates. All questions are also assessed for clarity of pronunciation.

Minor errors which do not seriously impede the meaning (e.g., wrong use of prepositions, the omission of definite and indefinite articles, slight phonological slips) are tolerated.

Examiners are reminded that candidates are not marked on the development of their responses in this part of the test.

- Two marks should be given to responses which are appropriate, accurate (this includes the correct time frame) and clear.

- One mark should be given to responses that are only partially communicated, contain a serious lexical or grammatical error or are ambiguous. The ambiguity could be either a result of linguistic inaccuracies or unclear pronunciation.
- Zero marks should be given when no response is offered or the response is completely irrelevant.

### **Topic conversations**

Candidates are awarded two marks in this part of the test; one mark for communication and one mark for quality of language. Both marks are out of the maximum of 15 marks. Examiners are reminded that marks for communication and quality of language are not dependent on each other and they do not necessarily have to be in the same band for both aspects.

Marks for communication cover:

- how well candidates can respond to questions and whether they require the use of alternative questions
- whether candidates can consistently provide relevant responses
- how frequently candidates can develop their responses
- whether candidates can provide justifications and explanations for some of their opinions/ideas

Marks for quality of language cover:

- the range of grammatical structures (listed in the syllabus) used and how accurately they are used
- the range of lexical items used and how accurately they are used
- how clear a candidate's pronunciation is
- whether intonation is a feature of the candidate's performance
- the level of fluency

Examiners are reminded that the target level of this exam is A2-B1 on the CEFR and marks for quality of language should be awarded within the context of these two levels. Please refer to the syllabus to see the full list of grammatical structures that candidates at this level are expected to be familiar with.

When deciding on a mark for communication and quality of language, examiners should first consider which band from Very Good to Poor best fits the candidate's performance overall. When deciding on the mark within the band, examiners should award the lower mark if only some of the descriptors are met. Examiners should consider the higher mark within the band if all descriptors are met. If all descriptors are met in the band, examiners are reminded to check whether the higher band may be a better fit for the candidate before awarding a mark.

It is important to apply a positive approach to marking and award marks for what candidates can do rather than solely penalise candidates for what they cannot do, especially when marking the quality of language. It is also important not to unduly penalise candidates for the same type of error (e.g., inconsistent use of the past tense) or for errors due to ambition (i.e., errors in structures and vocabulary which are above the target level).

### **General comments**

#### **Conduct of the speaking tests**

##### **Role-plays**

- The vast majority of role-plays were conducted well and the guidelines outlined in the Instructions for Teachers/Examiners were correctly followed by most examiners.
- The context setting scenario was almost always read out by the examiner at the start of each role-play.
- In some instances, the pause between two questions was not observed.
- A few examiners used extension questions in this part of the test or reworded the questions printed on the role-play cards.

##### **Topic conversations**

- Most topic conversations were conducted well, adhering to the guidelines outlined in the Instructions for Teachers/Examiners. However, there were a few instances where only one of the two required topic conversations was conducted.

- The topic of each topic conversation was stated in the majority of samples. This was a great improvement on the previous session.
- There were timing issues with some of the topic conversations being too short or too long. When a candidate has very little to say, examiners should make better use of extension questions to elicit a fuller response and to prompt the candidate to further develop their ideas. Where a topic conversation reaches four minutes, there is no need for examiners to ask further questions at the end of the topic conversation.
- There has been an improvement in using alternative questions with candidates who cannot access the first question(s). However, there were still some cases where examiners used alternative questions as extension questions. Candidates were sometimes confused by this, as the alternative questions have the same or very similar focus to the first question(s). This meant that candidates often repeated what they had already discussed.
- Where applicable, the pause between two questions was observed in most cases. However, there were still a few instances where the examiner read out both questions together. This sometimes meant the candidate forgot to provide their response to the second question. Examiners need to ensure that candidates are allowed to respond to the first question before the second question in the set is read out.

### **Application of the assessment criteria**

#### **Role-plays**

Most centres marked their candidates' performance accurately in this part of the test. There has been a great improvement on the previous session.

However, there are still some centres that tend to be relatively lenient when applying the marking criteria in this part of the test. Two marks cannot be given to responses that include the wrong time frame or are ambiguous because of serious pronunciation issues. In cases like these, only one mark can be given. When a question consists of two sub-questions, candidates need to provide accurate and appropriate responses to both of these questions. If one of the responses does not meet the criteria, only one mark can be given overall. Occasionally, one mark was given to completely wrong or irrelevant responses. In cases like these zero marks should be given.

There were also a few cases where centres seemed to have focused solely on the development of responses rather than the required lexical appropriacy and grammatical accuracy. This resulted in a rather harsh approach to the marking of this part of the test. Candidates can be given two marks for relatively short responses provided these responses are unambiguous and, where applicable, with the correct time frame.

#### **Topic conversations**

On the whole, marks for topic conversations tended to be rather harsh, but scaling was possible in most cases.

#### **Communication**

A large number of candidates fell within the good to very good bands. Communication was often the strong point of many candidates able to develop most of their ideas and opinions by offering a personal anecdote or giving an explanation. Most candidates also responded with confidence to the topics provided for them to discuss. Candidates also provided relevant responses to the vast majority of the questions they were asked.

- In some cases, lower marks for communication were given to candidates who asked for the question to be repeated. As this could mean that they have just not heard the question properly the first time, they should not necessarily be penalised for this if a well-developed response is offered by the candidate.
- In a number of cases, harsh marking seemed to have been a result of relatively slow delivery of answers. Examiners should listen to the candidates' overall development of answers before awarding the mark.

## Quality of Language

There was a rather harsh trend when awarding marks for quality of language.

- Lower marks were sometimes given to candidates who did not use the past tense consistently when providing their responses to the question that targeted a past event. Examiners need to look at the whole range of language structures used by the candidates and not necessarily penalise for one type of error. Many candidates also demonstrated a better range/precision of topic related vocabulary, including collocations and phrasal verbs, than grammar/accuracy and centres are advised to look at vocabulary as well as structures when deciding on the language mark.

## Administrative aspects of the speaking tests

Recording quality

- A number of centres had not identified a sufficiently quiet room to hold the tests in; in such cases background noise was often intrusive.

Presentation of the recorded samples

- There were no issues with this aspect of the tests

Documentation and clerical checks

- There were a few instances when a blank WMS form was uploaded to Submit for Assessment and a replacement had to be requested.
- Centres are reminded to list candidates in candidate order on the WMS forms.
- The correct sequence of role-play and topic conversation cards was observed in the vast majority of the tests.
- There were only minimal instances of errors where marks submitted to Submit for Assessment did not match the marks on the WMS form.
- Centres are encouraged to submit information onto the WMS form in a digital form. If handwritten, the information on the form needs to be as clear as possible.

## Comments on specific questions

### **Role-plays**

The vast majority of candidates were well-prepared and knew what was expected of them in this part of the speaking test. Candidates seemed familiar with all the topics and generally provided relevant information to each question on the card. Where marks were lost, this was mainly due to the wrong time frame.

### **Role-play card 1 (A trip to a museum)**

#### **Question 1**

Most candidates were able to name a particular day. Occasionally, there were issues with the pronunciation of *'Thursday'* which sounded more like *'first day'*.

#### **Question 2**

Appropriately addressed by most candidates, who said: *'on foot'*, *'by car'* or *'by bus'*. Some responses were given as longer phrases *'my parents will drive us'* or *'my dad can give us a lift in his car'*.

#### **Question 3**

Generally well answered, with answers ranging from *'I enjoy looking at old coins'* to *'I really love exhibitions of dinosaur bones'*. Less able candidates said what they would like to see during the trip rather than what they usually enjoy looking at and only gained one mark for such responses (e.g., *'I'd like to see some old paintings'*).

#### Question 4

Many candidates responded reasonably well using the past tense in at least one of their responses (e.g., *'Last time I went to the museum it was ages ago.'* *'I went to a museum with my dad and older brother'*).

#### Question 5

Very well answered by the majority of candidates. In most cases, candidates gave responses to the second question in the set while answering the first one by stating where they would like to go after the visit to the museum and expanded their response by saying what they'd like to do there (e.g., *'We can go to a nice restaurant and have lunch there because we'll be very hungry after the museum.'*). Other popular responses to the first question were *'shopping mall'*, *'local park'* and *'cinema'*. Weaker responses to the first question tended to be just an activity rather than a place (e.g., *'We go shopping'*). Less successful responses to the second question consisted of the use of the wrong time frames or verb forms (e.g., *'Later we go to café.'* *'We will shopping there.'*).

#### Role-play card 2 (Planning an end-of-school-year party)

##### Question 1

Fairly well attempted by the majority of candidates. Most responded with a day and/or a time. Less able candidates simply repeated the phrase *'at the end of the school year'* given in the context.

##### Question 2

Very well attempted by most candidates. Many gave simple responses such as *'by car/on foot'*, some gave detailed instructions using the first conditional and *'can'* (e.g., *'if you want you can take the bus number 3 from the city centre'*).

##### Question 3

Most candidates simply stated the food or drink their friend could bring. A few candidates said that everything was already prepared and that their friend did not need to bring anything.

##### Question 4

Reasonably attempted by more than half of all candidates. Most candidates only gave a reason for the first part in the question - why they decided to have a party, but did not address the reason why they decided to hold it at their house, as opposed to somewhere else. The most common responses were, *for example* *'because this is probably the last time I can see my classmates.'* or *'because we have been studying a lot for our exams and now we need to relax'*. Stronger candidates were able to showcase a range of structures (e.g., different tenses, modals of possibility and obligation). Weaker candidates relied on more common structures such as *'I want to...'*.

##### Question 5

Very well answered by most candidates. Most said that other friends and family members would be going to the party and that they would be dancing or playing games. The vast majority of candidates used the correct time frame.

#### Role-play card 3 (Not feeling well)

##### Question 1

Most candidates responded appropriately, stating *'at home'* *'in bed'* etc. Less able candidates gave a response based on where they were whilst doing test (e.g., *at school, in my classroom*) rather than responding to the scenario of this role-play.

##### Question 2

Reasonably well answered in most cases. The reasons for feeling unwell were often *'food poisoning'*, *'stomach-ache'*, *'headache'* and *'fever'*. Many candidates developed their responses explaining how they became ill and details of how they were feeling and often covered information required in **Question 3**. Less

able candidates often simply stated *'bad'*, *'not good'*, or copied the phrase used in the context *'not well'*. There were some pronunciation issues with the suffix *'-ache'*

### Question 3

Most candidates gave appropriate reasons for being ill and sometimes extended their responses to also include the symptoms (e.g., *'I ate something bad at lunch time and now I feel sick.'*).

### Question 4

This question was answered fairly well, with many candidates saying *'I should stay home.'* or *'he said I should rest.'* with some adding for how long. Less able candidates tried to elaborate but struggled to find the right vocabulary to express their ideas. Stronger candidates were able to showcase more complex structures when expressing their ideas, like reported statements (e.g., *'the doctor told me to take medicine and stay in bed'*). Less able candidates often struggled with this concept and simply said *'he said I stay at home'*.

### Question 5

This question was attempted extremely well. Almost all candidates provided an appropriate response (e.g., *'tomorrow'*, *'probably next week'*, *'after two weeks'*). A common response to the second part of the question was for the friend to provide the school-work they had missed or to inform the teacher about the situation. Many candidates provided their response in the form of a request (e.g., *'Can/Could you tell the teacher I'll be back in two days?'*).

### Role-play card 4 (At the train station)

#### Question 1

Very well attempted by many. Most candidates gave the name of a town or city (e.g. *'London'*, *'my capital city'*). Some candidates stated who they were going to see and these responses were also accepted for two marks (e.g., *'I'm going to see my grandmother'*).

#### Question 2

Most candidates gave an appropriate time. There were occasional issues with the pronunciation of *'thirty'*. Some candidates also used the wrong syllable stress so it was not always clear whether they meant *'thirty'* or *'thirteen'*, for example.

#### Question 3

Most candidates were able to explain their preference for using a train by using appropriate comparative forms (e.g., *'because the train is faster and cheaper than the bus'*). Less able candidates struggled with the target language gave responses such as *'train more quick'*.

#### Question 4

Stronger responses gave reasons that explained why they decided to travel *today*, such as nice weather, being off school, cheaper ticket deals. Weaker responses gave the reason why they decided to travel only, which was often a repetition of their response to **Question 1** (e.g., *'I want to go to London'*). The vast majority of candidates gave an appropriate response to the second question using the correct time frame (e.g., *'I'm going with my parents.'* *'My friend is coming with me.'*).

#### Question 5

Attempted fairly well by many candidates. Stronger candidates expanded on their response to the first question linking it appropriately (e.g., *'As I'm going to see my friend I haven't seen for a long time, we're going to talk a lot.'*). Stronger responses also included a range of phrases to express probability and sequence of events (e.g., *'my grandmother and I will probably go shopping together before we go to her house.'* *'I'm sure I'll feel tired when I arrive, so I'll definitely sleep first.'*).

Other responses revolved around activities such as going to the beach or visiting a place. The response to the second question was often *'no'* or *'nothing else'*, as most candidates provided more than one activity in their first response.

### Role-play card 5 (Studying at a new school)

#### Question 1

This question was attempted relatively well by many. A few candidates gave short responses, for example, *'in Beijing'*, but many tried to give more detailed responses saying how far it was from their house or its exact location.

#### Question 2

Very well attempted with some candidates giving relatively short responses, e.g., *'by train/on foot'*, but others gave fuller responses such as *'My mother takes me to school on her way to work'*.

#### Question 3

All candidates responded really well to this question. Many commented on how much they liked their teachers and other classmates, others commented positively on the school's facilities. Stronger candidates were able to use a range of verbs, adverbs and adjectives in their responses (e.g., *'I really adore my teachers because they're very kind to us and always explain things when we don't understand something.'*). Other candidates tended to rely on simple structures, but also managed to provide appropriate reasons (e.g., *'the facilities are good'*, *'my new friends are nice'* and *'My new teachers are nice.'*).

#### Question 4

This question provided a mixed level of success. While many candidates gave appropriate responses to the first question (e.g., *'last month/last year'*), they often reverted to the present tense, rather than the past, when explaining what happened on the first day. Many candidates only scored one mark for this question as a result of this.

#### Question 5

There were different interpretations to this question. Some candidates interpreted it as asking what they would be doing after their lessons had finished on that day (e.g., *'doing my homework/taking a nap/playing basketball'*). Others, as the question had intended, gave their future intentions (e.g., *'I'm planning to study at university.'*).

### Role-play card 6 (A school film club)

#### Question 1

Very well attempted, with candidates providing a range of adverbs of frequency or other appropriate phrases (e.g., *'quite often'*, *'once a week'*, *'every Monday and Friday'*).

#### Question 2

Reasonably well attempted by more than a half of all candidates. Less able candidates did not always have the vocabulary to describe types of films, and mostly listed the films they watched rather than the type. Only one mark could be given to such responses. More successful responses included *'romantic comedies'*, *'science-fiction movies, especially from space'* and *'I like thrillers and films about mysteries'*. There were occasionally pronunciation issues with certain phonemes in words like *'thriller'* or *'romance'*.

#### Question 3

Reasonably well attempted by many. Stronger responses included a summary of the plot of the film, often followed by an opinion about the film (e.g., *'It was about a young girl that moved away with her family. She missed her grandmother a lot and decided to travel back during the summer holiday. The movie was very sad sometimes, but I enjoyed watching it.'*). Weaker responses consisted of the name of a movie, occasionally followed by what the candidate thought of it (e.g., *'It's Blue Beetle and it's nice film.'*). Stronger responses used the correct time frame all the way through.

#### Question 4

Fairly well attempted. Many candidates responded 'yes' or 'definitely' and followed this short response with a reason. As this was a natural and appropriate response, such responses were given 2 marks. The reasons given were often based on the evaluation of the club and how useful it might be for the friend (e.g., 'it will be enjoyable', 'You can have a new experience.'). Most responses used future tense or modal verbs appropriately.

#### Question 5

Very well attempted by most candidates. Most responses referred to sports clubs or dance and art clubs. The most common reasons were to meet new people, to keep fit or to start a new hobby. The reason was often given together with the first response, so examiners did not have to ask the second question 'why'.

#### Role-play card 7 (Inviting a friend to a family wedding)

##### Question 1

Most candidates gave a relative such as a cousin or brother/sister as their response. Weaker candidates simply stated that it was a family wedding.

##### Question 2

The vast majority of candidates responded extremely well to this question. Some candidates referred to the traditional garments usually worn at weddings in their country. Most candidates responded with 'you should wear a dress/suit'. Many candidates provided responses as longer phrases including a range of adjectives (e.g., long, white, smart, traditional) and additional details such as 'with long sleeves', 'high heels' and 'golden jewellery'. Some candidates also contrasted the outfits that men and women wear to a traditional wedding in their country. There were some pronunciation issues with words like 'clothes' and 'suit'.

##### Question 3

Very well answered by most candidates, who were able to give the names of dishes that were served at weddings in their countries. Stronger responses also included explanations of what these dishes are and/or how they are made. The second question saw a variety of responses from singing and dancing to meeting other members of the family and playing with the younger children. Most candidates correctly used the present simple tense to talk about habits and customs.

##### Question 4

Reasonably well answered by most candidates, who gave an appropriate time frame to say what's already been done to prepare for the wedding (e.g., 'my family has already prepared the food and invited the guests.'). Stronger responses use the target language in the passive voice (e.g., 'the food has already been prepared'). Less able candidates used the past tense (e.g., 'we invited a DJ') or the bare infinitive form (e.g., invite people, write invitations). There were some pronunciation issues with the '-ed' ending in regular verbs.

##### Question 5

Reasonably well attempted by more than half of the candidates. Many candidates provided a reason together with their first response so there was no need to read out the second question 'Why?'. The most common response was 'my birthday party'. Other responses included, for example, 'another wedding because my sister is getting married in November.' Less able candidates may have been unfamiliar with the word 'celebration' and sometimes did not provide any responses to this question. Others did not always know what reason to provide as they focused on the reason for the celebration only, rather than also focusing on personal reasons for going to the celebration (e.g., 'to see my relatives again', 'because it's my favourite celebration').

#### Role-play card 8 (A new part-time weekend job)

##### Question 1

Most responses were about either working in a restaurant or at a shop, but candidates did not always say what their job was, but just where they work. This occasionally led to some degree of ambiguity.



## Question 2

Most candidates gave a short response, giving the time of day, and many included the time that they finished as well. Weaker responses referred to a time when they started doing the job (e.g., last week, one month ago).

## Question 3

This question was very well attempted by the vast majority, who provided a range of the job responsibilities/tasks that their job involved. These included responses such as, *'I take orders/take money/answer questions/give advice'*.

## Question 4

This question was reasonably well attempted by only half of all candidates. Less able candidates did not understand the verb 'find out' or mistakenly understood the question as *'How do you find the job?'*. For this reason, responses, such as *'I like the job'* or *'It's a bit boring.'* only got one mark. Stronger responses referred to advertisements online/in a school magazine or someone else telling them about the job (e.g., *'My friend already works there.'*, *'My mum knows the shop manager.'*). The second question was attempted better overall with most candidates giving a reason why they decided to do the job (e.g., *'I needed money.'*, *'I wanted work experience for my CV.'*). Many responses used the correct time frame. There were occasionally some pronunciation issues with some of the topic related vocabulary, especially nouns and adjectives (e.g., experience and successful).

## Question 5

Attempted relatively well by many candidates. Most candidates answered with a simple 'yes' or 'no' and followed their short response with a reason why. Most explanations referred to what others may gain from the job (e.g., *'it would make you more confident'*, *'you can learn new skills like communicating with customers'*, *'you will earn a lot of money'*). Other reasons included *'we can work together'*, *'it is not far from your house'* and *'it's not very difficult'*. Stronger candidates showcased a range of structures from the first conditional to modal verbs. Less able candidates were not always able to use the correct verb form and lost one mark (e.g., *'you can to communicate with customer'*, *'you making much money'*).

## Role-play card 9 (Going to the seaside)

Due to relatively small entries, this card was not used very often and the feedback below is based on a very small number of samples.

### Question 1

Responses were usually simple but adequate, predominantly referring to a friend or a member of the family.

### Question 2

Appropriately addressed by most candidates, who provided either *'by car'* or other means of transport, like *'by bus'* or *'by train'*. Some candidates provided more detail (e.g., *'in my dad's car'*).

### Question 3

Very well attempted by most candidates, who mainly referred to swimming or other beach activities, mainly sport (e.g., *'I'm going to play volleyball'*) or activities like collecting shells. Most responses included the correct time frame. Stronger candidates were able to respond using the first conditional (e.g., *'If it's hot and sunny, I'll go swimming'*).

### Question 4

Reasonably well attempted by many candidates. The most common reason was the weather (e.g., *'because it's hot'*). Some candidates stated that it is what they often do at the weekend.

## Question 5

Most candidates were able to provide an appropriate adverb of frequency followed by an explanation why, so the second question was often covered by candidates' first response. Stronger responses stated that it was more interesting to go somewhere at the weekend as opposed to staying at home. Weaker responses simply stated '*because I like it*'.

### Topic conversations

- The vast majority of candidates were well-prepared and knew what was expected of them in this part of the speaking test. Candidates seemed familiar with all the topics and were able to generate a reasonable range of ideas and opinions on the topic they were given. They generally provided relevant information to almost all questions on each card.
- Responses were reasonably well developed most of the time with candidates providing their opinions, reasons and explanations in most cases. However, less able candidates sometimes needed prompting to ensure they developed their ideas even further or provided reasons for their opinions.
- There was minimal need for alternative questions as most candidates could access the wording in the first set of questions.
- Many candidates displayed a very good range of topic-related vocabulary, including appropriate collocations (e.g., *do the gardening, take the train, become independent, a sore throat*), phrasal verbs (e.g., *turn up, come across, find out*) and other fixed expressions (e.g., *make me smile, take it easy*). Most candidates also showcased a good range of grammatical structures listed in the syllabus, with a good degree of accuracy. Where marks were lost, this was mainly due to the inconsistent use of past tenses to talk about past events and the use of the wrong grammatical structures when discussing more complex and hypothetical ideas.
- Most responses were clear, with correct stress patterns of individual words. There was also some evidence of candidates attempting to use rising and falling intonation.

### Topic conversation 1 – Time expressions

#### Question 1

This question was attempted extremely well by candidates, who provided their favourite day. However, many also went on to provide an explanation (e.g., '*because it's the weekend*'). Occasionally, there were pronunciation issues with '*Thursday*', which caused some degree of ambiguity. It was not always clear whether they meant '*Tuesday*' or '*Thursday*'.

#### Question 2

This was attempted very well by many. Some candidates asked for clarification of what 'typical' meant. Most candidate addressed this question appropriately, using the present simple tense and adverbs of frequency plus vocabulary of pastimes and hobbies. Most responses revolved around playing video games and watching films.

#### Question 3

This question was attempted with a varying degree of success. Many did not understand the phrase '*very little free time left*' and talked about what they do in their free time instead, which was often a repetition of their response to **Question 2**. Less able candidates often required the alternative question. Very few candidates provided developed responses for this question. More successful responses included detailed descriptions of a school project using past tenses appropriately.

#### Question 4

This question drew a variety of responses from candidates about their future plans, although some less able candidates required the alternative question. Most candidates were able to address the question appropriately in terms of content, although not all candidates used grammatical forms correctly to talk about

the future (e.g., *'I will living in another country', 'I like work in business'*). Most candidates addressed 'why' in their first answer.

### Question 5

Generally well attempted, although some candidates only focused on the advantages or the disadvantages, rather than giving a balanced answer. Most candidates discussed what they personally like or dislike about the summer months. These responses tended to be less developed than responses that also included more general observations and speculations about what other people might find pleasant or unpleasant. Stronger responses used appropriate linking devices to express contrast and addition. They also included a range of adjectives and verbs (e.g., boiling, energetic, sweat).

### Topic conversation 2 – Self, family and friends

#### Question 1

Very well attempted by many. Most candidates gave a list of their family members. Stronger candidates used words such as *'nuclear'* and *'extended'* to describe the size of their family. This question mainly elicited the present simple tense. There were some pronunciation issues with some of the nouns (e.g., aunt, cousin).

#### Question 2

Most candidates responded really well to this question, talking about eating together, watching movies or going out to a restaurant. More successful responses included a range of verbs and adverbs of frequency (e.g., *'Me and my parents often go out to have dinner at the weekend and I always enjoy this time!'* *'We all love watching movies together every Friday'*).

#### Question 3

Although most candidates understood this question, many struggled to keep their response in the past tense. Some failed to use the past tense by talking about what they *usually* do at certain celebrations.

#### Question 4

Reasonably well attempted by many. Most candidates could give both advantages and disadvantages. Strong candidates were able to use a range of language structures e.g., conditionals, future tenses, and modals. Many candidates talked about the idea of being independent as one the advantages and being lonely as one of the disadvantages.

#### Question 5

Fairly well attempted by more than half of all the candidates. Stronger candidates were able to talk about examples of when working with a relative might or might not be a good idea. More successful responses also included examples of candidates' future plans to work with a relative. Less able candidates did not always understand the word 'relative' and required the alternative question. Also, they did not always use appropriate language structures successfully to express hypothetical ideas (e.g., *'If I work with my relatives, maybe I have problems with money and arguments.'*).

### Topic conversation 3 – In the home

#### Question 1

Extremely well attempted by almost all candidates. All stated the location, ranging from the exact location of their family house to the name of their town/city or country.

#### Question 2

There was a mixed level of success for this question. While most candidates were able to name their favourite room, usually their bedroom, they then continued to talk about the things they like to do there (e.g., *'I enjoy watching films in my bedroom'*) rather than giving a description. More successful responses gave a description using a range of nouns and adjectives (e.g., *'I have a huge window in my room.'* *'There is a TV in my room.'* *'My room is really big and the walls are blue. It's my favourite colour.'*).

### Question 3

Fairly well attempted. The vast majority of candidates were able to provide a location/type of house they would like to live in the future followed by a reason. Several candidates said that they would like to live abroad, and named specific countries and cities, as there are job opportunities and good weather. Conditionals, modals and future tenses were used mostly appropriately.

### Question 4

Very well attempted by many candidates. Responses included *'making lunch'*, *'cooking'*, *'cleaning'*, *'doing the laundry'*, *'washing the car'* and *'gardening'*. The second part of the question had often been included when answering the first part. Adverbs of frequency, present and past tenses were used appropriately in most cases. Most candidates also used a range of collocations and phrasal verbs (e.g., *'do the washing up'*, *'help out'*, *'set the table'*). The second question required candidates to describe a time they helped. This was rarely developed and the past tenses tended to be used inconsistently by many candidates (e.g., *'Last week my mum is busy at work so I help her with cooking.'*).

### Question 5

Most candidates provided well developed responses which included a range of language structures, such as modals, conditionals and linking devices for contrast, when comparing advantages and disadvantages (e.g., *'however'* and *'on the other hand'*). Some candidates explained the usefulness of gardens for growing food and having access to flowers and plants. Stronger responses included more complex ideas which touched on the topic of relaxation and the benefits for mental health. Disadvantages usually included references to insects, as well as the time, effort, work and care needed to maintain a garden. Less able candidates did not always have the language to express hypothetical ideas (e.g., *'If I have a garden, I play football there.'*).

## Topic conversation 4 – Countries, nationalities and languages

### Question 1

Extremely well answered by all candidates. Candidates who were currently living in a different country to where they usually lived were also able to talk about the languages used in their home countries. Other candidates explained why there was more than one language spoken in their country or what language they spoke at home with their family.

### Question 2

Reasonably attempted by only half of all candidates. Some candidates struggled with the words *'capital city'* and *'located'*. Candidates addressed this question in different ways. While less able candidates simply stated *'it's in X'*, stronger candidates provided a more detailed response (e.g., *'it's located in the south of the country near to...'* / *'the capital is right in the middle/near the coast'*).

### Question 3

Extremely well answered by the majority of candidates. This question elicited some well-developed responses and candidates were able to talk at length about the places in their country that tourists would visit or what they personally enjoy about living in their country. The second part of the question offered candidates the chance to then develop their vocabulary range by talking about local dishes, cultural differences and customs. Some candidates developed their responses by comparing their own country to another country they have visited and expressing their opinions about the differences. Stronger responses included a range of adjectives and appropriate collocations (e.g., *tastes delicious*, *a very high tower*, *ancient castle*, *old tradition*).

### Question 4

Answered reasonably well on the whole, with many candidates talking about the countries they knew about or had visited. Candidates often combined both pieces of information in their answer, so the second part of the question was not needed. Stronger responses were well-developed by including personal anecdotes about the time candidates spent time abroad, what happened or what they learned, using a range of narrative tenses appropriately. Weaker candidates occasionally struggled with the phrasal verb *'find out'* and needed alternative questions.

### Question 5

Most candidates answered this question really well, and many were able to talk about their future study plans with both for and against studying/working abroad. Some offered opinions and future predictions about how easy or difficult their plan might be to realise. For some candidates who were already studying abroad, this was an opportunity to speculate on whether they would like continue or return to their home country and why. Less able candidates did not always have the language to express more hypothetical ideas and to speculate about the future.

### Topic conversation 5 – Communications and technology

#### Question 1

Almost all candidates were able to respond to this question and provide a list of activities they use their phone for (e.g., *make calls, check the weather/my messages/my social media, play games, watch films*).

#### Question 2

Reasonably well attempted by most candidates. Many candidates talked about using their phones to search for information or using google translate in language lessons, while a few others discussed interactive whiteboards in classrooms. A few candidates also commented on how mobile phones can be disruptive in lessons and misused by some students.

#### Question 3

This question did not always produce a wide range of responses, with many candidates struggling to develop their ideas. However, stronger responses included opinions on how effective technology is when it concerns learning, often supported by a personal anecdote from the times when candidates only had online lessons. More successful responses also included balanced evaluation of when technology helps and when it does not. Candidates often used a range of phrases to express their opinions (e.g., *In my opinion, for me, personally, I really think that...*).

#### Question 4

This question produced a mixed level of success. Many candidates tried but struggled to find an appropriate answer to this question. Some had been told stories by parents and grandparents about handwritten letters and pay phones and recounted that conversation. Stronger responses used reported statements and a range of reporting verbs (e.g., *she/he said, mentioned, told me, explained that...*) appropriately.

#### Question 5

This question elicited some good responses. Most candidates were able to say what activities they wouldn't be able to do and explain why this might be difficult for them. Stronger candidates also provided ideas on how too much time spent online affects young people's mental health and speculated about the right amount of screen time. Less able candidates did not always understand the phrase '*would be like*' in the question and needed to be asked the alternative questions. They also did not always have the right language structures to talk about hypothetical situations and provided responses in the present tense instead (e.g., '*With no internet, I can't play video games and listen to my music.*').

### Topic conversation 6 – The natural world

#### Question 1

Most candidates responded fairly well to this question, providing a range of adverbs and other appropriate phrases in their responses, including some idiomatic expressions (e.g., '*every day, not very often, at least once a day, very rarely during the week, once in a blue moon*'). Stronger candidates provided a contrast between the time when they are busy and when they are off school, for example during the weekend and holidays.

#### Question 2

Reasonably well attempted by more than half of all candidates. Less able candidates did not quite understand the idea of 'outdoor activities' and talked about activities in general or activities when they go out

rather than outdoors (e.g., *'going shopping'*). Stronger responses included reference to different outdoor sports, going to the park and going for walks/hiking.

### Question 3

Fairly well attempted by many candidates. Many candidates were able to express their opinion on which type of holiday is better, using a range of appropriate phrases (e.g., *'from my point of view'*). They also supported their opinions with reasons, such as *'it's more relaxing and natural'*, *'we can find a healthy environment there with clean, fresh air'*. Candidates were able to showcase a range of language structures (e.g., modals, conditionals, time clauses, relative clauses and comparatives) and topic related vocabulary. Stronger responses included a personal preference followed by well-developed balanced evaluation of both types of holidays (e.g., *'Personally, I prefer going to the mountains and forests. It is very calm and relaxing there and you can do a lot of activities like hiking. However, when you visit cities, you can go to the cinema and see a lot of places. So, it's interesting, but cities are very noisy.'*)

### Question 4

Reasonably well attempted by quite a few candidates, who often did not understand 'the environment' and needed the alternative questions. Many candidates talked about different projects they'd been involved in to help their local area (e.g., beach cleaning and litter collecting). Some also talked about school projects that focused on reducing pollution and the use of plastic bottles. Stronger candidates used past tenses consistently and linked their ideas with a range of appropriate linking devices (e.g., as a result, in addition to that, but, so, later that month).

### Question 5

Fairly well attempted by many candidates. Candidates often explained why driving or flying were important. Very few believed that people would give up these comforts; some stated that electric vehicles would become more popular and therefore not damage the environment. Stronger responses often included conditional structures to explain consequences and discuss future predictions. Stronger candidates were also able to use the correct rising and falling intonation in longer sentences and also used prominent stress in these structures to add emphasis and urgency to their ideas. (e.g., *'I **do** believe that if we **don't** reduce traffic and air pollution, our lives will **very** difficult in the future.'*). Less able candidates did not understand the phrasal verb 'give up' and needed the alternative questions.

## Topic conversation 7 – Education

### Question 1

Very well attempted by many. This question elicited a range of responses from *'one hour by car'* to *'I live near/far from my school/on the other side of the city'*. Some candidates expanded their answers by saying how they travel to school and what problems they can face on their journey to school.

### Question 2

This was another well attempted question, with many candidates expressing their favourite classroom activities (e.g., *'I enjoy projects when I do them with my classmates.'*, *'I like reading.'*, *'Sometimes we watch films and then we talk about them. I like that very much.'*). Most responses were about candidates' English lessons, but some commented on activities they do in different subjects (e.g., PE, science, history). Most responses used the present tense correctly and also a range of appropriate phrases to express their likes (e.g., I enjoy, I like, I'm keen on, I'm into). Less able candidates sometimes talked about their favourite subject rather than an activity they do in particular lessons. Occasionally, they also talked about their favourite activities in general (e.g., *'I like riding my bike and gossiping with my friends.'*) which meant the responses were always relevant.

### Question 3

Generally well attempted by most candidates, with some well-considered and developed opinions given in response to this question. As most candidates were planning to go to university, most tended to agree and support their opinion with a reason (e.g., *'It's important to go to university because you can get a good job.'*). Stronger responses included a balanced view including why it's not always necessary to go to university to be successful in life. More successful responses included a range of grammatical structures (e.g., conditionals, relative clauses, comparatives and passives).

#### Question 4

Fairly well attempted on the whole. The more successful responses tended to be for the second question in the set, with most candidates citing working with other students as a team as one of the most enjoyable aspects of the school project. Despite this question referring to a past project, less able candidates failed to use past tenses and talked instead about doing projects *in general*. Those who did talk about a past project used the present perfect and past simple in their response appropriately.

#### Question 5

Very well attempted on the whole, with many candidates having a strong opinion on the topic of whether a school day should be shorter. Most candidates were able to give good reasons for and against and explain their opinions. Stronger candidates in particular had a lot to say about this question and used the opportunity to discuss more complex ideas and develop them through a range of language structures, from past and future tenses to conditional structures. They also used the opportunity to showcase a range of functional language, such as expressing personal preferences and giving suggestions and explanations (e.g., *'I really think we should have a shorter day because if we're tired from always being at school, how can we learn new things? We're just too tired.'*).

# ENGLISH (AS AN ADDITIONAL LANGUAGE)

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Paper 0772/41  
Writing

## Key messages

As last year, many candidates were above level and very few below it. The tasks on this paper all seemed to be accessible to the vast majority of candidates, with many obtaining full marks. The range of marks overall was 0 to 45. However, even candidates who were linguistically 'above level' lost marks through not reading the tasks carefully and thus missing key content points which were required.

## General comments

It was apparent that many candidates were well above the level for this exam, given the number of maximum marks awarded during this session. There was a noticeable disparity in linguistic achievement between the majority of the high-scoring 42+ candidates and those more suited to this level of language who achieved lower marks. In general, the students understood what they needed to do for each question and only a few left a question unanswered or mistakenly completed both **3(a)** and **3(b)**. This indicates that the level of language in both instructions and rubric has been successfully adapted to that acquired by the candidate.

## Comments on specific questions

### Question 1

A majority of candidates responded well to the first two tasks. The third task proved slightly more difficult for some candidates.

**S1** – Most candidates clearly identified a language; however, a few opted for a country, which was not accepted.

**S2** – Candidates for the most part entered days of the week or the date, i.e. 1st March or 1/3/2024. A few simply put the time and, even fewer, the year. These latter were not accepted.

**1L** – Most candidates performed very well to this question. There was some overlap with bullet points 1 and 2 so candidates did not always answer both questions, for example 'I am good to help people practise language skills'. Candidates did not always give a reason for their response to bullet point 2, for example, 'I think I will be a good language assistant'.

Responses to bullet point 3 elicited a wide variety of responses, for example 'I prepare them activities', 'I will teach them tricks to remember', 'I will make tests to improve their language'. Some of the stronger candidates provided more elaborate information than was necessary. In doing this, they occasionally omitted to address all content points and thus lost marks.

- Candidates need to underline key words in questions to ensure they fully respond to each required content point.



## Question 2

The majority of candidates fulfilled all of the requirements of each bullet point.

Some candidates could describe their favourite food, but many only named it, possibly because they did not know what 'describe' meant. Many candidates could also clearly express why they like the food. Most candidates expressed when they normally eat the food. However, some candidates did not give specific time frames. 'When' might seem clear as to the frequency or timing of an action but it did cause some confusion, with some providing location, e.g. 'in a restaurant' or 'in Italy' to discuss where these foods were eaten, especially in these examples if not served at home. Most candidates expressed who they enjoy eating the food with and why, although this was mostly taken to mean the person who most commonly accompanied the candidate for that meal, rather than a preferred choice.

- It is important for candidates to underline ALL-question words and make sure they fully respond to questions to have access to the full range of marks. For example: 'describe' requires appropriate adjectives: 'Where' requires a place and 'When' an appropriate time or period of time.

## Question 3

- (a) Most candidates wrote this in the style of an email to a friend. Many candidates completed all of the tasks, extending and linking their sentences frequently with basic linking devices. Many candidates used a wide range of simple and complex structures in the syllabus together with a wide range of vocabulary

**TC** – Most candidates described where the party was held, but some just named a place, 'at my house', 'at a hotel' rather than giving a description, including an adjective. Most candidates clearly expressed what they enjoyed most about the party, namely the food 'I like food best', 'what I enjoyed most is the different types of food and snacks', 'I enjoyed the BBQ most'. Most could express the importance of family parties, 'Moreover, I think family parties are important because we can spend time with each other', 'Family parties is very important because it makes the family's relationship stronger and better'. Some candidates, however, struggled with CP5 and often failed to mention the 'how' element, commenting merely on which celebration and where.

When expressing how you think you will celebrate the next family occasion, candidates used different ways of expressing the future, 'I would like to celebrate the next family dinner in front of a spectacular view', 'My next family party will be held at laser game', 'I would love to make a huge party which will include all my friends and family members'.

**R** – A good range of language, vocabulary and structure with a variety of cohesive devices for this level, with some variation as one would expect.

**A** – Accuracy was comparable to the level though less able candidates made a number of spelling and grammatical errors which, on the whole, did not often impact on communication.

- Ensure that candidates to answer **all** bullet points.
- Candidates need to ensure that they respond to all of the key points in each question to be able to access the full range of marks for task completion.
- Candidates also need to develop their responses to ensure they use extended, well-linked sentences.
- Candidates need to use adjectives when trying to 'describe'. 'How' needs to have the manner in which something is done explained.
- Teach candidates basic linking words and stress they should include where possible.
- Advise candidates to use paragraphs.
- Candidates need to be aware of past and future forms.

### Question 3

(a) Overall, this was well-answered covering all CPs, although there were a number that fared less well with interpreting/dealing with CPs 2–5, perhaps owing to the greater demands in terms of the range of specific language required.

(b) Most candidates could explain why they wanted to go to the exhibition, for example, ‘since there are many things on exhibition, I come to the exhibition’. They could indicate what games they liked but saying how they found out about the exhibition proved tricky, as did explaining why they wanted to go in the first place. All candidates described the types of computer games they enjoy playing, often internationally renowned games or some country specific games, often describing the game. Candidates gave different responses to how they found out about the exhibition, but some omitted this bullet point. Examples include, ‘I found a advertising for computer games’, ‘I found posters on the streat about exhibition’.

Most candidates expressed their opinions on computer games, giving reasons for their response, ‘...strategic games help you in multiple ways. Strategic games help you think of sophisticated solutions to problems and help train a person’s leadership’.

Some candidates could explain how computer games will change in the future, for example, ‘Simulations could also be included with good enough technology...’

A few did not have much to say about whether playing computer games was good for one or not, while fewer still were able to sufficiently discuss the future of such games

**Question 3bR** – Again, a good range of language, vocabulary and structure with a variety of cohesive devices for this level.

**Question 3bA** – Accuracy was better than the level due to more proficient candidates selecting this question.

Some answers were very elaborate and provided quite extensive responses. Once again, ‘describe’ baffled some with many thinking that naming the venue would suffice. More variety for the fourth bullet point would have been appreciated, despite there being a limited number of possible ideas as well as range of language to access. The ‘how’ element in CP5 was often overlooked in favour of information regarding ‘where and with whom’.

Those weaker candidates who chose the computer games fared much worse in a number of responses seen. It may have been the harder task and would probably not have been attempted for those with no interest in computer games.

- Candidates need to ensure that they respond to all of the key points in each question to be able to
- access the full range of marks for task completion.
- Candidates also need to develop their responses to ensure they use extended, well-linked sentences.
- Candidates need to use adjectives when trying to ‘describe’.
- Teach candidates basic linking words and stress they should include where possible.
- Advise candidates to use paragraphs.
- Candidates need to be aware of past and future forms.