

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

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

In **Exercise 1**, candidates should be reminded that detailed reading is needed to identify the key point of each question. For this task, answers should be brief and should avoid the inclusion of extra, often distracting information which could affect the answer.

In **Exercise 2**, candidates are required to identify key details including opinions and attitudes, and to show awareness of what is not explicitly stated but only implied. It is recommended that skimming and scanning reading techniques are practised, and candidates should carefully consider each question, taking into account any distracting information in the texts. When writing their answer, candidates should clearly indicate the letter they have selected.

In **Exercise 3**, candidates need to ensure that responses are brief and that they correspond to the heading in each question. Candidates should be guided by the number of bullet points which indicate the number of responses required. Each response should be presented on a separate line, and candidates should not provide an additional bullet point unless they have crossed through a previous one.

In **Exercise 4**, it is crucial that responses do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should aim to provide six Content points and address exactly what is being asked in the question. The most effective summaries are those which demonstrate understanding of the text and make attempts to paraphrase the main ideas. Summary writing skills such as paraphrasing, ordering information and linking ideas together cohesively continue to be an area for improvement in candidate preparation.

In **Exercise 5**, candidates were generally successful in this series in understanding the topic and responding to the task. To achieve marks in the highest band, candidates must show awareness of the target audience by using an informal register.

In **Exercise 6**, candidates should use a style and register suited to the requirements of the task, in contrast to the informal email in **Exercise 5**. 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.

## General comments

It is important for candidates to read and carefully consider the requirements of each exercise.

Each exercise included degrees of difficulty, so differentiation was achieved within individual exercises and throughout the paper. As a result, a wide range of total marks was used.

## Comments on specific questions

### **Exercise 1**

There were many successful responses to this first exercise. Less successful responses were often unnecessarily long and often included irrelevant detail which could not be credited.



Questions 1, 2, 3, 6 and 7 were generally well answered.

For Question 4, the material from which the brushes were made was 'horsehair', but any added details on the brushes in the text such as 'pieces of iron' could not be credited.

For Question 5, which was generally well answered, a few candidates appeared to have misunderstood the text and believed that 'Chauvet' was the name of the town, giving the incorrect response 'the name of the local town'. Some candidates wrote 'discovery' or 'discover' instead of 'discoverer' in their answers.

Question 8 proved to be the most challenging question in this exercise. A few candidates were able to locate the correct information, which was that there were no drawings of people, only of animals. Common incorrect answers were 'paintings on the walls', or a full list of the animals in the wall paintings.

## Exercise 2

This exercise required very careful reading of both the texts and of the questions in order to choose the correct alternative. Few candidates scored full marks, and most were able to achieve 4 marks out of the 8 available.

- (a) Charles Fournier chose to follow his father into competitive, professional cycling against his father's wishes. This was understood by many candidates.
- (b) Yvonne Taylor chose to be a long-distance runner, but thought it was a 'great pity' that she could not also participate in other enjoyable sports such as gymnastics and swimming. Those who chose C as their response had possibly seen 'do other sports like badminton and basketball' in the extract, but it was Ben Givens' father who suggested these interests to him. There is no mention of regret in Ben's submission.
- (c) Many candidates appeared to have been misled by the word 'future' in Yvonne Taylor's report and chose (B) as their answer. Her focus for the future is, however, very positive. She is already preparing for next year's world championships, whereas it is Charles Fournier (C), who is concerned about leaving his wife and their baby for long periods of time while cycling professionally.
- (d) Many candidates understood that it was Ben Givens (A), who found the family name to be an advantage when following his father into motor-cycle racing.
- (e) Yvonne Taylor (B) was always determined to match her mother's success as an Olympic athlete and, even now, is driven by the same desire. Most candidates understood this and chose (B) as their answer.
- (f) It is Ben Givens(A), who thinks it unfair when racing fans make comparisons between him and his father. Yvonne Taylor (B) accepts the fact that her mother was a top athlete, but does not let it affect her performance.
- (g) Yvonne Taylor is grateful for the warnings given by her mother on how tough it is to make a successful career in international athletics. She appreciates her mother's advice, but it only serves to make her more determined. Neither Ben Given's father nor Charles Fournier's father warned them against their chosen sports.
- (h) The correct answer to the final question on which of the three remembers feeling proud of their parent is located in the final sentence of Ben Givens' statement – 'How many people achieve what he did?' Many candidates were successful here.

## Exercise 3

Candidates generally performed well in this exercise. A good number scored full marks in all three sections and the full range of marks was used.

*Reasons why some birds fly from Africa to northern Europe at certain times of the year*

Most candidates were able to find two correct answers here from the five possible right answers. The response most rarely used was *'the long summer days in northern Europe'*.

*How birds find their way when they are migrating*

Many accurate responses were seen here. The most common incorrect answer was caused by selecting the following information from the text, *'they are able to judge the direction they should be travelling'* without mention of their judgement being aided by the position of the sun in daylight and the stars at night.

*Challenges for birds when they are migrating*

Most candidates found two challenges facing the migrant birds, usually *'crossing seas'* and *'flying across deserts'*. Only a few chose to mention the long distance, 8 000 kilometres, between Africa and northern Europe.

#### **Exercise 4**

Candidates generally responded well to this exercise. Linking words and good organisation of the advantages and the disadvantages of tram systems in towns were common features of successful summaries. Some candidates tried to use their own words where possible. The advantage of tram routes being fixed and therefore never changing as expressed in the text was taken by some candidates as being a disadvantage, which could not be credited. Neither could the omission of the word *'system'* or *'tracks'* when stating that trams are cheaper to build. It was not the tram itself that was cheaper to build, but the whole tram system as compared to building a railway system.

Almost all summaries were completed within the limit of 90 words.

#### **Exercise 5**

There were many successful responses to the email writing exercise. Overall, candidates demonstrated a good sense of purpose, and attempted to develop the bullet points in a relevant way. The most popular places to which the trip went were museums, art galleries and zoos.

Prompt three, concerning the follow-up lesson, was often omitted, which affected the marks available for Content.

The language used featured a range of common vocabulary and a range of simple structure, but tended to be relatively unambitious. Only a few responses featured a variety of tenses and complex sentences, containing relative or subordinate clauses. Those who followed the three prompts closely produced organised and cohesive responses and could be credited with a mark in the upper band for both Language and Content.

#### **Exercise 6**

All the points in the task were used by many candidates and the task was generally fulfilled. Some responses featured cinemas in general, others of the candidates' visit to the new cinema. Many responses described their experience more as a narrative than a review, which affected the marks awarded. Greater development of the prompts and the inclusion of language associated with giving opinions would have been effective in accessing the higher bands on the mark scheme.

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

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

In **Exercise 1**, candidates should be reminded that detailed reading is needed to identify the key point of each question. For this task, answers should be brief and should avoid the inclusion of extra, often distracting information which could affect the answer.

In **Exercise 2**, candidates are required to identify key details including opinions and attitudes, and to show awareness of what is not explicitly stated but only implied. It is recommended that skimming and scanning reading techniques are practised, and candidates should carefully consider each question, taking into account any distracting information in the texts. When writing their answer, candidates should clearly indicate the letter they have selected.

In **Exercise 3**, candidates need to ensure that responses are brief and that they correspond to the heading in each question. Candidates should be guided by the number of bullet points which indicate the number of responses required. Each response should be presented on a separate line, and candidates should not provide an additional bullet point unless they have crossed through a previous one.

In **Exercise 4**, it is crucial that responses do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should aim to provide six Content points and address exactly what is being asked in the question. The most effective summaries are those which demonstrate understanding of the text and make attempts to paraphrase the main ideas. Summary writing skills such as paraphrasing, ordering information and linking ideas together cohesively continue to be an area for improvement in candidate preparation.

In **Exercise 5**, candidates were generally successful in this series in understanding the topic and responding to the task. To achieve marks in the highest band, candidates must show awareness of the target audience by using an informal register.

In **Exercise 6**, candidates should use a style and register suited to a report, in contrast to the informal email in **Exercise 5**. 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, the two aspects of the task were not always recognised, which affected some candidates' Content mark.

## General comments

The paper offered a range of tasks within the six 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.

It is important for candidates to read and carefully consider the requirements of each exercise.

## Comments on specific questions

### Exercise 1

This exercise was generally well attempted by most candidates. There was some evidence that more careful interpretation of the questions was required. More successful responses were those where the candidate selected information relevant to the question and avoided distracting details, whereas less able candidates frequently opted for the most obvious selection of detail.

### Question 1

- (1) This question was well answered by many candidates, who successfully identified from the text '*first novel chosen for the prize*' and '*in 1969*', which corresponded to the key question words, '*In which year...first awarded*'.
- (2) In this question, candidates were required to provide two details which gave information about the purpose behind the prize. There was a good response by many candidates who provided the information, '*encouraging people to read more quality fiction*' and '*increasing the sales of the winning book*'. Responses which could not be credited were because of the misspelling of key words for example, '*friction*' and '*wining*', which could not be credited as the meaning was changed, or the omission of the key word 'quality'.
- (3) This proved more challenging for candidates, many of whom appeared to show limited understanding of the question. Successful responses were those which identified the '*longlist*' as the first group of books as possible prize-winners. Common incorrect responses included the titles of books and the names of the authors.
- (4) There were some successful attempts to find the correct detail, '*October*', although some responses stated '*at a formal dinner*', which without the key detail of the month, could not be credited. Several less successful responses featured other months from the text.
- (5) While a good proportion of candidates correctly identified £50 000 as the amount the prize-winner receives, many responses of '*£5000*' were seen.
- (6) Very few candidates achieved two marks. The most accessible answer appeared to be that hers was the '*longest novel*', however, when candidates also included extra incorrect details, such as the wrong name of the novel or the wrong number of pages, the response was not credited. More precise reading of the target sentences in the text would potentially have enabled candidates to achieve the mark for this response. The other required piece of information, that she was the '*youngest winner*' was rarely selected, and a number of incorrect responses were often given such as '*shortest novel*', '*first woman*' or '*books are in English*', which were not credited as they did not correspond to the central focus of the question.
- (7) There was a mixed response to this question, and several candidates did not provide an answer. The requirement was to provide a reason why The Best of the Booker prize was awarded. Many candidates selected the correct section of the text to find the information, however, did not distinguish between the two prizes, '*The Booker of Bookers*' and '*The Best of the Bookers*'. As a result, many responses included reasons why both prizes were awarded, '*25th anniversary and 40th anniversary*'. Closer reading of the question would have indicated that only '*40th anniversary*' was required.

### Exercise 2

Overall, candidates found this to be a challenging exercise.

Throughout the task there were correct and incorrect answers equally, but candidates appeared to find **Questions (b)** and **(f)** the most accessible. The most challenging questions were **(c)** and **(h)**. In **(c)**, the key question words were '*surprised about costs*', which directed candidates' attention towards Text B, '*I really didn't expect to be charged more...*'. In **Question (h)**, the key question words '*holiday unsuitable for certain people*' corresponded with the sentence '*Anyone who wants to spend longer in each place should consider a different trip*' in Text C. Many candidates selected Text B as answer to **Question (h)**, where the reviewer

stated that *'I'd imagined this type of trip wouldn't appeal to older travellers'*, but further reading indicated that *'everyone thought it was great'*, which made this answer incorrect.

### Exercise 3

Candidates made a fair attempt at this exercise. More successful responses showed that a number of candidates had a good understanding of the text and selected brief notes as answers. It was clear however, that the level of vocabulary proved challenging for some. There was a greater level of success in **Question 9** than in **Question 10**, and some candidates scored no marks or made no attempt to provide answers for **Question 10**. Overall, the whole range of marks was awarded.

*Problems that Wayne Fromm had when taking family photographs on holiday*

There were four marks available for responses in this question and most candidates found two or three of the six available ideas in the mark scheme. All the six ideas were selected with equal frequency, but candidates rarely achieved full marks. Responses which did not contain Errors occurred when candidates omitted key words, notably in **Point 3**, where the specific focus had to be on asking people to take *'their'* picture. Similarly, in **Point 4**, it was important that candidates made clear that it was *'his'* camera that they did not know how to use. Candidates are reminded of the need to include specific key words, without which their answer is incomplete or factually incorrect.

### Question 10

*Why the Quik Pod failed to be a great success with the general public*

Three points were required from a total of six available ideas for this question and few candidates achieved more than one mark. The most successful points selected were that the Quik Pod was *'too heavy to carry'*, and that it was *'more suitable for serious photographers'*. In other points, responses did not include enough detail for the idea to be fully conveyed. For example, many responses suggested that *'people use their mobile phones as cameras'*, without the idea that this happens *'nowadays'*, or that phones are *'easier to attach to a selfie stick'* without the essential detail that this happens with a *'modern'* selfie stick. Candidates should be encouraged to read for precise detail in order to avoid notes which are brief but too general.

### Exercise 4

Many candidates found this exercise challenging. Many candidates managed to achieve at least four Content points and a small number scored full marks. There was evidence of close reading of the text as points were generally presented sequentially as they appeared in the text. All the Content points proved accessible, however, responses could not be credited when points were incomplete. For example, *'ships can cause pollution'*, *'visitors can pass on diseases'*, and *'seeds could be damaging to the native plants'* could not be credited without pollution *'in the sea'*, pass on diseases *'by touching animals'* and seeds *'from other countries'*.

Language marks were awarded across the range, with the majority achieving three or four marks. Most summaries showed reasonable organisation. In general, the majority of candidates relied almost completely on the language in the text, connecting ideas with a series of simple linking words, *'and'*, *'also'*, *'in addition'*. This reliance placed the Language mark in the middle band. To achieve higher marks for Language, candidates should attempt to express the ideas in their words as far as possible. A number of candidates attempted to find synonyms for key vocabulary, such as *'building'* for *'constructing'*, *'spread'* for *'pass on'* and *'harmful'* for *'damaging'*. Additionally, some responses showed good summary technique by re-structuring the grammar of sentences, for example, *'native plants could be damaged by seeds from other countries'*. This re-working of the grammar resulted in higher marks for Language.

Candidates are advised to read the question carefully to ensure that they provide information which is relevant to the task. In this series, a significant number of responses exceeded the 90-word limit, which affected both the Content and Language marks. This was due mainly to an overlong introduction and the inclusion of non-essential information such as the geographical position of the Galapagos Islands and the positive effects of tourism. As this often resulted in relevant Content points occurring after the word limit, these points were not credited.



## Exercise 5

*Email to a friend about an organised work experience week*

There were many successful responses to the email writing exercise. Overall, candidates demonstrated a satisfactory sense of purpose, and attempted to develop the bullet points in a relevant way. More successful responses showed an awareness of the target audience through the use of phrases such as *'As you know...'* and *'Remember I told you about...'*, and adopted an informal style and register throughout the email. Other responses lacked awareness of the reader or were too formal in the use of connecting devices such as *'nevertheless'*, *'moreover'*, or *'furthermore'*, and did not achieve high marks for Content. Development of ideas varied greatly. Candidates are reminded to consider all bullet points when planning their response and include appropriate ideas for each one.

There was a variety of ideas provided in response to the first prompt: many successful attempts explained details of work experience in a bakery, cafe, hospital, dentist or office and included interesting original ideas. Less successful were the examples of work experience taking place in school, or candidates who decided to start their own business. Such responses appeared to show confusion or lack of understanding and provided little opportunity for development.

The second bullet point required candidates to describe their daily activities in their workplace, and there was often a variety of detail. Many candidates described activities ranging from learning how to deal with the public, or how to serve food and drinks, to baking and delivering goods to customers. Other ideas showed a level of ambition, for example learning how to give medication to patients in hospital or operate machinery, and attend high level business meetings. Many candidates also included the need for help in their work experience, and this came from colleagues and mentors, as well as from the boss of the business.

For the third bullet point, candidates were asked to say how the work experience helped them with their future career plans. A number of candidates used this to express their hope for a career in the same line of work, *'As you know, I've been dreaming of becoming a doctor, and with this experience I got more information about how things are supposed to work in a hospital. I can use this in my future career.'*, or *'I'm hoping to study IT at university, and I know what I learned here will be useful for me'*. Less successful were the responses which were too vague, *'I think this experience will help me in my future job.'*, or *'I got a lot more confidence which will help me in future.'* Without a more precise connection to a future career, these responses could not be credited with marks in the top band for task fulfilment.

In terms of language, the majority of candidates used simple tense construction and common vocabulary, with only few attempts at more complex structures and less common vocabulary. Many candidates incorrectly used the present tense to describe their work experience and this denied them the opportunity for marks to be awarded in the top band for Language. Additionally at times, there was evidence of candidates using extensive pre-learned generic opening and closing sentences, and copying the rubric, which sometimes detracted from the main body of the task. However, most candidates organised their responses well. Inaccurate past tense verb forms were commonly seen, and the lack of basic punctuation was widespread. Improved accuracy in grammatical forms and a wider vocabulary resource, combined with greater accuracy of basic punctuation would advantage the Language mark.

## Exercise 6

*Report about the problem of students arriving late to class, the effects on the lessons and suggestions for improving the situation*

The task was to discuss this and report the ways in which it affected the lessons, and also to make suggestions about how to improve the situation. The topic appeared to be of personal interest to many candidates who appeared to write from their own experience and could offer personal opinions. The majority of responses addressed the task from the point of view of a student who is always on time, and explained the negative consequences for both the teacher and the class. A number of responses were written in the form of a letter, typically from the late student themselves, giving reasons for their lateness and suggesting what the school could do to help. As these did not fulfil the requirements in the rubric, they could not be credited with marks in the top band for Content. Candidates are reminded to pay particular attention to reading the rubric of the task, and focus on writing relevantly.

All four written prompts were widely used, with stronger responses using these for further development through explanation and examples and achieving high Content marks, while most candidates relied closely on the written prompts with little or no personal input. In order to have access to marks in the top band for

Content, candidates should always attempt to develop the written prompts and introduce some ideas of their own. Some candidates appeared not to fully understand the task, and wrote an article presenting arguments on both sides of the topic, which did not fulfil the task satisfactorily.

Most candidates appeared to understand the requirement for a more neutral or formal tone and register, and on the whole used appropriate connecting phrases reasonably effectively to separate ideas throughout the report. A number of candidates also divided their report into sections with acceptable headings, such as *'Introduction'*, *'Findings'*, *'Solutions'* and *'Conclusion'*, which although not a requirement, provided structure and clarity to the report. Many responses this series featured elaborate generic phrases such as *'this report purports to highlight....'*, *'I am vehemently opposed to...'*. However, when the tone of such formal phrases is not sustained throughout the report, communication is not always effective. At times the ideas were presented on both sides, which led to contradictory opinions and a sense of imbalance throughout the writing.

Generally, candidates expressed the opinion that latecomers to class were a disruptive influence, and that they should not be allowed to enter. Many candidates felt sorry for the teacher who had to re-start the lesson, possibly several times, which would have an effect on the amount of learning that could take place, with possible knock-on effects to examination results. These candidates also felt that although notes could be copied from other students, these would not totally reflect the quality of learning that had gone on in the class. Others held the view that if students were late, there might be valid reasons such as the school bus being held up, or students having to do chores before school, and in such cases, they should be allowed into class. A significant number of candidates sympathised with the late students and recommended that the teacher starts lessons later, or provides extra lessons later in the day for those who had missed a class. There was a variety of other suggestions offered to solve the problem, ranging from punishments such as cleaning the classroom, and standing in the corner, to the teacher writing a letter to parents, and the parents becoming more involved with the early morning routine for the student. Several candidates focused exclusively on only one aspect of the task, and did not explain both the effects and make suggestions, which affected the Content mark.

In terms of language, some candidates took the opportunity to include a range of vocabulary on the topic, for example, *'strict, punishment, catch up, punctual, solutions'*, but generally candidates are encouraged to increase their topic-related vocabulary resources in order to have access to marks in the top band for Language. The majority of candidates mainly used basic structures in simple and compound sentences, although a number of stronger responses attempted greater complexity, for example, *'So when it comes to class time, they are unable to focus on their studies, and the teacher has to repeat herself for them to catch up.'* Overall, responses to this exercise showed improvement in grammatical accuracy of simple structures. Candidates are encouraged to attempt accuracy at a more complex grammatical level.



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

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

In **Exercise 1**, it should be emphasised that precise reading is required to identify the key point of each question. In this series, many candidates found some of the **Exercise 1** items quite challenging. 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 2**, candidates are required to identify key details including attitudes and opinions, and to show some awareness of what is implied but not explicitly stated. Overall, this exercise was generally well attempted with very few omissions.

In **Exercise 3**, candidates must 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 shown by the bullet points. In this series, the task proved challenging for some.

In **Exercise 4**, candidates must read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempts to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, while many candidates interpreted the rubric correctly and successfully located some of the content points, a number included non-salient or irrelevant details which impacted the number of content details available to them within the constraints of the word limit.

In **Exercise 5**, candidates must recognise the need for informal register and should provide responses with a sense of audience and sufficient detail to engage the reader's interest.

In **Exercise 6**, 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

There were a number of omissions, seen on **Exercise 6** in particular, suggesting that time management might have been an issue for some.

The paper offered a range of tasks within the six 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.

## Comments on specific questions

### Exercise 1

This exercise was generally well attempted and provided a suitable introduction to the reading comprehension tasks. Some items proved more challenging than others and although there was evidence that the text had been understood, there was also an indication that, at times, 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.

- (1) This was generally not very well answered. The majority of candidates failed to correctly identify '*fastest creature*' and supplied responses such as '*icon of New York*' or even simply '*New York*' indicating that the rubric had possibly not been understood.
- (2) This item also proved somewhat challenging. Although the '*1950s*' was recognised by some, many were distracted by other years/time periods mentioned in the text, such as 'the end of the 19th century' possibly indicating a lack of precision in reading.
- (3) This item was better attempted with a larger proportion of candidates correctly identifying '*DDT*' or '*agricultural chemical*'.
- (4) This item was also quite well answered with many candidates, although a number were distracted by the year the fund was set up and gave '*1970*' in error.
- (5) This item, which required two details for two marks, proved challenging. While some candidates correctly identified '*plenty of food*', fewer located the second salient detail. Other candidates appeared to misunderstand the rubric entirely providing 'birds find it challenging' and/or 'peregrines have adapted to urban environments', which was not credited.
- (6) This item was better attempted with a good proportion of candidates achieving at least one of the two marks available by correctly identifying '*tourist attraction*' and/or '*reduce cost of cleaning*.' Marks tended to be lost where candidates repeated a salient detail, i.e. supplying both '*reduce cost of cleaning*' and '*keep messy city-dwelling birds away*'.
- (7) This item also proved challenging for many. While some candidates correctly identified '*numbers will double*', a number supplied '*increase*', which was not precise enough, and others were distracted by 300%, which is not the prediction of the writer.

### Exercise 2

This multiple matching exercise was reasonably well attempted and there was evidence that a good proportion of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text.

- (a) This was generally well attempted with a good proportion of candidates correctly identifying text B. Text A, which refers to time spent on homework but does not convey the detail required, was most frequently supplied in error.
- (b) This item proved more accessible with the majority of candidates supplying text C.
- (c) This item proved more challenging. While a number of candidates correctly identified text A, both texts B and C were frequently supplied in error.
- (d) This item was very well attempted, with a good majority of candidates correctly selecting text B.
- (e) This item was reasonably well attempted. While text A contained the salient detail, the other options were provided, with the most frequent being text C. This indicates that candidates need more practice in identifying inference.
- (f) This item was also generally well answered, although several candidates supplied text C in error, possibly because they were drawn to the phrase '*can't quite believe it*'.

- (g) This item was better attempted. While text C contained the salient detail, both texts A and B were provided, again indicating that candidates need more practice in inference.
- (h) This item also proved accessible to a good proportion of candidates. A number were distracted by the other options, B in particular. This mentions '*planning*' but does not convey the salient detail.

### Exercise 3

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score reasonably well. Overall, the exercise produced some differentiation with maximum marks being obtained by the more able candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. 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.

#### *How tourism is negatively affecting The Galapagos Islands*

This item proved to be the more challenging of the two. Three content points from a total of five available were required. All of these proved accessible, with point 5 the least commonly supplied. Marks were frequently lost, however, as candidates failed to supply enough detail to fully convey the point to be made. For example, some gave '*increase in fishing*' without '*harming marine life*' or '*creatures damage the local ecosystem*' without reference to these creatures being '*harmful*'. A number of candidates also lacked precision in reading and supplied non-salient details, e.g. '*animals and plants have been introduced to the islands*' or those related to the second item, e.g. '*removing unwanted species*'. Several candidates did not score at all on this item.

#### *What people are doing to preserve The Galapagos Islands*

This section was slightly better attempted. Candidates were required to supply four responses for this item, with many correctly identifying two or three of the six possible answers. There was good recognition of all possible options, with point 1 the least commonly provided. However, as with the previous item, marks were lost where candidates supplied incomplete answers and a number of candidates failed to identify any correct responses for this section.

### Exercise 4

Most candidates made a reasonable attempt at this exercise, although many failed to score particularly well. Candidates were required to summarise what people should do if they want to learn lots of languages. More successful responses selected precise detail, attempted to rephrase it and wrote with a good sense of order. Many candidates, however, performed less well and appear to have been under-prepared in the necessary summary skills.

All of the possible content points proved accessible; however, many candidates failed to achieve full marks for content mainly due to indiscriminate lifting of irrelevant details from the text, which impacts on the number of words available for the content points. Repetition of key ideas also meant that the summary could not be completed within the prescribed word limits. Some candidates produced irrelevant pieces with no content points and were, therefore, unable to score any marks.

Language points were awarded across the range with the majority of candidates receiving at least three of the six marks available. The inclusion of irrelevant information can also affect the language mark, so candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, they should also make an attempt to paraphrase. Although this seemed rather a challenge for some in this session, the more able expressed the salient points succinctly with appropriate conjunctions giving the summary a natural flow. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

### Exercise 5

Generally, this exercise was successfully attempted. In most cases, the rubric was understood and the word limit was generally well observed, although often with a tendency toward the lower limit.

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. It must be emphasised, however, that candidates are always free to select their own material and those who do so often produce pieces with greater ambition.

More successful responses featured 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.

*Email - When you were on your way home from school recently, you saw someone who needed some help. You decided to help.*

Many candidates addressed all three bullet points and made varying efforts to develop them.

Generally, candidates seemed to engage with the topic. The first and second bullet points were generally well dealt with. Drawing on the visual stimuli, a number of candidates wrote about helping a new student/visitor/new arrival to the area who was lost. Many others wrote about the person needing help to find something he/she had lost, such as money, their mobile phone or a pet. The third bullet point tended to be the least developed, but prompted a range of ideas from gifts of money, to food, to being taken out for dinner or on holiday. Stronger candidates showed an awareness of the reader from the outset. Others waited until covering the third bullet point to interact. In many responses, however, events were written in a narrative form with little sense of audience. Only the most able candidates made attempts to develop their ideas sufficiently to achieve higher band marks.

In terms of language, many responses featured paragraphs, although this was not always the case. The language was generally simple and unambitious. Many candidates used tenses inconsistently, and only the more able candidates attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were very 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. Very few candidates made no attempt to complete the task.

## **Exercise 6**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two in favour of and two against the rubric topic. Less effective responses tended to stay very close to these cues. 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. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

### *Article on receiving prizes for doing well at school*

Candidates were required to write an article for their teacher about whether or not receiving prizes for doing well at school is a good idea. Whilst many candidates attempted to address both sides of the argument, the majority relied heavily on the prompts and appeared to struggle to develop their ideas much beyond these. Stronger responses showed some original thought, however. This included ideas related to the motivating factor of using prizes as rewards as an argument for, and the demotivation of not winning as an argument against. There was some effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses, but this was not always the case, and few candidates produced pieces which tended towards the upper word limit. Although language was again generally unambitious, responses showed better control of tenses in this exercise.

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

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Paper 0511/21  
Reading and Writing (Extended)

## Key messages

In **Exercise 1**, candidates should locate the key requirements of individual questions and ensure responses are precise. It is important that candidates avoid including additional, incorrect information.

In **Exercise 2**, it is important to recognise synonymous words or phrases in the text which connect with the questions. This will help to locate correct responses.

In **Exercise 3**, candidates should read the requirements of the headings carefully and ensure they include any key information in each brief note. There should be one relevant note per bullet point and if candidates provide more than one correct note for a bullet point, only the first one can be credited.

In **Exercise 4**, candidates are advised to read the instructions carefully to understand what information is to be summarised. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both Content and Language. Any content points given after the word limit cannot be credited, so if there is a lengthy introduction, marked language might contain much irrelevant content.

In **Exercises 5 and 6**, candidates should focus on the requirements of the task and ensure all aspects are developed. Responses need to be of an appropriate length, demonstrating relevant content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent, well-developed ideas in both tasks. Candidates will not be given credit for using language which has simply been copied from the prompts.

In **Exercise 5**, candidates are reminded to use an informal register and to address and develop all three bullet prompts. In **Exercise 6**, a more formal register is required and candidates should use persuasive language to convince the reader of their opinions.

## General Comments

It is important for candidates to read and carefully consider the requirements of each exercise.

In **Exercises 1 and 3**, candidates are encouraged to use the relevant words from the text wherever possible in their responses. Rephrasing of the information in these instances is not required. When paraphrasing and synonyms are included in responses, these should accurately reflect the information in the text. If the incorrect spelling forms another word, e.g. 'dessert' for 'desert' (Q 13), the response cannot be credited.

## Comments on specific questions

### Exercise 1

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.



- (1) This question was very well answered. Incorrect responses included 'a small opening' and 'images of animals'.
- (2) This question was well answered. A few candidates wrote 'between 28 000 and 31 000 years ago', which was the age of *some* paintings and drawings, but not *most* of them.
- (3) This question was well answered. A few candidates gave 'the cave was frozen in time'. However, it was a rockfall which prevented people entering the cave, and it being preserved was a result of this. Another incorrect response was 'the paintings would be damaged'.
- (4) This question was well answered. Several candidates wrote 'horsehair' but also included 'and pointed stones' and/or 'pieces of iron', which could not be credited.
- (5) This question was generally well answered. A few candidates appeared to have misunderstood the text and thought 'Chauvet' was the name of the town, giving the incorrect response 'the name of the local town'. Some candidates wrote 'discovery' or 'discover' instead of 'discoverer' in their answers.
- (6) This question was generally well answered. A significant number of candidates provided at least one correct detail. A few candidates gave the response 'It was a genuine cave', which was a repetition of the question. Other incorrect responses were 'the images just like the originals' and 'concrete tunnel', neither of which explained why the writer felt he was in a real cave.
- (7) This question was well answered. Some candidates gave or included the incorrect response 'beautifully painted'.
- (8) This question was well answered. A significant number of candidates gave incorrect responses such as 'paintings on the wall', 'animals interacting' or 'large and dangerous animals'.
- (9) This question was well answered and a significant number of candidates provided three or four correct details. There were candidates who gave details that were not connected in the text to how the Chauvet paintings differed from other examples of ancient cave art. These details were information about Chauvet paintings and cave art generally. Some responses did not include the required comparison such as 'aggressive animals' instead of '*more* aggressive animals', so could not be credited.

## Exercise 2

In this exercise, candidates are required to recognise key words in the question and ensure that the text they select fully supports their choice of answer. Some candidates provided ten correct responses. Most candidates gained at least five of the ten marks available.

- (a) This question was very well answered. Common responses tended to be options (B) or (A), although the correct text (C) states 'once I decided to be a cyclist, he couldn't stop me', which implies rebellion.
- (b) This question was well answered. (C) and (A) were among the common incorrect answers. Candidates may have linked the idea of 'mixed feelings about the media' in the question to the reference to 'television' in (C) and the reference to 'fans' comments to media' in (A).
- (c) Candidates responded well to this question. A few gave (C) as their answer, possibly connecting what Charles' father wanted him to do with the idea of giving up.
- (d) This question was well answered. (B) tended to be the most common incorrect response, but Yvonne had her focus on the future, rather than being worried about it. Candidates needed to find someone who had concerns or worries for the future and (C) was the correct response.
- (e) This question was well answered. (D) tended to be the most common incorrect choice. This does not refer to the family name being an advantage but the reverse, since Charles believes it is untrue that being a Fournier means he gets the best bikes.
- (f) This question was well answered. (C) and (D) were the most commonly chosen incorrect responses. In the correct response (B), Yvonne thought, 'Maybe you don't believe I can be as good as you. I'll show you I can', which connects with aiming to match her parent's success.

- (g) This question was well answered. Some candidates selected (B) or (C), possibly focusing on differences, rather than similarities between the sportsperson and their parent.
- (h) This question was well answered. (C) was often selected, possibly because candidates considered Charles getting the best bikes to be a comparison.
- (i) This question was well answered. Some candidates may have had difficulty recognising the requirements of the question and commonly gave (C) or (D) as their response, although these texts do not refer to being warned about something.
- (j) This question was well answered. A few candidates selected (D) instead of (A). They may have taken Heidi's mother winning a gold medal as being something to be proud of, though this is not communicated in the text.

### Exercise 3

Candidates generally responded very well to this note-taking exercise, providing six to eight correct notes, with several candidates gaining the full nine marks available. Notes could not be credited when they were repeated, omitted key information or were under the wrong heading.

#### *Reasons why some birds fly from Africa to northern Europe at certain times of the year*

This section was well attempted and there were many accurate responses. Some responses omitted key ideas, giving for example 'good places' instead of 'good places for buildings nests'. Occasionally they expressed the wrong idea by omitting a word as in 'to feed insects' rather than 'to feed on insects'. Sometimes a point was repeated as with 'to feed' and 'plenty of food', which were given as separate bullet points. Some responses like 'to get away from the winter cold' were not about birds migrating from Africa but about migration to warmer places.

#### *How birds find their way when they are migrating*

This section was very well attempted and many responses provided the required three correct notes out of a possible four. A few responses referred to winds blowing them along, which was not connected to finding their way. Some responses confused how birds find their way and the challenges they face, so notes referring to crossing seas or deserts were placed under this heading.

#### *Challenges for birds when they are migrating*

This section was well attempted and a significant number of responses were accurate. Some omitted key ideas as in 'natural places destroyed', which omitted the idea of feeding places being destroyed. There were also references to ideas connected to the first heading, reasons for migration, such as the possibility of animals attacking.

### Exercise 4

Candidates generally responded well to this exercise. In terms of content, a significant number of responses included between five and eight relevant points, some providing at least eight of the possible ten Content points in the text. Very few responses did not address both aspects of the summary. If both aspects are not included, this can affect the mark awarded for Language, which is also the case if they go beyond the specified word limit. There were candidates who could not be awarded top band marks for Language as a result of an over length response.

Occasionally points were not clear or precise enough. For example, some responses referred to the fact that headphones, rather than the music itself helped concentration. Sometimes an attempt to paraphrase could affect the accurate expression of a content point, e.g. 'you should listen to music you do not like', which is not the same as *not listening to music you are passionate about*. Candidates are encouraged to use their own words appropriately, but should take care and choose vocabulary and expressions that fit the context. Many responses demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and organising points skilfully, whilst attempting to express this to some extent in their own words.

Language marks were awarded across the whole range with many candidates gaining three to six marks. In

order to achieve the top band for Language, candidates must attempt to use their own words, as well as organising the content points. A considerable number of responses copied the wording of the content points directly from the text and attempted to link these copied points in various ways. This meant they made little attempt to use their own words, which significantly affected the Language mark.

There were responses that effectively used synonyms or paraphrased points, were coherent with appropriate cohesive devices, and with a high level of accuracy, thus gaining 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 the higher Language bands.

## Exercise 5

*Email to a friend about a school trip*

### Content

Generally, responses provided developed, appropriate content. Some fulfilled the task skilfully and effectively. Some responses were less than 150 words and these were generally not sufficiently developed to merit higher band Content marks. Most responses addressed all three bullet points, but occasionally there was not enough appropriate detail to demonstrate the adequate development. A few responses omitted to mention what they enjoyed or what they learned, which had an impact on the mark awarded. The most consistently well-developed bullet point concerned the destination of the trip, and what was enjoyed was sometimes communicated through the kind of place visited. There was a range of destinations such as museums, zoos, farms, recycling plants, cities and universities. Candidates often expanded on what happened during the visit and aspects that they liked. Learning was often demonstrated through presentations or completing writing tasks. Effective emails connected the content of the email to the recipient with references to shared experiences or the target reader's interests, writing for example, 'It was a shame you had to miss the trip' or 'remember that zoo we visited last summer'. Such emails were 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.

### Language

In terms of Language, most candidates demonstrated a good range of well-organised language, using an informal tone appropriate in an email. Some responses mixed informal with formal language, making the tone inconsistent. More formal links such as 'firstly, secondly, in conclusion' do not tend to feature in an email to a friend. Similarly, learned idiomatic language inappropriately and inaccurately used can negatively affect the quality of the language. Some candidates were able to construct sentences of different lengths, which included more complex structures and a high level of accuracy.

Language deserving of the higher bands should use a wide range of structures and vocabulary. An example of such language is, 'We were treated quite kindly and were taken round the entire factory. I was amazed when I saw an extremely long carousel ...'. In this example, complex language is used accurately and effectively. Complex language was seen in some responses, but accuracy was not always consistent. Some responses attempted to include learned idioms which were inappropriate, inaccurate or used excessively. Some such examples are: 'it made me feel that I'm over the moon, which is a thing happen ones in a blue moon'. 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. There were a few candidates who often used commas instead of full-stops.

## Exercise 6

In this exercise, candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given to help form ideas on the subject.

*Review of a cinema that has just opened in the town*

### Content

Most responses fulfilled the task with a generally good sense of purpose and audience, referring to the ideas in the prompts. A small number of responses discussed the value of cinemas generally, and there were

instances where it appeared the question has not been read carefully enough as the response focussed on a film review. This significantly affected the mark. A few responses focused on the advantages and disadvantages of the cinema, which was not quite appropriate for a review. Responses achieving marks in the top band described their experience of the cinema, evaluated it and supported their views with examples or evidence. They included details of the types of film, the booking system, the cleanliness and comfort, sound and screen quality, or additional entertainment to complete the experience.

### Language

The full range of marks was awarded for Language, with most responses attempting some more complex structures and some less common vocabulary. Some responses demonstrated a good range of complex structures with only occasional non-impeding errors, enabling them to achieve the precision required for marks in the top band. Responses included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'I would recommend Starscreen to thoroughly train its staff on how to manage customers and render services more efficiently and speedily.' In general, many candidates used language with a good level of accuracy that included non-impeding errors when attempting more complex structures. In order to access top band marks, candidates should include a wide range of accurate language that is well organised and sequenced.

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

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Paper 0511/22  
Reading and Writing (Extended)

## Key messages

In **Exercise 1**, candidates should locate the key requirements of individual questions and ensure responses are precise. It is important that candidates avoid including additional, incorrect information.

In **Exercise 2**, it is important to recognise synonymous words or phrases in the text which connect with the questions. This will help to locate correct responses.

In **Exercise 3**, candidates should read the requirements of the headings carefully and ensure they include any key information in each brief note. There should be one relevant note per bullet point and if candidates provide more than one correct note for a bullet point, only the first one can be credited.

In **Exercise 4**, candidates are advised to read the instructions carefully to understand what information is to be summarised. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both Content and Language. Any content points given after the word limit cannot be credited, so if there is a lengthy introduction, marked language might contain much irrelevant content.

In **Exercises 5 and 6**, candidates should focus on the requirements of the task and ensure all aspects are developed. Responses need to be of an appropriate length, demonstrating relevant content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent, well-developed ideas in both tasks. Candidates will not be given credit for using language which has simply been copied from the prompts.

In **Exercise 5**, candidates are reminded to use an informal register and to address and develop all three bullet prompts. In **Exercise 6**, a more formal register is required and candidates should use persuasive language to convince the reader of their opinions.

## General comments

It is important for candidates to read and carefully consider the requirements of each exercise.

Candidates are reminded 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.

- (1) This question was well answered, although some candidates selected the incorrect year '1970'.
- (2) Most candidates achieved maximum marks. On occasion, 'fiction' was misspelled as 'friction' and was not credited.
- (3) This question was well answered.
- (4) This proved to be a more challenging question and some candidates were not precise enough with their reading of the text and selected the distractor 'September'. Others wrote 'at a formal dinner' which did not exactly answer the question 'when?' without adding 'in October'.
- (5) Most candidates answered this question well. On occasion, candidates overlooked the key word 'currently' in the text and wrote '£5000', which was the amount awarded in the first few years of the competition.
- (6) This proved challenging to candidates. Few candidates were awarded the maximum two marks, with the majority only conveying one correct answer. Successful interpretation of the key detail relied on careful reading of the text with understanding of the significance of punctuation, especially commas. The first option on the mark scheme 'youngest winner' was satisfactorily attempted but the second option was less successfully answered. Many candidates recognised 'the longest novel' as the answer, but then added incorrect detail such as the title 'Offshore' or the length '132 pages'. Some responses indicated that there a potential lack of understanding of the precise meaning of the text and wrote contradictory answers 'the shortest novel' and 'the longest novel'.
- (7) This question was well attempted, although some responses included the distracting information '25th anniversary', which was not credited.
- (8) The final question in this exercise was more challenging. Many candidates scored well here. The task, which required four details about the rules for entering the Booker prize, appeared to be well understood and answers were generally conveyed in note form. Successful responses conveyed all key details for each answer, but less successful responses lacked important words and expressions. For example, for the first point on the mark scheme, the key detail 'as the prize' had to be included. Similarly, for the third point, 'full-length' was required and not just 'a novel'. Some responses were not precise enough for example: 'in March' instead of 'by March', which conveyed a different meaning. Occasionally, candidates misspelled 'prize' as 'price' and these responses could not be credited.

#### Exercise 2

Overall, the performance on this multiple matching task was mixed with some candidates achieving maximum marks and most being credited with at least five correct answers.

Candidates are required to recognise key words in the question and ensure that the text they select fully supports their choice of answer. For example, the wording in **Question 9(b)** 'having confidence in the bus driver's ability' corresponded to 'our bus driver made us feel totally safe' in the text. **Question 9(j)** caused most difficulty with many candidates answering B instead of C. This was possibly prompted by the wording at the beginning of review B where the person states 'I'd imagined this type of trip wouldn't appeal to older travellers'. However, review C with the wording 'Anyone who wants to spend longer in each place should perhaps consider a different trip instead' corresponded to the exact phrasing of the question.

#### Exercise 3

A range of marks was awarded on this exercise. Most candidates attempted to answer briefly and in note form. The most successful responses showed understanding of the precise detail in the text. Less successful responses omitted key words in certain answers meaning that those notes were either ambiguous or factually incorrect.

*Problems that Wayne Fromm had when taking family photographs on holiday.*

Overall, candidates performed well on this question and many were awarded four or five marks. Most recognised and conveyed points 1, 2, 5 and 6 on the mark scheme. Point 4 proved to be the most challenging with less successful responses omitting the key words 'his' or 'the' and writing 'a camera', which mean that the response was too imprecise. Many candidates also gave the incomplete response 'he had a complicated digital camera'. Some responses omitted the key word 'their' for point 3.

*Why the Quik Pod failed to be a great success with the general public.*

Overall, candidates appeared to find this question more challenging and many responses only featured one or two correct answers. Most candidates recognised point 2 on the mark scheme, although the brief answer 'too large' was insufficient without the key idea of 'to carry'. Similarly, point 5 required the comparative 'more' for all the various options. Many candidates were imprecise with the wording of points 3 and 6 and omitted 'nowadays' and 'now' respectively. Point 1 was not well recognised possibly because the key detail appeared in the first paragraph of the article whereas the other answers to this question were to be found towards the end. For point 4, many candidates appeared not to fully understand the wording in the text detailing the contrast between Fromm's selfie stick and modern ones. Consequently, 'phones have been known to fall out of modern selfie sticks' was a frequent incorrect response.

#### **Exercise 4**

There were two aspects to this task, namely the problems that tourism can cause on the Galapagos Islands and the measures put in place to deal with these issues. There were very few candidates who did not correctly address at least one content point on each of the aspects and all the ten content points on the mark scheme proved accessible. The 120-word limit was well observed and fewer candidates exceeded that. When this did occur, it was largely due to writing overlong introductions about the background to the Galapagos Islands or irrelevant detail about international investors, the growing tourism industry and employment opportunities. Centres should continue to emphasise to candidates that there may well be whole sections of text which are not required when writing the summary and that careful reading of the wording of the rubric requirements is essential.

Candidates needed to select only those details which related either to the 'problems' or the 'measures'. The most successful responses addressed the problems first and then concentrated on the measures. The two aspects were often effectively separated by suitable cohesive devices or by using two paragraphs. Some responses could not be credited for Content because of imprecise interpretation of the facts in the text. For example, responses incorrectly linked tourists staying on the cruise ships with the lack of food and the rubbish problem as the reason why wildlife was in danger.

Occasionally, Content points could not be credited because key detail was not conveyed precisely. For example, the first problem indicated on the mark scheme required the essential idea of 'staying on the islands' rather than just 'visiting'. Similarly, the second problem required the word 'local' to precisely express the situation with the food production.

Higher marks are available for responses which paraphrase certain words and expressions in the text and in this series a good number of candidates were successful. More successful responses expressed key details in the candidate's own words without losing accuracy or meaning. For example, 'keep up with requirements' was changed to 'cope with the extra demand', 'the amount of rubbish' became 'the huge quantity of waste' and 'a licence given out by the authorities' became 'a permit issued by the authorities'. Less successful responses tended to copy the wording in the text. Many responses featured appropriate conjunctions and cohesive devices.

#### **Exercise 5**

Content

Generally, responses provided developed, appropriate content. Some fulfilled the task skilfully and effectively. The most successful responses demonstrated a suitable, personal register, addressing the recipient of the email throughout and expressing thoughts and opinions with enthusiasm. Less successful responses included a list of actions and events, for example, 'On the first day I did...and on the second day I did...' with little sense of audience and a lack of connectives.

There were many varied places of work including bakeries, cafes and restaurants as well as banks and IT companies. After just one day of training, many candidates wrote about running businesses, auditing salaries for multi-national workforces or performing operations in hospital theatres.

The third bullet point tended to be less well developed than the other two. The most successful responses supported their ideas with additional detail. Most candidates expressed the feeling that the experience had helped them, even if they had changed their mind about their future career as a result of it. A small number of candidates did not address the task and wrote about how they set up a business of their own, such as running a stall selling home-made cakes or similar food products. This was not totally irrelevant but did affect the marks awarded.

#### Language

The most successful responses featured ambitious vocabulary, for example, '*At first I felt jittery and nervous...but the week flew by*', '*I could barely contain my excitement*' and '*I had the time of my life*'. Less successful responses tended to lack a range of vocabulary, with a succession of very short sentences which would have been greatly improved using subordinate clauses. Some candidates made slips with the non-agreement of subject and verb and there was some mixing of past and present tenses, for example, '*My school organised a work experience and I take part in it*' and '*Overall, I enjoyed the week and learn many new skills*'. Full stops were used but less accurate responses did not always start the next sentence with a capital letter.

#### Exercise 6

The most successful candidates achieved a good balance between expressing the problems caused by lateness and suggesting solutions to them. Most candidates wrote in the correct register, demonstrating a more formal style than in **Exercise 5**. Responses were organised well, often with the use of subheadings. Though these are optional, they can help candidates to improve the clarity of their response.

*Report about students arriving late to lessons, explaining how this affects lessons and suggesting what can be done about it.*

#### Content

Most responses fulfilled the task with a generally good sense of purpose and audience, referring to the ideas in the prompts. This appeared to be a topic which candidates could relate to and many displayed strong views in their writing. The general feeling was that latecomers had a detrimental influence on lessons by affecting the speed with which the syllabus could be covered and the marks in the final examination. Most responses featured the two prompts, but the more successful ones argued convincingly with a range of ideas that went beyond them and they supported and developed their findings rather than just listing points. Some responses contained balanced views with empathy for those students who arrive late through no fault of their own and criticism of those students who arrive late deliberately. They also considered the difficult position of the teachers having to accommodate latecomers to their lessons. More successful responses gave clear and detailed explanations of the negative effects of lateness, but less successful responses tended not to refer to the effects on the class and concentrated more on the reasons for lateness, which did not directly address the requirements of the task.

More successful responses created a final paragraph where they were able to summarise their findings with a clear and definite conclusion. Less successful responses re-stated broad points that had been made in the body of the article, often using the same words. Overall, many candidates achieved a good balance to the writing by providing an introductory comment on the topic and a concluding opinion.

In general, the second part of the report, the suggestions as to how to improve the situation, was less convincing than the description of the effects of lateness on classes. Many candidates used the prompt about starting lessons later but gave little detail as to how this would work. Other ideas consisted of giving latecomers extra classes, detentions and other forms of punishment as well as contacting parents to enlist their cooperation.

### Language

More able candidates used complex sentence structures, for example, *'First and foremost a stricter rule is needed, strengthening the punishment and warnings against those being late to classes'* and *'...considering the consequences, it is imperative that a solution is found urgently'*. More successful candidates also used linking words to good effect which helped to provide balance to their report and made the piece flow more easily when different findings and suggestions were offered. As with **Exercise 5**, less able candidates did not observe paragraphing conventions and on occasion wrote one continuous piece with little evidence of punctuation, which meant that ideas were not sequenced and often difficult to follow.

Spelling was generally sound but the following basic words continue to be confused: *'their'* and *'there'*, *'though'* and *'thought'*, *'few'* and *'a few'* and *'late'* and *'lately'*.

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

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Paper 0511/23  
Reading and Writing (Extended)

## Key messages

In **Exercise 1**, precise reading is required to identify the key point of each question. In this series, **Exercise 1** proved accessible to the vast majority of candidates, although they should be reminded that for this task, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was generally well attempted although there was evidence that some candidates require better preparation for items which assess inference.

In **Exercise 3**, candidates must 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 shown by the bullet points.

In **Exercise 4**, candidates must read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempts to paraphrase the main ideas. Candidates 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 series, candidates coped generally well with the demands of this task. A number continued to include non-salient introductory details, however, which impacted the number of content details available to them within the constraints of the word limit.

In Exercises **5** and **6**, the extended writing tasks, responses should be of an appropriate length and should include relevant content and a range of language. In **Exercise 5**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 6**, a more formal register is required. To achieve marks in the higher bands, it is important for candidates to develop their own idea. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were reasonably well attempted with many responses achieving quite well.

## General comments

The paper offered a range of tasks within the six 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.

It is important for candidates to read and carefully consider the requirements of each exercise.

## Comments on specific questions

### **Exercise 1**

This exercise was generally very well attempted by candidates. There was evidence from the majority of responses that the text had been understood and there were relatively few omissions. There was an



indication, however, that, at times, greater precision needed to be applied in the reading of the questions. More able candidates interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

### Question 1

- (1) This was very well answered with the majority of candidates correctly identifying 'fastest creature.'
- (2) The correct response was reasonably well recognised, although a number of candidates were either distracted by '1964', or included details which negated an otherwise correct answer, e.g. 'throughout the early 20th century.'
- (3) Very few candidates failed to identify 'DDT' or 'agricultural chemical' as the correct answer to this item.
- (4) This item was very well answered with most candidates locating '1974', although a number were distracted by the year the fund was set up and supplied '1970' in error.
- (5) This item proved slightly more challenging, although it was generally well attempted with many candidates providing the two details required for two marks. A common incorrect response included the idea that tall buildings are 'safer', which is not stated in the text, indicating that more careful reading is required.
- (6) This item was also well attempted with many candidates achieving both marks available by correctly identifying 'tourist attraction' and 'reduce cost of cleaning'. Marks were occasionally lost where candidates repeated a salient detail, i.e. supplying both 'reduce cost of cleaning' and 'keep messy city-dwelling birds away'.
- (7) While many candidates correctly identified 'numbers will double', some supplied 'increase', which was not precise enough, and others were distracted by 300%, which is not the prediction of the writer, as required by the question.
- (8) This item was generally well attempted with many candidates achieving at least three of the four available marks. All of the five possible options proved accessible. Incorrect answers tended to be too general, e.g. 'city is full of hazards' and/or lacking salient details.

### Exercise 2

This multiple matching exercise was generally well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text.

- (a) This was generally well attempted with a good proportion of candidates correctly identifying text B. Texts A and C were most frequently supplied in error, both of which make reference to time spent on homework, but do not convey the detail required.
- (b) This item proved more accessible with the vast majority of candidates supplying text D.
- (c) This was generally well attempted. While many candidates correctly supplied A as the source text, a number did not, and the full range of options was supplied in error.
- (d) This item was well attempted, although some candidates seem to have been distracted by the word 'sport' in text C and supplied this in error.
- (e) This item proved slightly more challenging. While a number of candidates correctly identified C as the text which contained the salient detail, a number provided incorrect responses, with text A the most frequent of these, indicating some misunderstanding.
- (f) This was the most challenging item in this exercise. While text A contained the salient detail, all options were provided, with the most frequent being text D. This indicates that candidates need more practice in inference.

- (g) This item was generally well attempted, although some candidates supplied text D in error, possibly because they were drawn to the phrase *'can't quite believe it'*.
- (h) This item was well answered. While text D contained the salient detail, all options were provided, indicating that candidates need more practice in inference.
- (i) The item was very well answered.
- (j) This item also proved accessible to the majority of candidates. A number were distracted by options B and D, however, which mention *'planning'* and *'dividing up activities'* but do not convey the salient detail.

### Exercise 3

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, particularly on item 11. Overall, the exercise produced good differentiation with higher marks being obtained by the more able candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. 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.

#### *How tourism is negatively affecting The Galapagos Islands*

This item proved to be the more challenging of the two. Four content points from a total of five available were required. All of these proved accessible, with point 5 the least commonly given. Marks were most frequently lost where candidates failed to supply enough detail to fully convey the point to be made. For example, some supplied *'increase in fishing'* without *'harming marine life'* or *'creatures damage the local ecosystem'* without reference to these creatures being *'harmful'*. A number of candidates also lacked precision in reading and supplied non-salient details, e.g. *'animals and plants have been introduced to the islands'* or those related to the second item, e.g. *'removing unwanted species'*.

#### *What people are doing to preserve The Galapagos Islands*

This section was generally much better attempted. Candidates were required to supply five responses for this item, with many correctly identifying three or four of the six possible answers. There was good recognition of all possible options, with point 1 the least commonly provided. However, as with the previous section, marks were lost where candidates supplied incomplete answers and a small number of candidates failed to identify any correct responses for this section.

### Exercise 4

The summary writing task discriminated to some extent, but, as with previous series, the higher range of marks was not widely awarded. Candidates were required to summarise only one aspect of the text – the requirements for becoming an astronaut. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Many candidates, however, performed less well and appear to have been under-prepared in the necessary summary skills.

Although all of the possible content points proved accessible, relatively few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. In this series, many candidates copied information from the text without sufficient care as to the rubric requirements. Many, for example, lifted elements of the introduction or included superfluous information about the astronaut who applied fifteen times for a job. A considerable number of candidates also made reference to what is not required in order to become an astronaut, e.g. *'coming from a military background'* or having *'a higher degree'*. This inevitably impacted on the number of words available for content points. Candidates should be reminded of the importance of meeting the rubric requirements in their conveyance of content details.

Language points were awarded across the range with many candidates receiving at least four of the eight marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. Again, candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, they should also make an attempt to paraphrase. Although this seemed rather a challenge for some in this series, the more successful responses expressed the salient points succinctly with appropriate conjunctions giving the summary a natural flow.

## Exercise 5

This exercise was reasonably well attempted, with most candidates fully addressing the rubric requirements. The word limit was generally well observed with a number producing pieces towards the upper limit in this session and fewer falling 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 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 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. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

*Email - When you were on your way home from school recently, you saw someone who needed some help. You decided to help.*

The vast majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to email a friend to explain why the person needed some help, describe how the person was helped and say what the person did later to express his or her thanks.

Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the prompts. The first and second bullet points were generally well dealt with. Drawing on the visual stimuli, a number of candidates wrote about helping a new student/visitor/new arrival to the area who was lost. Many others wrote about the person needing help to find something he/she had lost, such as money, their mobile phone or a pet. The third bullet point tended to be the least developed, but prompted a range of ideas from gifts of money, to food, to being taken out for dinner or on holiday. Stronger candidates attempted to engage the reader from the outset. Others waited until covering the third bullet point to interact. In some responses, however, events were written in a narrative form with limited awareness of the required audience. Nevertheless, most responded to all prompts and some with the level of detail and expansion necessary to achieve a top band mark.

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

## Exercise 6

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Less successful responses tended to stay very close to given prompts, occasionally using them 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 where possible, suitable examples. Word limits were generally well observed.

*Article - receiving prizes for doing well at school*

Candidates were required to write an article for their teacher about whether or not receiving prizes for doing well at school is a good idea. Two prompts were provided; one which argued in favour of using prizes as a reward, and one against. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion; however, many relied heavily on the arguments put forward in the prompts and less able candidates struggled to provide developed responses. Candidates in favour of receiving prizes typically justified their stance with arguments centred around the motivating factor of giving rewards. Those against, argued that rewarding students with prizes is not good preparation for life beyond school and can lead to unhealthy competition between classmates. A small number of candidates produced more well-developed responses which either argued convincingly for one side, or fully explored the pros and/or cons of both options. There was generally effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses. As with Exercise 5, however, relatively few candidates achieved top band marks.

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

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Paper 0511/31  
Listening (Core)

## Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.). Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

Candidates were required to use a set number of words for **Exercises 1 and 2**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.

Successful responses were those which provided short, clear answers and which adhered to the word limit required.

Candidates should be reminded that the answer will be heard; they should lift the response from the text rather than use their own words..

Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

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

#### **Question 1**

- (a) The majority of candidates identified the correct response 'music'. There was a wide variety of spelling variants that could be credited but some candidates went for the distractor 'flower festival'. Some candidates wrote the plural 'music festivals' which could not be credited, as the addition of 'festivals' altered the meaning of the response.
- (b) There was a very mixed response here with several candidates giving incorrect responses such as 'check tickets', 'get photo prices', 'take ticket photos' and 'organize the festival'.

#### **Question 2**

- (a) This was very well attempted and a large number of candidates were able to score the mark as there were many acceptable spelling attempts which did not put meaning in doubt. Quite a few candidates selected 'prices' or 'amount of posters' and lost the mark.
- (b) This was quite well attempted. However certain responses could not be credited where misspelling put meaning in doubt.

#### **Question 3**

- (a) This was fairly well answered. The expected response was 'plastic bags'. Responses which omitted 'bags' or included extraneous detail, which altered overall meaning, e.g. 'plastic bags and bottles', could not be credited.
- (b) This was very well attempted by the vast majority of candidates. The expected response was '38 million / 38 000 000'. Quite a few candidates selected the distractor '4500'. The following responses could not be credited: 'over 38 million' and '38 000'.

#### **Question 4**

- (a) This question was extremely well attempted by the vast majority of candidates. Some common incorrect responses that could not be credited were 'relax', 'sleep and relax' and 'eight hours'.
- (b) This question was generally well answered. However, some candidates added extra detail which negated the response e.g. '45 minutes to relax'. Other common incorrect responses included 'sleep' and 'work with children'.

#### **Exercise 2**

#### **Question 5**

Large parts of this question were answered well by the majority of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they led to an incorrect grammatical fit. In some cases, errors around word form, e.g. providing a singular form where the expected response was plural and vice versa, meant that candidates could not be credited. Some parts of the question were left blank by a small number of candidates.



- (a) There was a mixed level of success here – responses were fairly evenly divided between the expected response, ‘radio’ and the distracting detail ‘internet’. Some incorrect responses were ‘internet radio’ and ‘Will Broadway’.
- (b) The majority of candidates identified the correct response ‘medicines’. There was a wide variety of spelling variants that could be credited where they did not put meaning in doubt, but some candidates gave the distracting detail ‘drinks’ and therefore lost the mark.
- (c) On the whole, this question was quite well attempted by the vast majority of candidates. A common incorrect response was ‘Cambodia’.
- (d) This question was consistently well answered by the vast majority of candidates. However, a few candidates wrote ‘chemicals’ or ‘gas’ and lost the mark.
- (e) This was generally well attempted by the majority of candidates. Some candidates wrote ‘comfortable’ or ‘heavier’, which could not be credited.
- (f) This was consistently well attempted by the vast majority of candidates. The expected response was ‘weight’. Common incorrect responses were ‘8 Km’ and ‘weigh’.
- (g) There was a mixed level of success here as many candidates selected the distracting detail ‘doctors’. Other common incorrect responses included ‘medics’ and ‘transportation’.
- (h) This was extremely well attempted by the vast majority of candidates. The expected response was ‘fame’. Some candidates however lost the mark where they wrote the plural form, ‘fames’ which could not be credited.

### Exercise 3

#### 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. In this case, no marks were awarded even if one of those letters was the correct response. As outlined in ‘Key Messages’, where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

### Exercise 4

#### Question 7

Generally, candidates performed well on this question.

A few candidates did not clarify their final response, and instead gave 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 response is intended to be the candidate’s definitive answer.



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

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Paper 0511/32  
Listening (Core)

## Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.). Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercise 2** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

There have been fewer instances where candidate's handwriting was illegible. This has been a huge improvement on previous sessions. However, the letters that still cause some difficulty to decipher are a/o (e.g. lost/last), o/u, e/a (e.g. college/collage) and m/n. It was also not always possible to determine whether a candidate had included the final 's' to indicate plural form. It is beneficial to encourage learners to practise writing by hand as often as possible.

Candidates have also improved when indicating which answer they intend as their final choice, especially in terms of clearly crossing out their first attempt and writing their definitive answer. However, some candidates still wrote over half-erased attempts which often resulted in their final answer being illegible.

The vast majority of candidates now adhere to the required word limit set out in the rubric for each exercise, which is a huge improvement on previous years.

There was less evidence of candidates using useful exam techniques this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). Where used, candidates would still benefit from applying such techniques more effectively, as some candidates tend to underline *all* words, rather than selecting just the key words in each question.

Most candidates seem to be aware of the distracting information in the exercises now and do not include these in addition to the correct detail. However, an increased number of candidates provided the distracting detail in addition to the expected answer in **Exercise 1**. Such attempts cannot be credited.

Candidates need to be reminded not to use the same letter more than once in **Exercise 3**. There have been many more instances this session of candidates using the same letter more than once in this part of the test. Candidates are reminded to read (and listen) to the rubric at the start of each exercise.

There has been an improvement in candidates' answering of **Exercise 4**, with hardly any occasions observed of candidates ticking more than one box, or leaving all three boxes unticked.

Overall, as in previous sessions, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for specific detail is recommended. Listening to longer talks proved challenging for some: learners would benefit from more practice of this to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).

Learners would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'lock' versus 'log' and 'trade' versus 'trait'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form, i.e. the form in which they had heard it. Thus, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'guessing' instead of 'guess').

It is also advisable to expose learners to vocabulary sets across a wide range of topics and for them to practise spelling such words. Most candidates showed productive knowledge of low frequency words such as 'international trade', but appeared less familiar with the production of more frequent everyday words, for example, 'library' and 'camera'.

It is not advisable to enter candidates who are at a much lower level than expected for the core tier.

## Comments on specific questions

### Exercise 1

#### Questions 1–4

Overall, this section was reasonably attempted by most candidates. Most marks were lost where candidates selected the distracting detail in error instead of the correct answer or the inclusion of the wrong extra detail. The latter was a particular issue in **Questions 1(a)** and **2(a)**. Other reasons for loss of marks are outlined below.

#### Question 1

- (a) This question was answered fairly well. Most candidates provided the extra detail 'form' in addition to the expected detail 'application'. However, where candidates misheard 'form' and provided extra details such as 'application phone' or 'application foam', these attempts could not be credited as the extra detail changed the overall meaning and spoiled the response.

Most candidates provided spelling attempts which did not put the intended meaning in doubt and were, therefore, credited. Spelling attempts where the intended meaning became questionable could not be awarded the mark. Plural forms were also not allowed (i.e. 'applications' and 'application forms') as these altered the intended meaning. Other wrong answers included distracting details, such as 'school folder' and 'key'.

- (b) The expected answer was 'garage' and there was a reasonable level of success on this question. Most candidates provided the correct spelling, but spelling attempts which put the intended

meaning in doubt were disallowed. Most wrong attempts included the distracting detail 'bedroom' and 'kitchen table'.

### Question 2

- (a) This question was attempted very well. In addition to the expected answer 'comedy', candidates often provided the extra detail 'club'. Other extra details, which did not alter the meaning of the overall answer, e.g. 'comedy event' and 'comedy show' were also credited. Marks were also awarded where candidates provided recognisable spelling attempts of the key detail. Some candidates lost marks where they had apparently misheard the extra detail and provided answers which changed the overall meaning – e.g. 'comedy class' and 'comedy car'. Other wrong answers included 'community club' and the distracting detail 'rock band'. This question also had a high number of No Responses.
- (b) The expected answer was 'station' and most candidates provided this correct response. Some answers included extra detail (e.g. 'station at 5:30' and 'station after college'). Where the extra detail changed the intended meaning (e.g. 'space station', 'college station', 'station near college'), the mark could not be given. The distracting detail 'studio cafe' was also often given in error.

### Question 3

- (a) This question asked for an article the man is reading at the moment. More than half of candidates provided the correct response; 'international trade'. Other creditable attempts included 'global trading' and 'international business'. Spelling attempts which did not obscure the meaning of the expected answer were credited. However, some spelling attempts put the intended meaning in doubt or changed the meaning altogether. These attempts resulted in candidates losing the mark. Marks were also lost where distractors, e.g. 'global warming' were given.
- (b) Most candidates provided the expected detail 'job adverts'. 'Job ads' and 'job advertisements' were also allowed. Other creditable attempts included 'jobs', 'the job section' and 'job offers'. The most common reason for candidates losing marks was for providing the answer in singular form (i.e. 'job' or 'job advert'). Marks were also lost because of spelling which put meaning in doubt or which created a new meaning (e.g. 'job adverbs', 'job adverse' and 'job adds'). Some attempts included the wrong idea, for example, 'job advice' and 'job interviews', and could not be credited. The distracting detail 'TV listings' was sometimes given in error. This question also had a high number of No Responses.

### Question 4

- (a) Candidates dealt with this question reasonably well. The intended answer for this question was 'nature park' and most candidates provided just that. 'Natural park' was also credited, as were spelling attempts which did not put the intended meaning in doubt. Some candidates misheard the adjective and provided a detail which altered the intended meaning, for example, 'national park'. Some candidates lost marks where they had provided an apparently invented adjective – e.g. 'Angel Park' and 'Central Park'. Incomplete answers which only contained the noun 'park' were disallowed.
- (b) There was relatively low level of success for this question, with only a third of all candidates providing the correct detail 'lock'. The plural form 'locks' was also credited as it did not alter the meaning in the given context. Extra details, such as 'lock included' and 'bike lock' were also given the mark as again, this extra detail did not alter the meaning. Most marks were lost where candidates attempted the correct detail, but where their spelling results in the creation of a new meaning. Such attempts included 'locket' and 'locker'. Other marks were lost where candidates provided the distracting details 'helmet' and 'lights' in error. This question also had a high number of No Responses.

### Exercise 2

#### Questions 5(a) – 5(h)

This exercise resulted in varying degrees of success. On average, candidates scored between 2 and 4 marks. The more successful attempts were for **Questions (b), (e) and (h)**. Candidates were least successful

with **Questions (a), (d) and (f)**. There was a high number of No Responses, particularly for **Questions (b), (d) and (f)**.

### Question 5

- (a) There was an extremely low level of success here, with only a few candidates selecting the correct detail 'climbing wall'. Other creditable attempts were 'climb wall', 'climber wall' and 'climbable wall' as these did not alter the intended meaning and fitted the gap.

Most incorrect answers included the distracting detail 'pool table'. Attempts which altered the intended meaning (e.g. 'climbing walk' or 'climate wall') were not given the mark. Marks were also not given to answers which did not fit grammatically, for example the plural form 'climbing walls.'

- (b) This question targeted the winning theme of the fair; 'circus'. The correct detail was selected by only one third of all candidates. Most incorrect answers included the distracting detail 'beach'; this was the second favourite theme for this year's fair.

Most of the spelling attempts did not obscure the intended meaning and were credited. However, those that made the intended meaning questionable were not allowed. Some spelling attempts created a new meaning (e.g. 'circle') and were also not awarded the mark.

- (c) About one third of candidates were successful in providing the correct detail 'street dance' for this question. Other attempts which were also accepted included 'street dancing' and 'street dances' as these forms also fitted the gap.

Most incorrect attempts included the distracting detail 'horse riding'. Other incorrect answers included other unrelated words from the recording (e.g. 'popular', 'unusual' and 'competition') or poor spelling attempts which created a new meaning (e.g. 'street down').

- (d) Few candidates provided the expected detail 'guess' for this question. Synonymous ideas like 'estimate' were also allowed. Ambiguous spelling attempts were not allowed where they put the intended meaning in doubt. 'Guessing' was also not allowed as this form did not fit the gap. Most marks were lost due to the inclusion of the distracting detail 'draw' or the wrong idea 'weigh'.

- (e) This was one of the more successfully answered questions. The expected answer was 'camera', but the majority of answers also included the extra detail 'digital'. Most spelling attempts were credited as they did not create any doubt about the intended meaning. Where marks were lost this was due to the inclusion of the distracting detail 'cinema tickets'.

- (f) The level of success on this question was rather low. Most candidates did not identify the *type* of detail needed, and rather than providing *what* Year 9 were going to sell (i.e. jewellery) they selected *the place* where they were going to sell it (i.e. jewellery stall). Candidates provided an array of spelling attempts; those which were considered recognisable, were credited. The plural form 'jewelleries' was not credited. 'Cakes' and 'biscuits' were also often given in error.

- (g) Candidates appeared to struggle on this question. The expected detail was 'posters', but most candidates provided the extra detail 'making'. 'Poster making' was also accepted as a creditable attempt. Extra details which changed the intended meaning could not be awarded the mark however, e.g. 'printing posters' or 'pasting posters'. Marks were also lost where candidates gave the distracting detail 'printing tickets' in error.

- (h) This was the most successfully attempted question in this part of the test. Most spelling attempts were deemed creditable as they did not obscure the intended meaning.

### Exercise 3

The majority of candidates matched 1–2 speakers correctly with the expected letter. The most correct answers were for speakers 2 and 6. Opinion B was often given, in error, as the answer for speaker 4.

There were no omissions for this part of the test. However, a number of instances of candidates using the same letter twice, compared to previous sessions, were observed. These could not be credited. Some candidates tried to overwrite their initial answers. This often resulted in illegible answers which sometimes could not be deciphered and led to a loss of marks.

#### Exercise 4

This part of the test was attempted reasonably well, on the whole, with most candidates scoring 4 marks. Errors were most commonly made on **Questions (c), (e) and (f)**. For **(c)**, option C was often given in error, for **(e)**, option B tended to be the wrong answer, and for **(f)**, option C was often given in error. There were few instances where candidates did not provide any answers to some of the questions in this part of the test.

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

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Paper 0511/33  
Listening (Core)

## Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.). Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercise 2** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

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

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



Successful responses were those which were clear and concise. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or gave a response which was not clear.

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.

There was a wide range of alternative spellings where credit could be given as the intended meaning was not in doubt. However, where a misspelling obscured intended meaning, credit could not be given.

### Comments on specific questions

#### **Exercise 1 (Questions 1 – 4)**

This section was answered with a mixed level of success. Any common reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A reasonable number of candidates answered this question correctly with the expected response 'bat(s)'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance, 'bees, 'birds and insects'. In some instances, additional detail provided negated the expected response e.g. 'bees and bats'. Answers such as these could not be given credit as they changed the meaning of the overall response. Spelling attempts such as 'bad', or 'baths' were not credited as they changed the meaning of the expected response.
- (b) Fairly well answered in general. Several candidates provided the expected response: 'watch a video'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'pollination'. The verb 'watch' was a required detail for responses to be credited as the answer needed to describe a specific activity. In some instances, this verb was omitted from the expected response, so no credit could be given.

#### **Question 2**

- (a) There was a mixed level of success here. Recognisable spelling attempts that did not put meaning in doubt were accepted. Attempts where the spelling put meaning in doubt could not be credited. Where marks were lost this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'maths', 'economics'.
- (b) There was a mixed level of success here. The expected response here was '(a) wild(-)life centre'. Many candidates, however, misheard this as 'work life centre' or 'word life centre'. These attempts could not be credited as they altered the meaning of the expected response.

Where marks were lost, this was sometimes due to the distracting information from the recording being given incorrectly as a response – for instance: 'sports club'

#### **Question 3**

- (a) A mixed level of success here. Some candidates provided the expected response '(cycling) helmet(s)'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'riding hats'.

Recognisable spelling attempts that did not put meaning in doubt were accepted. Attempts where the spelling put meaning in doubt could not be credited however. Some spelling attempts created new words, so credit could not be given e.g. 'hamlet'. In some instances, candidates combined details from the distracting detail with the expected response e.g. 'riding helmet', so again no credit could be given.

- (b) Fairly well answered. Many candidates provided the expected response e.g. '(the) blue(-)bird (café)'. Recognisable spelling attempts that did not put meaning in doubt were accepted. In many instances, however, the name of the café was misheard as 'blue beard' – so candidates lost the mark as this altered the meaning of the expected response. Marks were also lost due to the

distracting information from the recording being given incorrectly as a response – for instance: ‘riding school’ or ‘bus station’. In several instances, additional detail provided negated the expected response e.g. ‘Blue bird school’. Answers such as these could not be given credit as they changed the meaning of the overall response.

#### Question 4

- (a) Fairly well answered. The expected response here was ‘(by/on) Wednesday’. In rare cases, the mark was lost where the spelling of a candidate’s response put meaning in doubt. Marks were also sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, ‘Thursday’.
- (b) Fairly well answered. The expected response, ‘(the) ending’, was provided correctly by most candidates and usually spelled correctly. Marks were sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, ‘the writing style’. In some instances candidates gave variants of the answer which could not be credited due to a change in meaning e.g. ‘end day’.

#### Exercise 2 (Question 5)

This section was answered with a very mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 5

- (a) A very mixed level of success here. Marks were often lost due to the distracting information from the recording being given incorrectly as a response – for instance, ‘challenging’, or ‘expensive’. The expected response here was ‘rare’. Most alternative spelling attempts put meaning in doubt as they were not recognisable attempts at the answer. Also, there were several attempts that created new words, so could not be allowed e.g. ‘raw’, or ‘rave’.
- (b) Fairly well answered on the whole. The expected response ‘80, 000’ or ‘eighty thousand’ was often encountered and credited. In several instances, however, the figure was transcribed incorrectly as ‘8000’ so credit could not be given. Marks were sometimes lost when the distracting details ‘500’ or ‘2000’ were given in error.
- (c) A mixed level of success here. The expected response ‘Greece’ was sometimes encountered and credited. In many instances, spelling variants put meaning in doubt so could not be credited. Marks were often lost when the distracting details ‘Iran’ or ‘Asia’ were given in error.
- (d) This proved a challenging question for most candidates. The expected response was ‘(cave) paintings’. However, marks were lost when the distracting detail ‘Myths’ was given in error.
- (e) A mixed level of success here. A fair number of candidates provided the expected response ‘medicine(s)’ here and attained the mark. In several instances, however, a completely incorrect detail was provided from the recording ‘disease’, so credit could not be given.
- (f) Fairly well answered on the whole. The expected answer was ‘coffee’ and this was encountered quite often. However, marks were often lost when the distracting details ‘vanilla’, or ‘dishes’ were given. Also, the expected response for **Question 5(g)**, ‘cake’, was often wrongly given here.
- (g) A mixed level of success here. Several candidates provided the expected response ‘cake’ or acceptable spelling variants which did not put meaning in doubt. However, marks were often lost when the distracting detail ‘soup’ was given in error.
- (h) A mixed level of success here. Some candidates provided the expected response ‘town’ or an acceptable spelling variant of this response. However, marks were sometimes lost when the distracting detail ‘Cambridge’ was given in error.

### Exercise 3 (Question 6)

This exercise proved very challenging on the whole. Many candidates matched only two to three of the speakers correctly. Candidates appeared slightly more successful in the matching of speakers one, two and five to the appropriate letter. Doubling of letters was very rarely encountered.

### Exercise 4 (Question 7)

Generally, candidates appeared to perform better in multiple choice **Questions 7(a), (b), (g) and (h)**. The correct responses to **7(c), (d), (e) and 7(f)** were perhaps slightly less consistently encountered. Sometimes, it was not always clear which tick was intended as a final choice. However, these instances were rare and in general the multiple-choice format appeared not to pose a problem for the vast majority of candidates.

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

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Paper 0511/41  
Listening (Extended)

## Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.). Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercises 2, 5A and 5B** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

Candidates were required to use a set number of words for **Exercises 1, 2 and 5**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.

Successful responses were those which provided short, clear answers and which adhered to the word limit required.

Candidates should be reminded that the answer will be heard; they should lift the response from the text rather than use their own words.

Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

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

#### **Question 1**

- (a) The majority of candidates identified the correct response 'music'. There was a wide variety of spelling variants that could be credited but some candidates went for the distractor 'flower festival'. Some candidates wrote the plural 'music festivals' which could not be credited, as the addition of 'festivals' altered the meaning of the response.
- (b) There was a very mixed response here with several candidates giving incorrect responses such as 'check tickets', 'get photo prices', 'take ticket photos' and 'organize the festival'.

#### **Question 2**

- (a) This was very well attempted and a large number of candidates were able to score the mark as there were many acceptable spelling attempts which did not put meaning in doubt. Quite a few candidates selected 'prices' or 'amount of posters' and lost the mark.
- (b) This was quite well attempted. However certain responses could not be credited where misspelling put meaning in doubt.

#### **Question 3**

- (a) This was fairly well answered. The expected response was 'plastic bags'. Responses which omitted 'bags' or included extraneous detail, which altered overall meaning, e.g. 'plastic bags and bottles', could not be credited.
- (b) This was very well attempted by the vast majority of candidates. The expected response was '38 million / 38 000 000'. Quite a few candidates selected the distractor '4500'. The following responses could not be credited: 'over 38 million' and '38 000'.

#### **Question 4**

- (a) This question was extremely well attempted by the vast majority of candidates. Some common incorrect responses that could not be credited were 'relax', 'sleep and relax' and 'eight hours'.
- (b) This question was generally well answered. However, some candidates added extra detail which negated response e.g. '45 minutes to relax'. Other common incorrect responses included 'sleep' and 'work with children'.

#### **Exercise 2**

#### **Question 5**

Large parts of this question were answered well by the majority of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they led to an incorrect grammatical fit. In some cases, errors around word form, e.g. providing a singular form where the expected response was plural and vice versa, meant that candidates could not be credited. Some parts of the question were left blank by a small number of candidates.

- (a) There was a mixed level of success here – responses were fairly evenly divided between the expected response, ‘radio’ and the distracting detail ‘internet’. Some incorrect responses were ‘internet radio’ and ‘Will Broadway’.
- (b) The majority of candidates identified the correct response ‘medicines’. There was a wide variety of spelling variants that could be credited where they did not put meaning in doubt, but some candidates gave the distracting detail ‘drinks’ and therefore lost the mark.
- (c) On the whole, this question was quite well attempted by the vast majority of candidates. A common incorrect response was ‘Cambodia’.
- (d) This question was consistently well answered by the vast majority of candidates. However, a few candidates wrote ‘chemicals’ or ‘gas’ and lost the mark.
- (e) This was generally well attempted by the majority of candidates. Some candidates wrote ‘comfortable’ or ‘heavier’, which could not be credited.
- (f) This was consistently well attempted by the vast majority of candidates. The expected response was ‘weight’. Common incorrect responses were ‘8 Km’ and ‘weigh’.
- (g) There was a mixed level of success here as many candidates selected the distracting detail ‘doctors’. Other common incorrect responses included ‘medics’ and ‘transportation’.
- (h) This was extremely well attempted by the vast majority of candidates. The expected response was ‘fame’. Some candidates however lost the mark where they wrote the plural form, ‘fames’ which could not be credited.

### Exercise 3

#### 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. In this case, no marks were awarded even if one of those letters was the correct response. As outlined in ‘Key Messages’, where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

### Exercise 4

#### Question 7

Generally, candidates performed well on this question.

A few candidates did not clarify their final response, and instead gave 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 response is intended to be the candidate’s definitive answer.

### Exercise 5

#### Question 8

There was a mixed degree of success on candidates’ performance on this question. Some responses provided were not always a grammatical fit, and incorrect singular and plural nouns, for example, could not be credited. There were a few questions that were not attempted by some candidates.

#### Part A

- (a) This was generally well attempted by most candidates. Some common incorrect responses were ‘facts’ and ‘length’.



- (b) Most candidates were successful on this question. Some candidates wrote 'whale sharks' which was not creditworthy as this response altered overall meaning.
- (c) There was a very mixed level of success here. The distracting detail, 'underwater cameras', was selected as often as the expected response. Common incorrect responses included 'trackers', 'sand recorders' and 'sound recordings'.
- (d) The vast majority of candidates picked out the correct detail and scored the mark on this question for which the expected response was 'whispers'.
- (e) This was answered correctly by many candidates. The expected response was 'affection'. Some candidates however, wrote the plural 'affections' and as such lost the mark. Other incorrect responses included 'direction', and 'infection'.

## Part B

- (a) There was a mixed level of success here – responses were fairly evenly divided between the expected response, 'distance', and the distracting detail 'speed'. Some common incorrect responses included 'seasonal patterns' and 'migration'.
- (b) This was generally well answered. The most common incorrect responses were 'temperature' and 'feeding'.
- (c) This was quite well attempted. Some common incorrect responses included 'slapping', 'fighting' and 'mating'.
- (d) There was a mixed level of success here. Some candidates picked out an incorrect detail e.g. 'songs' or 'pattern levels' and lost the mark.
- (e) The vast majority of candidates were successful on this question. A number of candidates used the singular form of the expected response, 'ocean', and therefore lost the mark. Other common incorrect responses included 'creatures' and 'positions'.

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

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Paper 0511/42  
Listening (Extended)

## Key messages:

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.). Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercises 2, 5A and 5B** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

There have been fewer instances where candidate's handwriting was illegible. This has been a huge improvement on previous sessions. However, the letters that still cause some difficulty to decipher are a/o (e.g. lost/last), o/u, e/a (e.g. college/collage) and m/n. It was also not always possible to determine

whether a candidate had included the final 's' to indicate plural form. It is beneficial to encourage learners to practise writing by hand as often as possible.

Candidates have also improved when indicating which answer they intend as their final choice, especially in terms of clearly crossing out their first attempt and writing their definitive answer. However, some candidates still wrote over half-erased attempts which often resulted in their final answer being illegible.

The vast majority of candidates now adhere to the required word limit set out in the rubric for each exercise, which is a huge improvement on previous years.

There was less evidence of candidates using useful exam techniques this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). Where used, candidates would still benefit from applying such techniques more effectively, as some candidates tend to underline *all* words, rather than selecting just the key words in each question.

Most candidates seem to be aware of the distracting information in the exercises now and do not include these in addition to the correct detail. However, an increased number of candidates provided the distracting detail in addition to the expected answer in **Exercise 1**. Such attempts cannot be credited.

Candidates need to be reminded not to use the same letter more than once in **Exercise 3**. There have been many more instances this session of candidates using the same letter more than once in this part of the test. Candidates are reminded to read (and listen) to the rubric at the start of each exercise.

There has been an improvement in candidates' answering of **Exercise 4**, with hardly any occasions observed of candidates ticking more than one box, or leaving all three boxes unticked.

Overall, as in previous sessions, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for specific detail is recommended. Listening to longer talks proved challenging for some: learners would benefit from more practice of this to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).

Learners would also benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, participle verb forms and other word forms) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'lock' versus 'log' and 'trade' versus 'trait'). Although some candidates selected the correct detail, they did not always transcribe the word in the correct form, i.e. the form in which they had heard it. Thus, candidates' final answers did not always make the required fit in **Exercises 2, 5A and 5B** (e.g. 'guessing' instead of 'guess').

It is also advisable to expose learners to vocabulary sets across a wide range of topics and for them to practise spelling such words. Most candidates showed productive knowledge of low frequency words such as 'international trade', but appeared less familiar with the production of more frequent everyday words, for example, 'library' and 'camera'.

It is not advisable to enter candidates who are at a much lower level than expected for the extended tier.

## Comments on specific questions

### Exercise 1

#### Questions 1 – 4

Overall, this section was reasonably attempted by most candidates. Most marks were lost where candidates selected the distracting detail instead of the correct answer or included the wrong extra detail. The latter was a particular issue in **Questions 1(a) and 2(a)**. Other reasons for loss of marks are outlined below. There were few instances of No Responses for this part of the test.

#### Question 1

- (a) This question was answered fairly well. Most candidates provided the extra detail 'form' in addition to the expected detail 'application'. However, where candidates misheard 'form' and provided extra details such as 'application phone' or 'application foam', these attempts could not be credited as the extra detail changed the overall meaning and spoiled the response.

Most candidates provided spelling attempts which did not put the intended meaning in doubt and were, therefore, credited. Spelling attempts where the intended meaning became questionable could not be awarded the mark. Plural forms were also not allowed (i.e. 'applications' and 'application forms') as these altered the intended meaning. Other wrong answers included distracting details, such as 'school folder' and 'key'.

- (b) The expected answer was 'garage' and there was a reasonable level of success on this question. Most candidates provided the correct spelling, but spelling attempts which put the intended meaning in doubt were disallowed. Most wrong attempts included the distracting detail 'bedroom' and 'kitchen table'.

### Question 2

- (a) This question was attempted very well. In addition to the expected answer 'comedy', candidates often provided the extra detail 'club'. Other extra details, which did not alter the meaning of the overall answer, e.g. 'comedy event' and 'comedy show' were also credited. Marks were also awarded where candidates provided recognisable spelling attempts of the key detail. Some candidates lost marks where they had apparently misheard the extra detail and provided answers which changed the overall meaning – e.g. 'comedy class' and 'comedy car'. Other wrong answers included 'community club' and the distracting detail 'rock band'.
- (b) The expected answer was 'station' and most candidates provided this correct response. Some answers included extra detail (e.g. 'station at 5:30' and 'station after college'). Where the extra detail changed the intended meaning (e.g. 'space station', 'college station', 'station near college'), the mark could not be given. The distracting detail 'studio cafe' was also often given in error.

### Question 3

- (a) This question asked for an article the man is reading at the moment. More than half of candidates provided the correct response; 'international trade'. Other creditable attempts included 'global trading' and 'international business'. Spelling attempts which did not obscure the meaning of the expected answer were credited. However, some spelling attempts put the intended meaning in doubt or changed the meaning altogether. These attempts resulted in candidates losing the mark. Marks were also lost where distractors, e.g. 'global warming' were given.
- (b) Candidates achieved a reasonable degree of success here. Most candidates provided the correct response; 'job adverts'. 'Job ads' and 'job advertisements' were also allowed. Other creditable attempts included 'jobs', 'the job section' and 'job offers'.

The most common reason for candidates losing marks was for providing the answer in singular form (i.e. 'job' or 'job advert'). Marks were also lost because of spelling which put meaning in doubt or which created a new meaning (e.g. 'job adverbs', 'job adverse' and 'job adds'). Some attempts included the wrong idea, for example, 'job advice' and 'job interviews', and could not be credited. The distracting detail 'TV listings' was sometimes given in error.

### Question 4

- (a) Candidates dealt with this question fairly well. The intended answer for this question was 'nature park' and most candidates provided just that. 'Natural park' was also credited, as were spelling attempts which did not put the intended meaning in doubt. Some candidates misheard the adjective and provided a detail which altered the intended meaning, for example, 'national park'. Some candidates lost marks where they had provided an apparently invented adjective – e.g. 'Angel Park' and 'Central Park'. Incomplete answers which only contained the noun 'park' were disallowed.
- (b) This was another fairly successful question, with most candidates providing the correct detail 'lock'. The plural form 'locks' was also credited as it did not alter the meaning in the given context. Extra details, such as 'lock included' and 'bike lock' were also given the mark as again, this extra detail did not alter the meaning.

Most marks were lost where candidates attempted the correct detail, but where their spelling results in the creation of a new meaning. Such attempts included 'locket' and 'locker'. Other marks were lost where candidates provided the distracting details 'helmet' and 'lights' in error.

### Exercise 2

#### Questions 5(a) – 5(h)

This exercise resulted in varying degrees of success. On average, candidates scored between 3 and 5 marks. The most successful attempts were for **Questions (b), (e) and (h)**. Candidates were least successful with **Questions (a), (d) and (f)**. Most No Responses appeared for **Questions (d) and (f)**.

### Question 5

- (a) There was a low level of success here with only a third of candidates selecting the correct detail 'climbing wall'. Most candidates, however, gave 'climb wall' as their answer and this attempt was credited as were 'climber wall' and 'climbable wall' since such attempts did not alter the intended meaning and fitted the gap.

Most incorrect answers included the distracting detail 'pool table'. Attempts which altered the intended meaning (e.g. 'climbing walk' or 'climate wall') were not given the mark. Marks were also not given to answers which did not fit grammatically, for example the plural form 'climbing walls'.

- (b) This question targeted the winning theme of the fair; 'circus'. The correct detail was selected by most candidates. Most incorrect answers included the distracting detail 'beach'; this was the second favourite theme for this year's fair.

Most of the spelling attempts did not obscure the intended meaning and were credited. However, those that made the intended meaning questionable were not allowed. Some spelling attempts created a new meaning (e.g. 'circle') and were also not awarded the mark.

- (c) Most candidates answered this question reasonably well and provided the correct detail 'street dance'. Other attempts which were also accepted included 'street dancing' and 'street dances' as these forms also fitted the gap.

Most incorrect attempts included the distracting detail 'horse riding'. Other incorrect answers included other unrelated words from the recording (e.g. 'popular', 'unusual' and 'competition') or poor spelling attempts which created a new meaning (e.g. 'street down').

- (d) Only half of the candidates were successful here, providing the expected detail 'guess'. Synonymous ideas like 'estimate' were also allowed. Ambiguous spelling attempts were not allowed where they put the intended meaning in doubt. 'Guessing' was also not allowed as this form did not fit the gap. Most marks were lost due to the inclusion of the distracting detail 'draw' or the wrong idea 'weigh'.

- (e) This was one of the more successfully answered questions. The expected answer was 'camera', but the majority of answers also included the extra detail 'digital'. Most spelling attempts were credited as they did not create any doubt about the intended meaning. Where marks were lost this was due to the inclusion of the distracting detail 'cinema tickets'.

- (f) The level of success on this question was rather low. Most candidates did not identify the *type* of detail needed, and rather than providing *what* Year 9 were going to sell (i.e. jewellery) they selected *the place* where they were going to sell it (i.e. jewellery stall). Candidates provided an array of spelling attempts; those which were considered recognisable, were credited. The plural form 'jewelleries' was not credited. 'Cakes' and 'biscuits' were also often given in error.

- (g) There was a reasonable level of success on this question. The expected detail was 'posters', but most candidates provided the extra detail 'making'. 'Poster making' was also accepted as a creditable attempt. Extra details which changed the intended meaning could not be awarded the mark however, e.g. 'printing posters' or 'pasting posters'. Marks were also lost where candidates gave the distracting detail 'printing tickets' in error.

- (h) This was the most successfully attempted question in this part of the test. Most spelling attempts were deemed creditable as they did not obscure the intended meaning.

### Exercise 3

Most candidates dealt fairly well with this part of the test. The majority of candidates matched 4–5 speakers correctly with the expected letter. The most correct answers were for speakers 1, 2, 3, and 6. Opinion B was often given, in error, as the answer for speaker 4.



There were no omissions for this part of the test. However, a number of instances of candidates using the same letter twice, compared to previous sessions, were observed. These could not be credited. Some candidates tried to overwrite their initial answers. This often resulted in illegible answers which sometimes could not be deciphered and led to a loss of marks.

#### Exercise 4

This part of the test was attempted reasonably well, on the whole, with most candidates scoring 5 marks. Errors were most commonly made on **Questions (c), (e) and (f)**. For **(c)**, option C was often given in error, for **(e)**, option B tended to be the wrong answer, and for **(f)**, option C was often given in error. There were few instances where candidates did not provide any answers to some of the questions in this part of the test.

#### Exercise 5 – part A

There was a high level of success on this question with most candidates scoring 4 marks. Candidates particularly excelled at **Questions (a), (b) and (d)**. The majority of marks were lost due to the inclusion of distracting information instead of the correct detail. There were few instances of No Responses in this part of the test.

#### Question 8

**(a)** Candidates attempted this question extremely well. The expected answer was ‘mountain ash’ and the vast majority of candidates provided just that. Most spelling attempts did not obscure intended meaning and were creditable. Some spelling attempts created a new meaning and were disallowed. These included ‘mountain bash’ and ‘mountain edge’.

**(b)** Most candidates were very successful at answering this question. The required detail was ‘height’. However, answers such as ‘growth’ and ‘length’ were also allowed as they conveyed the same idea. The plural form ‘heights’ was also given the mark.

Some candidates lost the mark where they included the wrong extra detail ‘50 metre height’ or changed the word form to ‘high’. The latter could not be credited as it did not fit the gap, grammatically. The distracting detail ‘speed’ was also sometimes given in error.

**(c)** This question was the least successfully attempted question in this part of the test. The expected answer was ‘walking sticks’, but ‘walking canes’ was also credited.

Marks were mainly lost due to the inclusion of the distracting detail ‘garden equipment’. This particular detail is already printed on the question paper and paraphrased as ‘tools’. Marks were also lost where candidates misheard the correct plural form ‘walking sticks’ and produced the singular form.

**(d)** Candidates attempted this question fairly well. Most of them correctly provided ‘bitter’ for their answer. ‘Sour’ was considered sufficiently similar in meaning and also given the mark. Candidates mostly lost the mark for spelling attempts which changed the meaning (e.g. ‘better’, ‘biter’). Others did not gain the mark as they selected the distracting adjectives ‘poisonous’ and ‘raw’. Some candidates provided adjectives which did not feature in the recording (e.g. ‘sweet’).

**(e)** This was a generally well-answered question. ‘Harvest’ was the expected detail here, but ‘harvests’ and ‘harvesting’ were also credited as these forms fit the gap. The alternative answer ‘yield’ was also given the mark as it is synonymous with the expected answer. Some candidates included an extra detail and in most cases, these were allowed. For example, ‘year’s harvest’ and ‘harvest season’. However, these extra details could not be credited on their own (i.e. ‘year’, ‘season’). Other wrong details included ‘winter’ and ‘autumn’. Most spelling attempts were given the mark as they did not put the intended meaning in doubt. However, some spelling attempts were questionable and consequently were not given the mark.

#### Exercise 5 – part B

**Part B** was attempted with a mixed level of success. Most candidates scored between 2 and 3 marks on average. The more successful attempts were on **Questions (a) and (d)**. Candidates were least successful on **Question (c)**. Some attempts indicated that candidates did not understand what the required idea was, as their responses were nonsensical. There was a high number of No Responses for this part of the test.



### Question 8

- (a) There was a fair level of success on this question. The expected detail was 'crime', but 'crimes' was also credited. The question targets the levels of something that trees in cities can reduce. Some candidates erroneously selected 'oxygen', which is something that trees can *increase* in cities. Most candidates appeared familiar with the word 'crime' and spelled it correctly.
- (b) Candidates achieved a lesser degree of success when attempting this question. The expected answer was 'population'. Some candidates provided alternative responses, such as 'citizen', 'human' and 'people', and all of these attempts were credited. However, many candidates apparently chose incorrect words at random from the recording (e.g. green, Paris, cities, location, etc.).
- (c) Only about one third of candidates were successful on this question. The targeted idea was 'location'. However, the plural form 'locations' and the synonymous idea 'position' was also allowed. Most candidates wrongly provided the distracting detail 'frequency' as their answer and lost the mark. Other wrong answers included 'species', 'number' and 'density'.
- (d) Most candidates coped reasonably well with this question and gained the mark. The expected detail 'graph' was spelled correctly by most candidates. Most marks were lost due to the inclusion of the distracting details 'map', 'report' and 'project'.
- (e) This question was attempted with a varied degree of success. The expected answer was 'needles'. The singular form 'needle' was not credited as it did not fit the gap. Marks were also lost where candidates provided the distracting detail 'petals'. Other wrong answers included words apparently chosen at random from the recording (e.g. 'flower', 'leaves' and 'broad').

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

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Paper 0511/43  
Listening (Extended)

## Key messages

Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.

Candidates should be reminded to write their answers in the spaces provided on the question paper. Learners' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.

When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).

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 and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).

Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular question.

In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.

In gap-filling **Exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.

In **Exercises 2, 5A and 5B** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.

In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.

It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

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

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

Successful responses were those which were clear and concise. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or gave a response which was unclear. 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.

There was a wide range of alternative spellings where credit could be given as the intended meaning was not in doubt. However, where a misspelling obscured intended meaning, credit could not be given.

### **Comments on specific questions**

#### **Exercise 1 (Questions 1 – 4)**

This section was answered with a mixed level of success. Any common reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) Many candidates answered this question correctly with the expected response 'bat(s)'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance, 'bees, 'birds and insects'. In some instances, additional detail provided negated the expected response e.g. 'bees and bats'. Answers such as these could not be given credit as they changed the meaning of the overall response. Spelling attempts such as 'bad', or 'baths' were not credited as they changed the meaning of the expected response.
- (b) Fairly well answered in general. Several candidates provided the expected response: 'watch a video'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'pollination'. The verb 'watch' was a required detail for responses to be credited as the answer needed to describe a specific activity. In some instances, this verb was omitted from the expected response, so no credit could be given.

#### **Question 2**

- (a) There was a mixed level of success here. Recognisable spelling attempts that did not put meaning in doubt were accepted. Attempts where the spelling put meaning in doubt could not be credited. Where marks were lost this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'maths', 'economics'.
- (b) There was a mixed level of success here. The expected response here was '(a) wild(-)life centre'. Many candidates, however, misheard this as 'work life centre' or 'word life centre'. These attempts could not be credited as they altered the meaning of the expected response.

Where marks were lost, this was sometimes due to the distracting information from the recording being given incorrectly as a response – for instance: 'sports club'

#### **Question 3**

- (a) A mixed level of success here. Some candidates provided the expected response '(cycling) helmet(s)'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'riding hats'.

Recognisable spelling attempts that did not put meaning in doubt were accepted. Attempts where the spelling put meaning in doubt could not be credited however. Some spelling attempts created new words, so credit could not be given e.g. 'hamlet'. In some instances, candidates combined details from the distracting detail with the expected response e.g. 'riding helmet', so again no credit could be given.

- (b) Fairly well answered. Many candidates provided the expected response e.g. '(the) blue(-)bird (café)'. Recognisable spelling attempts that did not put meaning in doubt were accepted. In many instances, however, the name of the café was misheard as 'blue beard' – so candidates lost the mark as this altered the meaning of the expected response. Marks were also lost due to the distracting information from the recording being given incorrectly as a response – for instance: 'riding school' or 'bus station'. In several instances, additional detail provided negated the expected

response e.g. 'Blue bird *school*'. Answers such as these could not be given credit as they changed the meaning of the overall response.

#### Question 4

- (a) Generally well answered. The expected response here was '(by/on) Wednesday'. In rare cases, the mark was lost where the spelling of a candidate's response put meaning in doubt. Marks were also sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'Thursday'.
- (b) Generally well answered. The expected response, '(the) ending', was provided correctly by most candidates and usually spelled correctly. Marks were sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'the writing style'. In some instances candidates gave variants of the answer which could not be credited due to a change in meaning e.g. 'end day'.

#### Exercise 2 (Question 5)

This section was answered with a mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 5

- (a) A very mixed level of success here. Marks were often lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'challenging', or 'expensive'. The expected response here was 'rare'. Most alternative spelling attempts put meaning in doubt as they were not recognisable attempts at the answer. Also, there were several attempts that created new words, so could not be allowed e.g. 'raw', or 'rave'
- (b) Fairly well answered on the whole. The expected response '80 000' or 'eighty thousand' was often encountered and credited. In several instances, however, the figure was transcribed incorrectly as '8000' so credit could not be given. Marks were sometimes lost when the distracting details '500' or '2000' were given in error.
- (c) Fairly well answered on the whole. The expected response 'Greece' was often encountered and credited. In some instances, spelling variants put meaning in doubt so could not be credited. Marks were sometimes lost when the distracting details 'Iran' or 'Asia' were given in error.
- (d) This proved a challenging question for most candidates. The expected response was '(cave) paintings'. However, marks were lost when the distracting detail 'Myths' was given in error.
- (e) A mixed level of success here. A fair number of candidates provided the expected response 'medicine(s)' here and attained the mark. In several instances, however, a completely incorrect detail was provided from the recording 'disease', so credit could not be given.
- (f) Fairly well answered on the whole. The expected answer was 'coffee' and this was often encountered. However, marks were sometimes lost when the distracting details 'vanilla', or 'dishes' were given. Also, the expected response for **Question 5(g)**, 'cake', was often wrongly given here.
- (g) Generally well answered. Many candidates provided the expected response 'cake' or acceptable spelling variants which did not put meaning in doubt. However, marks were sometimes lost when the distracting detail 'soup' was given in error.
- (h) Generally well answered. Many candidates provided the expected response 'town' or an acceptable spelling variant of this response. However, marks were sometimes lost when the distracting detail 'Cambridge' was given in error.

#### Exercise 3 (Question 6)

This exercise proved very challenging on the whole. Many candidates matched only two to three of the speakers correctly. Candidates appeared most successful in the matching of speakers one, two and five to the appropriate letter. Doubling of letters was very rarely encountered.

#### Exercise 4 (Question 7)

Generally, candidates appeared to perform better in multiple choice **Questions 7(a), (b), (g) and (h)**. The correct responses to **7(c), (d), (e) and 7(f)** were perhaps slightly less consistently encountered. Sometimes, it was not always clear which tick was intended as a final choice. However, these instances were rare and in general the multiple-choice format appeared not to pose a problem for the vast majority of candidates.

#### Exercise 5 (Part A)

This Exercise discriminated well between candidates. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 8A

- (a) A fair degree of success was apparent here. The expected responses here were '(magazine) reports' or 'magazines' and only the plural form could be credited. This was encountered fairly often and subsequently credited. Marks were sometimes lost when the distracting detail 'TV programmes' was given in error.
- (b) A very mixed level of success was apparent here. The expected response here was 'board'. However, incorrect distracting details from the recording such as 'cloth' were encountered just as frequently as the expected response. 'Bored' could not be credited as this response created a new word which altered the meaning of the intended response.
- (c) This question was fairly well answered. The expected response here was 'eye contact'. However, incorrect distracting details from the recording such as 'equal size' were encountered quite frequently. Also, 'contact', on its own, could not be credited as the key detail 'eye' was a required part of the response.
- (d) A fair degree of success was apparent here. The expected response was 'passion'. This was encountered fairly often and subsequently credited. Creditable synonyms of the expected response included 'love' and 'care'.
- (e) A mixed level of success was apparent here. Many candidates provided the expected response 'resource'. However, marks were sometimes lost when incorrect details were taken from the recording e.g. 'creature' or 'tree frog'.

#### Exercise 5 (Part B)

This Exercise discriminated well between candidates. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 8B

- (a) This question was fairly well answered. The expected response here 'patience' was encountered quite often. The response 'passions' however, could not be credited as this misspelling created a new word which altered the meaning of the response a whole.
- (b) A mixed level of success was apparent here. The expected response 'character', was not encountered very often. Marks were frequently lost, as the distracting detail 'behaviour' was often given in error. The nouns 'individuality', 'characteristics' and 'personality' were sometimes given as attempts and were credited as acceptable synonyms of the expected response.
- (c) This question was fairly well answered. Some candidates lost the mark when they included the incorrect distracting detail 'running', which could not be credited as it repeated the idea of 'moving quickly' which was already printed on the question paper as part of the statement.
- (d) A mixed level of success was apparent here. The expected response was 'folded clothing'. The adjective 'folded' was required as part of the response for the mark to be awarded. Many candidates omitted this key detail providing just 'clothes' as their response, so credit could not be given. Marks were also often lost, when the distracting details 'tree trunk' or 'jacket' were given in error. The response 'folding clothes' could not be credited as the change in the word form of the

first part of the response altered the meaning of the answer and was not an acceptable fit for the gap on the question paper.

- (e) This question was reasonably well answered, with many candidates providing the correct answer 'habitats' or 'natural habitats'. However, the distracting detail 'physical features' was encountered quite often.



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

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Paper 0511/51  
Speaking

## Key messages

Examiners should engage candidates in a two-way conversation from the outset, encouraging a friendly conversation which develops naturally. Examiners should give candidates the opportunity to express their ideas and give anecdotes without judgement, correction or unnecessary prompting.

Examiners should read the Moderation Report sent to the centre which gives advice on the conduct of the test.

Examiners should read the Teacher's/Examiner's Notes thoroughly before conducting the tests.

New Examiners should watch the Speaking Test Video on the School Support Hub.

Examiners should use a timer for **Parts B, C and D** of the test and keep to the minimum suggested timings for each part of the test, so that candidates have sufficient time to demonstrate their skills.

Use a quiet room for the test without distracting background noises.

Go through the prompts in the order they appear on the cards.

## General comments

### **Part A**

This part was generally well conducted with the majority of Examiners reading out the script as required. Some Examiners paraphrased it, which occasionally led to key information being missed.

### **Part B**

The majority of these parts were well conducted in terms of timing and engagement with candidates. However, in some tests **Parts Part A and B** were too short: 2–3 minutes in total. Most Examiners asked appropriate questions, focussing more on candidates' interests rather than questions about school or abstract topics which are more suited to **Part D**.

### **Part C**

Timings were generally very good, though some were notably short. Few candidates indicated that they were ready during **Part C** but, when it happened, very few Examiners told the candidate they had more time. Not many candidates asked for clarification of the prompts, although this is allowed, and when responding, explanations given by Examiners were mostly clear and helpful. Overall, a wide selection of topic cards was used in centres. Many Examiners clearly used **Part B** to inform the choice of topic card.

### **Part D**

In most tests Examiners engaged in two-way conversations from the outset, with few allowing the candidates to deliver monologues. The required timings were followed in the majority of assessments. There was a good use of the prompts, including adhering to them in the order they are given, although some Examiners went through the prompts too quickly without developing a conversation with the use of additional questions. Some Examiners did not read out the prompts but expected the candidate to respond to them which was not effective in creating a natural conversation. Examiners should aim to ask open questions to help the discussion to develop and should not interrupt by finishing the candidate's sentences or supplying vocabulary.



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

**Structure** – This was generally accurate though occasionally slightly generous, especially when candidates were fluent but did not use a wide range of structures accurately or consistently. When marking was severe, this was often because of a tendency by the Examiner to focus too much on errors.

**Vocabulary** – The application of this marking criterion was generally accurate. Lenient marking might have been caused by some Examiners missing repetition or lack of precision in expression. When marked severely, Examiners often did not credit lexical structures such as phrasal verbs, collocations or other idiomatic expressions, but focus on isolated thematically related words, for example scientific terms.

**Development and Fluency** – The marks for this criterion were generally accurate but sometimes Examiners marked slightly generously in the upper mark range and slightly severely in the lower mark range. Higher marks were often given to candidates who spoke fast, this being mistaken for fluency. It would be beneficial with some candidates to encourage them to speak a little slower so that what they say is clearer. Strong performance was not always rewarded when candidates paused and seemed to be weighing up their ideas, even though they had otherwise been able to carry on the conversation competently enough.

### **Administration**

On the whole administration was done competently, although some Examiners need to check that the microphone is near the candidate and ensure there is no background noise. There were some clerical errors on the forms and in some cases the recordings included in the sample were not indicated with an asterisk. Centres need to remember to label the tracks with the candidates' details.

### **Internal moderation**

Where more than one Examiner is used at a centre, internal moderation must be carried out.

Each Examiner should list their candidates in descending order of marks (this is called 'rank order'). The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or speaking examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

### **Comments on specific topic cards**

#### **A – Choosing a career**

For prompt 1, most candidates already had a career in mind, which they could describe in some detail ('content creator', 'open a business', 'my own brand'), although others talked about still considering their 'options' and 'keeping things on the table'. While some used the simple present tense, stronger candidates used different tenses to refer to a specific moment when they decided on their career. , to prompt 2, opinion was divided as to who is the best person to help you choose a career. Most candidates would seek advice from their parents, teachers and friends while 'professionals already working in the same field' also provided a thoughtful source of help. Responding to why people change their career, candidates often speculated, leading to the idea that views change as you mature. Some candidates gave examples of family members who had changed career and why. Prompt 4 about needing more than qualifications allowed candidates to

show their skill with vocabulary referring to '*characteristics*' such as '*humility*', '*persistence*', '*the need for passion*', '*determination*' and having '*the right mindset*' in order to '*achieve your dreams*'. Strong candidates referred to people they know who have practical skills and evaluated the benefits of experience over paper qualifications. Ideas of other important decisions beyond choosing a career were considered by most candidates. The last two prompts enabled candidates to weight up different viewpoints, and to use a range of future and conditional structures to discuss how decisions they make now will affect their future.

## **B – Keeping fit**

The warm-up discussion often gave Examiners a good indication of when it would be appropriate to choose this card. In prompt 1, candidates were generally capable of describing their fitness regimes in considerable detail, often involving the language of routine: '*on a regular basis*', '*several times a day*', '*twice a week*', and of using vocabulary related to '*working out*', such as '*push ups*', '*crunches*', '*circuits*' or qualities needed such as '*stamina*' and '*endurance*'. When prompted, they also mentioned the need to have plenty of sleep and a '*healthy*' or '*balanced*' diet. Further focus on diet included vocabulary such as '*calories*', '*carbohydrates*' and '*fighting obesity*'. The challenges of having a healthy lifestyle included the idea that '*bad habits die hard*' and '*it's very difficult to eat less and exercise more*'. There were plenty of opportunities for using the zero and first conditionals. In response to prompt 3, most candidates did not imagine being a fitness instructor, although many could see positive aspects, such as working with people or being a source of inspiration. Many thoughtful candidates considered some of the negative aspects of an '*obsession with*' or '*addiction to keeping fit*', with more able candidates widening the discussion to mental health issues. Most candidates felt that sports stars already did enough to promote a healthy lifestyle, giving examples, and using modals and conditionals.

## **C – Day and night**

Many responses to this topic were enthusiastic in tone. The first two prompts allowed candidates to talk at length about their preferences between day and night, giving details about how they spend their time, generating appropriate vocabulary for specific times of day: '*sunrise*', '*sunset*' and qualities: '*productivity*', '*concentration*'. More able candidates moved away from the school focus. In response to prompt 3, there was a variety of reasons why people struggled to sleep, from too much caffeine, being '*stressed out*' or '*agitated*' and the '*blue screen effect*', to '*not a lot of exercise throughout the day*.' Most candidates were in favour of spending some time outdoors during the day and supported this with the benefit to mental health of '*UV rays*' and '*Vitamin D*'. In response to prompt 5, some candidates introduced the idea of night shift workers or the use of artificial light sources to explain why the difference between day and night is already less important for people's lifestyles than in the past.

## **D – Made by hand**

Candidates who had expressed an interest in art were often given this topic. More able candidates generated some interesting discussion with thoughtful use of language. Some candidates described a handmade object in some detail, referring to its function ('*a stool to sit on*') and what it was made of ('*wood*', '*metal sheets*', '*leather*'). Candidates often saw the value of handmade objects in terms of the skill and effort involved in making them ('*sweat, blood and tears*', '*the time the producer has put into it*') and their qualities of '*originality*' and '*uniqueness*'. Most agreed that young people should learn the skills of making handmade objects as it improves our imagination, patience and mental capabilities, or might later be a means to '*earn a living*' or '*become self-employed*', and could also be a source of '*satisfaction*' or even '*entertainment*'. They also thought the '*skills of the forefathers are being lost*'. In response to prompt 4, opinions varied about whether machine-made or handmade objects were better in quality. Some emphasised the '*accuracy*' of machines when it comes to measuring and '*cutting and shaping*', but others thought that handmade items might '*last forever*' unlike machine-made objects. would just '*depreciate*'. Prompt 5 elicited the opinion that handmade objects would soon be '*regarded as old-fashioned*,' although they might still be '*appreciated and valued*' and something '*to be proud of*'.

## **E – Sightseeing**

Although this card was chosen frequently, some candidates were not clear about the idea of sightseeing, either because they lacked any personal experience of it, or because they did not equate it with being a tourist. The first two prompts allowed candidates to talk at length about their own experiences, bringing up specific sights including '*monuments*', '*historical places*', '*museums and galleries*', and describing how they spent time '*exploring*', '*taking pictures*' or just '*having fun*', using past tenses here and some interesting

adjectives: *'spectacular', 'picturesque' and 'impressive'*. Focus tended to be on cities for prompt 2, but some extended the idea to visiting the countryside and mountains. When talking about a place in their own country that they would consider *'worth looking at'* or *'popular'* with visitors, strong candidates used some conditionals and modals (*'If you go there, you should...'*). When weighing up the advantages and disadvantages of sightseeing in a group, there were good connectives of contrast (*'whereas', 'on the other hand', 'while'*). Most candidates considered sightseeing a rather superficial way of encountering a country, although it could be *'informative'*, and help a country to *'promote'* itself. Some expressed the opinion that *'eating traditional foods'* or visiting local restaurants where you could have *'contact with people'* would give the visitor more of an insight.

## F – Robots

Candidates were able to list jobs that they would like robots to do: *'cooking', 'cleaning and washing up', 'office work'*. Many candidates commented on how *'it would free up time'*. Some candidates used conditional tenses, e.g. *'If the robot is told to do something, it will complete it'*. Stronger candidates used more specific vocabulary such as *'scan the environment'* or *'artificial intelligence', 'sensor'* and *'detects'*. For prompt 2, candidates touched on whether robots have feelings, and if not, how could they be real friends. Prompts 3 and 4 provided candidates with an opportunity to discuss how robots are better at repetitive jobs like factory work (*'in a production line'*), with the effective use of modals as candidates considered possibilities, balancing human error and robot efficiency, while acknowledging that like humans, *'they also needed rest, if only to prevent over-heating'*. Prompt 5 allowed strong candidates to use conditionals to discuss the future impact of robots on our lives. Candidates could use a range of tenses and showcase excellent vocabulary such as: *'regulate', 'prevent', 'programmed', 'catalytic converter'*.

## G – Supporting others

Candidates were able to respond to prompt 1 by using abstract nouns such as, *'positivity', 'understanding', 'loving', 'caring'* as well as more concrete examples, *'advice with preparing a schedule'*. Stronger candidates used collocations such as *'mental encouragement'* and *'financial support'*. The second prompt allowed candidates the opportunity to tell an anecdote, with strong candidates using narrative tenses effectively. Many candidates talked about helping a friend with a mental health issue. For prompts 3 and 4, candidates were able to discuss the qualities of patience and understanding, while stronger candidates were able to develop the idea of being a *'good listener'*. Prompt 3 encouraged reflection, with some expressing uncertainty, *'maybe', 'if you are...'* Others were more emphatic, *'honestly, you just need...'* *'your presence is enough.'* Prompt 5 often needed clarification. However, it enabled stronger candidates to use business-related vocabulary such as *'profit'* or *'revenue'* and effective vocabulary and phrasing, *'implement', 'construct', 'vital connections', 'build relationships', 'bring stability'*. Candidates used conditionals and comparative structures to discuss why local businesses should offer support in their neighbourhoods.

## H – Being independent

Candidates were able to give examples of decisions that they had made. Stronger candidates discussed the responsibilities that come with independence. Prompt 1 enabled candidates to use complex structures with *'when'* and time adverbials (*'at that point', 'at first', 'in the end'*) and refer to shopping, friendships, spending money and career. This led on to prompt 2 in response to which many candidates used some effective nouns and adjectives, *'challenges', 'hardships', 'essential', 'advantageous'*. Stronger candidates referred to parental *'expectations'* or *'peer pressure'* and were able to use complex structures such as, *'you can do whatever you want to'*. Prompts 3 and 4 were well handled and most candidates were able to give advantages (*'freedom', 'choices'*) and disadvantages (*'lonely', 'too much responsibility'*). Stronger candidates talked about our roles within society and how we all rely on each other. Prompt 4 allowed candidates to make use of quotations to illustrate points, such as *'No man is an island'*, and use them effectively within expanded answers. Prompt 5 generated extended responses from the most able candidates, with vocabulary such as *'referendum'* and *'democracy'*. There were some passionate responses to prompt 5, making use of intensifiers, *'They actually should...'* and effective phrasings, *'decisions governments take will most likely affect its citizens'* and *'governments are elected by the people'*. Most were able to give specific examples such as education or the economy.

## I – Information

This topic generated good use of subject specific vocabulary, for example *'internet', 'libraries', 'documentaries'*. Prompt 1 enabled candidates to use cause-effect structures with *'because'* and zero conditionals. Candidates said they found most of their information on the internet: *'online sources', 'recommended sites'*. Candidates extended this prompt by talking about convenience and ease of access,



using idiomatic language such as *'at the click of a finger'*. In prompt 2, candidates used comparative structures and related vocabulary such as *'overwhelming'* or *'evidence'*. Most considered books more reliable. They used complex sentences and effective phrasing, *'trusted professionals'*. Candidates frequently referred to school projects and coursework. Prompt 3 allowed stronger candidates to comment on the state of the media (*'fake news'*, *'reality TV'*, *'bloggers'*, *'social influencers'*). Most candidates were sceptical about accepting news at face value. Some candidates referred to *'bias'* in the media, and the difference between *'subjective'* and *'objective'* reporting. Prompt 4 almost universally elicited the distrust candidates had for politicians generally. Stronger candidates were able to speculate on a range of reasons for information not being shared, with ideas such as *'corruption'* and *'national security'*. In prompt 5, candidates discussed the accessibility of social media and how you *'cannot get away from it'*. Candidates spoke of how the world is getting smaller (*'global village'*). Prompt 5 was clearly a statement that candidates identified with as most used the first-person plural in their responses.

## J – Zoos

Candidates were able to name zoo animals and jobs in zoos in prompts 1 and 2. Stronger candidates expanded this by describing the appearance, habitat and characteristics of zoo animals they liked (*'king of the jungle'*) and used a range of modals and linking words to argue the advantages and disadvantages of working in a zoo. Prompts 3 and 4 enabled candidates to expand on the idea of animals kept in captivity using vocabulary to express feelings (*'It really broke my heart'*). Stronger candidates supported this with personal anecdotes of a visit to a zoo or game reserve, using a range of past tenses, or described a zoo or game reserve they would like to visit. Most candidates were able to give examples of wildlife videos they had watched. Prompt 5 enabled candidates to use a range of conditional tenses to explore the more abstract idea of whether endangered animals should be protected.

## K – Games

Candidates were able to enter the conversation by describing indoor and outdoor games they played in response to the first prompt. There were some good responses to the second prompt using football as a game which brings people together. Candidates used language such as: *'competitive'*, *'obsessed'*, *'strategy'*, *'90 per cent know what you mean'*, *'socialise'*, *'challenging'*. Most were able to give one example of a game causing arguments, which prompted good use of the past simple and continuous. The last two prompts elicited the most developed responses with candidates referring to robots and how games become impersonal when you play against machines. There was some good discussion of the idea of making friends around the world and comparisons of technology used in different countries. Prompt 4 enabled stronger candidates to switch from the present and past to using future forms and language of hypothesis and speculation. The final prompt was well answered by the stronger candidates described skills with a range of abstract nouns and adjectives.

## L – Fashion

In response to the first two prompts, candidates talked about the brands they wear and changing fashions. Language: *'unique'*, *'colour scheme'*, *'designers'*, *'over the top'*, *'specific group'*. Some candidates referred to the difficulty in keeping up with fashion due to their geographic location. Prompt 1 gave all candidates the opportunity to demonstrate their topic-based vocabulary with a range of specific clothes and accessories. In response to prompt 3, candidates speculated, often attempting to use conditionals (*'if they did not have the money, they would not buy these things'*, *'if they did not save up their money, they would not be able to afford it'*). Many candidates agreed with a uniform being beneficial and how it creates unity. In prompt 4, there was comparison between uniforms for school and in future jobs. All candidates had a good idea of the benefits of wearing a uniform e.g. saves money, saves decision making in the morning, keeps class and identity homogenous/equal. The last prompt elicited some very good discussion on the issue of gender and dress. Fashion was also linked to culture and how it differs culturally. There was also talk about how fashion helps people to be accepted into certain groups. The language used to respond to this prompt included: *'trendy'*, *'latest'*, *'showy'*, *'judgemental'*, *'obsessed by looks'*, *'express yourself'*. Many candidates brought up the topic of *'selfies'*.

## M – Respect

Candidates referred to members of their family, friends and famous people in response to the first prompt. Language used included: *'attitude'*, *'sincere'*, *'upbringing'*, *'authority'*, *'admiration'*. Stronger candidates introduced the idea of cultural differences in connection with the way people show respect to each other. For prompt 2 most candidates focused on showing respect to their parents by obeying them and helping out in the house or doing their homework. All candidates were able to give some good points in response to the



third prompt. This opened up discussion linked to different generations as well as different cultures and led to a range of topic-based vocabulary such as *'recycling'*, *'trash'*, *'air/water/land pollution'*. Candidates also spoke about littering, wildlife, harming animals, recycling, plastic and the sea, people's ignorance in general. In response to the fourth prompt, stronger candidates were able to point out that celebrities can be a bad influence on younger people especially. The last prompt again introduced a focus on culture and contrasting opinions between generations. There was a range of appropriate phrases used: *'not the type of person'*, *'do whatever they want'*, *'different perspectives'*, *'they should be admired'*.

### **N – Our brains**

This card was rarely used though the prompts on it were generally well understood. The first two prompts generated discussion on how the brain is a muscle and how it can be exercised. Some candidates said that we use our brain every day for studying and judging people's moods. Candidates referred to the programming of the brain and *'memory exercises'*. Suggestions in relation to prompt 3 included creative jobs such as fashion designer, journalist, author, film director and artist. Stronger candidates were able to compare jobs. Prompts 4 and 5 enabled candidates to use future and conditional tenses but they were not in agreement with the ideas suggested in these prompts. Some candidates thought that the use of robots might increase unemployment, poverty and laziness. There was reference to science fiction and robots. Language used to respond to this prompt included: *'modern era'*, *'past generations'*, *'constant preparation'*. The last bullet point prompted discussion on how the human race continues to advance.

### **O – Beauty**

In prompt 1, candidates referred to people, art and aspects of nature they found beautiful. Prompt 2 was well answered with all candidates being able to name a place they found ugly. The first two prompts gave candidates the opportunity to move the discussion away from personal beauty to discuss objects which were meaningful to them (watches, jewellery, photos etc.) identify landscapes, scenes, towns and cities, areas of countryside and even other countries. They did so with a good range of nouns and adjectives. Stronger candidates were able to identify ways to make the place more beautiful with a range of vocabulary connected to conservation and preservation and also some good use of modal verbs, the gerund and conditional forms. Prompts 3 and 4 generated discussion about society and how people were supposed to make themselves look nice to get jobs. This prompted language such as: *'flaws'*, *'faults'*, *'reparation'*, *'vibrant'*, *'industry'*, *'discriminatory'*, *'ultra modern'*. Prompt 4 introduced discussion on different jobs such as models and actresses. There was some use of anecdote and references to famous people. There was some discussion about how beauty dies and comparison between the way society views males and females. Some strong candidates referred to the history of our perception of beauty and the way it changes over time.



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

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Paper 0511/52  
Speaking

## Key messages

Examiners should engage candidates in a two-way conversation from the outset.

Candidates did well when they supported answers with examples or personal anecdotes.

Teachers and Examiners should read the Moderation Report sent to the centre which gives advice on the conduct of the test.

Examiners should watch the Speaking Test Video on the School Support Hub.

Examiners need to pay attention to the expected timings of all parts of the test, particularly **Parts C and D**.

Centres where more than one Examiner conducted the test need to carry out internal moderation to ensure the application of the marking criteria is consistent for all tests.

Examiners need to allow candidates sufficient time to respond to prompts and develop their ideas.

Examiners need to paraphrase difficult vocabulary and phrases more simply when asked about the meaning by candidates.

Examiners need to ensure that background noise is eliminated as far as possible and that the exams are being conducted in a quiet, secure area.

## General comments

### **Part A**

This part was generally well conducted. Most Examiners read the script provided. A few Examiners paraphrased or omitted the information that only **Part D** is assessed.

### **Part B**

This part was well conducted in most tests. The majority of Examiners used the warm-ups effectively to help candidates feel at ease but there were some examples of warm-ups being too short or too long. Some Examiners asked direct questions to identify suitable topics for **Part D**. Others disregarded the ideas mentioned in the warm-up which would have suggested an appropriate card choice. There were few candidates delivering monologues and introducing themselves.

### **Part C**

Most centres recorded the preparation stage of the tests as required. Some Examiners did not announce the assessment cards before giving to them candidates. In a few cases **Part C** was slightly too short, especially when candidates said they were ready.

### **Part D**

Most Examiners used all five prompts in the right order. However, some Examiners conducted this part as a question and answer exercise and did not themselves engage in a conversation. This often resulted in **Part D** being shorter than 6 minutes. Some candidates were allowed to deliver monologues or extended long-turns without any contribution from the Examiner. Some Examiners exacerbate the problems for candidates with limited language by paraphrasing prompts and questions in more elaborate ways. Most Examiners

effectively guided and supported the candidates through the conversation, and these resulted in more fluent conversations which allowed candidates to demonstrate their skills.

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

**Structure** – Many centres tended to be a little severe, especially in the top range. Examiners are reminded that candidates do not have to be native speaker level to achieve full marks. Some centres were too lenient when candidates' responses included many errors in the use of simple tenses, confusing fluency with accuracy.

**Vocabulary** – Some Examiners were slightly severe as they penalised candidates twice by lowering the marks for Vocabulary when there were some structural errors. In the top range, use of ambitious, idiomatic expression often went unrewarded.

**Development and Fluency** – Marking was often slightly severe when it focused on grammatical accuracy instead of ability to converse in English. Some centres were slightly severe in the lower mark range when assessing this area. Examiners who were too lenient tended to overlook repetition and reward length over content.

### **Administration**

There were very few unplayable CDs/USB sticks this series. Some recordings were not labelled with candidates' details or listed in number order on the WMS. Samples from some centres did not include a sufficient spread of marks, often omitting the candidates at the top and bottom of the range. Centres need to make sure that candidates whose tests are included in the sample are indicated with an asterisk on the summary form.

### **Internal moderation**

Where more than one Examiner is used at a centre, internal moderation must be carried out.

Each Examiner should list their candidates in descending order of marks (this is called 'rank order'). The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

### **Comments on specific topic cards**

#### **A – Sharing meals**

All candidates were able to describe family or school meals for prompt 1. Finding examples for prompt 2 also presented few difficulties and offered an opportunity to use narrative tenses. Prompt 3 was mainly answered in terms of work schedules, with most candidates able to expand and speculate on how working lives affect eating habits. The strongest answers to prompt 4 used real-life situations such as their own families, to talk about interaction, family unity and routines, with nearly all candidates agreeing that shared meals were important. Prompt 5 allowed candidates to use technical vocabulary, with stronger ones exploring consequences of not sitting down to eat together such as loss of community and dangers like obesity. There were some good discussions about visits to other countries and the food candidates had tried, which allowed for a good demonstration of vocabulary.

#### **B – Young people**

This card tended to be given to candidates who had not shown any areas of interest during the warm-up. In prompt 1, all agreed that youth was an exciting time of life. The reason given by most was the range of opportunities to study, work and travel. In response to prompt 3, many candidates used the vocabulary of feelings, e.g. listening and sympathy. Prompt 4 was answered by less strong candidates in terms of their own immediate future (*'I will have to study more'*) and by stronger ones in more general terms discussing work, family responsibilities and loss of freedom. Prompt 5 elicited the use of modal verbs and passive voice, and prompted some sophisticated answers, with some arguing that young people lack the life experience to be taken seriously. Some successful responses included comparisons of the opportunities candidates had for their future compared to their parents' prospects.

#### **C – My favourite team**

While the topic encouraged candidates to discuss any team sport, almost all examples were about football. Prompt 1 was more successfully answered than prompt 2. While few had difficulty with the concept of prompt 2, weaker responses included simple vocabulary such as *'wearing a shirt'* and the stronger ones expressed very precise ideas including *'cheering'* and *'chanting'*. Prompt 3 elicited clear arguments, mostly against supporting the local team. The strong responses explained candidates' own reasons for supporting their local team or another one. Most candidates contributed some ideas to prompt 4, using vocabulary of abstract concepts such as loyalty, team spirit and excellence.

#### **D – Being kind**

Most candidates were able to offer numerous examples for prompts 1 and 2, which both gave opportunities to use past and present perfect forms. Many candidates gave *'nurse'* or *'teacher'* in response to prompt 3. Stronger candidates were able to provide justifications for their opinions. Prompt 4 expanded on ideas from prompt 3 and some strong answers explored whether business would suffer or benefit from more kindness, with the second conditional sometimes being used to speculate. Candidates at all levels of ability were able to express their opinions in response to prompt 5, with most of them agreeing that being kind earns respect.

#### **E – Dancing**

Examiners did not select this card very often, but when chosen, this resulted in strong, often animated conversations. Candidates who did not enjoy dancing used music videos as their source of ideas for their answers. Strong responses employed precise terms including *'expression'* and *'grace'*. Prompt 5 was answered impressively by strong candidates and those with knowledge of the topic who used a wide range of vocabulary to describe emotions.

#### **F – Doing your best**

This card was a popular choice. The concept of 'doing your best' was sometimes taken just to mean being successful. The responses to prompt 1 focused on passing exams to please parents and having to study hard and playing sport to win a game. Stronger candidates explored a wider range of situations in prompt 1, for example competitions, helping parents at home, etc. When responding to prompt 2 most candidates tended to use the past simple to provide an example of an occasion when they did their best. Stronger candidates deployed a range of narrative tenses, for example past continuous and past perfect. Prompt 4



often needed explanation. Most candidates tended to disagree with the idea in prompt 4, but few provided clear reasons for their views. Prompt 5 elicited well-developed discussions about famous sports personalities.

### G – Slow down

In their responses to prompt 1 stronger candidates drew on personal experience, often referring to all the family being in a hurry in the morning. Prompt 2 elicited responses mainly based on occasions when candidates had rushed homework, and what happened as a result of it. Some of the answers to prompt 3 repeated the idea of homework needing to be done slowly and carefully. Others referred to social occasions (*I took a break and went out to a movie with my mother*). There were some interesting ideas for prompt 4, but the idea of IT getting faster was not always fully addressed. For prompt 5, not everyone agreed that people would get busier and some found it hard to imagine what life would be like in the future.

### H – The seaside

Most candidates were able to express an opinion on whether they enjoyed being at the seaside. Candidates who had never lived near, or been to, the seaside were able to imagine how they would feel. Prompt 2 elicited the use of conditionals as candidates often had to imagine a place to describe. When they did not know a seaside place some were able to think of a lakeside place they had been to instead. Prompt 3 led to discussion of the advantages and disadvantages of living by the sea or in the mountains. Prompt 4 elicited comments about people leaving litter and traffic congestion for local people as well as the positive effects of tourism. In response to prompt 5, some candidates raised concerns about climate change resulting in rising sea levels or warming seas.

### I – Facts

This card was not frequently chosen. In response to prompt 1, most candidates gave teachers or the internet as their sources of information. Prompt 2 elicited various responses from candidates, mainly writing facts down or recording them on their phones. *Practice makes perfect* was often quoted. For prompt 3, most candidates agreed that schools should teach more than facts, and the importance of subjects such as sport or music was mentioned. Weaker candidates confused *facts* with *skills*. Prompt 4 sometimes had to be explained and an example given. Prompt 5 was answered well as candidates were able to explore the more abstract idea of fake news.

### J – Planet Earth

In prompt 1, candidates listed places on Earth that they would like to visit, giving the opportunity to use conditional sentences. The majority of candidates selected places within their local area and had to be prompted to think of places beyond home. Some candidates wanted to explore the oceans to see strange sea creatures. For prompt 2, they largely commented on plastic and some demonstrated their knowledge of environmental issues, allowing for more complex use of vocabulary: *coastal erosion* *biodegradable* *carbon emissions* *ecological* and *ecosystem*. In response to prompt 3, some candidates agreed they could live on other planets, others explained why it would not be possible, i.e. lack of water, enough transport to get everyone there. Prompt 3 generated some discussion on the ethics of invading a foreign planet. Prompt 4 was more challenging for candidates living in urban areas, although most were familiar with the town/country debate, so stronger candidates could extend this to caring about the planet. Prompt 5 elicited some interesting comments about *moral duty* and the potential outcome for the world if we did not work together.

### K – Ways of travelling

This topic was frequently chosen. In response to prompt 1, weaker candidates tended to list modes of transport, with few providing any justification. The most common form discussed was travelling by car. Prompt 2 was a productive prompt, with some detailed responses. The best responses benefited from the effective use of linking devices to co-ordinate narratives e.g. *first I like to...secondly.... but basically...*. Prompt 3 provided candidates with the opportunity to use vocabulary to compare advantages and disadvantages e.g. *while it's quite expensive, on the other hand, it can be a once in a lifetime experience*. Many candidates commented on their environmental concerns and the cost of long-distance travel. Some talked about their *carbon footprint*. Stronger candidates used conditionals to explain the importance of the environment and presented a balanced argument that looked at whether making the world *open for all* would have long-term impact on global warming. The best responses recognised and expanded upon the

consequences of mass tourism, focusing on aspects such as littering, vandalism, pressure on public services etc.

## L – Public art

In response to the introductory sentence, some candidates discussed what could be classed as art. Candidates responded to prompt 1 by mainly describing exhibitions but were not specific about when or where they had seen them. Prompt 2 allowed candidates to develop their opinions about graffiti and where it was or was not appropriate (i.e. not on old buildings, temples etc.). It was often thought that where appropriate graffiti brings *'fun'* to the environment. Prompt 3 elicited some good answers from stronger candidates. Some spoke about persuading people to challenge their concept of art as many people have *'stereotypes about what art should be'*. There were concerns that if people did not understand the *'back-story'* the audience would not understand it. Prompt 4 allowed weaker candidates to talk about something else, other than public art, that lay within their lexical range i.e. aspects of financial life that they saw as more central to their life than public art – and why they felt like that e.g. *'I think that people need to spend money on food and also education for their family, so they can't use money to support artists'*. Prompt 5 produced some interesting responses from more able candidates: *'Art is how you perceive the world. It is not limited to two-dimension or three-dimension'*. It encouraged candidates to use conditional structures to explain how people's lives could be improved if they looked more closely at the world around them.

## M – Fitness

In prompt 1, candidates were able to list things people can do to keep fit and name the activities they enjoy doing and why. Stronger candidates described what each activity entails (*'Working out builds up your biceps and triceps'*) and used a variety of sentence starters/structures (*'Not only', 'by doing...'*) to express reasons why they enjoy doing specific fitness activities. Prompt 3 elicited a range of vocabulary related to problems that might stop people from exercising such as *'time-constraints', 'age-related'* or general health issues which prevented people from keeping fit. It also elicited adjectives and collocations such as *'lethargic', 'too lazy'* or *'pressure of work'*. Prompt 4 allowed candidates to make suggestions using a variety of structures which incorporated modal verbs and cleft sentences, for example: *'What they find...'* or *'It might be a good idea to...'*. In response to prompt 5, candidates gave anecdotes of what their schools were already doing to ensure students keep fit and what the school could do in the future. The last prompt enabled candidates to use conditionals in their responses. Many weaker candidates used a zero conditional and more able candidates expressed their ideas using the second conditional and mixed conditionals. Ideas were wide and varied, drawing on the drawbacks of not encouraging fitness and its consequences such as *'obesity'* or *'getting fatter'*.

## N – Water

Prompt 1 was well answered, with some detailed descriptions of how water was central to key aspects of candidates' daily lives. Stronger candidates were able to present their descriptions more effectively with the use of linking expressions and sequencers e.g. *'In the morning', 'first of all', 'then after that', 'finally'*. Prompt 2 elicited some detailed responses as this appeared to be an aspect of life that was central to candidates in many countries. Prompt 3 elicited a wider variety of language in which candidates talked about *'dehydration', 'drought'* and *'loss of crops'* using conditional structures to express likelihood or improbability. In prompt 4 a wider range of opinion phrases was a feature of stronger candidates' performance e.g. *'In my view', 'as far as I'm concerned', 'I reckon'* etc. In response to prompt 5, candidates made suggestions (*'You could'* or *'It might be an idea to'*) and gave advice about how water could be provided for everyone around the globe. However, most candidates felt that it might not be possible to provide enough water for everyone.

## O – Working in sport

Prompt 1 generated lively conversations about sporting heroes which elicited anecdotes about local and international football, basketball and cricket players. A good range of vocabulary (adjectives and adverbs) was used to describe people and their careers. In their responses to prompt 2 candidates used collocations linked to sport and subject-specific vocabulary (*'net', 'penalty', 'dribble', 'bat'*). Modal verbs of possibility were used as candidates discussed their future careers and often built on their sporting talents using the present perfect tense to express how long they had been doing a particular sport. Prompt 3 allowed candidates to use different terminology for advantages and disadvantages and gave opportunities for a variety of

conversations in which candidates could draw on personal stories, citing these as examples of the benefits and drawbacks of being a world-class athlete. When commenting on prompt 5 many candidates gave their opinions using a variety of phrases ranging from *'I feel that'* to emphasis *'What I truly believe is'*. Once again, candidates often talked about their sporting hero and gave reasons why they did or did not deserve so much money – *'overpaid'* or *'deserving of their salary'*.





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

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Paper 0511/53  
Speaking

## Key messages

Examiners should engage candidates in a two-way conversation from the outset. Candidates did well when they supported answers with examples or personal anecdotes. Teachers and Examiners should read the Moderation Report sent to the centre which gives advice on the conduct of the test. Examiners should watch the Speaking Test Demonstration Video on the School Support Hub. If more than one Examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates.

## General comments

### **Part A**

This part was generally well conducted. Most Examiners read the script provided. A few paraphrased and omitted the information that only **Part D** is assessed.

### **Part B**

The warm-up section was generally well conducted with Examiners enabling candidates to discuss their hobbies and interests and using these as a basis for selecting an appropriate card.

### **Part C**

Most Examiners announced the assessment topic as required. Some preparation periods were too short with Examiners allowing candidates to start early or asking candidates if they were ready soon after handing over the assessment card.

### **Part D**

In most cases, Examiners used open questions so candidates could develop the conversation. Examiners need to make sure that they sufficiently engage in the conversation with the candidates to give them the opportunities to demonstrate a full range of skills. Some Examiners paraphrased prompts which sometimes led to confusion. Some strong candidates were allowed to talk uninterrupted. Timings were generally accurate, although occasionally too short, particularly with weaker candidates.

## Application of the marking criteria

**Structure** – The application of this criterion was mostly accurate, though some centres were a bit generous when assessing the range of structures used. Severity was often due to focusing on the lack of accuracy and not recognising the range of structures.

**Vocabulary** – This assessment criterion was generally applied accurately. Candidates who used a range of vocabulary to express emotions and reactions achieved high marks. While expressions such as *'kind of'*, *'cool'* and the use of *'like'* as an interjection (*'it's, like, really nice'*) can be useful discourse markers for

candidates and will not impact negatively on their marks; such expressions are unlikely to yield a high score on Vocabulary. Examiners should reward ambitious candidates who are clearly attempting complexity, even if they are not always successful.

**Development and Fluency** – There was a tendency towards being slightly generous. Some centres see fluency as speed of delivery rather than developing prompts or providing focused information.

### **Administration**

Most recordings were of good quality, though in some centres background noise was noticeable and could have been potentially distracting. Some audio tracks were not labelled with candidates' details. Overall, the final marks submitted were accurate. Centres should ensure that the candidates are listed on the summary forms in candidate number order.

### **Internal moderation**

Where more than one Examiner is used at a centre, internal moderation must be carried out.

Each Examiner should list their candidates in descending order of marks (this is called 'rank order'). The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

### **Comments on specific topic cards**

#### **A – Protecting wild animals**

Candidates were able to name wild animals in prompt 1 based on personal preference though some had difficulties in justifying their choice, limiting themselves to saying that animals needed to be protected because *'they are in danger'*. Prompt 3 allowed candidates to elaborate on the advantages and disadvantages of keeping animals in zoos, using a wide range of linking devices to argue opposing ideas and more sophisticated vocabulary related to animals (*'creatures', 'endangered species', 'habitat', 'hunting', 'extinction'*). Prompt 5 saw candidates repeating information already stated. However, stronger candidates were able to use a range of conditional tenses and modals of speculation to explore the more abstract idea of people's needs being more important than protecting animals and adding that there should be *'campaigns or projects to fight for equal rights'* for animals.

#### **B – Competitions**

Candidates were able to name competitions and ways to prepare for them in prompts 1 and 2. Most candidates talked about their personal experience with football and were able to use past tenses to describe a sports competition while providing relevant vocabulary (*'team', 'matches', 'competitor'*). Stronger candidates referred to more abstract examples of competitions such as general knowledge contests they

have taken part in and could develop more abstract ideas for prompt 3 (*'satisfaction', 'team building', 'rapport', 'peer support', 'talent'*). Prompt 4 allowed candidates to relate to personal experience, especially when taking exams or during competitions and list possible consequences (*'failed', 'lost the match', 'we were disqualified'*). In response to prompt 5, strong candidates talked about hypothetical consequences using conditional and passive structures.

### **C – Cafés and restaurants**

All candidates were able to draw on personal experience naming and describing a café or restaurant near their home, using descriptive language and a range of vocabulary to describe likes and dislikes. Prompt 2 enabled candidates to relate an anecdote from when they were in a café (*'a man came in and ordered ten coffees'*). Most candidates responded positively to prompt 3 saying it would be good experience, they could save money for university, or they would like to work as a waiter or a chef. There was a range of opinions on whether cafés and restaurants should only serve local food, with candidates arguing points for and against (*'on the one hand', 'on the other hand'*). Some candidates referred to the growth of foreign chains. There was general agreement that cafés and restaurants are more than just places to eat with candidates mentioning using the internet and reading books or magazines.

### **D – Times of the day**

This card was frequently chosen for candidates who had hinted at having a busy schedule in terms of school duties and extra-curricular activities during the warm-up section. Prompts 1 and 2 saw an over-reliance on structures such as present simple and adverbs of frequency and it was prompt 3 that allowed more developed structures to give personal anecdotes. Some candidates were able to successfully expand on the advantages and disadvantages of working at night, supporting their arguments with linking words and more abstract vocabulary (*'concentration', 'peace and quiet'*) but the majority of responses included a list of daily actions they felt could or could not be done during the night.

### **E – Holiday at the seaside**

Candidates responded well to this card, either by using a range of descriptive language to give an account of a beach holiday they had (*'the beautiful sunset'*) or hypothetical language to talk about a holiday they would like to have. Prompt 2 enabled candidates to use a range of vocabulary linked to sport and leisure, discussing both beach and water sports. Prompt 3 enabled candidates to express an opinion and discuss the advantages and disadvantages of sightseeing compared to relaxing at the beach. In response to prompts 3 and 4, candidates used a range of comparatives and superlatives (*'sightseeing is much more interesting than lazing on a beach, because...'*). Prompt 5 elicited many well-justified opinions about the impact of tourism on the communities in seaside towns (*'the local economy needs the income from tourism', 'life can be difficult for local people when a lot of holidaymakers arrive'*).

### **F – Traditions**

Candidates were able to name various local and national traditions and festivals in prompt 1, with adjectives such as *'local', 'spectacular', 'weird'*, and with a good range of expressions to describe their personal feelings towards them. Stronger candidates were able to expand on the role of traditions (*'rooted in our history', 'we need to remember our ancestors'*). Prompt 2 was sometimes repetitive for weaker candidates. To describe a past traditional event that they had experienced many strong candidates used a wide range of narrative tenses. Prompt 3 was generally well answered, with personal reasons for keeping traditions provided (*'customs', 'its part of our history'*). Prompts 4 and 5 allowed stronger candidates to discuss more abstract ideas such as globalisation, the connection between traditions and knowledge, lack of national identity and traditions being symbolic.

### **G – Studying at university**

Candidates were able to answer prompt 1 with a high level of personalisation, listing advantages of studying at university (*'it will help my future', 'I'll be better prepared', 'I'll have more opportunities', 'I'll expand my knowledge'*). Prompt 2 saw many candidates referring to their daily routine in school as a preliminary preparation for university. Many weaker responses consisted of present simple while stronger ones included

passive voice and conditional structures. Prompt 3 allowed candidates to speculate using phrases such as *'it is likely to'*, *'it would be possible'*. They were also able to use a wide range of vocabulary connected with education (*'tuition'*, *'fees'*, *'scholarship'*, *'curriculum'*). Prompt 4 enabled candidates to use language of opinion (*'in my view'*, *'I strongly agree'*) while referring to the current education system in their home country. Prompt 5 was more successfully developed by those candidates who exploited the more abstract idea of success, with concepts such as life-work balance, family, recognition or self-satisfaction.

## H – A rainy day

Most candidates enjoyed a rainy day and described their feelings (*'relaxed'*, *'my mood is transformed'*). Prompt 2 led to many personal anecdotes of getting caught in the rain. Candidates were able to draw on personal experience for prompt 3 (*'flight cancelled'*, *'concert cancelled'*). The general opinion was that life would be very bad without rain. Candidates supported this idea with examples ranging from the catastrophic effects of drought to the everyday inconveniences of life without water. Opinion was divided on whether scientists should find a way to control the weather.

## I – The news

This card was not frequently chosen, but, when selected, candidates were able to refer to the different types of news they follow (*'news about celebrities'*) using a range of verb structures (*'I used to take an interest in news from America'*). Very few candidates expressed a desire to be a news reporter, probably not having thought of this before. However, they used the language of speculation to describe what it would be like (*'My dream would be to meet Lionel Messi'*) (*'It could be very dangerous to work in a war zone'* or *'I think it would be very exciting to work in dangerous parts of the world.'*) Most candidates agreed with prompt 3 having generally expressed this personal bias in prompt 1. Candidates who took an interest in the news felt that there was too much negative news reported. Candidates agreed with the idea that not all news is true (*'fake news'*).

## J – Ball games

Most candidates were able to name a range of ball games and discuss a particular game they liked playing or watching, either in their free time or during School sports. Football featured highly among male candidates, with most candidates describing their favourite team and describing how they play football with their friends. The challenges of playing a ball game elicited vocabulary around teamwork and focusing on the ball. Prompt 3 provoked some interesting responses with most candidates feeling that women are as good as men at ball games, although there was some discussion on the need for strength in games such as rugby. Prompt 4 allowed candidates to argue whether natural ability could overcome the need to train. When commenting on prompt 5 most candidates felt that top players are probably paid too much.

## K - History

Most candidates could relate stories of historic events in their country or local area. Some candidates touched on the subject of struggles for independence. Prompt 2 enabled candidates to use a range of verb structures (*'I would like to know more about the past, particularly when my grandparents were young.'*) Candidates were able to suggest various ways of learning about history (*'history books'*, *'films'*, *'old news reel'*). Many candidates thought the best way to learn about history is from films. For prompt 4, stronger candidates were able to discuss the idea that knowing about the past helps us to understand different cultures. (*'When we know the history of a country, we know the problems they have faced'*). In response to prompt 5, many candidates felt that reported history would always be inaccurate (*'you had to be there to know what it was like'*).

## L – Digital images

Candidates described a variety of reasons for taking photographs or recording video clips (*'sentimental'*, *'bringing people closer together'*, *'special occasions'*, *'to remember it'*). Candidates could call on personal experience to describe the special occasions such as birthdays and weddings. All candidates had an occasion special to them (*'family party on New Year's Eve'*) and were able to describe what it showed, using a range of vocabulary to describe emotions. Many candidates had experience of recording devices being overused at concerts and being distracting. Some thought it was a good idea as they could replay it later. Stronger candidates were able to respond to prompt 4 by calling on their own experience of making videos or

enhancing photos, particularly of themselves or friends. Candidates responded well to this prompt feeling that *'images are more powerful than words'*.

### **M – How we communicate**

Candidates were able to describe a variety of ways of communicating (*'texting', 'social media', 'hand gestures'*). Most candidates used social media and texting to communicate with friends and family. Stronger candidates were able to differentiate between the methods used for friends and family. (*'I prefer to text my friends, but usually speak to my mother on the phone'*). For prompt 2, some candidates referred to phones *'running out of battery'* and gave examples of various misunderstandings. Some candidates interpreted *'writing'* in prompt 3 as text messages and felt that this was a good way of communicating. But, if important information needs to be communicated, most candidates felt that a written letter or document was *'more official'*. Prompt 4 enabled candidates to discuss the ways that successful people communicate (*'body language', 'effective public speaking'*) and most candidates agreed that successful people tended to be good communicators. There was some disagreement on the last point. Some candidates felt that images were very immediate and communicated a message without the need to spend time on reading, whereas other candidates felt this approach lacked detail compared to the written word.

### **N – Watching sports events**

All candidates were able to draw on their experience of being spectators at matches or competitions. For prompt 1 most candidates described an important sporting event they had watched live or on screen and used a range of vocabulary to describe feelings (*'excited', 'proud', 'nervous', 'exhilarated'*). Candidates gave good reasons for sports events being enjoyable (*'national pride', 'wonderful atmosphere', 'feeling of togetherness'*). Candidates felt that the main disadvantages of watching matches and competitions on screens was *'lack of atmosphere', 'you do not feel the mood or the people cheering'*. Prompt 4 elicited a positive response to the idea that watching major sports events is inspiring. Most candidates felt that sports personalities have a responsibility to be role models for young people.

### **O – Designing objects**

In responses to prompt 1, candidates listed the products or devices they use every day and explained what they use them for (*'for my schoolwork', 'to watch a film', 'to contact friends'*). Candidates gave various reasons in response to prompt 2 (*'how they look', 'it's in fashion', 'all my friends have it'*). Few candidates were planning to be a product designer. However, stronger candidates hypothesised on what the job would be like and the sort of products they would like to design, focusing more on larger items such as cars and boats, rather than smaller everyday items. Some candidates extended this into being a fashion designer. Many responses included a discussion of the research that goes into producing a well-designed product, such as a cyclone vacuum cleaner, and the resulting cost. Most candidates agreed that modern technology has improved lives, supporting this with examples of household appliances, cars, planes, and Wi-Fi.