

# ENGLISH AS SECOND LANGUAGE (COUNT-IN SPEAKING)

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Paper 0511/06  
Speaking Coursework

## Key messages

Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion. It is not appropriate to use topic cards from past oral tests.

Where paired discussions are conducted, these must be of a reasonable length to allow assessment to take place. Large group discussions are not particularly productive; a group should not exceed 5–6 candidates.

If a teacher is not completely confident, however, in designing and implementing three different and productive activities comprising relevant tasks then it is advisable to opt for **Component 51, 52 or 53, the Speaking test.**

Please remember that the assessment criteria are designed to test language skills, not presentational or performance skills.

Centres should use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. The tracks on the CD should be re-named with the candidate number and name.

Centres should submit samples of paired discussions as well as the individual tasks.

The Individual Candidate Record Cards should be submitted to Cambridge with the Coursework Assessment Summary Forms.

## General comments

There were very few entries this series. However, there was a good range of coursework activities from Centres who recognised that coursework should form an integral part of the learners' programme of study. Productive coursework included individual presentations, paired discussions, telephone conversations, and mock interviews.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

- In **Exercises 1 and 2** candidates should focus the key elements of each question and pay particular attention to those where two details are needed for one or two marks. In Exercise 2 (j), the graphical question, some candidates needed to focus more carefully on the wording of the question, in order to be able to select precise and accurate information.
- Before filling in the form in **Exercise 3**, candidates should read the text carefully and highlight or underline the information they need. In this way, candidates can see clearly what they have to copy and reduce the potential for copying errors.

In Section C, it is important that candidates write two sentences, each one in answer to a different aspect of the question. Candidates who supply all the information in just one sentence or who write three sentences do not have access to the full mark range.

- For **Exercise 4** candidates should be encouraged to use the individual headings to each section as a guide to the level of detail required. Teachers are asked to remind candidates that, unlike **Exercise 5**, there is no need to paraphrase in this exercise, and that the language used in the text is all that is required.
- In **Exercise 5** most candidates were able to complete the summary within the 80 word limit. The most successful responses were those which addressed the specific question asked, using details from Exercise 4, as well as further information from the text, to present details linked together to form a cohesive piece.
- To be successful in **Exercise 6**, and before beginning to write, candidates must again read the instructions in the question carefully and understand all the prompts given in the bullet points. The omission of any of these details will lead to an incomplete response, which cannot achieve a high mark for Content. Candidates should also be aware that the email is to be written to a friend and should therefore be informal in tone, containing vocabulary and phrases which reflect this informality. Where this is evident, marks in the top band can be accessed.
- In **Exercise 7**, most candidates use the prompts given in the question and debate both sides of the argument. Candidates are reminded of the need to include opinions, and that without them, the response can appear incomplete. In this series, many candidates chose the alternative format to considering both sides of a topic, and presented an opinion-based piece of writing, supported by well-developed ideas.

### **General comments**

- A variety of tasks was included in the paper, which required candidates to demonstrate different practical skills, ranging from choosing short, relevant details from the texts, accurately completing a form and making notes, to the more challenging skills of summary writing and extended writing for a defined purpose and for different audiences.
- An improvement in the presentation of responses was again evident and, in general, handwriting continues, for the most part, to be legible. Where handwriting is very difficult to read the task of giving due reward for the response is made more difficult.

### **Comments on specific questions**

#### **Exercise 1**

In reading comprehension exercises, answers need to be precise. It is important to distinguish between relevant and incorrect details. In general, this exercise was well-attempted by many candidates.

- (a) Although 'caves' was a correct answer, most added either 'a network of caves' or 'five kilometres of caves'. The most frequent incorrect answer was 'an area of outstanding beauty', that describes Deacon Dale itself, which is above ground, not below.
- (b) Many responses could not be credited as a verb was omitted. To answer correctly they had to explain what visitors had to do before they climbed down into the cave. A common error was to omit the word 'on' after the verb 'put', to offer 'put climbing boots and helmet', which has no meaning.
- (c) Most were able to link 'beginners' in the question with 'easier' in the text to give the correct response. Some found the word 'begin' later in the text and offered 'a short talk by one of the highly qualified teachers' as their answer.
- (d) Many could correctly give two of the three pieces of equipment mentioned in the text for which extra cash had to be paid.
- (e) Many demonstrated understanding of the question and gave the correct answer.
- (f) Many candidates scored two marks using the one phrase taken from the text 'encourages teamwork and trust'.

#### **Exercise 2**

Although the text contained some challenging vocabulary, this exercise was well attempted.

- (a) A common wrong answer given was 'in the wild', but most candidates correctly identified the correct response.
- (b) This was generally well answered.
- (c) Many answered correctly, but a few selected '2006' which appeared earlier in the paragraph,
- (d) A verb was required in the response, and responses which did not were unsuccessful.
- (e) Most had the correct answer. 'Comparable' in the question led a few candidates to give a wrong answer, 'measure the distance between itself and its prey'.
- (f) This was a challenging question, but most responded correctly.
- (g) Many candidates gained both marks. Those who wrote 'able to change direction rapidly' and 'by bending its body' only earned one mark, because the second detail enabled the first, so only one mark could be awarded.

(h) and (l) Most correctly identified the response required.

(j) Most understood the graph well, but those who rushed their reading of the question gave their answer as 'the Colossal squid' and its length as '15 metres', which was the largest, not the second largest squid.

### Exercise 3

This exercise was generally well done. High marks were obtained by many candidates. Centres prepare their candidates well for this exercise and the candidates score well, even those who had found problems in the first two exercises.

#### Section A

The information needed to fill in the form was well located in the text by many candidates. Some lost marks through the omission of capital letters for the proper nouns in the address – usually 'Road' or 'School', if it was used.

#### Section B

Few problems were found in this section. The final item was particularly well done.

#### Section C

Most were able to manage the difference between how they felt before the camping experience, in the first sentence and their opinion of camping after the holiday was over in the second.

### Exercise 4

This exercise was generally well attempted. Candidates showed sufficient understanding of the text to be able to identify the relevant details and enter them under the correct heading. A number of candidates scored full marks in this exercise. In general the first section was seen to be more challenging than the second. Common wrong answers related to adventures 'on earth', such as 'undiscovered waters/mountains/faraway lands'.

In the second heading, all relevant details were correctly identified and many candidates scored full marks. Point 7, 'physically fit/adaptable/able to work in a team', was not often used.

### Exercise 5

Many candidates used their notes from **Exercise 4** to write the summary as a homework exercise, reproducing them and using some linking devices such as 'and/also/but'. Some tried to write more formally using 'moreover' and 'furthermore' to connect details together. A number of responses still read like a list of details copied from the previous exercise without any attempt being made to link the details together to create a cohesive piece of writing.

### Exercise 6

Centres are reminded to emphasise the importance of reading the rubric carefully. Sometimes the club that the writer had joined was not a school club at all, but one in the town and sometimes it was not a club at all, but a team. The three prompts offered in the question are designed to give the candidates details to put into their email. The omission of details from any one of these prompts makes the email incomplete and marks awarded cannot occur in the top bands for Content.

In response to the first prompt many stayed with the illustrations and joined either a sports club or a drama club. Candidates may choose not to use these pictures, so there was scope here for joining a club which offered something different. Some had joined a swimming club and one even a cheerleading club.

For the second prompt the most popular advantages gained from joining were 'team spirit', 'co-operation' and 'teamwork and trust'.

The third prompt called for interaction with the reader and without it, the response was not satisfactory. At times this prompt was interpreted as inviting a third person (usually another friend) to join the club and asking

the reader for their opinion on this proposal. Spelling errors and grammar inaccuracies often led to a confusion of tenses, which together with poor sentence structure, punctuation and a lack of paragraphing resulted in marks in the middle or lower band being awarded for Language.

### **Exercise 7**

The proposal to alter the start and finish of the school day was misinterpreted by some candidates in different ways. Some understood it to mean that the school day would start later to allow them to sleep a little longer in the morning and be less tired at school. In addition they had the school timetable finishing an hour earlier to allow after-school activities to take place. Others described the exact opposite. For most of these responses, the conclusion was often confusing and did not follow logically from any argument earlier in the article.

Not only do candidates need to sure that they fully understand the context, but they should also spend some time in planning their response. An important part of this exercise is that the candidate should express their own opinion on the issue. Where an opinion is not forthcoming, the piece is incomplete and cannot be awarded marks in the upper band.

Where opinions were given, most felt that the organisation of the school day should not be changed, since, if changes were made, they would not be beneficial to any of the stakeholders – not to the candidates, not to the teachers nor to the parents, all of whom would have to make difficult adjustments.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

- In **Exercises 1 and 2**, candidates need to pay particular attention to the wording of the entire question. Highlighting the key elements can help in the selection of precise and relevant matching detail from the text. Responses should be brief, as extra details may include incorrect information which can negate the answer.
- In **Exercise 3** particularly, it is essential that answers are clearly written. The requirement is for total accuracy of grammar, spelling and punctuation. An improvement in presentation and accuracy of spelling was generally observed in this series. In **Section C**, Centres should remind candidates of the need to write full and accurate sentences, and that answers must start with a capital letter and finish with a full stop to be considered a complete sentence.
- Candidates should continue to look for brief and precise text details for their answers to **Exercise 4** and to ensure that their answers correspond to the heading of the section.
- In **Exercise 5**, Centres should continue to encourage candidates to use their own words when writing a summary rather than quoting sections from the text. The notes from **Exercise 4** serve merely as a basis for writing a rounded and logical paragraph where ideas are linked together to form a coherent whole.
- In **Exercises 6 and 7**, it was observed that some candidates paid too much attention to keeping within the maximum word limit and providing a word count at the side of the page. At times, such responses did not fully develop the prompts and could not achieve marks in the top band.
- In **Exercise 6**, responses need to address all the bullet points in order to have access to marks in the top band for Content. Centres are asked to continue to enable candidates to practise differentiating each bullet point and provide separate details in response to each one.
- For successful responses in **Exercise 7**, candidates should attempt to move outside the boundaries of the prompts given, and develop ideas and arguments of their own. In this series, it was noted that responses which developed one side of the topic and showed clear opinions were more successful than those which adopted the balanced argument style of writing, showing advantages and disadvantages of each side.

## General comments

Most candidates were able to finish the paper in the time allowed. In general, sufficient time was left by candidates to complete **Exercises 6 and 7** fully. There was some evidence that some candidates were not able to manage their time efficiently, and omitted one or more of **Exercises 5, 6 and 7**, and in addition, a small number of candidates made no attempt to answer individual questions in **Exercises 1 and 2** and typically, **Section C** of **Exercise 3**.

Candidates were required to demonstrate different practical skills, including selecting short relevant details from a range of texts, accurately completing a form and making notes, to the more challenging skills of summary writing and extended writing for a specific purpose and different audiences.

### Comments on specific questions

#### Exercise 1

In general, this exercise was well attempted by most candidates.

- (a) Many candidates correctly identified the 'Tibetan government' as the people who used the palace in the past.
- (b) Responses were not credited when candidates described the building as being of 'great significance' or 'a Buddhist temple', rather than providing the reason why it is considered important today.
- (c) Candidates were required to connect 'represent' in the question with 'symbolise' in the text and select 'a second sun rising' as their answer. Candidates who responded by making a comparison with a 'giant plate' or an 'enormous light switch' were providing a physical description, rather than the idea of symbolism.
- (d) There were many correct responses. Candidates needed to connect 'original' Alexandrina Library with 'first' in the text and select '3rd century BCE'. A number of candidates incorrectly chose '2002', the date when the library was completed. Incomplete responses which omitted BCE could not be credited.
- (e) The requirement of this question was to identify two details about the appearance of the Winter Palace in Russia. Many candidates included information about the palace such as 'home to the Russian royal family', 'now known as the State Hermitage Museum', which did not relate to its appearance and so could not receive a mark.
- (f) This was generally well answered and the key fact that it was a 'church' was written by the majority of candidates. Some candidates described it as 'a great architectural landmark', which did not accurately answer the question.

#### Exercise 2

There was evidence that candidates had understood the general themes outlined in the text, but this exercise required detailed reading of key phrases in both the questions and the text, most noticeably in **(b)** and **(f)**, which proved challenging for many. Teachers are recommended to continue to enable candidates to practise isolating key sections of the text in response to the demands of particular questions.

- (a) In general, candidates were successful in finding a reason why we do not think about brushing our teeth. Candidates who provided the details that 'it's the first thing we do in the morning' and the 'last thing we do at night' showed a degree of understanding, but without the idea of 'routine' could not be credited.
- (b) This was a challenging question. In response to the question candidates had to read for information to support the idea that Americans care about their teeth, and select they 'invest \$9.1 billion on teeth-cleaning in one year'.
- (c) More able candidates successfully selected 'broken in half' and 'one end is softened'. Less successful responses were characterised by answers which named the stick, 'Miswak' and described the cleaning process, 'the end is rubbed on the teeth to clean them'.
- (d) This was well answered. A number of candidates offered the idea that the tree was 'local' and 'more environmentally friendly', which did not receive credit.
- (e) The majority of candidates successfully identified the text detail that toothbrushes and toothpaste containers are 'not easily recycled'. Responses which did not include the exact wording 'easily' were not credited, as without this precise detail, the meaning was changed.
- (f) This was a challenging question and candidates had to demonstrate a deeper understanding of the text. Some candidates understood and successfully selected one of the two possible improvements, 'became portable', and more able candidates interpreted the idea that now



toothbrushes are 'rechargeable'. Errors were commonly found in responses which did not make this interpretation, 'not rechargeable'.

- (g) This question was quite well answered. Many candidates understood the key section in the text which provided the answer, 'tooth decay becomes evident'. Candidates who explained that 'we consume more processed food', showed a degree of understanding, but without reference to the consequence for our teeth could not receive credit.
- (h) This was well answered by many candidates who correctly selected the information that it 'makes teeth look more natural'. Errors were commonly found in responses which described the way a dentist will whiten teeth, 'to match the patient's eyes', a detail which was contained in the question, and did not provide the answer.
- (i) Many candidates were successful in choosing the correct section of the chart but were required to indicate the decade, '1940s' in the answer, to gain the mark. A significant number of responses provided the lowest point on the chart as '1945', which named a specific year and could not receive credit.

### Exercise 3

There is evidence that candidates show considerably greater success in **Sections A** and **B** of this exercise than in **Section C**. In this series, there was continued improvement in addressing the requirements of form-filling. The majority of candidates made a good attempt at accuracy in filling in the pen order form, and in general, handwriting control was better than in the previous series. Candidates should be reminded that capital letters need to be clearly formed, and candidates should pay particular attention to the difference between capital and small letters. Where the difference in formation of a capital or small letter is one of size, as in this exercise, this must be readily identifiable.

#### Section A

Many candidates successfully completed this section and accurately transferred the name and address. For some candidates, the order of the items in the address was problematic, and responses could not be credited when candidates inserted '1409 Nicosia' at the start. Candidates are reminded to write the separate elements of the address in the same order as they occur in the text. The telephone number and the card number were well written, as was the girl's name.

#### Section B

Many candidates correctly identified the name of the pen. An improvement in the accuracy of the 'delete' item was observed, although a significant number of candidates circled both 'red' and 'blue'. For the final item in this section, more successful candidates located the correct extra instruction from the text for 'gift wrapping' or that 'my mother is always at home and would be able to accept the parcel', although for many the mark could not be credited when candidates did not change 'her' to 'my'. A significant number of candidates left the final item in this section unanswered.

#### Section C

Candidates are required to write two sentences, one in answer to each separate aspect of the question. Sentences must contain relevant information from the text and be grammatically accurate. In order to be relevant, candidates should ensure that they are addressing the questions directly. Grammatical accuracy is concerned with writing a full and complete sentence, with correct spelling and punctuation.

In this series, most candidates wrote from Daphna's point of view. There appeared to be some confusion over the content to be included in each sentence, and many candidates could achieve only half of the available marks as overlapping details were often included in both sentences. It is recommended that this section is practised to ensure that the context for each question is understood and that separate details are provided for each sentence. Candidates should be discouraged from writing bullet point answers and from starting a sentence with a dependent clause. A number of candidates wrote from their own experience of online shopping. Candidates should be reminded that the information required is always found in the text. This section of Exercise 3 continues to be challenging for some candidates.



#### Exercise 4

Many candidates found this exercise challenging and only a limited number of candidates were successful. There was a good attempt to write clear, brief notes and to stay within the space provided. Marks were lost when candidates omitted a key part of an answer, for example 'local' in the second point, and 'interior' in the fifth, or when the answer was placed under the wrong heading.

##### *The development of hotels in the 20th century*

This first section proved challenging for some candidates with few receiving the maximum four marks. All points on the mark scheme were recognised, with points 1 and 3 the most commonly selected. The most frequently occurring errors were when candidates focused on the background reasons why hotels had to develop, 'flying became more affordable' 'more people travelled for work and leisure', rather than the development of the hotels themselves. Responses could not be credited if candidates included the details of the rules that hotels used to maintain the same standards, providing information about the food and rooms, rather than the overall idea of maintaining high standards globally across the chain.

##### *Current and future development of hotel chains*

All key points were recognised in this section and more successful responses identified the correct information from the text. There was repetition of key details and some candidates included information from the first section which did not receive credit. Less successful responses often included the fact that in future 'standards will vary' and staying in a hotel 'will become an impersonal experience', answers which indicated that comprehension was not secure.

#### Exercise 5

Many candidates continue to find summary writing challenging. Many candidates made no attempt at the exercise and relatively few managed to achieve four or five marks. The notes from both sections of **Exercise 4** were relevant and could be used to provide a basis for the summary. In addition, candidates could use other key information from the text.

The most successful responses were those in which candidates briefly introduced the reasons why hotels needed to develop so much in the 20th century, and then went on to highlight some of the key points from the first section of **Exercise 4**, followed by the main ideas from the second section, which focused on future development. Stronger candidates were able to use some of their own words to demonstrate clearly the differences and changes in the hotel chains, and to connect their ideas in a coherent way, showing good understanding of the ideas in the text.

The majority of candidates, however, relied completely on repeating their notes from the previous exercise, with little attempt to join the points logically into a cohesive paragraph. Centres are reminded to continue to practise the skill of summary writing to encourage candidates to gain the confidence needed to achieve success.

#### Exercises 6 and 7

In this series, there was generally a satisfactory response to the requirements of both tasks.

In general, candidates continue to show improvement in distinguishing between the different genres in the two exercises – the more informal register required in **Exercise 6**, and the more discursive, objective style when presenting arguments in **Exercise 7**. A number of candidates did not take into account the context of **Exercise 6** which concerned a family member, writing instead about a friend, and similarly in **Exercise 7**, there were some candidates who misinterpreted the topic and discussed the way that teachers are responsible for the success of the school, which was not entirely relevant to the question.

Many candidates wrote in a clearly structured way, using paragraphs to provide a framework and balance to the writing.

## Exercise 6

### *Email*

In this exercise, candidates are expected to write an informal email to a friend and respond to three given bullet points. To achieve satisfactory or higher marks, all three points should be addressed, and the response should be suitably informal as required by the task type. The most successful responses were those which addressed all aspects of the bullet points and provided some extra development, while also engaging with the target audience.

Responses which described a friend rather than a family member were not so effective, and some candidates overlooked the idea of 'difficult' and wrote about enjoying time with a friendly and amusing family member. It was also important that candidates included problems which took place during the visit, and emails which only described the problems as occurring before the visit were not satisfactory, and were only partly relevant. Additionally, emails which invited a family friend to stay could not be credited with marks in the top band for Content.

Many candidates responded well the first point, in most cases choosing a cousin or aunt as the visitor. Less successful candidates merely referred throughout to a 'family member'. More ambitious candidates offered a full physical description of the visitor, but most provided a name, a short reference to a previous visit; a memory of a previous difficult meeting or the reason for coming to stay.

There were a variety of suitable problems suggested in response to the second point, most of which involved having to give up their bed and sleep on the floor; having to eat unusual food; being unable to do their homework or being unable to relate to the visitor in any way. In addition, many candidates expressed annoyance and frustration at not having the same hobbies and interests. Generally candidates provided good depth of development. In less successful responses, the problems had occurred before the arrival of the visitor, such as the loss of a job, and these unhappy situations often led to a happier visit. Such emails could not be awarded marks in the top band for Content.

The third point required candidates to explain their feelings at the end of the visit. The most effective responses expressed relief at the departure of the visitor, having had to put up with considerable disruption in the house. Less successful responses detailed feelings throughout the visit, rather than at the end. In addition, a significant number of candidates expressed sadness at the departure, despite having had an unhappy time. This third point was generally included, although often with not with the same depth of detail.

Overall, many candidates were successful in using an informal style of writing, and many engaged with the target audience at the start and at the end of the email. From a language point of view, candidates should focus on the use and formation of the past tense of irregular verbs, particularly in sentences with more than one verb. For example, there were frequent errors in sentences such as 'I ask her to played football' and 'it made me felt angry'. Teachers are reminded to continue to encourage this accuracy, particularly in compound or complex sentences. Additionally, candidates should be more clear and consistent in their use of third person pronouns.

## Exercise 7

### *Article*

The majority of candidates found the topic accessible and wrote from their own knowledge and experience.

Successful responses showed a good degree of engagement with the task and candidates were able to present arguments and opinions beyond the limits of the given prompts. Many candidates felt that because they are highly qualified, teachers are the main reason for their success at school, but that they should not be held entirely responsible for it. Overall, there was a good deal of support for the role that teachers play in helping to achieve success, although some candidates suggested that unprepared teachers were to blame for their own lack of success. Further original ideas considered that there should be a balance of responsibility between teachers, parents, and themselves, and that learners' own motivation and use of internet resources played a key role in their achievement. Less successful responses tended to stay close to the ideas provided, but there was evidence in this series that fewer candidates than previously used the written prompts as quotes with little or no further development of ideas.

Most candidates were able to write using a more formal tone and register suited to this type of discursive writing and responses which adopted a standpoint on one side of the argument in their introduction and

supported their opinion throughout were generally more successful than those which attempted to write a balanced 'for and against' type of article.

Many candidates successfully used paragraphs to provide a logical framework to their writing and attempted to connect ideas and paragraphs through the use of linking devices such as 'another reason why' and 'despite this', and teachers are asked to promote the use of such connecting devices as a way to provide better organisation and coherence to longer pieces of writing.

From a language point of view, candidates achieved a degree of grammatical accuracy in this exercise and used appropriate vocabulary in writing simple sentences and should focus on accuracy in more complex sentences.

In particular, candidates should continue to practise:

- (i) appropriate use of connecting phrases, such as 'moreover/nevertheless/however', to avoid contradicting their ideas.
- (ii) formation of nouns, adjectives and verbs, such as 'success/succeed/successful' and 'responsible/responsibility', – "homework is their responsible to do"
- (iii) accuracy in the use of pronouns 'he/she/they'.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

In **Exercises 1 and 2** it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates managed **Exercises 1 and 2** reasonably well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, circle or delete as required; this was fairly well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.

In **Exercise 4** candidates should ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the task proved challenging for some.

In **Exercise 5**, candidates should focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those which demonstrate understanding of the text and an attempt to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this although there were also a number of candidates who made no attempt to complete the task.

In **Exercise 6** candidates must recognise the need for informal register and should endeavour to provide enough detail to engage the reader's interest.

In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively.

In this series, most candidates found the topics accessible and were able to write at appropriate length.

### **General comments**

Overall, most candidates were correctly entered for the Core tier.

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

Overall, the standard of handwriting was reasonably good, although sometimes very small, and poor handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**.

Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

### **Comments on specific questions**

#### **Exercise 1**

This exercise was generally very well attempted by candidates and provided a suitable introduction to the reading comprehension tasks.

- (a) This was well attempted; however, a considerable number of candidates included additional incorrect details such as 'marsupials', 'kangaroos' and 'wallabies' which could not be credited.
- (b) This was generally well answered with many candidates identifying both of the details required for two marks. Incorrect responses included reference to the life-expectancy of males and females rather than how they differ in appearance. A number of candidates incorrectly answered that males had 'longer' rather than 'larger' faces.
- (c) This was reasonably well answered with the majority of candidates providing 'two thumbs'. Lack of precision led a number of candidates to provide answers related to the 'back paws', however.
- (d) This was well answered with a relatively small number of candidates identifying 'hearing' as the strongest sense rather than the correct response 'smell'.
- (e) This was generally well answered with the majority of candidates providing 'habitat loss'.
- (f) This was well answered with the vast majority of candidates identifying the correct key.

#### **Exercise 2**

This exercise proved more challenging for some, but was also well attempted. Although there was evidence that the text had been understood by some, there was also an indication that more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- (a) This item proved challenging with many candidates providing 'school' instead of the correct answer 'castle' suggesting possible misunderstanding of the idea of 'permanent'.
- (b) This was generally well answered with the majority of candidates supplying '1932'. A number preceded the date with 'by', however, which was ambiguous and, therefore, could not be credited.

- (c) This item was generally well answered; however, the inclusion of 'London' negated the answer on some responses.
- (d) For this item, the vast majority read the graph accurately and identified the three details required for one mark.
- (e) This item proved more challenging with a considerable number selecting 'Best Country' instead of the correct 'Green Award'.
- (f) This question asked for two details and was generally well answered with most candidates achieving the two marks available.
- (g) A number of candidates failed to locate the key detail 'a lighthouse'. Lack of precision resulted in incorrect responses which included 'it's in the middle of nowhere' and 'the accommodation is not always what you might expect'.
- (h) This item was well answered.
- (i) This item was also very well attempted with the vast majority of candidates correctly identifying the key.
- (j) The salient detail for this item, 'Big Blog Exchange', was identified by the majority of candidates. A number, however, provided the website address, which could not be credited.

### Exercise 3

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the application form were designed to be completed with brief details. Candidates generally made a satisfactory attempt to answer all items and form-filling conventions such as ticks, circles and deletions were generally well observed.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names, addresses and dates. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### Section A

This section was generally well answered. Most candidates correctly identified the name, age and email address of the applicant and the name of his school. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was also largely well observed.

### Section B

Most candidates identified the correct details for the first two items in this section although in some cases, for the second item a lack of precision in reading led candidates to provide more than one response. Most candidates identified the correct date and deleted as required, although some circled the correct answer instead. 'Which week you can come' was generally well recognised and circled, as per the rubric requirements. The majority of candidates supplied 'Mrs Deng' as the teacher, although many were distracted by 'Mr Wei'.

### Section C

In this section, candidates are required to write two sentences which are both relevant and grammatically accurate. For relevance, candidates should ensure that they are addressing exactly what is being asked in the question. Grammatical accuracy is concerned with writing full and complete sentences with correct spelling and punctuation.

In this series, the majority of candidates wrote from the first person perspective and composed sentences which contained relevant content. Full marks could seldom be given, however, due to imprecision resulting in



errors of spelling or punctuation. Candidates should be discouraged from writing bullet point answers and should ensure that they provide complete sentences and not dependent clauses. While it is clear that this exercise continues to be a challenge for some, fewer candidates made no attempt to answer the question in this series. Candidates should perhaps be reminded that the information required is always clearly stated in the source text, and no imaginative thought is required.

#### **Exercise 4**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. Marks could not be awarded when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

##### *Why Mark chose to live without money*

This proved to be the most challenging section for many candidates. Of the four key points available, the first three tended to be those most frequently identified and a number of candidates did receive the maximum two marks available. There was, however, some misinterpretation, omission and repetition of salient details, and as a result, the majority of candidates achieved no more than one mark for this section.

##### *How Mark avoided using money*

Two content points were also required for this section and many candidates correctly identified at least one of the five possible answers. However, marks could not be awarded when candidates supplied incomplete answers such as 'located a caravan' without the idea that it was free, or 'he volunteered at a farm' without 'for a place to park his caravan'.

##### *What Mark learned from living without money*

This section was generally better attempted. Three content points were required and all four of the possible options were well recognised. As with the previous section, however, marks could not be awarded due to the omission of key details. Examples include 'cycling was a cheaper alternative' without comparing this to going to the gym and 'he valued his friendships' without the sense of 'more'.

#### **Exercise 5**

Most candidates made a good attempt at this exercise, although a number made no attempt at all and relatively few managed to achieve full marks. Candidates were required to summarise a talk to their class about Mark Boyle, the moneyless man. Information from the three sections in **Exercise 4** was relevant and could be used as a basis for the summary. While the majority relied on their notes from the previous task, there was a much better effort in this series to connect the ideas resulting in some very effective summaries. It was also clear that a good proportion of candidates made an attempt to complete the task within the prescribed word limit.

#### **Exercise 6**

This exercise was generally well attempted. The rubric was understood and the word limit was generally well observed, although very few produced pieces towards the upper limit in this series.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre.



### *Email*

The vast majority of candidates addressed all three bullet points, and made varying efforts to develop them. The three prompts required candidates to explain how he/she helped to arrange the event, describe what happened on the evening and say why it was so successful.

Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the first two prompts in particular. The majority of candidates relied heavily on the visual stimuli, however, which had a limiting effect on the range of ideas presented. The third bullet point tended to be the least developed and was often implied rather than explicitly stated. More successful responses expanded on the bullet points with more original ideas. Whilst many listed the types of food offered at the event, for example, more ambitious candidates attempted to expand on this by presenting ideas such as how they were charged with conducting some research into various traditional international dishes from around the world and how much they learned about other cultures from this experience. Generally, more successful responses dealt with prompts in more detail and with a greater sense of purpose.

The language was generally satisfactory, and sometimes very good, and the register appropriate. There was some inconsistency in the use of tenses for less able candidates, but there were also attempts at more ambition. More able candidates attempted and achieved greater complexity in their expression and sentence construction. Basic punctuation was generally sound, and there were few problems with the use of commas instead of full stops this series. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion.

### **Exercise 7**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, sometimes using the prompts as ‘quotes’ from other ‘students’. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed but time constraints were possibly an issue for a number of candidates who made no attempt at this task.

### *Article*

Most candidates made an attempt to engage with the topic, and while many relied on the arguments put forward in the prompts, a number of candidates attempted to develop their ideas beyond these by elaborating on the types of skills sports help to develop and the mental/physical benefits of doing sports at school. Arguments against sports lessons included the importance of devoting time to subjects which are more likely to lead to success in the future and the fact that because not everyone is good at sport, it should not be a compulsory subject. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. Some candidates lost focus by concentrating too heavily on participation in sports generally rather than the value of sports lessons at school. Occasionally, however, more able candidates produced persuasive responses which explored the pros and/or cons of both options. There was some effective use of paragraphs and linking language which gave a sense of cohesion to many responses. Few candidates, however, produced pieces which tended towards the upper word limit.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/21  
Reading and Writing (Extended)

## Key messages

In **Exercises 1 and 2** it is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are sufficiently precise for a successful answer. Any response should follow on logically from the question. The inclusion of key detail, words and ideas is important. Candidates should take care not to add incorrect information that negates a response.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. This was generally well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in Section C, the sentence must be relevant, accurate and must not exceed the specified word count.

In **Exercise 4**, candidates should take care not to repeat points, and should ensure they provide the required number of discrete bullet points under the relevant heading.

In **Exercise 5**, candidates should read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words, and the inclusion of lifted, irrelevant information or repetition of points should be avoided.

In **Exercises 6 and 7**, it is vital that candidates read the tasks carefully and include all aspects to ensure the task is fully covered. Some candidates wrote about clubs unconnected with a school in **Exercise 6** and a shorter or longer school day in **Exercise 7**. This affected the content mark.

## General Comments

Most candidates were entered appropriately for the Extended tier.

The paper offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills.

Generally candidates should be advised that throughout the paper, the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

## Comments on specific questions

### **Exercise 1**

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details.

- (a) This question was very well answered. Very occasionally 'tunnels' was misspelt 'tummels' or the response referred to the number of people visiting Deacon Dale.

- (b) This question was well attempted, with many candidates providing two correct details. A few candidates omitted the 'put on' verb link to the question, writing 'climbing boots and safety helmet', which did not respond to the question 'What must you *do*...'. A small number of candidates confused Deacon Hole with the practice caves and gave one detail as 'listen to a short talk', and there were also some who referred to crawling to reach Deacon Hole, which was part of the climbing down process.
- (c) This question was generally well answered. Incorrect responses were mainly about crawling to Deacon Hole rather than being in the cave itself. A few candidates gave 'the thrill' or 'the highlight', which omitted information about *the best part of the visit* and was synonymous with the question.
- (d) This question was generally well answered. Some candidates, however, were unable to locate the relevant information and did not link the idea of starting caving in the question with 'take up caving' in the text.
- (e) Many candidates provided two correct details for this question. There were some who connected 'wetsuit or knee', giving this as one detail on the first line, and writing 'elbow pads' on the next line, which made the first detail incorrect. A few candidates incorrectly listed all the equipment.
- (f) Many candidates provided a correct response for this question. Occasionally candidates referred to receiving a certificate of achievement instead of the emotional response to the caving adventure.
- (g) This question was very well answered. Some responses were imprecise and omitted the key ideas of *encouraging* teamwork and trust, and of there being a *shared* sense of achievement. Such responses could not be credited.
- (h) This question was well answered. A few responses such as 'the coordinator' or 'group coordination' provided insufficient or imprecise information. There were candidates who misread the question and gave the website details.

## Exercise 2

As for **Exercise 1**, precise answers are required for this second comprehension exercise.

- (a) A significant number of candidates gave imprecise responses to this question, not addressing the 'Where exactly ....', part of the question.
- (b) This question was well answered. Some answers lacked clarity and sufficient detail.
- (c) This question was very well answered. A few candidates confused the Dana octopus squid with the giant squid, so gave the date when the former was filmed (2006).
- (d) This question was generally well answered. Incorrect responses tended to focus on how other squid catch creatures with two long tentacles. A few candidates omitted a suitable verb such as 'use' to link the response to the question; writing 'light producing organs'.
- (e) Most candidates responded correctly to this question. The most common incorrect answer was 'photophores'.
- (f) This question was well attempted. A number of candidates wrote 'gives ideas about how it behaves', which could not be credited.
- (g) A significant number of candidates provided two correct details for this question. Some responses did not include key details such as 'swims backwards', which omitted the idea of also swimming forwards. Similarly, the detail about the squid bending its body needed to include the idea of it doing this rapidly. Other incorrect responses made reference to other types of squid, mentioning 'cat-like claws' or 'two long tentacles'.
- (h) This question was well answered. However, there were also candidates who gave the reason why other squid swim slowly writing, 'their muscles are not very firm'.

- (i) This question was very well attempted. Incorrect responses included reference to living in large numbers in tropical waters, and did not link 'study' in the question with 'detailed research' in the text.
- (j) The majority of candidates correctly interpreted the chart. A few omitted the length of the female giant squid and some gave details of the male giant squid.
- (k) This question was very well answered and a significant number of candidates were able to provide four correct details of the uses of the light producing organs. Occasionally, a point was repeated; 'communication' and 'warning signal' convey the same idea as do 'hunt other creatures' and 'blind prey'.

Centres are reminded that the final question in **Exercise 2** is more challenging. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

**Sections A, B and C** of this exercise were generally well attempted. Overall, most candidates gained between 4 to 6 marks of the available 6 marks. Legible handwriting is especially important in this exercise, and letters should be clearly formed and recognisable. Capital letters should be correctly formed. There were a few candidates whose responses could not be credited marks because lower case or capital letters were not formed correctly, or could not be deciphered. There were also a few candidates who did not follow the instructions to delete, or circle correctly. Nearly all candidates completed the form as Tienieke Brusche.

#### Section A

The majority of the candidates provided most of the necessary details accurately. In nearly all cases, the full name was accurately given. The vast majority of candidates provided the correct age of 17, in either numerical or letter form. Sometimes there was a misunderstanding of the college currently attended with some candidates referring to 'Arnhem School' or 'Music Society Orchestra'.

#### Section B

This section was generally well answered. 'Piano' was occasionally given as the main instrument. Sometimes responses could not be credited when the incorrect box was ticked, but most students selected the correct choice of 'Advanced.' The most frequent error across the exercise was when naming the musical groups played in.

#### Section C

This section was fairly well answered. Some candidates provided the correct answers, but in the wrong order of preference, while other common errors included a lack of obvious capitalisation. The vast majority of candidates were able to communicate that the library was where Tienieke found out about the summer school.

#### Section D

A significant number of candidates produced relevant, accurate sentences in this section. Generally, for full marks candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Responses cannot be credited when these conventions are not maintained. Some candidates used the information from the text to provide a relevant, error-free sentence giving details of why they wanted to attend a music summer school, gaining the two available marks.

### Exercise 4

Candidates responded well to this note-taking exercise, generally providing five to eight correct points, with a few gaining the full nine marks available. Notes could not be credited when they were either repeated or omitted key information.

*Reasons to take part in the Mars One project*

This section was well attempted and there were candidates who correctly provided all four notes required from the possible six correct options. A few candidates lifted sections of text that did not correspond to taking part in the project but referred to discoveries on earth. Such responses that could not be credited were, for example, 'explore on earth' or 'discover water, mountains or faraway lands'. Some notes were repeated such as 'set foot on Mars' and 'live on another planet'. It is important that candidates are reminded to provide notes containing different information. Some notes provided irrelevant information as in 'human settlement can exist there'.

#### *How the first group will survive on Mars*

This section was generally well attempted, and a number of candidates accurately provided at least four of the required five notes. Responses could not be credited when repetition occurred. For example, 'need to be adaptable' and 'teamwork' both refer to the qualities required of group members in order to survive. Certain salient details were sometimes omitted as in 'emergency supply', which omits the key idea of there being an emergency supply *of food*, and in 'water extracted', which does not specify that the water will come *from soil*.

#### **Exercise 5**

Overall, many candidates performed well in this exercise. Some responses featured more than the required 120-word limit, which in some cases affected the final Content and Language marks. This was generally because of a long introduction including irrelevant information or the repetition of points. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and linking points skilfully, whilst attempt to express this to some extent in their own words.

A significant number of candidates successfully located six or more of the required points, whilst most recorded at least four. Some candidates lifted phrases or sentences from the text that did not contain any key, relevant information. Content points were sometimes unnecessarily developed or repeated. There were references to the smartcopter being eco-friendly, powered by electricity and fighting global warming, which all make the same point. Sometimes candidates attempted to make a relevant point but did not express this clearly or precisely; 'It will be hard for air traffic' does not convey the possible difficulties for air traffic controllers, and 'it is more friendly and relying on driving' does not make any clear point. Candidates must take care to focus on the topic of the summary, ensuring that only information related to this is included.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. A significant number of candidates effectively used synonyms or paraphrased points, and wrote with a good sense of order, thus gaining these higher language marks. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain marks in the higher language bands.

#### **Exercise 6**

It is important that candidates relate the email to the context set in the exercise; in this case a school club. The extent to which the bullet points are addressed and developed within the context will determine the band achieved for content. If any bullet point is not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should demonstrate a good sense of purpose whilst sustaining the reader's interest. Successful responses included use of appropriate and consistent register, adopting a more engaging style with good development of ideas.

#### *Email*

Generally, candidates dealt with the topic successfully, and the vast majority provided satisfactorily developed, relevant content. Candidates scoring lower marks for content often gave shorter responses that lacked development. The emails were, in general, in an appropriate informal register, addressing all three bullet points. The most consistently well-developed bullet point concerned what made the club enjoyable. This was sometimes conveyed through a positive description and account of the club. The bullet points requiring the candidate to explain how they found out about the club and why their friend should join tended to be expanded upon less fully. Some candidates did not refer to a school club, which affected the content mark awarded.

Some candidates successfully connected finding out about the club with something that persuaded them to join, such as being captivated by the singing of the choir. What made the club enjoyable was often explained as being the development of skills or friendships, along with respect and admiration for club leaders.

The most effective responses provided a realistic sense of excitement about the club and an obvious desire to persuade the friend to join. They were written as if to a real friend, referring possibly to shared experiences and interests. Such emails were also cohesive in how the three bullet points were integrated, with natural openings, serving as good introductions to the rest of the email, and endings which provided an appropriate concluding comment.

With regard to language, the vast majority of candidates used language that was satisfactory or competent. Language which conveyed an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. Some candidates were able to construct effective sentences, which included more complex structures, using an appropriate register.

Language in the higher bands should be very natural, easy for the reader to follow and grammatically correct. There should be an evident range of vocabulary. Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. Candidates should be reminded to ensure language used is accurate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling.

### **Exercise 7**

Most candidates were able to adopt a more formal tone and register for the final exercise. More successful responses developed the views in the prompts, expressing these in their own words and included a range of perspectives on the topic. Candidates should demonstrate that they can present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the context in order to sustain the reader's interest in the topic.

Candidates were required to write an article for their school magazine arguing for or against starting and finishing the school day one hour later. In general, they managed the discussion well and put forward a range of views. Some candidates fulfilled the task in an appropriate register and showed some sense of purpose and audience. They addressed their fellow students, using rhetorical questions and pronouns like 'we/us', and attempted to engage them with the topic, developing the arguments. Most candidates developed their responses satisfactorily, generally relying on the two prompts provided. Some less successful responses misinterpreted the task and wrote about the school day being either longer or shorter, rather than the times changing. A few discussed attending school for only an hour a day. Such responses were only partly relevant, so received a lower content mark.

The full range of marks was awarded for language. There were candidates who demonstrated a range of advanced structures, with very few errors, enabling them to access higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'Not only that, but also that extra hour will allow students to fit in a much needed everyday workout to keep them fit and healthy.' In general, the majority of candidates used language that was either satisfactory or competent.



# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/22  
Reading and Writing (Extended)

## Key messages

In **Exercises 1 and 2**, responses should be as brief as possible. Too much information lifted from the text may well include incorrect details which could negate the answer.

In **Exercise 3**, it is essential that handwriting and presentation are clear because total accuracy is required for this exercise. In particular, capital letters should be clearly formed.

In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as outlined by the bullet points.

In **Exercise 5**, candidates should read the question carefully to ensure they provide information relevant to the task. They should also ensure that they do not exceed the 120 word limit. Overlong introductions should be avoided as well as the inclusion of irrelevant information or repetition of points.

In **Exercises 6 and 7**, responses should be of an appropriate length demonstrating imaginative content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent ideas in both tasks. They should also provide enough depth to sustain the reader's interest. Candidates will not be given credit for using language which has been copied from the prompts.

In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts.

## General comments

Overall, candidates were correctly entered at this level.

The paper offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills.

Generally candidates should be advised that throughout the paper, the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.



### Comments on specific questions

#### Exercise 1

This exercise was well attempted by candidates.

- (a) This was well answered.
- (b) This was well attempted with candidates including full details in their answers.
- (c) This was generally well answered.
- (d) Some candidates overlooked the word 'original' in the question and incorrectly answered '2002'.
- (e) This was well attempted but many candidates' answers could have been briefer by omitting all the details about the mosque 'being built out of line at an angle'.
- (f) This question was a good discriminator and many candidates omitted the key word 'appear' in their answer. Most wrote 'change colour depending on the light conditions' which was not factually correct.
- (g) This was well answered and most candidates were awarded two marks here. The details 'pale green' and 'highly decorated' were well recognised but some candidates overlooked the key word 'appearance' in the question and wrote about the 'Russian royal family' and the 'famous paintings'.
- (h) This question was well attempted although some candidates wrote 'museum'.

#### Exercise 2

This exercise proved more challenging. The text was generally understood, but greater precision was required in the reading of certain questions. More able candidates selected key detail from the text and provided brief and precise responses. Less able candidates copied an excessive amount of text which often negated the correct answer.

- (a) This was generally well attempted, although some candidates misread 'what' instead of 'why' in the question and answered 'the first thing we do in the morning and the last thing we do at night'.
- (b) This question required precise interpretation of the text and many candidates omitted the key detail 'in one year'.
- (c) This was generally well answered although some candidates omitted the second detail about 'softening one end of the stick'.
- (d) This was well attempted and most candidates were awarded two marks here.
- (e) This was very well answered, although some candidates wrote 'toothpaste containers' and could not be credited.
- (f) This question proved to be a good discriminator. More able candidates conveyed the information with just two words, 'portable' and 'rechargeable'. By writing a longer answer, many included an incorrect verb tense 'were not rechargeable' and 'electric toothbrush was first developed in 1954'.
- (g) This question was generally well answered although many candidates did not associate the word 'change' in the question with 'adopt' in the text and selected the incorrect detail about 'some people have healthy teeth'.
- (h) This was very well attempted by all candidates.
- (i) This question required the candidate to interpret the detail on the graph. Many misunderstood the word 'decade' in the question and wrote answers such as '1945 decade'.

- (j) The most successful responses gained at least three marks, often with very brief answers. Most candidates included 'toothbrushes' but some omitted the key detail of either 'electric' or 'nylon'. The answer 'toothpaste' was less well recognised and some candidates could not be credited for their attempt to define flossing as 'silk thread' with no mention of 'cleaning between the teeth'.

Centres are reminded that this final question in Exercise 2 is more challenging. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

Candidates continue to be very well prepared for the specific demands of this exercise which requires precise application of the conventions of form-filling and total accuracy in spelling. Candidates generally attempted the first section of the application form very well but often wrote too much in Section B which led to inaccuracies.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper, and this is especially so in Exercise 3 where correct spelling is crucial and where capital letters need to be clearly formed.

#### Section A

The first four tasks of this section were well answered. Occasionally, candidates were careless with capital letters in 'Sixth Form College' but spelling was accurate. Many candidates overlooked the requirement for 'qualifications' as well as 'grades' and omitted the key detail 'GCSE'.

#### Section B

This section proved more challenging. 'Parents' was well recognised but often the title of the course was incorrectly transferred with 'civilisation' instead of 'culture' or the word 'foreign' was omitted. The questions requiring circling and deleting were well attempted but in the final task there were many candidates who wrote 'student flat'. The most challenging part of this section was the reasons for attending the University of Milan. Many candidates conveyed the incorrect information about 'having the opportunity to visit other European countries' which was a reason for living in Italy, but not for attending the university. Many candidates wrote too much and it must be emphasised that notes rather than full sentences are sufficient in this exercise. Spelling errors were made with 'cheeper' and 'intersting'. Some responses overlooked the plural 'reasons' in the task and supplied only one detail.

#### Section C

The majority of candidates were able to convey the information within the required word limits. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, many candidates wrote a well-constructed sentence and were awarded the maximum two marks. The most frequent errors were incorrect subject/verb linking 'I has'. Most candidates, however, included the key information about having done volunteer work and having translated documents.

### Exercise 4

A range of marks were awarded. Most candidates attempted to answer briefly and in note form. The most successful candidates were able to show enough understanding of the precise detail in the text to score well. Less successful candidates omitted key words in certain answers meaning that those notes were not factually correct. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers here.

#### *The development of hotel chains in the 20th century*

A maximum of five marks was available for this heading. Candidates conveyed the full range of options on the mark scheme, although point six, 'became recognisable' was less often selected. Some candidates included irrelevant answers and there was a lack of precision with the omission of key words such as 'local', 'secret' or 'interior' in different responses. There was also repetition on separate lines of the two options in point two, namely the 'quality of the food' and 'cleaning the rooms' and point five, 'the interior design the same' and 'the same furniture'. In both cases, only one mark could be credited.

### *Current and future development of hotel chains*

A maximum of four marks was available for this heading. Overall, candidates found this more challenging than the first section. More able candidates recognised all the options on the mark scheme and appreciated the fine difference in key details and separated them well. Less successful responses often repeated ideas, especially those connected to 'personalised service' or 'based on interests' and often gave a list of different activities offered, such as 'painting courses' and 'pop music' and could not be credited with more than one mark.

### **Exercise 5**

A full range of marks was awarded here. More able candidates recognised and conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify and convey successfully at least four key details.

A large number of candidates exceeded the stated 120 word limit. When this occurred, it was largely due to writing overlong introductions about the challenge of reducing food waste before actually addressing the precise rubric requirements. There were two aspects to the summary, namely details of modern food waste and traditional ways of preserving food. For the first aspect, more successful candidates included key statistical detail in points one and four on the mark scheme as well as precise interpretation of the more complex ideas regarding transportation in points three and five. Less able candidates often omitted key words and concepts, and gave confusing and contradictory examples. The challenge in the second requirement of the rubric was to select carefully examples of the different ways of preserving food traditionally and to reduce the wording of the text by selecting only key information. Several candidates omitted vital detail, for example, the pockets on the saddles of the horsemen, the sealed skins placed in the frozen ground and the hot and cold temperatures essential for preserving potatoes.

With regard to the language mark, higher marks are available for those candidates who make an attempt to paraphrase the wording of the text and, in this series, a good number of candidates were successful. The more able expressed the key details accurately, using their own words, with appropriate conjunctions which gave the summary a natural flow. Successful responses conveyed the relevant content points with some style, rather than in the form of a list.

### **Exercise 6**

Most candidates wrote a suitably brief introduction and concluding statement, in an informal register. Less successful responses, however, were not so concise and it should be noted that prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, can be counter-productive. Some candidates use an inordinate number of words at the start and finish of the email or letter which would be better employed developing the requirements of the bullet points.

Candidates must address and develop the three bullet prompts to achieve the higher bands on the grade criteria for Content. In addition, more successful responses should convey a good sense of purpose and engage the reader's interest.

The use of idiomatic expressions can be effective in informal writing, but the context must be appropriate if they are to be used convincingly. Some candidates include too many inappropriate idioms, which tend to affect the language mark adversely rather than positively.

Many responses clearly developed the bullet points, but some were less successful. Some candidates misunderstood the task by writing about a guest who had a problem prior to the visit and this meant that the piece lacked the focus and precision demanded by the rubric. Very few candidates were completely off task or produced a 'rehearsed' response.

Most candidates wrote in an appropriately informal tone for the email and were able to adopt a very suitable register through friendly and informal expressions such as 'You remember my cousin, don't you?' and 'Do you think I did the right thing?'. For the first bullet point, successful responses included information about the character and personality of their visitor and previous experiences together. Less successful responses listed a range of physical detail such as size, hair colour and clothes. For the second bullet point, more able candidates were inventive and imaginative, writing about problems for the visitor which occurred outside the house often as a result of unfamiliar surroundings. There were also examples of thoughtless and anti-social behaviour which led to tension in the house. A large number of candidates used the ideas from the two

visual prompts and wrote about problems arising where one person wished to read or study for examinations whilst the other was keen to play football, both outside and inside the house. The third bullet point required the candidate to explain how they felt at the end of the visit. There were some candidates who did not address this bullet point and so did not fulfil the content requirements of the exercise. More able candidates displayed a sense of balance by describing mixed feelings about how pleased they were to see their visitor leave them in peace but also their heartfelt concern that they had could have treated them better. An example of effective sentence construction was: 'At first I was relieved that he had returned home but later I realised that I had learned an important lesson in patience'.

In terms of language, most candidates included paragraphs, although some did not and produced one continuous piece. There were some essays which contained original content but were not accurate in terms of punctuation use. There was some mixing of past and present tenses and a number of candidates were unable to use consistently the third person singular in the present tense and wrote, for example, 'he study' and 'she read'. There was also some mixing of past and present tenses and all of these difficulties affected the language mark.

### Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise, and it proved to be a topic which provoked a good reaction on both sides of the argument.

Most candidates presented a fair-minded view of the hard work done by the teachers and accepted that students were not always cooperative. Many candidates tended to stay very close to the two prompts with little or no development or independent contribution. Very few responses were completely off-task, although some candidates chose to focus on giving advice about how to achieve academic success itself as opposed to who is responsible for the students' success. The most successful responses included a clear and well-supported argument together with judicious use of linking words and paragraphing. There needs to be evidence that candidates can develop arguments and persuade the reader of their own convictions and opinions in order to gain access to the higher mark bands.

There are many candidates who feel that they have to invent titles as a heading for the article. It could be argued that this helps them to focus their ideas but in reality many supply their own version which does not follow the rubric. As a result, the content is not always focused correctly and tends to follow the direction chosen by the candidate rather than the specific requirements of the topic.

More successful responses extended the rubric statement beyond the basic idea and suggested that responsibility for an individual's success at school lay not just with teachers and students but also with parents, peer groups and social interaction. They argued that motivation to learn must begin at home as well as the insistence on good behaviour and individual effort. In addition, learning outside school with the cooperation of friends and the use of the internet was also regarded as a vital element which augmented the teacher's expertise. Less successful responses remained close to the two basic ideas expressed in the rubric prompts and wrote only about students and teachers. This narrow approach resulted in a certain amount of repetition of the rubric statement throughout the piece rather than developing it. In the concluding paragraph, more successful candidates were able to summarise their arguments and often add a new dimension. Less able candidates repeated previous points and re-stated broad opinions that they had made in the body of the article, often using the same words.

Overall, a good balance to the writing was established through attempts to provide an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion to many of the responses.

In terms of language, more able candidates wrote in complex sentences and achieved some variety of style, often opening with a forceful statement or injecting persuasive techniques, such as rhetorical questions, into their article. More successful candidates also used linking words to good effect which helped to provide balance to their argument and made the piece flow more easily when different points of view were offered.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/23  
Reading and Writing (Extended)

## Key messages

In **Exercises 1 and 2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, **Exercises 1 and 2** proved accessible to the majority of candidates, although candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, circle or delete as required. This was generally well observed in this session. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section D**, one sentence only is required which must be relevant, accurate and must not exceed the word count.

In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.

In **Exercise 5**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this session, while some candidates successfully located the majority of the content points, many provided superfluous background information which impacted the number of content details available to them within the constraints of the word limit.

In the extended writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with many responses achieving marks in the 'effective' band or better.

## General comments

Overall, the vast majority of candidates were entered appropriately for the Extended tier.

The paper offered a range of tasks within the seven exercises, requiring candidates to demonstrate a variety of practical skills.

Overall, the standard of handwriting was reasonably good, although sometimes very small. Handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 6 and 7**. Generally,



candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

### **Comments on specific questions**

#### **Exercise 1**

This exercise was generally well attempted by candidates.

- (a) This was well attempted; however, a considerable number of candidates included additional incorrect details such as 'marsupials', 'kangaroos' and 'wallabies' which could not be credited.
- (b) This was generally well answered with many candidates identifying both of the details required for two marks. Incorrect responses included reference to the life-expectancy of males and females rather than how they differ in appearance. A number of candidates incorrectly responded that males had 'longer' rather than 'larger' faces.
- (c) This was well answered with the majority of candidates providing 'two thumbs'.
- (d) This was very well answered with a relatively small number of candidates identifying 'hearing' as the strongest sense rather than the correct response 'smell'.
- (e) This was generally well answered.
- (f) This was very well answered with the majority of candidates achieving the two marks available for correctly identifying 'sitting under a tree' and 'doesn't move away when approached' as the salient details.
- (g) This was extremely well answered.

#### **Exercise 2**

This exercise was generally well attempted although some items proved more challenging. There was evidence from many responses that the text had been understood; however, there was also an indication that, at times, greater precision needed to be applied in the reading of the questions. More successful responses interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This item proved challenging with many candidates providing 'school' instead of the correct answer 'castle' suggesting a misunderstanding of the idea of 'permanent'.
- (b) This was generally well answered with the majority of candidates supplying '1932'. A number preceded the date with 'by', however, which was ambiguous and, therefore, could not be credited.
- (c) This item was generally well answered; however, the inclusion of 'London' negated the answer in some responses.
- (d) For this item, the vast majority read the graph accurately and identified the three details required.
- (e) This item proved more challenging with a considerable number selecting 'Best Country' instead of the correct 'Green Award'.
- (f) This question asked for two details, and was generally well answered with most candidates achieving the two marks available.
- (g) A number of candidates failed to locate the key detail 'a lighthouse'. Lack of precision resulted in incorrect responses which included 'you can stay in a jumbo jet' and 'the accommodation is not always what you might expect'.

- (h) This item was very well answered.
- (i) This item was also very well attempted with the vast majority of candidates correctly identifying 'sauna'.
- (j) The salient detail for this item, 'Big Blog Exchange', was identified by the majority of candidates. A number, however, provided the website address, which could not be credited.
- (k) Many candidates achieved at least two of the four available marks and all of the five possible options proved accessible. Marks tended to be lost where responses provided were incomplete and lacked salient details e.g. 'provide accommodation around the world' *without* 'that young people can afford' or 'look after the countryside' *without* 'encourage young people to'.

Centres are reminded that this final question in **Exercise 2** is more challenging. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### Exercise 3

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A, B** and C of the application form were designed to be completed with brief details. Candidates generally answered these sections well, with ticks, circles and deletions well observed.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### Section A

This section was generally very well answered. Most candidates correctly identified the name, age and email address of the applicant. There was a good degree of accuracy in transcription and generally clear distinction between upper and lower-case letters.

### Section B

This section was also well attempted. Most candidates correctly identified 'The Ladybirds' although some omitted 'the' and/or failed to use capital letters as required. The majority also identified 'Suki' as the lead singer and the use of capitals was more successfully observed for this item. In most cases, 'keyboards' and 'violin' were correctly identified as the instruments played by the group. The majority of candidates identified and circled 'hip hop' as the type of music, and while most correctly identified 'less than a year' as the length of time the band had been playing together.

### Section C

The first item in this section required a date. While the majority correctly identified '14 December', candidates need to be reminded that the inappropriate inclusion of 'the' and 'of' in dates will result in lost marks. Most candidates deleted 'cash' as required, although those who circled rather than deleted could not be credited, and the majority of candidates correctly supplied '15' as the number of guest tickets required.

### Section D

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of word limits and the requirement to produce one sentence only appeared to be a problem this series. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, candidates were required to address two aspects within one sentence. The majority produced sentences from the third person rather than first person perspective. However, marks were



frequently lost due to the inclusion of content not retrieved from the text and the failure to address both points. The majority of candidates did not achieve full marks for this item.

#### **Exercise 4**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

##### *Why Mark chose to live without money*

This proved to be the most challenging section for many candidates. Of the four key points available, the first three tended to be those most frequently identified and a number of candidates did receive the maximum three marks available. There was some misinterpretation and repetition of details, however, most notably with point 2 with many candidates supplying 'we lack awareness of our impact on the environment' and 'we are not environmentally-friendly enough' as two distinct points. As a result, the majority of candidates achieved a maximum two marks for this section.

##### *How Mark avoided using money*

Three content points were also required for this section and again, many candidates correctly identified at least two of the five possible answers. There was reasonably good recognition of all possible options. However, marks were frequently lost where candidates supplied incomplete answers such as 'located a caravan' without the idea that it was free, or 'he volunteered at a farm' without 'for a place to park his caravan'.

##### *What Mark learned from living without money*

This section was generally well attempted. Three content points were required, and once again, all of the four possible options were well recognised. As with the previous section, however, marks tended to be lost due to the omission of key details. Examples include 'cycling was a cheaper alternative' without comparing this to going to the gym and 'he valued his friendships' without the sense of 'more'.

#### **Exercise 5**

Candidates were required to summarise only one aspect of the text – the advice given on how to conduct an orchestra. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. Many candidates, however, were less successful and appear to have been under-prepared in the necessary summary skills, often writing from a first-person perspective, which was not required for this task.

Although all of the nine possible content points proved accessible, few candidates achieved full marks for content and a considerable number produced summaries which exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, many candidates provided needlessly lengthy and detailed information relating to the writer's previous experience and attitude towards conducting – background information taken and sometimes lifted in full from the introduction. This meant that often candidates did not include some of the other relevant content points as required within 120 words, and occasionally, no content points were included resulting in a mark of zero.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. This seemed to be a particular problem for those candidates who wrote from the first person perspective. Candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, candidates should also make an attempt to paraphrase and in this series, a good number did so. More successful responses attempted to express the salient points succinctly, using their own words, with appropriate conjunctions giving the summary a natural flow.

## Exercise 6

This exercise was reasonably well attempted. The rubric was understood and the word limit was generally well observed, although very few produced pieces towards the upper limit in this series and a number fell slightly short of the lower limit.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for candidates in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

More successful responses used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

The vast majority of candidates addressed all three bullet points, and made varying efforts to develop them. The three prompts required candidates to explain how he/she helped to arrange the event, describe what happened on the evening and say why it was so successful.

Generally, responses showed a sense of purpose, and in many cases, there was an attempt to develop the first two prompts in particular. The majority of candidates relied heavily on the visual stimuli, however, which had a limiting effect on the range of ideas presented. The third bullet point tended to be the least developed and was often implied rather than explicitly stated. More successful responses expanded on the bullet points with more original ideas. Whilst many listed the types of food offered at the event, for example, more ambitious candidates attempted to expand on this by talking about what happened to one of the teachers who ate too much Mexican chilli or how the recipe he/she had prepared had been passed down by a grandparent. Generally, stronger candidates responded to the prompts with slightly more detail and a greater sense of purpose.

In terms of language, the majority of candidates generally showed good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this session. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

## Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided - one for and one against the proposal in the title. Less able candidates tended to stay very close to these cues, sometimes using the prompts as 'quotes' from other 'students'. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed.

Nearly all candidates demonstrated a standard of content and language that was satisfactory or above. While most relied on the arguments put forward in the prompts, many attempted to expand on these by discussing not only skills such as perseverance, discipline and teamwork, which sports help to develop, but also the physical and mental health benefits of sport in the curriculum. Arguments against sports lessons in school included the importance of devoting time to subjects which are more likely to lead to success in the future and the fact that because not everyone is good at sport, it should not be a compulsory subject. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion.

Occasionally, some candidates lost focus by concentrating too heavily on participation in sports generally rather than the value of sports lessons at school. Other successful responses, however, produced powerful writing which fully explored the pros and/or cons of both options. There was some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/31  
Listening (Core)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important as there is a word limit that must be adhered to. This applies to **Questions 1–4** and **5**.

Candidates should be made aware of distracting information in listening texts and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Question 5**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In **Question 5** candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in **Question 5**, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the multiple matching question, **Question 6**, and the multiple choice questions, **Question 7**, candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. sea/see, etc.).

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.

## General comments

There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.). Candidates should, however, be advised to adhere to the word limit required, particularly in items in **Questions 1 – 4**.

Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.

## Comments on specific questions

### Questions 1–4

Overall this section was well answered. There were few omissions but responses could not be credited when more than the required words were written.

#### Question 1

- (a) The majority of candidates identified the correct response 'Under the moon'. Some of the incorrect responses that could not be credited were 'dragon man', 'under moon', 'under the room', 'under the mood' and 'under the wind'.
- (b) This was generally well answered. Responses which could not be credited included 'scientific', 'realistic', 'not science fiction' or 'detective story'.

#### Question 2

- (a) The majority of the candidates identified 'windmill'. The following responses could not be credited: 'unusual building', 'moon house' and 'near the windmill'.
- (b) The majority of candidates scored a mark here but a large number of candidates lost this mark by including 'canoe' with the correct answer. Quite a few candidates wrote 'bites', 'bick', 'baik' and 'hikes', and these could not be credited..

#### Question 3

- (a) This question was very well attempted by the vast majority of candidates. However, the following could not be credited: 'mirror', 'mirrow', 'mira', 'meral', 'mera' and 'mieror'. A few candidates picked out the distractors 'frame' and 'rug'.
- (b) The vast majority of candidates gained this mark. A few wrote 'bathroom and hall', 'the hall' and 'front door'. Other incorrect responses were 'bathroom', 'batroom' and 'bafroom'.

#### Question 4

- (a) This was extremely well attempted by the vast majority of candidates. A number of candidates lost the mark by writing 'former', 'farma' and 'pharmer'. Some candidates wrote 'shop assistant and farmer' or 'shop asistant'.
- (b) This question was extremely well attempted by the vast majority of candidates, although a few candidates wrote 'organic'. The following responses are examples of those which could not be credited: 'collar', 'colore'.

### Question 5

This question was answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit.

- (i) This was mostly well answered and many candidates were able to gain this mark as a large number of phonetic attempts were accepted. However, the following are some examples of those which could not be credited: 'professional cooking', 'professional cooking'. A large number of candidates wrote 'food technology' and some wrote 'improfessional cookery'.
- (ii) Some candidates could not be credited here as they wrote the plural 'equipments'. Other example responses that could not be credited were: 'key skills', and 'equitment'.
- (iii) This item was well attempted by the vast majority of candidates. However, some candidates wrote 'cake makery' and 'making cake' which could not be credited. There were other incorrect responses such as 'making sauces' and 'following instructions'.
- (iv) This item was quite well attempted but a few candidates struggled with accurate spelling of 'kitchen'. By far, the most common inaccurate response was 'kitchen assistance'.
- (v) The majority of candidates were able to gain a mark here as a large number of phonetic attempts were accepted for 'section'.
- (vi) Many candidates struggled with the spelling of 'menu' and not all were familiar with 'design'. Common wrong spellings for 'menu' were 'menue', 'mennu', 'manue' and 'minue'.
- (vii) This question was very well attempted by the vast majority of candidates. Some candidates wrote the singular 'hour' while a large number of candidates had problems spelling 'hours' and wrote 'hurs', 'hors', 'ours' and 'houres'.
- (viii) Almost all candidates identified 'writers' but sometimes, the singular 'writer' was offered.

### Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

### Question 7

Generally, candidates responded very well to this question.

A few candidates failed to clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/32  
Listening (Core)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important as there is a word limit that must be adhered to. This applies to **Questions 1–4** and **5**.

Candidates should be made aware of distracting information in listening texts and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Question 5**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In **Question 5**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in **Question 5** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the matching speakers question, **Question 6**, and the multiple choice questions, **Question 7**, candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. sea/see, etc.).

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.



Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.). However, there were more instances this series of candidates not providing responses for individual items in **Question 7**. Candidates should be encouraged to attempt each item in this question. Also, there was a greater frequency of the same letter being given more than once in **Question 6**. Candidates need to be reminded to use letters once only.

Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.

Candidates need to be reminded of the importance of clear handwriting and clearly indicating their final answer.

### **Comments on specific questions**

#### **Questions 1–4**

Overall, this section was answered with a mixed level of success. Some candidates attempted only some of the questions in this part of the test.

#### **Question 1**

- (a) This question was not answered well or was omitted by some candidates. Most responses which did not gain a mark contained the distracting information 'Green Road'. Some answers could not be credited because of poor phonetic attempts at 'River Lane' (e.g. River Lay, River Land, River Lake, etc.) or contained extra details which changed the meaning of the intended answer.
- (b) The majority of candidates made a very good attempt at this answer. Most phonetic attempts were accurate and given the mark (e.g. calender, calinder).

#### **Question 2**

- (a) This question was answered reasonably well. Also, as the question targets the title, any words added to the answer, made it inaccurate (e.g. 'the coming home', 'late coming home').
- (b) This question was answered well, and the vast majority of candidates selected the correct detail '12th December'. The candidates presented the date in a wide variety of ways, which were all accepted (e.g. Dec. 12, twelve December, 12/12, etc.). Some incorrect answers included the wrong month (e.g. 12th September).

#### **Question 3**

- (a) This question was not answered well. The expected answer was 'Energy'. Answers containing extra details which did not change the meaning of the expected answer were accepted (e.g. 'revision energy', 'energy and hand outs'). A common incorrect answer was 'vision'.
- (b) This question was answered very well. 'Coffee shop' was also accepted. Some incorrect responses included inaccurate detail (e.g. 'cyber café', 'internet café', 'cinema café').



#### Question 4

- (a) This question was attempted reasonably well. Where marks were not credited, this was mainly due to poor phonetic attempts (e.g. 'salling', 'sealing'). However, 'sailling' and 'saling' were allowed. Responses could not be credited when incorrect extra detail was added (e.g. 'sailing track').
- (b) Most candidates dealt with this question fairly well. Answers which contained the distracting detail 'backpack' did not gain a mark.

#### Question 5

This question was attempted less successfully. Only a few candidates managed to gain full marks in this part of the test. On average, most candidates scored between 3 and 4 marks. The more successful attempts were for items (a), (d), and (g). Most candidates also coped reasonably well with items (b) and (f). Candidates performed less well in items (c), (e) and (h). Marks were often lost due to selecting distracting information. For example: 'history' or 'culture' instead of 'interest' in item (c), 'key rings' instead of 'mugs' in item (e), 'storms/strong winds' instead of 'ice' in item (f) and 'wildlife/experience' instead of 'constant daylight' in item (h). Inaccurate grammatical fits also could not be credited (e.g. 'interests' in item (c), 'penguin' in item (d), 'mug' in item (e), and 'electic' in item (g)). Some answers were disallowed as they did not contain the full detail required for a mark (e.g. 'museum' in item (b) and 'daylight' in item (h)).

#### Question 6

This question was not attempted well. On average, candidates matched 2 speakers correctly. Candidates coped better with speakers 4 and 5. The most common wrong answer for speaker 6 was F. Some candidates reversed the answers for speakers 1 and 2. Candidates need to be reminded to read and listen to the instructions for each section of the test very carefully.

#### Question 7

Overall, candidates performed reasonably well in this question. Candidates were especially successful in answering items (a), (b), and (f). There was a mixed level of success in items (c), (d) and (g). Items (e) and (h) were poorly attempted, with candidates wrongly selecting option B in item (e) and option C in item (h). On some occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice, when a candidate had not clearly crossed out the response they initially gave before changing their mind. Some candidates left all three boxes blank for some of the questions.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/33  
Listening (Core)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.

Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important for the word limit, as stated in the main rubric for each applicable section, which must be adhered to in **Questions 1 to 4**, and **5**.

Responses in **Question 5** must fit grammatically in the gaps provided on the question paper.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Question 5**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In **Question 5**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer

Responses in **Question 5** must also stay within the word limits as stated in the main rubric for each applicable section

In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It needs to be emphasised that where crossing out of a rejected selection is not clear that this will be seen as ambiguous by an examiner and if there is any uncertainty it will be marked as incorrect. It is also important to emphasise that if two boxes are filled in with the same letter in question 6 then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in question 7, if two boxes are ticked rather than one then no marks can be awarded.

### **General comments**

There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).

Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.

Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.

Where candidates offered an alternative phonetic transcription comprising the correct number of syllables and accurate vowel and consonant sounds, it was more likely that credit could be given.

Learners need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was fairly well answered. However, marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly. Where marks were lost this was mostly due to the distracting detail 'six o'clock' being given in error. The time when presented as a number, either in 12 or 24 hour format, '9.40' or '21:40' was the most commonly encountered form of the correct key.
- (b) This item was reasonably attempted. In several cases, marks could not be credited due to the lack of essential detail, i.e. omission of the key detail 'limited'. The accepted abbreviation 'info' was also credited e.g. 'limited info.' Several candidates provided the wrong distracting detail: 'missed connecting flight', which could not be credited.

#### **Question 2**

- (a) There was a mixed level of success here. Successful candidates selected all the expected detail 'she was ill'. Acceptable synonyms for 'ill' were credited e.g. sick/poorly/unwell. Some candidates provided incorrect distracting detail: 'work late', which could not be credited.

- (b) Generally well answered. The key 'restaurant', when given, was invariably presented, as required. Several candidates, however, provided the wrong distracting detail: 'cinema', which could not be credited.

### Question 3

- (a) A mixed level of success here. Successful responses provided all the key details required for a mark '4pm Friday'. The mark could not be credited in responses where key detail was omitted e.g. 'Friday' on its own or '4pm' on its own. Several candidates provided the wrong distracting detail 'Thursday', which also could not be credited.
- (b) A mixed level of success here. A fair number of candidates provided the key 'rubber gloves'. However there were a variety of responses which were spelt in a way that meant they were not phonetically accurate so could not be credited. These included 'ruba gloves', 'rubber globes' and 'rubbed gloves'. The type of gloves 'rubber' was an essential detail – so omission of this also meant that some candidates lost marks by providing just 'gloves'. Several candidates provided the wrong distracting detail: 'plastic bags', which could not be credited.

### Question 4

- (a) Again, a mixed level of success here. The detail 'too' was essential as the question asks what is wrong with the parcel so some idea of a negative was required. 'Heavy' on its own could not be credited as it was just descriptive and did not imply that the weight was a problem. However, effective paraphrasing such as 'weighs too much' or 'issue with weight' was credited. Several candidates provided the wrong distracting detail: 'too large', which could not be credited.
- (b) Fairly well answered. The expected response here was '£16.80'. Answers which provided the number only – '16.80' – could not be credited as the question asked about payment. Some candidates provided the wrong distracting detail: '£8.40', which could not be credited. The amount was often transcribed, incorrectly, as 'sixty pounds eighty'.

### Question 5

Overall this section was answered with a mixed level of success. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below. In some cases, items were omitted/not attempted by candidates, in particular items (c) and (f).

**Item 5 (a)** – generally well answered. Many candidates provided the correct response: 'fans' here as expected. Several, however, provided the key in singular form 'fan', which was not a grammar fit so could not be credited. Some candidates transcribed the answer incorrectly as 'farms'.

**Item 5 (b)** – a mixed level of success here. A fair number of candidates provided the expected response 'tomato'. The plural form 'tomatos' could not be credited here as it was not a grammar fit.

**Item 5 (c)** – fairly well answered. The mark was sometimes lost when candidates provided partial answers only e.g. 'garden' or phonetically inaccurate transcriptions of 'chamber' e.g. 'chanba', 'shamber' or 'chambe'. Several candidates provided the wrong distracting detail: 'greenhouse', which could not be credited.

**Item 5 (d)** – fairly well answered. Many candidates provided the expected response 'salad' or 'salads'. Where marks were lost it was usually due to the generalised response 'lunch' which did not provide sufficiently specific detail to be credited. Several candidates provided the wrong distracting detail 'strawberries', which could not be credited.

**Item 5 (e)** – well answered by most candidates, who offered the expected response 'showers'.

**Item 5 (f)** – fairly well answered. Several incorrect responses – such as 'inside' or 'external' could not be credited.

**Item 5 (g)** – well answered by most candidates, who provided the key 'soil' or an acceptable synonym 'earth'.

**Item 5 (h)** – well answered by many candidates, who provided the key ‘pillows’ or an acceptable phonetic transcription.

### Question 6

A mixed level of success was apparent here. In general, candidates matched, on average, 3–4 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered 2 alternative letters for one speaker – but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker one, two and six to the appropriate letter.

### Question 7

Generally, candidates performed better in the multiple choice questions **7(d)**, **7(e)**, **7(f)** and **(h)**. The correct responses to **7(a)**, **7(b)**, **7(c)** and **7(g)** were less consistently encountered.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/41  
Listening (Extended)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important as there is a word limit that must be adhered to. This applies to **Questions 1–4, 5, 8A and 8B**.

Candidates should be made aware of distracting information in listening texts and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Questions 5, 8A and 8B**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In **Questions 5, 8A and 8B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in **Questions 5, 8A and 8B** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the multiple matching question, **Question 6**, and the multiple choice questions, **Question 7**, candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. sea/see, etc.).

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.



### General comments

There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.). Candidates should, however, be advised to adhere to the word limit required, particularly in items in **Questions 1 – 4**.

Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.

### Comments on specific questions

#### Questions 1–4

Overall this section was well answered.

#### Question 1

- (a) The majority of candidates identified the correct response 'Under the moon'. Some of the incorrect responses that could not be credited were 'dragon man', 'under moon', 'under the room', 'under the mood' and 'under the wind'.
- (b) This was generally well answered. Responses which could not be credited included 'scientific', 'realistic', 'not science fiction' or 'detective story'.

#### Question 2

- (a) The majority of the candidates identified 'windmill'. The following responses could not be credited: 'unusual building', 'moon house' and 'near the windmill'.
- (b) The majority of candidates scored a mark here but a large number of candidates lost this mark by including 'canoe' with the correct answer. Quite a few candidates wrote 'bites', 'bick', 'baik' and 'hikes', and these could not be credited.

#### Question 3

- (a) This question was very well attempted and the vast majority of candidates gained this mark. However, the following could not be credited: 'miror', 'mirrow', 'mira', 'meral', 'mera' and 'mieror'. A few candidates picked out the distractors 'frame' and 'rug'.
- (b) The vast majority of candidates gained this mark. A few wrote 'bathroom and hall', 'the hall' and 'front door'. Other incorrect responses were 'bathroom', 'batroom' and 'bafroom'.

#### Question 4

- (a) This was extremely well attempted by the vast majority of candidates.
- (b) This question was extremely well attempted by the vast majority of candidates, although a few candidates wrote 'organic'. The following responses are examples of those which could not be credited: 'collar', 'colore'.

### Question 5

This question was answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit.

- (i) This was mostly well answered and many candidates were able to gain this mark as a large number of phonetic attempts were accepted. However, the following are some examples of those which could not be credited: 'professional cooking', 'professional cooking'. A large number of candidates wrote 'food technology' and some wrote 'improfessional cookery'.
- (ii) Some candidates could not be credited here as they wrote the plural 'equipments'. Other example responses that could not be credited were: 'key skills', and 'equitment'.
- (iii) This item was well attempted by the vast majority of candidates. However, some candidates wrote 'cake makery' and 'making cake' which could not be credited. There were other incorrect responses such as 'making sauces' and 'following instructions'.
- (iv) This item was quite well attempted but a few candidates struggled with accurate spelling of 'kitchen'. By far, the most common inaccurate response was 'kitchen assistance'.
- (v) The majority of candidates were able to gain a mark here as a large number of phonetic attempts were accepted for 'section'.
- (vi) Many candidates struggled with the spelling of 'menu' and not all were familiar with 'design'. Common wrong spellings for 'menu' were 'menue', 'mennu', 'manue' and 'minue'.
- (vii) This question was very well attempted by the vast majority of candidates. Some candidates wrote the singular 'hour' while a large number of candidates had problems spelling 'hours' and wrote 'hurs', 'hors', 'ours' and 'houres'.
- (viii) Many candidates correctly identified 'writers' but sometimes, the singular 'writer' was offered.

### Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

### Question 7

Generally, candidates responded very well to this question.

A few candidates failed to clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

### Question 8

There was a mixed response to this question. Some responses provided were not always a grammatical fit and incorrect singular and plural nouns meant that some candidates' responses could not be credited.

**Part A**

- (i) This was extremely well answered by a large number of candidates. A number of candidates introduced the wrong month in their response and could not be credited. Many incorrectly selected the distractors and gave the wrong year.
- (ii) This question was extremely well answered by most of the candidates. A large number of candidates wrote 'longest' or 'widest'.
- (iii) This was answered extremely well. Some candidates has difficulty accurately spelling 'Italy'.
- (iv) This was consistently well answered by the vast majority of candidates. However, a few candidates wrote 'John Bradfield'.
- (v) This was quite well attempted but many candidates misunderstood 'postage' and wrote 'poster(s)' or 'post-its' with stamps and could not be credited.

**Part B**

- (i) Weaker candidates, in particular, had issues with differentiating between 'trains' and 'trams'. 'Tramps' was the most common incorrect response.
- (ii) This was well attempted by the majority of candidates. Some of the responses that could not be credited were 'south way', 'car', 'in both directions', 'both ways' and 'north'.
- (iii) This question proved challenging. A large number of candidates appeared to be unfamiliar with the correct response.
- (iv) A large number of phonetic attempts were accepted here. However, the following are examples of responses which could not be credited: 'seizers', 'seazars', and 'sessors'.
- (v) A large number of phonetic attempts were accepted here. However, many candidates lost this mark by adding a wrong number instead of '50', e.g. '15', '58' and '5'. Some responses that could not be credited were 'ceremony', 'unniversary' and 'anniverse'.

# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/42  
Listening (Extended)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important as there is a word limit that must be adhered to. This applies to **Questions 1–4, 5, 8A and 8B**.

Candidates should be made aware of distracting information in listening texts and practise their listening for specific detail which is required as the intended answer.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Questions 5, 8A and 8B**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In **Questions 5, 8A and 8B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.

It is advisable for candidates to practise using the framework provided by the gapped statements in **Questions 5, 8A and 8B** to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.

In the multiple matching question, **Question 6**, and the multiple choice questions, **Question 7**, candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.

In **Question 6**, candidates need to be reminded to use each letter only once.

Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are **not** accepted (e.g. sea/see, etc.).

Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.

Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.). However, there were more instances this series of candidates not providing responses for individual items in **Question 7**. Candidates should be encouraged to attempt each item in this question. Also, there was a greater frequency of the same letter being given more than once in **Question 6**. Candidates need to be reminded to use letters once only.

Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.

Candidates need to be reminded of the importance of clear handwriting and clearly indicating their final answer.

### **Comments on specific questions**

#### **Questions 1–4**

Overall, this section was answered relatively well. Most candidates attempted all questions in this part of the test.

#### **Question 1**

- (a) This question was answered reasonably well. Answers which could not be credited contained the distracting information 'Green Road'. Some answers could not be credited because of poor phonetic attempts at 'River Lane' (e.g. River Lay, River Land, River Lake) or contained extra details which changed the meaning of the intended answer.
- (b) The vast majority of candidates made a very good attempt at this answer. Most phonetic attempts were accurate and given the mark (e.g. calender, calinder).

#### **Question 2**

- (a) This question was answered very well. Also, as the question targets the title, any words added to the answer, made it inaccurate (e.g. 'the coming home', 'late coming home').
- (b) This question was answered well, and the vast majority of candidates selected the correct detail '12th December'. The candidates presented the date in a wide variety of ways, which were all accepted (e.g. Dec. 12, twelve December, 12/12, etc.). Some incorrect answers included the wrong month (e.g. 12th September).

#### **Question 3**

- (a) This question was answered reasonably well. Some extra details did not change the meaning of the expected answer and were allowed (e.g. 'revision energy', 'energy and hand outs'). However, answers where candidates added extra detail which did not appear in the recording (e.g. 'renewable energy', 'kinetic energy' and 'friction energy') could not be credited. Some marks were lost when the distracting information 'atoms' was added to the expected answer 'energy'. 'Revision class' was also not credited as the question asked for the topic of the lesson, not a type of lesson.
- (b) This question was answered extremely well. 'Coffee shop' was also accepted. Some incorrect responses included inaccurate detail (e.g. 'cyber café', 'internet café', 'cinema café').

#### **Question 4**

- (a) This question was successfully attempted by most candidates. Where marks were not credited, this was mainly due to poor phonetic attempts (e.g. 'salling', 'sealing').

- (b) Most candidates dealt with this question very well, however, responses which contained the distracting detail 'backpack' could not be credited.

### Question 5

This question was attempted with a varied degree of success. Only a few candidates managed to gain full marks in this part of the test. On average, most candidates scored between 4 and 6 marks. The more successful attempts were for items (a), (b), (f) and (g). Most candidates also coped reasonably well with items (d) and (e). Candidates performed less well in items (c) and (h). Responses could not be credited if they contained distracting information. For example: 'history' or 'culture' instead of 'interest' in item (c), 'key rings' instead of 'mugs' in item (e) and 'wildlife/experience' instead of 'constant daylight' in item (h). Some answers were disallowed as they did not contain the full detail required for a mark (e.g. 'museum' in item (b) and 'daylight' in item (h)).

### Question 6

This question was attempted reasonably well. On average, candidates matched 4 speakers correctly. Candidates coped better with speakers 4, 5 and 6. The most common wrong answer for speaker 6 was F. Some candidates reversed the answers for speakers 1 and 2. Candidates need to be reminded to read and listen to the instructions for each section of the test very carefully.

### Question 7

Overall, candidates performed fairly well in this question. Candidates were especially successful in answering items (a), (b), (c), and (f). There was a mixed level of success in items (d) and (g). Items (e) and (h) were poorly attempted, with candidates wrongly selecting option B in item (e) and option C in item (h). Occasionally, more than one box was ticked, or it was not always clear which tick was intended as a final choice, when a candidate had not clearly crossed out the response they initially gave before changing their mind. Some candidates left all three boxes blank for some of the questions.

### Question 8, part A

Most candidates made a reasonable attempt at this question. Items (a) and (d) were dealt with well by the vast majority of candidates. 'Licence' in item (c) provided the widest array of spelling variants. While phonetic attempts like 'lisense' and 'liscense' were credited, attempts such as 'licsence' were not considered accurate attempts and, therefore, could not be credited.

### Question 8, part B

Candidates answered this question reasonably well. Most candidates provided the correct detail for items (b), (d) and (e). Most candidates failed to identify the correct detail in item (a). The most common incorrect detail given for this item was 'times', 'hours' and 'Thames'. Some candidates selected the distracting information 'chemicals' in item (c) and consequently the response could not be credited. In item (d) incorrect responses included 'gold', 'chains' (not a grammatical fit) and 'section chain' (including words that are already printed on the question paper – 'a piece of'). Some candidates provided an adjective in conjunction with the expected answer 'chain' (e.g. gold, hand-made, broken) – this showed a successful attempt of inference and these answers were credited.



# ENGLISH AS A SECOND LANGUAGE (COUNT IN SPEAKING)

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Paper 0511/43  
Listening (Extended)

## Key messages

Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.

In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.

Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.

When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. hours/ours).

More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').

Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly.

Candidates should be encouraged to read the rubric very carefully for each question on the paper. This is particularly important for the word limit, as stated in the main rubric for each applicable section, which must be adhered to in **Questions 1 to 4, 5, 8A and 8B**.

Responses in **Questions 5, 8A and 8B** must fit grammatically in the gaps provided on the question paper.

In **Questions 1 to 4**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, where, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.

In the gap-filling exercises, **Questions 5, 8A and 8B**, candidates should be encouraged to try and predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.

In questions **Questions 5 and 8A and 8B**, candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer

Responses in **Questions 5** and **8A** and **8B** must also stay within the word limits as stated in the main rubric for each applicable section

In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. It needs to be emphasised that where crossing out of a rejected selection is not clear that this will be seen as ambiguous by an examiner and if there is any uncertainty it will be marked as incorrect. It is also important to emphasise that if two boxes are filled in with the same letter in question 6 then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in question 7, if two boxes are ticked rather than one then no marks can be awarded.

### **General comments**

There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).

Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.

Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.

Where candidates offered an alternative phonetic transcription comprising the correct number of syllables and accurate vowel and consonant sounds, it was more likely that credit could be given.

Learners need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was fairly well answered. However, marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly. Where marks were lost this was mostly due to the distracting detail 'six o'clock' being given in error. The time when presented as a number, either in 12 or 24 hour format, '9.40' or '21:40' was the most commonly encountered form of the correct key.
- (b) Most candidates answered this question correctly with the expected answer 'limited information'. In some cases, marks could not be awarded due to the lack of essential detail, i.e. omission of the key detail 'limited'. Several effective paraphrases of limited were credited – e.g. 'poor information', 'not enough information', 'lack of information'. The accepted abbreviation 'info' was also credited e.g. 'limited info.' Several candidates provided incorrect distracting detail: 'missed connecting flight', which could not be credited.

## Question 2

- (a) There was a mixed level of success here. Successful candidates selected all the expected detail 'she was ill'. Acceptable synonyms for 'ill' were credited e.g. sick / poorly / unwell. Some candidates provided incorrect distracting detail: 'work late', which could not be credited.
- (b) This item was very well answered by many candidates. The key 'restaurant' was invariably presented, as required. Some candidates provided the wrong distracting detail: 'cinema', which could not be credited.

## Question 3

- (a) There was a mixed level of success here. Successful responses provided all the key details required for a mark '4pm Friday'. The mark could not be credited in responses where key detail was omitted e.g. 'Friday' on its own or '4pm' on its own.
- (b) A mixed level of success here. A fair number of candidates provided the key 'rubber gloves'. However there were a variety of responses which were spelt in a way that meant they were not phonetically accurate so could not be credited. These included 'ruba gloves', 'rubber globes' and 'rubbed gloves'. The type of gloves 'rubber' was an essential detail – so omission of this also meant that some candidates lost marks by providing just 'gloves'. Several candidates provided the wrong distracting detail: 'plastic bags', which could not be credited.

## Question 4

- (a) Again, a mixed level of success here. The detail 'too' was essential as the question asks what is wrong with the parcel so some idea of a negative was required. 'Heavy' on its own could not be credited as it was just descriptive and did not imply that the weight was a problem. However, effective paraphrasing such as 'weighs too much' or 'issue with weight' was credited. Several candidates provided the wrong distracting detail: 'too large', which could not be credited.
- (b) Generally well answered. The expected response here was '£16.80'. Answers which provided the number only – '16.80' – could not be credited as the question asked about payment. Some candidates provided the wrong distracting detail: '£8.40', which could not be credited.

## Question 5

Overall this question was answered with a mixed level of success. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item 5 (a)** – generally well answered. Several responses, however, provided the key in singular form 'fan', which was not a grammar fit so could not be credited.

**Item 5 (b)** – a mixed level of success here. A fair number of candidates provided the expected response 'tomato'. The plural form 'tomatos' could not be credited here as it was not a grammar fit.

**Item 5 (c)** – fairly well answered. The mark was sometimes lost when candidates provided partial answers only e.g. 'garden' or phonetically inaccurate transcriptions of 'chamber' e.g. 'chanba', 'shamber' or 'chambe'. Several candidates provided the wrong distracting detail: 'greenhouse', which could not be credited.

**Item 5 (d)** – generally well answered. Most candidates provided the expected response 'salad' or 'salads'. Where marks were lost it was usually due to the generalised response 'lunch' which did not provide sufficiently specific detail to be credited. Some weaker candidates provided the wrong distracting detail 'strawberries', which could not be credited.

**Item 5 (e)** – well answered by most candidates, who offered the expected response 'showers'.

**Item 5 (f)** – fairly well answered. Several incorrect responses – such as ‘inside’ or ‘external’ could not be credited.

**Item 5 (g)** – very well answered by most candidates, who provided the key ‘soil’ or an acceptable synonym ‘earth’.

**Item 5 (h)** – very well answered by most candidates, who provided the key ‘pillows’ or an acceptable phonetic transcription.

### Question 6

A fairly high level of success was apparent here. The majority of candidates matched, on average, 4–5 speakers correctly to the expected option. Marks were sometimes lost when candidates offered 2 alternative letters for one speaker – but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker one, two and six to the appropriate letter.

### Question 7

Generally, candidates performed well in the multiple choice questions **7(d)**, **7(e)**, **7(f)** and **(h)**. The correct responses to **7(a)**, **7(b)**, **7(c)** and **7(g)** were slightly less consistently encountered.

### Question 8 Part A

Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item (a)** – a mixed level of success here. Many candidates provided the intended response ‘light houses’. Some responses could not be credited as they provided the wrong distracting detail e.g. ‘castles’ or ‘bridges’.

**Item (b)** – very well answered by many candidates, who provided the expected response ‘weddings’.

**Item (c)** – a mixed level of success here. Many candidates provided the intended response ‘sky’. Some responses, however, could not be credited as they provided the wrong distracting detail e.g. ‘peaks’ or ‘landscape’.

**Item (d)** – a challenging item for many candidates. The expected answer here was the name of an award so needed to be given in full as ‘Outstanding Image’. However, the majority of candidates provided only partial answers, which could not be credited such as ‘Outstanding’ or ‘Image’.

**Item (e)** – very well answered by many candidates, who provided the expected answer ‘camera’. Some responses could not be credited as they provided the wrong distracting detail: ‘friend’.

### Question 8 Part B

Overall this section was better answered than **8A**. There was a fair level of success overall in this particular section. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item (a)** – well answered by many candidates, who provided the answer ‘National Gallery’ as expected.

**Item (b)** – very well answered by most candidates who provided the answer as ‘New Zealand’ as expected. Several candidates, however, provided the wrong distracting detail from the recording - ‘Norway’. Some responses could not be credited as they provided the wrong distracting detail e.g. ‘Town Hall’ or ‘Exhibition Centre’.

**Item (c)** – the expected response here, ‘cabin’, was provided by many candidates. The distracting detail from the recording ‘sleeping bag’, however, was also provided and could not be credited.

**Item (d)** – a mixed level of success here. Successful candidates provided the full expected response: ‘memory card’. Marks were sometimes lost when partial answers were offered by candidates e.g. ‘memory’ or ‘card’ on their own. The distracting detail from the recording ‘USB stick’ was given by a fairly large number of candidates.

**Item (e)** — this item was generally well answered. The expected answer here was ‘feedback’. A singular form was required here for a grammar fit, so ‘feedbacks’ could not be credited.

# ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

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Paper 0511/51  
Speaking

## Key messages

Most Centres administered the tests competently, and conducted them in ways that brought out the best in their candidates. Most Examiners developed a competent discussion with candidates, allowing candidates to express themselves fully. There was, however, a tendency to short **Part Ds** which limits candidates' opportunities to demonstrate their skills. Centres must ensure that candidates are given the full 6–9 minutes.

Examiners should read through the Teacher's/Examiner's Notes and Speaking Test Cards in advance of the test. They should be familiar with the format of the test and consider possible questions to extend the discussions on each prompt on the Speaking Test Cards.

Test the sound quality of the recording equipment in the examination room before beginning the tests and with candidates present, ensuring the candidate can be heard clearly.

Give clear instructions to candidates at the outset about the format of the test, including telling candidates that only **Part D** will be assessed.

Allow enough time for **Part B**. This enables the Examiner to make a suitable choice of topic card and gives candidates time to settle in to the test environment.

Give enough time for candidates to prepare, starting the conversation after at least 2 minutes of preparation time rather than letting the candidate say they are ready.

Make sure that candidates are given the full 6–9 minutes in Part D to allow them to develop their ideas arising out of each of the prompts. Examiners should encourage candidates to go beyond the prompts by asking open questions. Examiners should initiate conversations and not allow periods of silence to develop.

## General comments

### **Part A**

This part was carried out effectively, with most Examiners giving clear explanations of the format of the assessment. Some Examiners need to remember to conduct a full explanation of the test at the outset. The most commonly omitted information is that it is only **Part D** that is to be assessed.

### **Part B**

Some Centres handle this part sympathetically and effectively, getting the candidates to warm up and asking a range of questions to which the candidates are likely to respond positively. Overall this section was conducted within the time limits. The best warm-ups were those where the Examiner managed to elicit information from the candidates about their likes, dislikes and background from which they then could deduce which card was likely to be most suitable, bearing in mind both the candidate's interests and ability.



## Part C

Almost all Examiners announced the topic card before the preparation time. Examiners need to remember to remind the candidates that they could not take notes or that the topic card would stay with them until the end of **Part D**. Candidates must be reminded that they can ask questions or seek clarification during this time. Some Examiners waited for the candidates to announce that they were ready and others prompted the candidates to begin **Part D**. The main issue with this stage of the test was the timing. Examiners should insist that all candidates have at least 2 minutes preparation time.

## Part D

The majority of Examiners developed the conversations well and used the prompts as part of a natural conversation. Some Examiners read the introductory statement as they announced the topic before asking the first prompt, and this worked well. A minority of Examiners began this part with the instructions 'Tell me about...' which tends either to encourage candidates to deliver a monologue on the topic or overwhelms them, often leading to a weak and nervous start. Some Examiners hindered candidates, particularly those who were more hesitant or thoughtful, by intervening too quickly while the candidates were still constructing their answer, or by interrupting a candidate's answer with their own points. Timing of this part of the test was usually within the 6–9 minutes suggested. However, there were more Centres this series where **Part D** was too short.

### Comments on specific topic cards

#### **A – Breaking records**

This was a popular choice of card and was mainly given to candidates who had expressed an interest in sport during the warm-up. Most had watched the Olympics and therefore talked easily about record breakers such as Mark Phelps and Usain Bolt. School sports and personal successes were also mentioned. Prompt 5 often elicited interesting responses regarding better performance enhancing drugs or improved technology that would enable people to develop strength or speed.

#### **B – Buying clothes**

This card was an accessible and popular topic. Some candidates asked for clarification of Prompt 5. Family and friends were the main inspirations for the clothing they wore; famous people on television and the adverts for clothes were also mentioned. Some rich lexical chunks were offered here, such as 'driven by style icons'. The majority of candidates and Examiners did not consider the interesting social and ethical issues implied in how clothes are made, with many discussing fabrics and manufacturing. Stronger candidates referred to the use of animals in the manufacture of clothing or poor working conditions.

#### **C – Exploration**

This was a potentially interesting topic but not one which was often chosen. Climbing mountains, deep sea diving, exploring jungles and finding out about animals were mentioned or given as desired destinations. Some candidates were inspired by watching nature programmes on TV. Candidates felt that there was still more to discover and included cures for cancer. Most said that there was always more to learn.

#### **D – Honesty**

This was a very accessible topic and a fairly popular choice. It was easy for candidates to relate to the social and moral implications of honesty and/or telling a 'white lie.' Most candidates found it difficult to tell their parents about achieving 'low grades' at school for fear of the 'repercussions.' Prompt 3 allowed students to talk about moral issues associated with telling lies and the advantages of telling the truth so that you can have a 'good conscience'. Prompt 4 allowed students to relate to telling 'white lies' to avoid 'hurting' someone's feelings. This generated some interesting stories and also adjectives/idioms and metaphors to express feelings. Prompt 5 – the candidates were unanimous that adults were 'completely honest' compared to children. The topic was good at generating a variety of lexis for both weaker and stronger candidates. Conversations were varied and many topics were covered when students admitted to evading the truth.

### **E – Your country’s history**

For a candidate with an interest in history and specifically that of their own country this topic gave them the opportunity to be informative and employ a good range of vocabulary. Discussing their country’s independence made candidates proud. The implications of prompt 5 were not always fully exploited.

### **F – Fantasy films and books**

This was a popular card. Candidates said they enjoyed fantasy books and if they did not, they at least enjoyed the films and not the books. There was a complete split between fans of fantasy books and films and those not at all interested. Most enriched their discussions by talking about Harry Potter; some talked about other wizard and witch stories or about Lord of the Rings. Many agreed that adults can enjoy fantasy films as much as adults, even if they enjoy them in a different way and have a deeper understanding. Many thought that it is easier to write about a fantasy world as you can use your imagination whilst you already have some knowledge of the real world.

### **G – Possessions**

This was quite a popular card which was accessible and engaged many candidates. In some cases clarification of the word itself was required in Part C. Possessions included phone, car, laptop, bike and clothes while for a sporty candidate it was his football and boots. Some candidates developed the idea of sentimental value and described special possessions and discussed price and value of things. The final point about the more you possess, the more you desire often needed to be expanded by the Examiner as most candidates tended to either agree or disagree with the suggestion. Stronger candidates were able to develop this philosophical point.

### **H – Family**

This topic often elicited the similar vocabulary and ideas as those previously explored in the warm-up. It gave the opportunity for good conversations and allowed some heart-felt comments. However, in spite of the familiarity of the topic, weaker candidates often restricted themselves to basic lexis connected to the family. Stronger candidates referred to ‘siblings’ and the ‘extended family.’ Many candidates used a lot of phrasal verbs connected to family – ‘look up to’, ‘take care of’ and ‘get on with.’

### **I – Weather**

This card had elicited a range of interesting responses. The first two prompts were very accessible. On the whole candidates preferred hot weather but some said that it was difficult to do things when it was too hot. Many said that they didn’t like it when it rained and it was rain that was usually the cause of a change in plans as outdoor plans had to be abandoned. When discussing changes in the weather, some Examiners mentioned global warming in their question so the candidates weren’t given the opportunity to produce the language, although many talked about the increase in flooding around the world. There was some good discussion here about cloud-seeding to clean the pollution in the air and aid agriculture, eliciting some precise vocabulary.

## **J – Becoming an adult**

This was a popular and accessible topic which was well answered. Answers to Prompt 1 varied but gave the opportunity for extended answers. Being able to drive, make decisions and taking responsibility were all signs of adulthood and these were also the advantages of being an adult. Most candidates agreed that adults are challenged more nowadays as they need to provide more for their families because children are more money-oriented and demanding. Prompt 5 produced conversations about 'immature people', 'childlike', 'childish' people or those who do not grow up as they continue to live at home and do not become 'independent.'

### **Application of the marking criteria**

On the whole, there was a sound rank order of candidates within a Centre and assessment decisions were quite secure.

#### **Structure**

When assessed a little too severely, Examiners perhaps focused too much on repeated errors such as confusion between single and plural. Where Examiners were a little too lenient, they awarded Band 1 scores for language which was fluent, but did not demonstrate sufficient variety.

#### **Vocabulary**

When Examiners were sometimes too lenient, they were awarding Band 1 for repeated use of the same few technical or academic terms sometimes randomly or when vocabulary was a little repetitive. Where they were harsh, they often overlooked the use of unusual or creative vocabulary, or even unexceptional vocabulary but which was used precisely or creatively.

#### **Development and Fluency**

Confident-sounding candidates were generally rewarded highly in this category, although not all candidates in Band 1 were given the opportunity to respond to a change in the direction of the conversation by their Examiner. Sometimes, fluent or confident sounding candidates or candidates who spoke quickly and who relied too much on the recycling of some conversational elements were too leniently marked.

### **Administration**

Some Centres followed the guidelines very closely but most have weaknesses. For example, sending too many CDs with individual or only a few candidates on each. One aspect of administration that could be improved is with recordings as many audio tracks did not state candidates' names and numbers. The majority of recordings submitted worked and were of a good recording quality, which allowed moderation to be carried out effectively.

# ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

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Paper 0511/52  
Speaking

## Key messages

The majority of Centres administered and conducted the tests competently.

Examiners must give a brief explanation of the format of the test at the outset. The candidates must be informed that only **Part D** is assessed.

Examiners should be familiar with the topics beforehand so that the most appropriate choice can be given to each candidate.

Examiners should re-familiarise themselves with the content of the Teacher's/Examiner's Notes every year. This would ensure that the correct timings of each part of the test are followed.

At the start of each test introduce each candidate using their name and number.

Centres with more than one Examiner must carry out internal moderation.

## General comments

### **Part A**

Some Examiners did not provide an outline of the structure and timing of the test at the outset, or gave some of the information to the candidates at the end of **Part B**. In other cases, an explanation was provided, but it was not pointed out to candidates that only **Part D** is assessed. A few Centres – often those with larger entries and a number of different Examiners – used a script for this part.

### **Part B**

There were some really effective warm-ups where students were put at ease and therefore relaxed before starting the assessed phase. There was a tendency for some Examiners to focus on the candidates' nervousness, or on the topic of examinations and academic affairs generally. In some cases, Examiner spent a lot of time bringing the conversation in **Part B** to an end, and the actual handing over of the topic card to allow the candidate to begin preparing in **Part C**. This was often because the Examiner was trying to decide what card to give to the candidate, and suggests that the time would be better spent in continuing an active conversation with the candidate in order to more clearly identify a suitable topic.

## Part C

Most Examiners remembered to announce the topic to the candidate. Timing of this part of the test was an issue in many cases, particularly as some Examiners allowed longer for the preparation when candidates asked questions. Where Examiners' responses to these questions were very lengthy, the time allowed for **Part C** was often extended well beyond the 2–3 minutes suggested in the guidelines. However, this part was often shorter than the 2–3 minutes, usually because candidates said they were ready. Some Examiners suggested to the candidates that they should use all of the allowed time. Examiners used a reasonably wide range of topics and all topics were used to some extent. Occasionally, Examiners asked for the card back. In a few cases, Examiners were not explicit enough in stating that candidates could ask questions in this part.

## Part D

Where Examiners allowed the candidate to do most of the talking, but were prepared to participate in the conversation to keep it moving, the results were more positive than when Examiners said either too much or too little. Conversations were mostly of the correct length, only occasionally too short or too long. Most Examiners were sympathetic and encouraging, followed the prompts in order and made a good effort to develop a reasonable conversation. However, many Examiners went through the bullet points only, without trying to develop the conversation naturally with additional questions and exploring different angles of the points covered in the prompts. This meant that stronger candidates were not given enough opportunities to demonstrate their linguistic potential. With less able candidates, some Examiners moved too rapidly through the prompts when they encountered reticence on the part of the candidate which usually resulted in the candidate contributing even less as the prompts become more challenging. Examiners should also be aware that extending the conversation beyond the maximum time of 9 minutes is unlikely to advantage a candidate.

## Comments on specific topic cards

### A - Influence

Candidates generally dealt well with this topic. They were able to relate to it and discussed the influence their friends and family have on them. This was one of the most popular cards chosen by Examiners and was often selected when no obvious topic had emerged in **Part B**. The passive voice in Prompt 2 was handled well by stronger candidates.

### B - Photographs

This was a popular and accessible topic. It produced the most interesting conversations when given to candidates who had photography as a hobby. Not many Examiners really challenged candidates to talk about the past when it came to Prompt 3. Most candidates dealt well with the more complex ideas in Prompts 4 and 5. A lot of candidates talked about sharing photographs on social media, so this topic was very relevant to the target candidature.

### C - Team sports

This was a popular topic, often chosen for less able candidates who expressed an interest in sport. The final prompt allowed some less confident candidates to discuss their favourite sports star, invariably a footballer playing in a European league.

### D - The internet

This was one of the most popular cards. Many candidates found it difficult to think of examples of what they would do differently without the internet. The word 'monitor' in Prompt 5 often required explaining. In Prompt 5, stronger candidates were often more conservative in their approach than the Examiners, which enlivened the discussion.

## **E - Words**

This card was not a very popular choice. More able candidates discussed how they applied words in a number of different languages and the different scenarios that resulted in them having to adapt their use of language. Some even used relevant political examples to support their points when giving their views on the relationship between power and good vocabulary. Many Examiners supported weaker candidates by rephrasing some of the prompts.

## **F - The senses**

This was not a very popular choice. The second conditional in Prompt 2 was used only by the most able candidates. Prompts 3 and 4 generated the weakest of the responses. Many Examiners made the questions more specific by giving examples – i.e. ‘hearing aids’.

## **G - Reality TV**

This was a popular topic, and one that was accessible to candidates at all levels. ‘Life-changing’ in Prompt 4 frequently required explanation, but again, the topic gave the candidates the opportunity to describe their favourite TV shows and provoked some lively discussion since many Examiners were less familiar than the candidates with contemporary reality TV programmes.

## **H - Electricity**

Most candidates had a lot to say about Prompts 1 and 2. This is a more academic-sounding topic than some of the others, and if carefully chosen, it gave candidates the chance to express their views about the environment, climate change and technological progress. In Prompt 4, the word ‘companies’ was often taken to mean any commercial enterprise that leaves its office lights on overnight, rather than the energy companies themselves.

## **I - Routines**

This was a popular choice, particularly for weaker students and tended to be chosen in cases where no obvious topic had revealed itself in **Part B**. Most candidates felt comfortable talking about their daily routines. However, Prompts 3 and 4 often resulted in limited responses as students seemed to misunderstand what was being asked.

## **J - Advertising**

This was quite a popular choice of topic, especially for candidates who expressed an interest in business. Examiners were often asked to explain words such as ‘appeal’ in Prompt 2, and ‘target audience’ in Prompt 4. The first three prompts were accessible to candidates at all levels. The last two prompts elicited developed responses from the more confident candidates.

## **Application of the marking criteria**

The majority of Examiners applied the criteria consistently.

## **Structure and Vocabulary**

Where the criteria for Structure and Vocabulary appeared to have been applied too severely, the Examiners focused mainly on the errors made by candidates. In some cases, stronger candidates’ confident and competent use of more complex structures and vocabulary was not recognised by Examiners. At Centres where the criteria were applied leniently, Examiners missed the fact that, although the candidates’ responses were mostly accurate, the range of vocabulary and structures used was limited.



### Development and Fluency

When awarding marks for Development and Fluency, some Examiners did not consider all of the elements of this criterion. Examiners need to recognise the impact of pronunciation on a candidate's performance. Examiners should also remember that candidates who deliver monologues cannot be awarded marks in the top bands as they have not taken part in a two-way discussion which allows them to contribute and respond to a change of direction in the conversation.

### Administration

The quality of the recordings was good and there were very few occasions where background noise made it difficult to hear. Nearly all recordings were playable and there were few numerical errors in sampled candidates' marks. Most Centres organised their materials effectively and clearly identified the candidates for moderation. Most samples had the tracks re-named, giving the candidate name and number. However, some Centres ignored guidelines on the number of samples to send, and too many or too few samples were sent. Not all samples covered the whole range of marks of candidates, with marks spaced evenly from the top mark to the lowest mark.

### Internal moderation

It is essential that reliable internal moderation processes are undertaken at Centres where a larger candidate entry dictates the need to use more than one Examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark being changed, it would be useful if all categories are changed on the Speaking Examination Summary Form.

# ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

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Paper 0511/53  
Speaking

## Key messages

The tests were conducted with few administrative errors. However, there was significant inconsistency of marking.

Audio tracks should be re-named with the candidate's name and number.

Centres must provide a quiet environment in which the test can take place.

Candidates must be given a brief explanation of the format of the test at the outset. The candidates must be informed that only **Part D** is assessed.

The full 2-3 minutes should be allowed for **Part B** to select the most appropriate assessment card for **Part D**. It should not be a monologue but a chance for the Examiner to get to know candidate's personal interests.

Any clarification of prompts should take place in **Part C**, not when **Part D** is about to start

Candidates should not be allowed to begin **Part D** without having been given sufficient time in **Part C** to prepare adequately for the discussion.

Examiners should not allow monologues in **Part D** and should try to allow the conversation to develop.

Examiners should not proceed too quickly through the prompts, even if the candidate is struggling to respond. All five prompts should be used in the order printed on the assessment card.

Where there is more than one Examiner, internal moderation must take place. This involves spot checking candidates' marks and adjusting them if necessary to ensure a common standard.

The sample submitted must be representative of the full range of marks.

Examiners must mark the tests according to the Marking Criteria supplied by Cambridge.

## General comments

### **Part A**

There was variability in how Centres and even Examiners within the same Centre handle this phase. Some Centres seemed to use a scripted introduction while others introduce this phase after **Part B**. Best practice would be to use a scripted standardised introduction to be read to candidates.

### **Part B**

This phase was handled very differently across Centres. There were Examiners who used it to try to force a topic on a candidate. There were others who treated it as a phase where the candidate gave a monologue about their personal life. In too many cases, the choice of the topic card appeared to be unrelated to anything that had been said by the candidate in **Part B**.

### **Part C**

There were a number of Centres that did not allow 2–3 minutes for this stage and let the candidates dictate when the discussion begins.

## Part D

Some Examiners expected candidates to work their way through the prompts, resulting in monologues. Some Examiners only intervened if the candidate ran out of ideas of things to say; others interrupted the candidate with personal opinions or moved them on to the next prompt. Good practice is to ask open questions in order to develop a conversation.

### Comments on specific topic cards

#### **A - Scary films**

This was a relatively popular topic. This topic required the Examiner to have established that the candidate enjoys films. It was less successful if the candidate had no interest in films.

#### **B - Living like a president**

This was not a popular choice as few candidates mentioned areas such as society, power or leadership. However, the final two prompts elicited relatively strong and, sometimes, surprising answers from candidates who were able to express more personal points of view.

#### **C - Making the world a better place**

This card was not selected very often. Stronger candidates showed a good range of vocabulary related to social issues such as poverty or community service but weaker students struggled with content and ideas to develop the prompts further.

#### **D - Every city is the same**

In most cases, this card was chosen when it had been established that the candidates had lived abroad or visited foreign countries. The first two prompts elicited the best responses as candidates could expand on their personal experience. However, the remainder of the prompts did not produce very elaborate answers and were quite repetitive.

#### **E - The importance of art**

This was more often allocated to candidates who had mentioned that they had interests such as dancing or music. Apart from references to museums and street graffiti, candidates struggled to give any further examples of art even though encouraged to think of art in a broad sense.

#### **F - Inventions**

In most instances, this card was selected when the Examiner was not able to establish a suitable topic or area of interest for the candidate. Overall, it was more often allocated to male candidates, probably under the assumption that male candidates respond better to science. It elicited good responses and overall candidates were able to expand on the prompts.

#### **G - Early risers**

Examiners chose this topic when the candidate had established living far away from the exam Centre. The first two prompts elicited the best answers but students struggled to develop any ideas connected in particular with the final prompt.

### **H - Online safety**

This was one of the most successful topics and very popular. The responses developed naturally, and candidates discussed all prompts in detail as they had real life experience of the dangers of technology in the current world.

### **I - My mobile phone**

This was a very popular topic that showed strong responses. This card was selected when the Examiner could not establish a clear topic and it proved to be accessible to all candidates.

### **J - Being busy**

This topic required the Examiner to have established candidates doing lots of things in their spare time, which was not always the case. Also, some candidates required clarification of the word 'busy' The last required quite a lot of prompting from the Examiner.

### **Application of marking criteria**

Some candidates seemed to have been severely marked on Development and Fluency when their speed of delivery was a bit slow, rather than being marked on development of ideas. Others seemed to have been awarded a slightly higher mark for structure as they come across as confident speakers but not a wide range of structures were being used. Overall, the criteria for vocabulary were the most consistently applied.

### **Administration**

In a number of Centres, background noise and disturbance were issues that may have had a negative impact on the candidates' performance, though it did not always necessarily affect the quality of the recordings.

### **Internal Moderation**

In some cases, only the candidates in the sample had their scores internally moderated. Centres did not indicate under which criteria scores had been adjusted. In most cases, the internal moderation showed a decrease in the marks awarded to the candidate and resulted in the scaling to the initial mark. In other cases, marks were entered in the 'Internally Moderated Mark' column, but there was no evidence that any adjustment had been made.