

# ENGLISH AS A SECOND LANGUAGE

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<p><b>Paper 0465/01</b> <b>Reading and Writing</b></p>
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## Key messages

- In **Exercises 1, 2 and 4** candidates should carefully read the instructions and recognise the requirements for each question, providing precise responses. It is important to pay attention to the whole wording of each question. Candidates should also be encouraged to write shorter answers to minimise the risk of including too much information that negates the correct answer. It may be helpful to highlight the key words in the text and the questions.
- Candidates should note reference and linking words in the texts (e.g., those, this, the former, on the other hand, while, whereas etc.) as these are often key to understanding a text.
- Candidates should not use an erasable pen and then overwrite any erased text as this may then become illegible. They should not write in pencil.
- The spelling of any key word in a response should not form a different word which will change the meaning of the response. Handwriting should be legible.
- In **Exercise 1** candidates should ensure that no incorrect information is included with a correct response.
- In **Exercise 2**, candidates should read the paragraphs as a whole, as identifying the correct answer often involves following discourse markers in consecutive sentences rather than simply recognising a single key word or synonym. To answer questions successfully in this exercise, candidates need to practise how to link ideas in the questions and the text, by paying attention to the text's use of paraphrasing and synonyms of ideas in the questions.
- In **Exercise 3** notes should be precise and provide key details. These may include verbs or adjectives that relate to the requirements of the headings. There should be one note per bullet point and extra notes cannot be credited.
- In **Exercise 5 and 6** candidates should attempt to develop the response as fully as possible and fulfil the task set. They should aim to write the maximum rather than the minimum number of words required. Shorter responses are unlikely to cover the topic adequately or develop the task sufficiently. For **Exercise 5** candidates should begin the email with a salutation. They should not give details like 'From', 'To', 'Date' or 'Subject' to head the email.
- In **Exercise 5 and 6** candidates need to consider their possible content as well as the style and register to ensure what they write suits the purpose of the task. Reading the instructions carefully is essential to avoid misunderstanding of the rubric and creating an inappropriate answer. Candidates are asked to write between 100–150 words, so they need to write concisely.
- In **Exercise 6**, it would be beneficial to encourage candidates to organise their viewpoints and arguments logically within an introduction, a main set of ideas/arguments and a conclusion where the ideas are linked and form a clearly structured response.
- In **Exercise 5 and 6** it is advisable to allow time to read through what has been written, to ensure that it makes sense, and fulfils all the requirements of the task. Any necessary corrections should be made as neatly as possible, so that content is not obscured.

## General comments

Candidates should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty and total points for each exercise, so that time is allocated appropriately.

### **Exercise 1**

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding. They should read carefully around what they recognise as the correct response to check there is no further information that negates or changes this.

## Exercise 1

The majority of candidates coped extremely well with questions one to five. **Question 6** posed more of a challenge – a small number of candidates did not provide 3 details. Those who did provide 3 details often left out a key detail that was required for a mark.

### Question 1

Generally well answered, with the majority of candidates providing the expected response 6 years. The most typical incorrect answer was '15–20 years', which referred to penguins' lifespan in zoos. Candidates here perhaps overlooked the reference to 'in their natural environment' in the question. In a few instances, the key detail 'years' was omitted i.e. only '6' was provided, which could not be credited.

### Question 2

Almost always answered correctly, with candidates successfully linking 'when they are born' in the question to 'chicks...when they appear' in the text. Very occasionally, the incorrect answer 'chocolate brown' was provided, which could not be awarded as this was linked to '8 to 14 days later' in the text.

### Question 3

Very well answered with 'hard to see' as by far the most common of the possible correct answers. It was noticeable that many offered (often quite considerable) extra detail: Either all or some of the following: 'stomachs...pale coloured...when floating on water...safe from other sea creatures.' Alternative answers credited included: *can't be seen, makes them unseen, they are less visible*.

### Question 4

Fairly well answered, with around two thirds of the candidature providing the expected response '(thick) fog'. The most common wrong answers were: 'danger they might meet on land' and 'use darkness to protect them from danger they might meet on land.' Some candidates may have focused solely on 'to land' in the question and incorrectly linked it to meet *on land* in the text. The expected response was sometimes misspelt as 'frog', which could not be credited as it creates a new word with a different meaning.

### Question 5

Very well answered. Some responses omitted the required detail 'temporary'. Some candidates referred, incorrectly, to 'the tunnels where they make their nests'. In addition, a small number included 'before returning to their permanent homes' in addition to the expected answer. This detail negated the response as the question targeted the '**temporary** hiding place' of the penguins, in contrast to their permanent homes.

### Question 6

Overall, this question was generally well answered, with candidates demonstrating understanding of the human activities causing problems. Point 1 (*building work*) was almost always given. The least commonly encountered idea was Point 4 *companies take tourists* - perhaps, because by this point in the text candidates had already located other answers. A noticeable number of candidates failed to secure all 3 marks, as key details were omitted. These omitted details were, in order of frequency: point 2 *nearby*; point 3 *in the sea* and point 4 *people*. Many answers were commendably concise but most included extra detail: *might destroy nests* or *might eat some of the plastic... become ill* and this may have impacted on candidates' time management. Alternative answers credited included: *littering plastic in the sea, sea littering causing penguins to choke on plastic, putting plastic in the water, construction destroying their homes/nests*.

## Exercise 2

A large majority of candidates performed well, with all items generally well answered, many achieving 9 marks.

### Question 7

- (a) This item was generally very well answered, although several candidates matched Text D in error, possibly because they were drawn to the phrase '*I'm already **fairly confident** about making and posting videos*'. Generally, candidates were able to read '*I'm generally pretty shy*' etc., as showing

that Sasha was the one looking for confidence. Some went for Pam (C) – just because she says, ‘I wasn’t sure.’

- (b) This item was generally well answered, but less well than **Question 7(e)**. Several candidates matched Text C in error, possibly because they were drawn to the phrase ‘*It’s been easy to fit everything in*’. However, further reading indicated that the speaker had ‘...*always been good at managing my time*’, which made answer C incorrect. Successful candidates linked ‘better at planning’ (text D) and ‘more organised’ in the question.

- (c) This item was equally well answered. Several candidates matched Text B in error, possibly because their attention was directed to the phrase ‘*cleaning the local park and putting on fun events (for local children such as teaching them new games or how to skateboard)*’. However, these were ‘*useful projects*’ the teenager knew the club ‘*City Teens*’ used to carry out, referring to them as ‘*really important work*’ he, João, learned to treasure ‘*right from the first session*’.

The salient detail is conveyed in Text A, i.e., learned woodwork, a practical skill, so they were able to identify this in Sasha’s woodworking.

- (d) This item was generally well answered, but less successfully than **Question 7(c)**. Several candidates went for Text D in error, possibly because their attention was directed to the school-related words therein ‘(to do things like) **homework**’ and ‘(could finish off some) **schoolwork**’.
- (e) This item was generally well answered, but less well than **Question 7(f)**. Several candidates offered Text D in error, possibly because they were drawn to the phrases ‘*quite a full timetable*’ and ‘*I’d hate to miss a session*’. Text C was also given in error, possibly because candidates were tempted by the phrase ‘*I wasn’t sure I’d have time to go*’. The main details in the text here for candidates to make the expected match to B were ‘I don’t go every week, ‘...sometimes I have to help...with the family business’.

- (f) This item was very well answered, although several candidates matched Text A in error, possibly because they were drawn to the phrase ‘*being around new people (would help with overcoming lack of confidence and shyness)*’.

The main supporting detail in the text for this item includes the references – ‘got to know quite a few people’ together with ‘get on really well together’.

- (g) This item was generally well answered. Although all texts included references to family members (Text A – **mum**; Text B – **parents**; Text C – **grandparents**; Text D – **dad**). The link to the ‘suggested’ detail in the item was found in ‘dad’s advice’ in Text D. Text A was most often supplied in error.
- (h) This item was generally well answered. Several candidates supplied Text B in error, possibly because their attention was directed to the phrase ‘**came to tell us all about it at school**’. However, this club leaders’ initiative did not convey in any way Sasha’s goal to have a break from studying. The salient detail is conveyed in Text B, i.e., João was willing to find something that was different from schoolwork, which having joined the club made real.
- (i) This item proved slightly more challenging but was still generally well answered. While a significant number of candidates correctly identified text D, both Texts A and B were sometimes supplied in error. Candidates’ attention was possibly directed to verbs which could describe surprise: ‘*tend to doubt myself*’ (in Text A) or ‘*To be honest, I didn’t really think too much about*’ and ‘*I realized that the work the club does is really important*’ (in Text B). There are elements of surprise in more than one account because it was a new experience for all of them, but the most explicit one is in Sanjay’s story: ‘I still wasn’t expecting to see how professional it looked’.

### Exercise 3 (Question 8)

Three content points were required for this section and it was generally very well attempted, with many candidates correctly identifying at least two of the four possible answers on the mark scheme. There was very good recognition of all possible options with a considerable number of candidates scoring maximum marks. There were obvious attempts to keep answers brief, in note form, written within the space, with each separate point on a different line. In both **Question 8** and **9** there were examples of candidates giving more

than the three required answers, which could have had an impact on the time available for the later questions.

Candidates did very well in this part, offering answers that were brief and accurate. BP3 was the most commonly provided point. However, the omission of 'better' or 'help' was usually the reason for BP3 not being awarded the mark. Occasional incorrect answers referred to 'part of the health system' or 'the benefits of spending time in the forests'. A few students paraphrased and were given credit for 'stops you from feeling anxiety' for BP1 and 'slows down the way you breathe' for BP4. Many candidates provided BP2 as per MS, or with creditable paraphrasing, e.g., 'reduces blood pressure'. A few candidates referred to 'body pressure', which could not be credited as it did not clearly refer to blood. Other responses which could not be credited, due to a change in meaning, were 'blood sugars' and 'blood count'.

### Exercise 3 (Question 9)

Four content points were required for this section and it was generally very well attempted, with many candidates correctly identifying at least two possible answers. There was very good recognition of all possible options, with a considerable number of candidates scoring maximum marks. There were obvious attempts to keep answers brief, in note form, written within the space, with each separate point on a different line.

Candidates generally performed well here too. However, in several instances benefits from **Question 8** were incorrectly selected here, rather than pieces of advice.

In BP1, 'many' was often omitted so the mark could not be given. Some attempts at this idea were also too generalised to be credited e.g., 'Spend a lot of time in the forests', 'Go to beautiful areas'. BP2 too, was frequently provided as per MS, without issues. Marks were often lost where candidates frequently supplied incomplete/incorrect answers for BP3 by omitting the vital detail 'a range of' in 'a range of senses' and/ or not using the plural form in 'senses', as 'sense' (singular) form changed the meaning of the idea as a whole. BP4 was attempted reasonably well – creditable paraphrases of the expected response included 'Don't take your camera with you' and 'Your camera should not be taken there'. A (rare) misunderstanding was to think that the passage advised taking photographs e.g., 'Take photos of the beautiful forest'. BP4 was generally well attempted, with some interesting creditable paraphrasing e.g., 'Enjoy the surrounding scenery'.

### Exercise 4

This Exercise was generally well attempted, with many candidates achieving the full 6 marks and most achieving an average of 4 to 5 marks. There were no instances of double letter usage encountered and when initial answers had been changed, crossing out was usually clear.

### Question 10

This question was very answered, with the majority candidates picking up on the idea that *the fish* were using the shells and avoiding the distraction of the multiple references to shells in the first paragraph. When incorrect, A was usually selected, in error.

### Question 11

Generally well answered, with candidates able to infer from *animals living in them had died* that shells were *empty*. The most frequent incorrect response appeared to be A, with candidates perhaps missing the particular focus on the *original* purpose in the question.

### Question 12

Very well answered. The most typical incorrect option was B. Option B refers to 'level of tourism' being 'unusual' but the text uses language to indicate this is not the principle cause and, there, are in fact a number of factors at play e.g., '...there might be...*other* activities...that *also* have a negative effect'. '*One example* is....'

### Question 13

This item required a more global approach to finding the answer within the supporting paragraph as a whole. However, it was generally well answered. Candidates needed to look at the contrast between tourist activity

and the activity of 'large machines' and the years when they were introduced to reach the correct answer. The most frequent incorrect answer was C.

#### Question 14

Generally well answered. There appeared to be a roughly even split between the incorrect responses, A and C. The information for the correct option (B) is found in the last sentence of paragraph 4, where 'better to act now' in the question is supported in the text by '...preventing people from...collecting is *preferable to waiting...By then it may be too late.*'

#### Question 15

This question proved very challenging, and many candidates failed to correctly identify C. Incorrect answers were split between A and B. The question targets a reason why the article was written and perhaps candidates were trying to give a specific reason relating to the subject rather than a more generalised one. This final question required close reading and a more global understanding of the text to find/deduce the correct answer.

#### Exercise 5 (Content)

The candidates were required to write an email about a new student that has joined their class addressing the 3 bullet-pointed prompts in the task on the Question Paper.

The vast majority of candidates attempted this task fairly well and content marks were very often in the top level (5 to 6 marks). The email appeared to be a familiar format for most candidates. There were minimal cases of misunderstanding of the rubric. Candidates usually wrote using an appropriate informal register and used salutations such as 'Hi' or 'Dear...' etc. to begin their email. Good organisation of content was observed in most responses, which was logical and shown by clear paragraphing.

On the whole, most candidates developed at least two of three bullet points really well. The bullet point that was perhaps slightly less well attempted in some instances was BP3, where a few candidates talked about how they were nominated by other students to help. Development of this point was sometimes thin, with some candidates just providing tautological responses such as 'My teacher chose me to help because I like to help'. This was also the prompt that was most commonly omitted in weaker responses.

There was also occasionally some irrelevance, especially at the start, when some candidates chose to describe, in great detail, what they had been doing since their last email. This meant they only briefly mentioned the targeted ideas from the bullet points and mainly fell into the middle band for content.

#### Bullet point 1

This prompt was usually well developed. The description of the newcomer was sometimes rather brief but more often there was a good attempt to give a detailed physical description and also a sense of character. The physique was often idealised for effect e.g., tall, with perfect flowing hair and gorgeous green eyes. Sporting prowess could be mentioned – this and other features were often associated with the email recipient – 'he could be your twin', 'she's a good swimmer like you' etc. Many newcomers were portrayed as being shy at first but gaining confidence thanks to the helper. Some responses also featured the new student's name, nationality, hobbies and likes/dislikes.

#### Bullet point 2

This prompt was fairly well attempted and developed. The help was not always very detailed – i.e., no more than showing the new student around the school (perhaps including the 'secret places'). But many did go further with detail about friendship groups, who to avoid, the teachers and their ways etc.

Other interesting ideas included 'protecting the new student from bullies', 'taking him on my bike until we got home (due to heavy rain)', 'inviting the new student to a party', 'I've learnt from this that being friendly with people can get you ahead in life'.

Less effective responses briefly covered the new student's willingness or need to be helped without reference to what was actually done or with little, or no, development e.g., 'He (the new student) asked me to/needed help'/'helped him to make friends/to fit in'.

### Bullet point 3

The aspect targeted was 'why your teacher chose you to help'. This usually received less attention than the other two aspects. In a small number of emails, the answer was just implied. In a few, it was missed completely. Examples of why they were chosen included, 'having been there (in the school) for as long as I can remember'/'I became/ am the class president'/'I was so friendly to people and had the perfect accent', 'I'm the only polite person in our class' and it being recognised 'I can't hurt a fly and I can handle the responsibility'/'I don't talk much in class and (the teacher) wanted to assist me in making new friends'/'I exchanged schools a few years back, so I know what it's like'.

Less effective responses briefly covered what was supposedly behind the teacher's choice with little or no development e.g., 'The teacher know(s) that I would love to make new friends', 'my teacher knew that I will be able to help him/ that we are going to be best friends', 'I love welcoming people and showing them around the school'/'he's (the new student), '...and he is new here', 'I had to help'. However, there were many other ideas – such as being the only volunteer able to speak the newcomer's language, the only Kung Fu expert who could fight off the bullies etc.

### Language

Overall, style and register were appropriate. The majority of candidates produced texts with language ranging from the middle range to the top range, achieving between 5 and 8 marks.

A number of students endeavoured to provide a wide range of responses which complied with the requirements of the email writing exercise (informal, conversational, natural) and displayed a good use of idiomatic language e.g.:

'I dropped my phone in the toilet and it is now sitting helplessly in a bag of rice'  
'I hope the grass is greener on your side of the fence'  
'I miss you beyond superlatives'  
'My mother has been nagging at me all morning to walk the dog'  
'Have to go now as my mother('s) screaming at the top of her lungs'

There was a reasonable number of candidates who scored marks in the top band/level. They consistently used a very good range of structures, both simple and complex. Complex structures mostly included:

- relative clauses to add detail ('...he was a very handsome student, which made me very interested in helping him')
- the passive voice (e.g. 'the new student was told to...')
- less common tenses (e.g., the future continuous - 'I'll be making sure he knows all the school rules'/the past perfect – 'I was chosen because I'd already been selected as a student to help newcomers.')
- a range of conditionals (e.g., the third conditional – 'if I'd known earlier that the teacher would ask me to help, I'd have prepared some information.')
- past modals (e.g., 'I know I should've written sooner, but...')

Higher marking candidates also used an impressive range of fixed expressions/collocations (e.g., lend a hand), idioms (e.g., I'm no social butterfly, in a nutshell, out of the blue) and phrasal verbs (e.g., show up, turn up). Other examples of top-level language include concise, apt vocabulary such as 'My jaw dropped.', 'I was quite astounded', 'without beating about the bush', 'my heart sank', 'Never did I think...', 'I was assigned to help', 'He is obviously an extroverted person', 'indisputable', 'undoubtedly'. Consequently, there were quite a few candidates who achieved top marks for language.

Top marks were also given to candidates who produced well organised cohesive emails, using an appropriate range of discourse markers to link their ideas throughout the email, start new paragraphs (e.g., anyway, guess what), show the sequence of events (e.g., 'first we're going to / 'once that's done, the student can speak to my classmates'), etc.

Candidates who received marks in the top band also showed a very good control over their accuracy and errors were only very occasional slips (e.g., omission of an auxiliary – 'I been busy with my exams'/noun verb agreement – 'he always help me with everything so I wanted to help him back') – probably due to speed. Some errors were down to ambition and appeared in the language that was above the target level. However, none of these errors impeded communication.

However, comparatively speaking, most candidates showcased a better range of grammatical structures than a varied range of lexical items.

Responses that were in the middle band/level also included mostly simple structures and common vocabulary e.g., 'I like the new student he is nice and he is good at sport.' The ideas were linked, but candidates relied on common cohesive devices, such as 'so', 'but', 'because' and 'also'. Candidates in the middle band sometimes attempted some more informal vocabulary, but this wasn't always successful (e.g., 'I want to catch you up on all the stuff you've missed').

In the lower mark range links/cohesion was achieved with the use of the simple linkers e.g., and, so, but. Common errors occurred mainly in verb structures such as 'the student have long hair', 'my teacher ask me to', 'my teacher say for me show the new girl...', 'When I see him I tell myself him', 'when you coming back in school?'. The omission/incorrect usage of prepositions and articles was also evident: 'she was nice beautiful student', 'I let him go at his class'.

## Exercise 6

The candidates were asked to write an article for a school magazine about how useful it is to enter competitions and what young people can learn from taking part in them.

## Content

Most answers were on task and candidates wrote relevantly about the value of *taking part in competition in general* for young people and evaluated their usefulness and what can be learnt from participating. There were few significant misunderstandings of the task but some candidates wrote, mistakenly, about a particular competition, sometimes one which had been instigated by the school magazine. These attempts were descriptive/narrative and provided the details of a single competition, with no general evaluation.

Overall, there were some very considered, mature reasons given either for or against competitions. Successful responses addressed and directly engaged the reader e.g., 'Have you ever wondered why so many young people choose to participate in competitions?'

Many stronger scripts included some of the given prompts, particularly the first and last but developed these fully explaining, for example what can be gained from not winning: *humility, a chance to learn from mistakes and improve, a valuable life lesson*. These scripts also included candidates own ideas: *increase in confidence and social skills in general, health benefits, learning respect for others, value of teamwork*.

Less successful responses adhered very closely to the prompts adding only a little original development; a few simply paraphrased the prompts with little to no development.

A very noticeable number of scripts exceeded the word count. On occasion, this led to various issues: difficulty in sustaining accuracy over, sometimes, two full pages and loss of control of structure/spelling evident especially towards the end. However, most of these candidates were able to maintain focus and produce well organised and coherent pieces to achieve full marks.

## Language

Many candidates attempted to use more complex structures and less common vocabulary. In the higher levels, a wider range was demonstrated, with the accurate and appropriate use of less common vocabulary: *feel that rush of adrenaline; tend to neglect more pressing responsibilities in order to focus on competing; they are often viewed as a way to embrace your competitive self; and more importantly, demonstrating that hard work actually does pay off; entering a competition teaches us vital lessons such as learning how to accept failure and practise good sportsmanship; competing teaches the young audience that it does not matter if you win or lose, but the most important thing is that you tried your hardest*.

It was also noticeable across both 1st and 2nd levels that most candidates had a generally secure grasp of useful topic specific vocabulary; e.g., *loss/loser/opponent/participant/competitor/competitive/to compete/defeat/win/victory/gain skills*.

Some other examples of effective examples of vocabulary chosen included:

*Disciplined mindset; circle of friends; respect your opponents; out of your comfort zone; it enhances their communication skills; recently there has been a heated debate*.

There was also some good evidence of appropriate linking within and between paragraphs/ideas: *firstly, moreover, furthermore, additionally, last but not least, etc.* Paragraphing was also often used effectively to support organisation.

Other phrases for structuring the argument or connecting ideas included:

*Many people ... while others...., On the one hand, on the other hand, Not only... but also, another point worth mentioning, In conclusion.*

In middle range responses, candidates often wrote solidly and safely, but they did not quite have the lexical or grammatical range of higher level responses e.g., 'Children that win feel very happy and want to win more prizes.', 'Competitions are made for fun and doing our best.'

Sometimes responses in the middle range attempted ambitious expression but did not quite have the lexical or grammatical accuracy to reach the higher band e.g., 'In addition, competitions is being far from too serious as it make new friends; consequently, people mentel health improve', 'In the same manner, regarding the young people, this create the characters of being badly proud and selfishness'.

In weaker, lower range, responses, there were noticeable errors in verb-subject agreement, simple present/simple past tenses, word formation, omission of auxiliary verbs and spelling of some common words.

E.g., 'Some peeples have say competitions are not good to wins', 'It make young people have more confident for enter any competitions', 'You may be get negatif things for learn', 'Families not let students to do competitions', 'I suprt the comptions can be too a serius way'.

Overall though, the quality of the candidates' writing was quite impressive and showed a very good understanding of the requirements of the task.



# ENGLISH AS A SECOND LANGUAGE

**Paper 0465/02**  
**Listening Multiple Choice**

Question Number	Key	Question Number	Key	Question Number	Key
1	B	11	C	21	E
2	D	12	A	22	C
3	C	13	C	23	B
4	A	14	B	24	F
5	B	15	B	25	C
6	A	16	A	26	B
7	B	17	C	27	A
8	C	18	C	28	C
9	A	19	A	29	B
10	B	20	D	30	A

## Key messages

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

## General comments

The paper consists of 30 multiple-choice questions and, overall, they were attempted reasonably well by most candidates.

Candidates listened to 5 exercises which consisted of monologues (e.g., voicemail messages, extended explanations, descriptions), informal dialogues, informal and semi-formal interviews and a longer semi-formal talk. The exercises gradually increased in difficulty and complexity and tested a range of listening skills from listening for specific information (e.g., routines and free time activities, a means of transport) to listening for more complex ideas (e.g., opinions, attitudes, reasons, personal preference, and future intentions) and understanding the connections between these ideas (e.g., sequencing, ranking, mutual decisions and agreements). The script for each question also contained distracting information, in addition to the targeted

key idea, in order to test the level of detail and the range of grammatical and lexical structures candidates are able to understand.

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

### **Comments on specific questions**

#### **Exercise 1**

In this part of the test, candidates listen to 6 short recordings on familiar topics and select one visual prompt from four options. On the whole, candidates performed extremely well in **Questions 2–6**. However, **Question 1** proved challenging to many. The question targets a mutual decision between two speakers about what sport they would like to play and only about two thirds of all candidates gave the correct response here. Option **A** was commonly given in error. Candidates were probably tempted by the phrase '*We could play badminton*', which is a suggestion that is immediately dismissed by the same speaker by saying '*except it's always fully booked at the weekend*'.

#### **Exercise 2**

In this part of the test, candidates answer two multiple-choice questions per recording. Most candidates attempted this part of the test extremely well, especially **Questions 7, 9 and 11–14**.

However, there was a relatively low level of success for **Question 8**, which was a monologue targeting the speaker's opinion about the most important skill for someone who works as a chef. The correct response here was option **C**, but many were probably tempted by the phrase '*You've also got to pay attention to little things*' and selected option **A** instead.

#### **Exercise 3**

This part of the test requires candidates to follow a longer talk about being an architect. Candidates had to complete each of the 5 statements with one of the three multiple-choice options. This part of the test provided a good level of differentiation. On the whole, candidates dealt fairly well with most of the questions in this exercise, in particular with **Question 15, 17 and 19**.

**Question 16** proved challenging to many candidates who often provided option **C** as their response instead of the targeted idea in option **A**. The question targets what the speaker was most surprised by in terms of the skill and knowledge that architects need to have. The targeted idea was expressed in the script as '*More than anything I was amazed at how many rules there are regarding architecture*'. Many candidates most likely missed the aspect of a surprise and were more tempted by '*you need to be able to think of solutions quickly*'.

#### **Exercise 4**

In this multiple-matching part of the test, candidates were required to match statements to the correct speaker. The statements expressed the speakers' ideas about whether robots will be used in classrooms in the future. The ideas expressed a range of explanations, benefits and drawbacks and how probable these might be. Candidates had to choose 5 correct statements from a list of 6. On the whole, candidates performed reasonably well in this part of the test, with many scoring 4 marks.

While **Question 21 and 24** produced a relatively high level of success, **Question 20** proved challenging to many. Statement A '*Robots wouldn't make good teachers as they don't have feelings.*' was often wrongly offered as the response here. The speaker says: '*I've been a teacher for a long time ... I also can't imagine they could give my students the same experience as I can...*', which is only half of the idea expressed in statement A. The speaker does not refer to robots not having feelings. Many candidates most likely missed this fact and this led them to selecting statement A as their response.

There was no clear pattern of incorrect responses for **Questions 22 and 23**.

## Exercise 5

In this part of the test, candidates were required to listen to a semi-formal interview with a teenage skateboarder and answer 6 multiple-choice questions, which targeted stated as well as implied ideas. Overall, the vast majority of candidates attempted this part of the test reasonably well.

Candidates excelled at **Question 25, 26 and 29**. They were less successful with **Question 27 and 30** but it was **Question 28** that proved challenging to many candidates and produced the lowest level of success.

In **Question 27**, candidates commonly selected option **C** in error. The question targets the reason why the speaker took a break from skateboarding. Candidates were most likely distracted by option **C** because of the wording *'my teacher told me to stop and focus on my exams'*. In **Question 28** only about half of all candidates provided the correct response in option **C**. Option **A** was commonly given in error here as many candidates wrongly identified the speaker's reason for liking skateboarding as option **A**. They were most likely tempted by *'it still sometimes feels like you're flying up into the air'*. **Question 30** targets the speaker's future intentions. The correct idea in option **A** is expressed in the text as *'What I've realised is that skateboarders all wear the same stuff – so my plan is to come up with my own ideas about what I think would be cool.'* Less able candidates tended to give option **B** instead, probably tempted by the wording *'the first thing I'm going to do is find a skateboarding group to join'*.