

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

Paper 0511/11

Reading and Writing (Core)

## Key messages

### **Exercise 1**

This proved to be a very straightforward opening exercise, in which marks could be achieved with very short answers – single words or short phrases.

### **Exercise 2**

The content of this source text proved accessible for most candidates. Nevertheless, candidates need to be aware that their responses must be precise, so they should try to match key question words to a word or phrase in the text for their answer. They should also avoid copying long passages from the text in the hope that somewhere in their answer there will be the correct response.

### **Exercise 3**

*Sections A, B, C*

Many candidates scored well. Once again it was noticeable that a lack of care in transcription and a failure to use the correct convention (tick, cross, underline or circle) caused the loss of many marks.

*Section D*

The content for the required two sentences was quite easy to find in the text. Where marks were lost it was through errors of language or the structure of the sentence.

### **Exercise 4**

Overall there was good engagement with this exercise showing a satisfactory understanding of the text. Many candidates scored well.

### **Exercise 5**

An improvement was noted in that the summaries were more concise. More candidates were using their notes from the previous exercise and rewriting sentences. Many of the better candidates were also able to present the details in their own words and in a proper time sequence.

### **Exercise 6**

Candidates seemed to enjoy the opportunity to be creative in this exercise. There is still a tendency to use one of the pictures as a starting point, which at times made the opening seem contrived, but many went on to develop the main point of the letter.

Linguistically there was evidence of good description, using adjectives and adverbs to create atmosphere and it was also clear that most candidates used the bullet points in the question to provide a good sequence of events.

### **Exercise 7**

As in the previous exercise, candidates found this to be an interesting topic. Good responses came from candidates who made an effort to develop their own ideas and opinions or those offered in the prompts. For these candidates, marks in the top band for content could be awarded.

## General comments

Once again the majority of candidates were entered at the correct level for this paper. Most were able to respond with confidence and fewer questions than in previous sessions were left unanswered.

The paper offered a range of tasks within each exercise, by means of which candidates were able to show competence in a number of practical skills, from scanning to identifying detail and to express this detail as a

short answer or in note form, to the more complex demands of writing at greater length in a summary and in a newspaper article.

Nearly all candidates were able to complete the paper in the allotted time. If any exercise was omitted due to time constraints, it was usually Exercise 3D, Exercise 5 or Exercise 7.

### **Exercise 1**

The great majority of candidates found this exercise to be a good introduction to the paper and many scored high marks.

- (a) This was not a difficult first question and most candidates gave the correct response. Where errors were made, it was often because the candidate had reworded the question, 'walking in a fine landscape is like a piece of music', rather than seeking the answer in the text.
- (b) The correct answer was usually given here with a straight lift from the text. If a wrong answer was offered, it was usually 'learn about desert animals, trees and plants', which was taken from the following sentence in the text.
- (c) There were a number of possible responses to this question offered on the mark scheme and most candidates could be rewarded.
- (d) Candidates answered this question well and most found two of the available three items in the text.
- (e) This question proved to be a good discriminator and some candidates lost marks through misreading. This misreading meant that many copied wrongly from the text and wrote 'sit against the rock with tea and coffee', or they looked for details on the guide himself and offered 'he walks every day and the desert is his natural gym'.
- (f) Most candidates found either 'the view' or 'the star-covered sky' and others were successful in lifting 'you will fall asleep under...'. Wrong answers sometimes came from listing the facilities offered by the hotel such as, 'camp bed, blanket, chair and wash bowl'. Other candidates gave a more general, less precise answer, 'it gives you a feeling of being part of nature'.

### **Exercise 2**

This exercise was generally well answered, showing that candidates found both the topic and the wording of the text accessible.

- (a) There were good answers to this question. Many candidates accurately matched 'why?' in the question with a purpose and found in the text 'in an attempt to...' or 'in order to'.
- (b) For this question many were able to link 'into the air' in the question with 'sending into the atmosphere' in the text and thus to find 'dust' or 'sulfur-based particles' for their response. There were few incorrect answers to this question.
- (c) Many candidates managed to earn both marks by locating key words in the text and even by lifting whole phrases. If a mark was lost it was by those who chose the wrong part of the same sentence 'dust is forced into the sky'.
- (d) This question was very well answered.
- (e) There were many correct answers to this question.
- (f) Marks were lost here through insufficient detail, 'lack of rainfall', or through omission of the areas which would suffer, such as the Amazon or Africa.
- (g) Three details were required for the mark in this question and some lost the mark through omitting at least one of the details. Very careful reading of both the question and the graphic was needed.
- (h) Good answers selected the details and gave a full response. Again marks were lost through lack of precision, 'carried carbon dioxide to the ocean', or 'to the bottom'. Sometimes the mark was lost by giving only one detail when two were required.

- (i) Occasionally there was reference to nuclear power in answers to this question. This was due to candidates selecting the word 'criticism' in the text as being equivalent to 'disadvantage' in the question. The word 'disadvantage' appeared in the text and so most candidates matched the wording of the question. Since the length of time it would take – 'too long' / 'decades' / 'centuries' was the crucial point here, imprecise responses such as 'a lot of time' or 'a long time' were not accepted.

### **Exercise 3**

#### **School of Eastern Languages Application Form**

This was well answered by many candidates.

#### **Section A**

Again there was evidence of careless spelling or careless use of capital letters, as in 'Moscow high school'. The address was all too often carelessly written. The organisation of the address should follow that of the text, but without the preposition. Responses such as 'in Moscow' could not be credited as they would not form an authentic part of an address.

#### **Section B**

The language and the level were mostly correctly chosen and the 'tick' and the 'underline' were usually accurately used. Careless reading of the text led to errors in the choice of language for the final item in this section.

#### **Section C**

There were errors in the date, with 'March' sometimes being chosen instead of 'January'. 'March' appeared in the text but it was the month of Valeriya's birthday, not the start of the course. There was also some confusion in the preferred start time, with incorrect answers being '6pm', '6-8pm' or 'in the evenings'.

#### **Section D**

While most found the correct content for the two sentences, many errors are still being made in the language. Some candidates earned full marks but too many were losing marks by writing bullet point answers which usually meant incomplete sentences, or their responses were simply clauses beginning with a conjunction such as 'because'. The vast majority of candidates knew that the responses had to be in the first person singular.

### **Exercise 4**

Good understanding was shown and many candidates scored highly.

*First section* – many were able to find two items. A common incorrect answer was 'they were the first villagers to leave the region', and a common incomplete answer was 'raised £1000'.

*Second section* – this was well done and most candidates earned 2 marks.

*Third section* – there were fewer correct answers in this section, with marks usually lost through inaccuracy. Some thought it was the money from the marathon that had to be collected. Others mentioned that water was found 10km away from the village, giving this wrongly as a reason for the delay in finding water.

### **Exercise 5**

Most candidates were able to stay within the 70 word limit, used linking words well and grouped the ideas in the correct time sequence. This was the result for those who used their notes from the previous exercise and re-wrote them in sentences. Some candidates, however, put too much focus on the villagers and their problems, rather than on the Masai's efforts, as the question required. There were hardly any candidates who failed to score on this exercise.

## **Exercise 6**

### **Letter to a friend**

Many candidates wrote interesting and sometimes amusing letters with a basis in reality (snakes, animals, birds in the garden, girl in the street, popstar). However, there were some candidates who seized the opportunity to write extremely imaginative responses, which had little or no semblance of reality (aliens landing, zombies in the street). These were less effective as examination responses and so did not achieve the top band for content. Candidates are reminded that this level of originality might not be regarded as being as effective as a more realistic response.

## **Exercise 7**

### **School magazine article**

As in the previous exercise, candidates found the topic to be one with which they could engage. Engagement with the topic seemed to be on two levels: some candidates wrote from a personal viewpoint, and supplied details of the situation in their own country, citing concrete examples of change, while others stood back and considered the topic from a more objective standpoint, arguing in a more philosophical way and without specific examples. Both types had access to marks in the top band for content, although the more concrete responses appeared to be more effective. Candidates were not penalised for failing to include specific examples of change in their own country.

Weaker candidates tended to stick closely to the given prompts, and built a response around them. Some tried to use only two of them and include some original ideas. These were more effective. Responses in which the candidate merely copied the prompts with few or no original ideas were seen to be only partly relevant and therefore did not have the top band of content marks available to them.

Many responses were structured in paragraphs, with an introduction and conclusion. There were others which read in a fluent way, but without paragraphs. It would good to see more use of punctuation in this last exercise. There were many long unbroken sentences, without even a comma. There were also examples of whole paragraphs without a full stop. Candidates who write in a passionate way often write fluently but without punctuation. They could improve their language mark if they checked their writing at the end.

### **Advice for Centres**

In order to improve further on the quality of responses to the paper, Centres should stress the need for careful reading and re-reading of the texts in Exercises 1 and 2, to be followed by precise, but short answers. There should be no need for long answers, which go beyond the space given for the response. There is also room for improvement in answers to questions set on graphical material, since, in this paper, there were many incomplete answers given to question 2(g).

In Exercise 3 it would certainly be wise for candidates to check through the form carefully when completed, to see if they have used the correct conventions (tick, underline or circle) and also to look again to see if names, addresses and other required details have been accurately transcribed.

In Exercise 4, although the correct detail had often been selected, a vital part of the response was missing.

For Exercise 5, Centres should continue to encourage their candidates to practise the use of their own words. They should also seek to keep a similar sequence of events as appears in the text.

For the letter in Exercise 6, candidates should try to use language to engage the reader, such as direct address and rhetorical questions. This helps to maintain the tone as a letter and prevents it becoming too much of a narrative story. This will help keep the register constant throughout.

For the magazine/newspaper article in Exercise 7, the most effective responses contained personal experiences and ideas, which created a more persuasive article than those which merely addressed the topic from a distance. Ideally candidates should try to develop their responses by going beyond the prompts and thinking for themselves.

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

Paper 0511/12  
Reading and Writing (Core)

## Key Messages

- In Exercises 1 and 2, teachers are asked to remind candidates to focus on clear, precise detail in their answers. The information should be expressed as a single word, a number or a short phrase. In this session, many responses included superfluous and unnecessary information which resulted in over-long responses and wasted candidates' time.
- More classroom practice of reading and analysing charts, graphs and maps would be beneficial and would produce more successful results in this question.
- In Exercise 3, greater accuracy in copying names and addresses is required. Candidates must write legibly and differentiate between upper and lower case letters.
- In **Section C** of Exercise 3, candidates must convey the required information in two sentences. These sentences should be as short as possible in order to minimise the potential for error. In this session, too many candidates attempted to answer both questions in one sentence, which denied them maximum marks and often led to a greater number of mistakes.
- Centres should continue to prepare candidates in the skills and strategies needed for summary writing. These might include:
  - (a) organisation - select and correctly sequence ideas
  - (b) cohesion - connect ideas logically
  - (c) paraphrase - use own words as far as possible.
- Candidates need to have an accurate command of basic grammatical structures. Sometimes in Exercises 6 and 7, over-ambitious attempts at language can create a less effective response. The more simple and straightforward answers which demonstrate good vocabulary and accurate grammar can achieve higher marks than those which attempt a level of ambition beyond the candidate's ability.

## General Comments

In this session, a number of candidates found it difficult to manage their time, and omitted one or more exercises, notably Exercise 5, 6 or 7. There were a few candidates who omitted both Exercises 6 and 7. Centres are advised that there are a lot of marks to be gained from the last two exercises, and should encourage candidates to make some attempt to answer each question, in order to have access to the full range of available marks.

The seven exercises in the paper required candidates to respond to a variety of tasks, and to demonstrate a range of practical skills, from scanning to identify detail, note-taking and form-filling, to the more complex linguistic demands of extended writing. Many candidates showed the results of good classroom practice, and there was little evidence of misunderstanding of the rubric in each exercise. The paper included questions of varying difficulty and differentiation was achieved within specific exercises and across the paper as a whole.

Presentation of written answers was generally good. The majority of candidates are now using ink, black or dark blue, and there was little evidence in this session of candidates who had first written in pencil and then overwritten in ink. At times in Exercises 1 and 2, candidates who wrote beyond the line found it hard to fit their response into the space, and this resulted in answers which were difficult to read. Candidates are advised that the length of the line and the amount of space provided is a guide as to the length of the expected response. Examiners noted the improvement in the quality of handwriting in Exercises 6 and 7, although many candidates could not achieve high marks in Exercise 3, due to carelessness. It is crucial, particularly in this exercise, that candidates' handwriting is completely clear in their written responses.

### Exercise 1

There was evidence from the responses that the text had been understood by the majority of candidates, many of whom achieved full or nearly full marks.

- (a) Almost all candidates managed to find the correct details, 'practice and patience'.
- (b) The majority of candidates correctly selected the fact that 'the paint may be too dry to be used'. Errors occurred when the wrong detail, 'it is quick-drying' was chosen.
- (c) This was a more discriminating question, and a number of candidates lost the mark by supplying incomplete answers. 'Deeper colour', although giving correct information, did not answer the question without the verb 'to provide', and so was not credited. Other candidates described acrylic paint, which was tolerated, provided that there was also the correct detail about oil paint. A further common error lay in the selection of 'each colour has a different drying rate', a response which related to the different colours of paint, rather than the particular type of paint.
- (d) Most candidates found no difficulty with this question, although the majority quoted the entire sentence as their answer, 'It is not a good idea to mix paint with brushes because they absorb some of it and you will not have enough paint left to work with'. Centres are asked to remind candidates that there is a danger when writing a long answer that incorrect information may also be included, and the mark may be denied as a result.
- (e) This question proved to be a good discriminator. Many candidates offered all or any of the four types of brush, which showed little understanding of the meaning of the key question words, 'accurate lines'. Weaker candidates merely supplied a description of each type of brush. More precise reading of the question and highlighting the key words is recommended to achieve success in this exercise.
- (f) The majority of candidates correctly found the required information, 'cheap' and 'easy to prepare', although many supplied these details as one answer and also offered a further unnecessary response, 'the paper does not change shape when wet'. This was tolerated as extra information which did not negatively affect the overall response. Candidates who supplied an incomplete answer, 'cheap and easy' did not gain the mark.

### Exercise 2

This exercise presented more of a challenge to many candidates, and there was some indication that greater precision needed to be applied in the reading of the questions. More able candidates selected key detail from the text and provided brief answers. However, there are still candidates who write too much and teachers should continue to focus on short answers as part of their preparation for this exercise. The answers in the mark scheme provide a good guide to the length of answer required. The lack of precision in reading the question was particularly evident in the interpretation of the graphical material in **Question (b)**. A range of marks was achieved in the exercise as a whole.

- (a) There were a good number of candidates who achieved the mark with the response, 'the number of ways of watching TV has increased' or 'digital technology has contributed to enjoyable viewing experiences'. Weaker candidates merely listed the different types of technology, and candidates who supplied the idea that 'television viewing continues to grow around the world', or 'the Internet is now widely used for entertainment', without making the connection between the two, could not be credited with a mark.

- (b) Fewer than half the candidates achieved success in this question, indicating the need for more practice in reading and analysing graphical material. Examiners noted that in almost all cases, candidates had given two countries in their answer, showing correct reading of the first part of the question. However, the whole range of countries was supplied, demonstrating that candidates had not highlighted the key question words 'between 200 and 250 minutes...' in the last part of the question.
- (c) The number of correct responses to this item reflected a good level of comprehension and the ability to select correct detail from matching key words. Occasionally, the responses to (c) and (d) were interchanged, which resulted in a loss of marks.
- (d) The key question word 'unexpected' was well found by a number of candidates, who matched it with 'surprisingly' in the text and selected 'learnt fewer new words'. Many candidates supplied the required answer embedded in the complete sentence from the text, taking unnecessary time to copy. Weaker candidates did not achieve the mark by copying the start of the sentence, 'children who watched programmes that were described as educational and specifically aimed at them', without the key element relating to 'learning fewer words'. A further incorrect response suggested that 'parents should encourage language activities through imaginative play'.
- (e) This was a discriminating question and the more able candidates selected all the required information for two marks. Common errors included incomplete answers, 'children should not be exposed to TV', or frequently, 'parents could choose to limit viewing to an hour a day...', ignoring the key word 'governments' in the question. There were many instances of candidates copying the sentence 'a growing body of evidence is causing governments to consider issuing similar guidelines', which was a rewording of the question and not a response.
- (f) This question asked candidates to find a reason why parents should know what programmes their children are watching. There were several expected answers relating to the idea that 'the programmes might be unsuitable / children can be influenced by what they watch / watching such programmes can cause psychological problems'. The use of 'can' and 'may be' was central to the response, and answers which did not include this speculation were not credited. Other common wrong responses included ideas as to what parents could do instead of watching television, 'teach their children how to use their leisure time more effectively / introduce their children to sports, music or other hobbies'.
- (g) In this question candidates were asked to provide two negative effects to health of watching television, for two marks. Many candidates showed a good level of general understanding, but lacked precision in their response and so could not gain full marks. Many correctly found 'increase in the consumption of sugary drinks and unhealthy snacks', but when supplied as two separate ideas on two lines, each was an incomplete point, and so not credited. The further idea that television leads to a 'decrease in physical activity' was the other expected response. A few candidates offered the advice that 'children should not have television in their bedrooms', but this was not successful without addressing the idea that 'it encourages children to be inactive.'
- (h) Candidates were asked to match the key question phrase 'what did the researchers find shocking' with 'they were shocked to find...' in the text. Many candidates found the correct sentence, but a substantial number supplied insufficient detail for the mark. In order to gain the mark, candidates needed to recognise the importance of 'early experience of TV viewing', 'long-term' and 'harmful effects' as part of their answer. The mark could not be awarded without mention of all of these details.

### **Exercise 3**

In this exercise, candidates continued to show improvement. The specific demands of this exercise require the application of the conventions of form-filling and total accuracy in spelling. **Sections A** and **B** of the Visa Application Form were designed to be completed with brief personal details and details of travel. Candidates generally made a satisfactory attempt to answer all items, although there were often unnecessary errors in the transcription of names and a lack of care in spelling.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. In this exercise, correct spelling is crucial and capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk losing marks if they are careless with the formation of a letter or a word.

## Visa Application Form

### **Section A: Personal Details**

A good number of candidates were successful with the name, the date of birth, and the nationality. There continues to be uncertainty about the way to delete YES/NO, and a number of candidates conveyed the opposite information. Errors occurred in the City/Town of birth, with 'India' being a frequent wrong answer. The address continues to differentiate between the more able candidates who transcribe without error from the text, and those who incorrectly insert a preposition, 'at' or 'in', or re-order the words of the address, with the postcode before the city.

### **Section B: Travel Details**

This section presented more of a challenge for many candidates, who although appearing confident in understanding and selecting the correct detail, failed to gain marks through carelessness in writing. The majority correctly supplied the date and place of arrival, but inserted unnecessary prepositions, 'on', or 'in', and so lost marks. Many confidently and accurately applied the tick and circle conventions with the Length of stay and the purpose of the visit. The address in India again proved to be demanding, with marks lost for 'Marina Drive', 'Nariman point' and 'mumbai'. There were some good attempts at applying the deletion in the last two questions, and many candidates were successful in these.

### **Section C**

In this section, for maximum marks, candidates are required to write two sentences. To be successful, candidates should focus on relevance and grammatical precision. For relevance, candidates should make sure they have read and understood the questions, and that they have addressed these questions in their sentences. Grammatical accuracy is concerned with writing a full and complete sentence, with correct spelling and punctuation.

It was disappointing to note the number of candidates who omitted this section, as the information is always clearly stated in the text, and no personal information or imaginative thought is required. This exercise remains a challenge for the majority of candidates who are often unable to score more than half of the available marks.

In this session, too many candidates tried to include all the information in one sentence, which was grammatically too ambitious and resulted in more than three errors, so no marks. Candidates who conveyed the essential information in as few words as possible generally gained more marks than those who attempted greater sophistication. Common errors included the wrong use of articles, 'a/an/the', and the misspelling of words from the text.

Candidates are reminded that marks are not awarded for sentences written in the 3<sup>rd</sup> person – 'she / he', or when candidates write about their own situation, e.g. 'I have a brother in Mumbai and I want to visit the Taj Mahal'. Similarly, sentences which start with 'Because....' are considered to be grammatically incomplete and gain no marks.

### **Exercise 4**

This exercise continues to present a challenge for all but the most able candidates, and few were able to show sufficient understanding of the text to gain more than half the available marks. Most candidates used the bullet points at the start of each line as a guide to supply brief answers. Overall, candidates found it easier to locate and select items for the second heading of the exercise than for the first or third. At times an otherwise correct response would have been credited if it had been placed under the relevant heading.

### **Common features of the living things that Sara photographs**

This section proved to be a good discriminator, with the more able candidates correctly selecting the two details, not just that she photographs 'things which are 2 000 years old' or 'the oldest living things in the world', but that 'they have lived continuously for the whole of that period'. Weaker responses supplied a description of the life forms, 'some of these look alien, as if from another planet'.



### ***Places Sara has visited***

There were some more positive attempts in this section and a greater level of success was achieved. However, many candidates were lost if candidates supplied the name of the plant, but not the place where it was found. Candidates were reminded that when an example of an expected response is provided, they should take note of it and follow it, not just the example. All four items for this section on the Mark Scheme were found. Weaker candidates focused on one plant and provided unnecessary description, 'a dense mass of thousands of branches', and a number of candidates included the information about future visits, 'Sri Lanka, Tasmania, Antarctica'. More careful reading of the heading of this section would indicate that future visits were not part of the requirement.

### ***The concerns that Sara has***

Many candidates located the correct section of the text and selected some of Sara's concerns. 'The destruction of the environment' was the most popular response and a good number identified that she was worried about 'how to finance her travels'. Attempts to explain the idea that many of the oldest things are now in danger often resulted in incomplete answers, 'things that she has photographed which have survived for unimaginable amounts of time' could not be credited.

### **Exercise 5**

In this session, Exercise 5 presented a challenge to all but the strongest candidates and it is disappointing to note that it is often omitted when candidates feel under pressure to complete the examination within the allotted time. However, it was pleasing to see that of the candidates who attempted this exercise, more wrote clearly and within the 70 word limit than in the previous session. Very few candidates continued their writing on the blank pages at the end of the booklet.

Candidates were expected to write a paragraph about Sara's travels and her work. Information from all three sections of Exercise 4 was relevant and could be used as a basis for the summary. More able candidates addressed the task well and provided an ordered piece of writing with points presented in a logical sequence. Few candidates were able to paraphrase successfully, using their own words, and the majority relied entirely on their previous notes with little attempt at connecting the notes into grammatical sentences. These responses were prevented from achieving the top marks. Weaker responses were characterised by large-scale copying of text material, without thought of relevance or structuring of information. These demonstrated a lack of clear understanding of the text and could not score more than the minimum mark.

A small number of candidates addressed the task as if it was a spoken presentation, and adopted the role of Sara in order to address an audience. This was not penalised per se, but Centres are asked not to encourage this method, as this is an exercise in writing a short report, not preparing a spoken presentation.

Overall, the whole range of marks could be awarded for this exercise.

### **Exercise 6**

### **General comments**

In general, the candidates who attempted this exercise responded well to the topic. The rubric was understood and the majority wrote within the specified word limits. Candidates whose work was short of the minimum requirement were prevented from gaining marks in the top band for content, as this reflected a lack of satisfactory development of the content points and a limited range of language.

There are three written prompts for this exercise and candidates are expected to address language and content in their writing. A good number of candidates showed a reasonable understanding of how to structure and organise their work, and paragraphing, together with an appropriate introduction and ending, were generally seen. In addition to paragraphing, candidates should adopt the appropriate style and register when writing to a friend. A good number of candidates were successful in this and engaged appropriately with both the task and the language.

In addition to the bullet points, there is a visual guide to help candidates when selecting suitable content for their writing. In this session it was pleasing to note that more candidates used their own imagination and creativity in the task and fewer relied closely on the visual prompt.

## **Exercise 6**

*The loss of something small but important*

In general the candidates who completed this task did so quite well. Many candidates successfully covered all three bullet points and provided some development within each paragraph. The first point required candidates to set the scene by saying where they were when they lost the item and what it was that they lost. This gave rise to many imaginative responses, from the entry paper to the exam; a ring or other piece of jewellery, to a pendrive containing all their homework. Better candidates were able to project themselves into the situation and invent precise details which scored highly on content. Weaker candidates showed little imagination and some were unable to specify the lost item, merely identifying it as a lost 'thing'.

The second bullet point required candidates to describe their feelings at the loss, and here too many managed to express fear, panic, or guilt quite well, whereas the less able candidates could only express that they felt 'sad'.

The third bullet point was less well addressed. Some candidates took no action as a result of the loss, but confessed to a friend or a member of the family that they had lost something important and hoped that it would not provoke an angry reaction. Better candidates managed to convey a warm tone, with a sense of confiding a worrying incident to a friend and asking for advice. Others took firm action themselves to regain the lost item.

Candidates are advised to try to avoid long pre-learnt formulaic introductions to their letter. A short sentence to set the scene should be sufficient. Where there is a lack of confidence with spelling, it is better to use words which are known, rather than attempt lesser-known words, e.g. 'a gold ring' is better than 'vallyble jullry' (valuable jewellery).

## **Exercise 7**

### **General comments**

In the final writing exercise, candidates discuss a topic for a specific audience. They should use the more formal tone and register that is appropriate for this audience. Most candidates read the rubric carefully and then considered the written prompts.

There are four written prompts – two supporting and two against the topic in the question. These prompts are useful only as a stimulus for the candidate's own thoughts on the topic and as a springboard for further ideas, and the most successful responses are those in which the candidate reads, understands and develops the points, showing originality of ideas and independence of thought.

The majority of candidates at this level relied quite heavily on the written prompts and built a structured piece of writing around them, with an introductory paragraph and a conclusion providing a framework for a balanced response.

Many candidates engaged well with the topic, and the best answers were those which moved away from the given ideas to express a clear preference for one side of the argument and supported their argument with reasons and examples.

## **Exercise 7**

*Your family and relatives are more important than your friends*

There were many satisfactory or better responses from the candidates who made an attempt at this question. The topic was one which candidates felt was within their experience and one where they could convey their opinions in a meaningful way. The majority responded well and some candidates provided mature and perceptive insights into the meaning and value of family.

Better candidates took sides early on in their writing and developed arguments in a convincing way. Others provided a balanced view, believing that both family and friends could play an important role in their lives. The most able could pin down and contrast the different ways that family and friends enhanced their lives. Overall, the majority opinion favoured the family, as most candidates believed that friends would not always be there for them, but family would support them through good times and bad.

Some less able candidates stuck closely to the given prompts, with little attempt at forming an opinion of their own, and a few did little more than copy the comments with minimal personal contribution. Without development of the topic, these candidates were denied marks in the top band for content.

Centres are asked to continue to provide grammatical support to candidates in their extended pieces of writing, in particular to focus on narrative verb forms; subject/verb agreement and the use of articles and prepositions.

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

Paper 0511/13

Reading and Writing (Core)

## Key Messages

- In Exercises 1 and 2, candidates at times showed general understanding but lacked the precision necessary to gain the mark. Careful reading of the question and highlighting key question words is a first requirement to a successful answer.
- Continued practice of reading and analysing graphical material would be beneficial and would produce more successful results in this question.
- In Exercise 3, greater care in writing accuracy is required. Candidates must write legibly and differentiate between upper and lower case letters. Candidates must pay attention when they are transferring names and addresses from the text to the form.
- In **Section D** of Exercise 3, candidates are reminded that all the information for the sentences can be found in the text and that their own personal information does not form part of the requirement.
- In order to achieve success in Exercise 5, candidates should continue to learn the skills and strategies required for summary writing, in particular the need to connect separate points into a cohesive and ordered paragraph.
- Candidates need to have an accurate command of basic grammatical structures. Sometimes in Exercises 6 and 7, over-ambitious attempts at language can create a less effective response. The more simple and straightforward answers which demonstrate good vocabulary and accurate grammar can achieve higher marks than those which attempt a level of ambition beyond the candidate's ability.

## General Comments

Overall the majority of candidates were correctly entered at this level and many showed a good response to the variety of tasks included in the paper. Time management did not appear to present a problem, and most candidates completed all the exercises.

The seven exercises in the paper required candidates to respond to a variety of tasks, and to demonstrate a range of practical skills, from scanning to identify detail, note-taking and form-filling, to the more complex linguistic demands of extended writing. Many candidates showed the results of good classroom practice, and there was little evidence of misunderstanding of the rubric in each exercise. The paper included questions of varying difficulty and differentiation was achieved within specific exercises and across the paper as a whole.

Presentation of written answers was generally good. The majority of candidates are now using a dark colour ink, black or dark blue, and there was little evidence in this session of candidates who had first written in pencil and then overwritten in ink. At times in Exercises 1 and 2, candidates who wrote beyond the length of the line found it hard to fit their response into the space, and this resulted in answers which were difficult to read. Candidates are advised that the length of the line and the amount of space provided is a guide as to the length of the expected response.

Examiners noted the improvement in the quality of handwriting in Exercises 6 and 7, although the same could not be said for Exercise 3. Many candidates could not achieve high marks in Exercise 3, due to

carelessness. It is crucial, particularly in this exercise, that candidates' handwriting is complete and legible in their written responses.

### **Exercise 1**

This exercise was well attempted by candidates and proved to be a suitable introduction to the reading comprehension exercises. There was evidence from the responses that the text had been understood by the majority of candidates, many of whom achieved full or nearly full marks.

- (a) This was well answered by candidates, who correctly identified either 'variety of dishes on offer' or 'quality of the food'. Most linked the two points together, giving both answers.
- (b) A good number of candidates correctly found the phrase 'people are enjoying each other's company'. A common wrong answer was that 'Malaysian food reflects the ethnic mix of the local population'.
- (c) There were many correct answers to this question. Marks could not be awarded for the incomplete response, 'simple dishes', without the precise description 'full of flavour'.
- (d) This question proved to be a good differentiator. Two details were needed for one mark, and better candidates focused on the 'unusual' facts from the text, namely 'it can serve 1 000 customers a night', or 'the restaurant has been open for 54 years' or it offers an extensive menu'. All three items connected to the text through the words 'remarkably' or 'incredible'. Less able candidates did not make this connection and supplied details of the cost of the dishes, or the good presentation of the food, missing the idea of 'unusual', as stated in the question.
- (e) Most candidates found the correct information without difficulty. Weaker responses recommended booking a table at a restaurant where this food can be found.
- (f) This question again proved a good discriminator. Most candidates located the correct section in the text, demonstrating a general level of comprehension, but only the more able candidates could select the detail that the eldest daughter manages her father's stall. Many candidates suggested that she owned or managed the restaurant.

### **Exercise 2**

This exercise presented more of a challenge to many candidates, and there was some indication that greater precision needed to be applied in the reading of the questions. More able candidates selected key detail from the text and provided brief answers. However, there are still candidates who write too much and teachers should continue to focus on short answers as part of their preparation for this exercise. The answers in the mark scheme provide a good guide to the length of answer required. A range of marks was achieved in this exercise.

- (a) Many candidates made a good start to this exercise with the correct response, 'financial security' or 'insurance'. Most, however, quoted the entire sentence, and found difficulty fitting it on the line. This made the response hard to read. The Mark Scheme provides a good indication of the expected length of the answer, and candidates should be guided by this.
- (b) This question proved to be more challenging. Two details were required for two marks, and the two lines marked on the paper suggested that one detail should be written on each line. Candidates were asked to find reasons why gold was used as a way of saving by people in certain countries. Better candidates correctly located the section of the text where these countries were mentioned and identified the first point that 'in rural areas finding a bank is difficult'. The second point presented more of a challenge, and a number of incomplete responses were offered, 'its value stays strong'. This could not be credited without the comparison with money, 'even when the value of money goes down'.
- (c) The responses to this question were mixed, with a number of candidates showing a level of general comprehension, 'valuable possession', or 'protection against misfortune', but without the precise detail that gold jewellery can be a woman's 'only valuable possession', the mark was not awarded. Further common wrong answers offered the general view that 'jewellery was a way of saving money and was worn as a decorative item'.

- (d) There was a good response here generally and the information regarding the high demand for gold seemed accessible to the majority of candidates. Some candidates lost the mark by re-reading the question, 'the mines cannot produce enough', or suggested that 'gold would not lose its value'.
- (e) In this question, candidates were expected to be able to read and analyse the chart in the text and locate the appropriate amount corresponding to the key question words, 'medical and technical devices'. Three separate details were required for the mark to be awarded, '20', 'thousand' and 'tonnes'. Many correctly found the number '20', which did not provide accurate enough information for the mark. Only candidates who could supply the full answer gained the mark.
- (f) Fewer than half the candidates achieved success in this question. The requirement was for candidates to find in the text two examples of the way in which gold was used by people in the past. Two discrete ideas were needed for one mark. The text clearly states that gold had a function as a decoration, as jewellery, and most candidates used these as their two examples. Decoration and jewellery, however, were considered as the same item, so a further detail was required, 'used in medicines' being the other example. A further common error was that 'gold was a source of eternal life', but this was a belief, rather than a use.
- (g) There were many satisfactory responses to this question and the variety of answer on the Mark Scheme enabled most candidates to score. Candidates showed good understanding of the medical uses and in the main were able to write their ideas accurately.
- (h) Again, in this question, there was a mixed response. The candidates who identified the key word 'drivers' in the question usually connected it to 'air-bag systems' and gained the mark. There were a considerable number of candidates who missed this key word and had difficulty in selecting the correct example from the text. Errors such as 'it conducts electricity efficiently'; 'touch-tone telephone'; 'gold-coated electrical contacts' and 'a gold circuit' were frequently found and could not be credited.

### **Exercise 3**

More candidates completed the task in this session, and showed greater understanding of the conventions of form-filling. In general, the selection of detail from the text was appropriate.

However, the need for greater accuracy in the responses still needs to be emphasised. There were frequent occurrences of answers which would otherwise have been correct if the spelling and writing had been more careful.

Centres are asked to encourage candidates to ensure that their responses are clearly written. When candidates change their minds, it is advisable for the response to be re-written next to or above the original answer, to ensure that Examiners can be clear which answer should be accepted.

### **The Meadows College Application Form**

#### ***Section A: Personal Details***

A good number of candidates were successful with the name, age and gender. The address continues to differentiate between the more able candidates who transcribe without error from the text, and those who incorrectly insert a preposition, 'at' or 'in', or re-order the words of the address. Candidates are reminded that the prepositions 'at' or 'in' do not form an authentic part of an address, and that the order of the address should follow that in the text. Most candidates correctly found 'Vietnamese' for nationality, although answers which did not make the upper case letter clear could not be credited. More precise reading of the notes regarding 'Language spoken in addition to first language' was required and candidates who supplied 'Vietnamese and English' could not gain the mark. The requirement to 'delete' was well attempted.

#### ***Section B: Educational Details***

This presented more of a challenge, and the number of incorrect responses was an indication that comprehension was not completely secure in this section. There was a generally satisfactory attempt at the name of the school, but again, the insertion of a preposition 'in Hanoi' denied the mark. Weaker candidates offered 'Meadows College', which could not be credited. All the four options for the number of IGCSEs passed were selected, and few candidates managed the name of the preferred course, 'Science' or 'Sports programme' being common errors. A good number of candidates correctly wrote 'dentist' for the future

career, although 'doctor' and 'teacher running a sports club' were frequently found. Centres continue to provide practice in the skills required for success in this exercise.

### **Section C: Financial Details**

Many candidates understood that fees should be paid 'annually' and used the correct underline convention to demonstrate this. Where errors occurred, it was in the wrong choice of answer, 'termly' and not in the wrong choice of indicator.

### **Section D**

In this section, for maximum marks, candidates are required to write two sentences. To be successful, candidates should focus on relevance and grammatical precision. For relevance, candidates should make sure they have read and understood the questions, and that they have addressed these questions in their sentences. Grammatical accuracy is concerned with writing a full and complete sentence, with correct spelling and punctuation. In this session, more candidates lost marks due to irrelevancy, rather than grammatical precision, which indicated a lack of understanding of the requirements of the exercise.

The first sentence required detail of why this college was the preferred choice, and the expected answer related to the idea that 'I want to attend this college because it has an excellent academic reputation.'/ 'It offers gymnastics at my level.' The second sentence asked for information that would support her application, and it was expected that candidates would offer, 'I was the city champion in my age group.'/ 'In Hanoi, I excelled in gymnastics.'

In this session, too many candidates tried to use personal information relating to their own situation, 'I want to study hard and improve my English language.'/ 'I really love to study and I promise to have good grades'. Responses which included details of parental wishes or personal future ambitions could not gain credit.

It was disappointing to note the number of candidates who omitted this section. This exercise remains a challenge for the majority of candidates who are often unable to score more than half of the available marks.

### **Exercise 4**

This exercise was well attempted by the majority of candidates. Many were able to show sufficient understanding of the text to gain more than half the available marks. Most candidates used the bullet points at the start of each line as a guide to supply brief answers. Overall, candidates found the topic accessible and could locate and select items for all the headings. At times an otherwise correct response would have been credited if it had been placed under the relevant heading.

#### ***What motivates the teacher***

This section was well answered, with most candidates successfully providing two required points, 'discover other cultures' or 'finding common ground through language' being the most often found. The mark was not awarded for 'finding common language' which was seen at times.

#### ***The joys of teaching***

This section proved to be somewhat more of a challenge. Some candidates supplied details from the first section here, which could not be credited, and there were examples of incomplete responses, such as 'candidate being able to say something', showing an imprecise understanding of the text. A number of candidates understood the idea of candidates being able to use their own words, but 'candidates saying something on their own' did not accurately reflect this idea and so did not earn the mark. The majority of candidates offered 'when a candidate passes an exam', which was correct, but 'a sense of shared achievement' was not considered to have the same meaning and did not achieve the mark.

#### ***What the teacher has learnt***

Overall there was a good response to this section and marks could be awarded for all the points. Not surprisingly, most candidates selected the idea that 'it's difficult to learn another language' and 'candidates need structure and goals', but some candidates also appreciated the need for humour in the classroom to avoid boredom. The better candidates were able to project themselves into the teacher's role and realised the need to 'switch activities quickly' and 'find inspiration in other ways' when candidates were getting bored.

### **Exercise 5**

Exercise 5 continues to present a challenge to all but the strongest candidates and it is disappointing that it is often omitted by weaker candidates. However, it was pleasing to see that of the candidates who attempted this exercise, more wrote clearly and within the 70 word limit than in the previous session. A few candidates continued their writing on the blank pages at the end of the booklet.

Candidates were expected to write a paragraph about the teacher's views on teaching English abroad. Information from all three sections of Exercise 4 was relevant and could be used as a basis for the summary. More able candidates addressed the task well and provided an ordered piece of writing, with points presented in a logical sequence. Few candidates were able to paraphrase successfully, using their own words, and candidates who relied entirely on their previous notes with little attempt at connecting the notes into grammatical sentences were prevented from achieving top marks.

A small number of candidates addressed the task as if it was a spoken presentation, and adopted the role of the teacher in order to address an audience. This was not penalised per se, but Centres are asked not to encourage this method, as this is an exercise in writing a short report, not preparing a spoken presentation.

Overall, the whole range of marks could be awarded for this exercise.

### **Exercise 6**

#### **General comments**

In general, candidates responded reasonably well to the topic. The rubric was understood and the majority wrote within the specified word limits. Candidates whose work was short of the minimum requirement were prevented from gaining marks in the top band for content, as this reflected a lack of satisfactory development of the content points and a limited range of language.

There are three written prompts for this exercise and candidates are expected to address language and content in their writing. A good number of candidates showed a reasonable understanding of how to structure and organise their work, and paragraphing, together with an appropriate introduction and ending, were generally seen. In addition to paragraphing, candidates should adopt the appropriate style and register when writing to a friend. A number of candidates were successful in this and engaged appropriately with both the task and the language.

In addition to the bullet points, there is a visual guide to help candidates when selecting suitable content for their writing. In this session it was noted that a great many candidates adhered closely to the given visual prompts and it was disappointing that few used their own imagination and creativity in the task.

### **Exercise 6**

#### *Two photos that are important*

In general, this task was satisfactorily addressed. Many candidates made an appropriate attempt to cover all three bullet points, and the best answers gave each point a separate paragraph, with description and development within the paragraphs. However, it was disappointing to note that many candidates used the visual prompts as the only basis for their writing. Very few candidates took the opportunity to provide unusual or engaging ideas, and many merely described the two photos in the question, which suggested that insufficient time had been given to reading the question and making notes for the answer.

The question asked candidates to choose two photos to send to their penfriend. These photos should be of some personal importance and the candidate was required to describe these photos and say why they were important. Finally, the candidate should request that the penfriend do the same and send two equally important photos back.

The most successful responses were those in which candidates used photos from their own experience, such as a holiday photo, or a memory of a party or other family occasion. There were some lively and atmospheric descriptions, which contributed to scores in the top band for content. Less able candidates supplied a description of the given photos, 'This is a picture of me taking a picture of...' and 'This is me putting my photos in an album...'. Centres are asked to remind candidates that the use of their own



experience or imagination can often produce more natural and fluent pieces of writing, and this can help candidates to achieve higher marks for content.

The second bullet point required candidates to describe their feelings as to the importance of each part of the memory and many managed to express sadness, elation, fear and excitement, as well as portraying the sights, sounds and smells of a particular memory.

The third point was understood and well answered by many candidates, some of whom asked the penfriend to post the photos on Facebook, so that they could be seen by a number of other friends.

Candidates are asked not to write over-long introductions to their letter. An opening sentence to set the scene should be sufficient, and the greater emphasis should be on the main part of the letter, with a short closing sentence or phrase.

In this session, many candidates demonstrated good awareness of and engagement with the reader through the use of direct speech, 'As you can see from this picture...', 'Do you remember I told you about...', and 'It's your turn now to send me....'. Such directness of address is an integral part of this type of informal letter writing and a number of candidates were very successful in managing this.

### **Exercise 7**

#### **General comments**

In the final writing exercise, candidates are asked to discuss a topic for a specific audience. They should use the more formal tone and register that is appropriate for this audience. Most candidates read the rubric carefully and then considered the written prompts.

There are four written prompts – two supporting and two against the topic in the question. These prompts are useful only as a stimulus for the candidate's own thoughts on the topic and to attempt to provoke further ideas, and the most successful responses are those in which the candidate reads and understands the points, but then develops them in a more personal manner, showing originality of ideas and independence of thought.

Many candidates at this level relied quite heavily on the written prompts and built a structured piece of writing around them, with an introductory paragraph and a conclusion providing a framework for a balanced response.

Some candidates engaged well with the topic, and the best answers were those which moved away from the given ideas to express a clear preference for one side of the argument and supported their argument with reasons and examples.

### **Exercise 7**

*It is better to work long hours for a high salary than short hours for less money*

There were many satisfactory or better responses to this question from candidates. The topic was one which candidates felt was within their experience and one where they could convey their opinions in a meaningful way. The majority responded well and some candidates provided mature and perceptive insights into the value of family life and the realities regarding the desire for a better standard of living.

There was a fair spread of opinion between those candidates who took sides early on in their writing and developed arguments in a convincing way and others who felt that a compromise was the best solution. Some believed that it was not right to feel guilty about working long hours in order to provide not only for the 'needs', but also for the 'wants' of a family, whereas others suggested that nothing was more important than spending family time together.

Some candidates interpreted the question as being a discussion about spending a long time studying in the evenings or spending time with friends. Others argued the difference between working long hours for little money and finding a job with the possibility for overtime, so that more money could be earned to pay the essential bills. These interpretations were not as effective as responses and did not earn marks in the top band for content.

There were many well balanced pieces of writing, with good examples of the use of paragraphing, linking devices and rhetorical questions to engage the reader and to provide a discursive style and tone. Candidates are asked to continue to provide systematic grammatical support in addition to essay writing skills. The focus in particular on accuracy in verb formation; the use of articles, a/an/the, and the use of preposition

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

Paper 0511/21

Reading and Writing (Extended)

## Key messages

It is vital that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough for a successful answer. The omission of important detail or the inclusion of incorrect information can result in marks being lost. This was mainly the case in Exercises 1 to 4. Candidates should also consider the entire paper and divide the time available according to the difficulty and total marks for each exercise to ensure time is allocated appropriately.

In Exercises 1 and 2 each question must be read carefully for the requirements to be understood. The specified number of details should be provided as sometimes two details are necessary for one mark. No half marks are given. Responses need to connect to the question although answers can be brief and a complete sentence is not required. Most candidates approached these exercises appropriately.

In Exercise 3, which requires the precise completion of a form, clear handwriting is particularly important since correct spelling and the accurate use of capital letters are crucial. Handwriting was not always sufficiently legible, and capital letters were not always clearly formed or used correctly. Candidates should also follow the conventions and tick, circle, underline or delete as instructed. In Section C, the word limit must be adhered to and the sentence needs to be relevant and contain a main clause, not just a subordinate clause in order for the candidate to gain marks. Only one sentence should be given. It is important that responses fulfil all of the necessary criteria; namely length, grammar, punctuation and relevance.

In Exercise 4, although notes should be brief, all the key information needs to be provided for meaning to be conveyed. The headings guide candidates to relevant information in the text, so they should be able to understand the headings and recognise relevant points. Notes made alongside each bullet point must make different points, which clearly and logically follow on from the heading. Most candidates seemed aware of what the task required.

In Exercise 5, a good summary is expressed as far as possible in the candidate's own words, the points being appropriately ordered and organised. Candidates are expected to include relevant ideas from the original text, adhering to the specified word limit. Care should be taken not to lift irrelevant information or to repeat points. Candidates were generally able to locate at least half of the available content points and produce summaries with some sense of order.

In Exercises 6 and 7, the extended writing tasks, candidates should aim to make the content effective and include a range of language structures and vocabulary. There should be sufficient development to ensure that responses are not short of the required length. The rubric should be read carefully, so the requirements of the task are fully covered. In Exercise 6, effective answers develop the three bullet points, maintaining correct register and tone. In Exercise 7, a topic is discussed, so clear and well-supported views should be given. The prompts in the question should not be copied into the candidate's answer. The ideas expressed are there to help candidates but if used, should be communicated in the candidate's own words. In both exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through adequate paragraphing, and the message should be coherently and engagingly expressed. Grammar needs to be accurate and vocabulary choice appropriate. It is important that candidates do not overuse learnt idiomatic language in such a way that it interferes with fluency and coherence. Good writing skilfully incorporates such language so that it blends naturally into the message, making it more, not less effective. Most candidates produced responses that were satisfactory or better.

## **General comments**

The majority of candidates were correctly entered for the extended tier. A small number of candidates found it too challenging, and the core tier paper would have been more suitable for their linguistic ability.

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

There were occasional misunderstandings and misinterpretations of the rubric on certain questions. Handwriting and presentation were mostly acceptable. Candidates should use black or dark blue ink. Candidates should avoid writing in the *For Examiner's Use* column to the right of each answer page. Generally, they should be advised that the spaces and number of lines are arranged to guide them as to the length of answer required. It is permissible for candidates to use the blank pages at the end of the booklet to continue their answers, especially for Exercises 6 and 7, but it is important that they indicate clearly to the Examiner where extra work has been completed. Candidates should not use the question pages for Exercises 6 and 7 for this. Most candidates were able to complete all the exercises in the paper, and time management was not generally a problem. There was some evidence of candidates not completing a particular exercise satisfactorily because time was an issue.

## **Exercise 1**

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details. Exercise 1 was quite well attempted by most candidates. For certain questions, candidates lifted both correct and incorrect information or omitted key details, which meant the mark could not be awarded.

- (a) This was generally well answered. A few candidates gave incorrect answers such as 'gives you an experience of a country' or 'allows you to learn about nature'. These responses were not connected to how walking in a fine landscape can be compared to a piece of music, and only referred to walking. Some candidates wrote 'it is like a piece of music' which did not respond to the 'how' part of the question.
- (b) This was well answered by most candidates. A small number appeared to have ignored the first part of the question '*apart from* learning about your surroundings' and gave responses such as 'learn about desert animals, trees and plants'. A few candidates incorrectly lifted 'it is the best way to travel with your feet firmly on the ground'. This response did not focus on the other information in the text explaining the specific benefits of walking, which were connected with the mind or the body.
- (c) Almost all candidates supplied the two details required. A few wrongly gave 'unique environment', which was not a feature of the landscape, and only one other correct detail. These responses could not be credited.
- (d) This was quite well answered. Some candidates did not connect the responses appropriately to the question. Answers such as 'just as the sun rises' or 'a cup of tea or coffee just as the sun rises' did not provide a sufficiently precise answer to the question. The sense of beginning needed to be conveyed through a link such as 'you are woken just as the sun rises' or 'it starts just as the sun rises'.
- (e) This was very well answered and nearly all candidates understood the requirements of the question. A small number of candidates misunderstood either the question or the text and wrote 'a refreshment pack' or 'tea and cake', which were items the guide carried on the walk.
- (f) This question was well answered. A small number of candidates lifted incorrect responses, referring to the benefits of walking or the guide's attitude to walking, for example, 'walking is my natural gym'.
- (g) This question was generally well attempted. An incorrect response was 'gives you a feeling of being part of nature' because this did not answer the 'thousand-star hotel' part of the question. A few candidates suggested that it was described as a thousand-star hotel because it provided luxury. This negated any correct reference to the view or the star-covered sky.

- (h) This question was very well answered. Occasionally candidates omitted one of the two referred to the Zaris *Path* instead of *Pass*, which changed the meaning. Such answers could not be credited.

## Exercise 2

Certain questions proved challenging on this exercise, and good differentiation was achieved. In general, answers were suitably brief. Some candidates did not record the information from the bar chart accurately. As in Exercise 1, candidates need to be precise in their answers, ensuring that responses correctly address the question. When candidates are satisfied they have located the correct answer, they should check that they understand reference words correctly in order to give an appropriate response.

- (a) This question was generally well answered. A few candidates omitted the idea of purpose conveyed by 'to', and wrote, for example, 'slow down climate change'. 'To slow down climate change' was required, so that the answer was clear, precise and communicated meaning accurately. A small number of candidates wrote 'to create artificial volcanic eruptions', which was a geo-engineering technique, not the reason for scientific research.
- (b) This question was very well answered. A small number of candidates lifted 'millions of kilograms', omitting the crucial information 'dust'.
- (c) This question was generally well answered and most candidates provided two details accurately. Some common errors were 'reduces *light*' instead of *sunlight*, 'reflecting light' instead of 'reflecting light *back into space*' and giving 'sending sulfur-based particles into the atmosphere' as one of the details. These are examples of imprecise responses and incorrect lifting, of which candidates must be aware.
- (d) This question was very well answered and most candidates gave details of *when* and *where* the second largest eruption occurred. A few candidates wrote '20<sup>th</sup> century' for the 'when' response, not realising that 'the last century' referred to in the question was in fact the 20<sup>th</sup> century.
- (e) This question was generally well answered. There were a few candidates who misread the question and explained how sulfur-based particles would be sent into the atmosphere. A few did not express the idea of 'year after year' accurately, giving responses such as 'after a year', which had a different meaning.
- (f) This question was well attempted. A few candidates gave the response 'it would cut rainfall in areas'. This lift was inadequate and the response either required 'in *some* areas' or 'in areas such as the Amazon/Africa', otherwise it was unclear.
- (g) This question required candidates to supply units of measurement. There were candidates who did not interpret the bar chart and gave the response '70 tonnes (in billions)'. This was incorrectly expressed and the correct response was '70 billion tonnes/tons'. A few candidates misspelt tonnes as 'tones', which altered the meaning, or just wrote '70 tonnes'. Such answers could not be credited.
- (h) This question was quite well answered. Most candidates supplied two correct details. A few repeated the detail referring to removing/absorbing carbon dioxide. A few also lifted a detail incompletely, writing 'carries carbon dioxide down to the bottom' instead of 'to the bottom of *the ocean*'.
- (i) Most candidates gave a correct response to this question. A few wrote 'it would take long', which was imprecise. Another incorrect response was 'driven by nuclear power', which the text did not give as a disadvantage.
- (j) Most candidates obtained two or more of the available four marks. There were very few repeated points. A number of candidates did not specify four geo-engineering techniques clearly or only gave the reason for these techniques. Examples of incorrect responses were: 'change the earth's climate', 'remove carbon dioxide from the air', and 'aeroplanes release particles'.

It may be helpful for Centres to be aware that this final question in Exercise 2 is global and requires candidates to identify and differentiate. Candidates review the stimulus article as a whole because relevant information may be found at any point in the text.

### **Exercise 3**

Candidates had been generally well prepared for the requirements of this exercise. They need to use the conventions of form-filling, with total accuracy in spelling, the use of capital letters and punctuation, where appropriate. *Sections A, B and C* of the application form are designed to be completed with brief answers, and there are instructions to underline, circle, delete or tick as necessary. Legible handwriting is especially important in this exercise, and capital letters should be clearly formed, as should lower case letters. This was not always well observed and a few candidates lost marks because letters were not formed correctly and could not be deciphered. A few candidates did not follow the instructions and underlined, deleted, circled or ticked inappropriately. Nearly all candidates completed the form as Aisyah Musa.

### ***DVD Club Application Form***

#### ***Section A: Personal details***

Many candidates provided most of the necessary details accurately. Candidates lost marks for various reasons. There were only a few misspellings in this section, indicating that most candidates checked their spellings against those in the text. 'Kuala Lumpur' was the most frequently misspelt word. The address details were very occasionally in the wrong order, and a few candidates wrote the number as '50200', omitting the final zero. Very few candidates inappropriately used prepositions such as 'at' or 'in'. A few candidates gave the family email address, rather than Aisyah Musa's personal email details. There were some who ticked 'part time employed' for her present situation, although the information stated she was *hoping* to do some part time work. Gender and age details were mostly correct.

#### ***Section B: Application details***

This section was well answered. A few candidates deleted 'Yes' rather than 'No'. If one answer has been deleted, it is not necessary to circle the alternative, although this does not mean the answer is incorrect. Mistakes were mainly on the two final questions, where a few candidates wrote 'three *films* a month', which does not respond to the question 'How often do you go to the cinema', and occasionally made spelling mistakes in the type of films most enjoyed, particularly with the word 'science'. The form had to be completed in the first person and a small number of candidates incorrectly used the pronoun 'she' in answer to the questions.

#### ***Section C: Reasons for joining the club***

In this section, for maximum marks, candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these criteria are not followed. A number of candidates wrote a correct and relevant sentence. A few candidates did not end the sentence with a full stop or wrote two sentences. There must be a main clause in the sentence and, occasionally, candidates only gave the subordinate clause. For example, some candidates wrote sentences such as, 'So I can watch films more cheaply whenever I want'. In this case, no marks could be awarded since correct sentence structure was not demonstrated. The pronoun 'she' instead of 'I' was occasionally used, so the answer was incorrect. Candidates must write the sentence from the point of view of the form-filler and adapt any words or constructions from the text appropriately. There were also some irrelevant responses which referred to Aisyah wanting to save money for a trip, to earn money, or to join the club because she was considering a career in films. This was general information about her plans but not why she wanted to join the club.

### **Exercise 4**

A number of candidates completed this note-taking exercise well although only a few gained the full eight marks available. Notes were in the main appropriately brief and it was only under the final heading that points tended to be repeated. Candidates should ensure the points they make do not reiterate other points. Candidates should be aware that note-taking skills involve precision in the points made and the inclusion of all necessary key information. If notes are too brief, salient details can be missing and marks may be lost. It is also important to ensure that notes are relevant to the heading.

### *Achievements during the visit to London*

This section was generally well answered. Some notes were imprecise and/or did not contain the necessary information. A few candidates did not specify the amount of money raised and wrote 'raised money to bring clean water to the village'. Occasionally the amount of money was incorrect (100,000/£10,000/100,000 euros). A few candidates wrote 'became popular', omitting the important information 'with the British'. The response 'they were the first members of their village to leave the region' was not an achievement *during* their visit to London. No marks could be awarded for these notes.

### *Negative effects of the lack of water on the villagers*

This section was very well attempted and a number of candidates wrote three correct notes. Marks were generally lost when notes were too brief. For example, notes such as 'dangerous animals', 'rival tribes', 'no school', 'driving cows far', were either incomplete or did not accurately convey information from the text.

### *Reasons for the delay in finding water*

This section was quite well attempted although there was some repetition of points, imprecision and irrelevance. Some candidates wrote 'collecting tax' which did not adequately convey the idea that the authorities were slow to do this and that it took time. Similarly, 'failing to find water' could not be credited as the idea of failing to find *evidence* of water was important. There were some notes lifted from the text that did not respond to the heading such as 'villagers were frustrated by the length of time' or 'they never travel anywhere they cannot reach by foot'. A few candidates wrote that it was 'the driest region', which was inaccurate as it was *one of the* driest regions. Some candidates repeated the idea that it was a long process of searching.

## **Exercise 5**

Some candidates performed well on this exercise and overall most appeared to have been well prepared in the skills of summary writing. Candidates were expected to write a summary of the main causes of noise problems in the ocean and how whales have had to adapt their behaviour. There were some candidates whose summary exceeded the word limit and included content points after 120 words, so in such cases marks could not be credited. There were also candidates who focused on irrelevant details such as the problem in whales finding a mate, natural noises (which were not a problem) and those made by jet aircraft. The idea of whales having to be louder or shouting was often repeated several times. This meant that candidates did not include some of the other relevant content points. A few candidates referred to 'oil rings' or 'farms' instead of 'wind farms', which did not cover the point. For some points, the comparative form was important to convey the idea of change, so 'simple messages' and 'high frequencies' could not be credited. There were ten possible content points in all and a number of candidates successfully located six of these. Most recorded at least four correct content points.

Language marks were awarded across the whole range. Most candidates scored two or three of the four marks available. The inclusion of a significant amount of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Some candidates lifted points from the text appropriately and connected them with conjunctions but did not attempt to express these in their own words, which also affects the language mark. Some candidates made the salient points using some of their own words and re-expressing the content from the original text, thus gaining a higher mark for language. It is important that these points remain clear when the candidate's own words are used. Since higher marks of three and four for language are available for candidates attempting to use their own words, practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial.

## **Exercises 6 and 7**

### **General comments**

The majority of candidates produced letters and articles which were satisfactory or better in terms of language and content in Exercises 6 and 7. Some candidates wrote more than the 150-200 words specified. In a few cases, responses did not fulfil the minimum requirements concerning length. Candidates are not penalised for exceeding the number of words recommended and indeed may provide more fully developed pieces of writing. Short answers are unlikely to be satisfactory in terms of content, and the language mark can also be affected since the range of language will be more limited. Many candidates showed an ability to organise their writing into paragraphs and provide an appropriate introduction and ending to the task.

involved. Good organisation is crucial if the response is to be sufficiently coherent and clear. The reader's attention should be held and the narrative or the argument should demonstrate the development needed to achieve this.

There were candidates who managed skilfully and appropriately to introduce idiomatic and colloquial language into the tasks. Sometimes such language was inaccurately included because it had been learned, which was counter-productive as the message was obscured or confusing. Some candidates demonstrated good control of appropriate language, showing a range of structures and vocabulary, for which they were awarded a language mark in one of the higher bands. Sometimes the language used was formed using basic structures, and more complex structures were inaccurate, containing errors with tenses, prepositions and subject/verb agreement, which affected the language mark. Punctuation was mostly sound although a few candidates substituted commas for full stops, which could result in overlong and unclear sentences. Candidates receiving marks in the higher bands for content made their responses engaging and effective.

### **Exercise 6**

In this exercise, the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. For a mark in a higher band, candidates should have a good sense of purpose whilst sustaining the reader's interest. Examiners are looking to reward candidates adopting a more engaging style with some imaginative detail.

#### *Something strange out of the window*

Many candidates responded quite imaginatively to the topic, using either a satisfactory or effective register and tone. Language was also generally satisfactory or better. There was usually an appropriate beginning and ending to the letter. Some candidates had learned a number of phrases, which they included with varying degrees of success, to start and finish the letter. The focus of the task is the development of the bullet points, so the introductory and closing sections of the letter should smoothly lead on to the purpose of the letter and bring it to an appropriate conclusion, rather than dominating the letter. It is important that candidates clearly cover the bullet points because this will affect the content mark. Most candidates addressed all three bullet points. A few did not explain why they were looking out of the window, but most expanded well on what they saw and felt, and what they did next. Topics included seeing an accident and rushing out to help, or seeing a beautiful girl/handsome boy/stranger/relative/animal/UFO followed by the narrative generated by this. In terms of language, there were candidates who showed good control of complex grammatical structures and used idiomatic language well, which could be credited. Some candidates used language containing simple structures, making mistakes when language was more complex. A number of candidates were inconsistent in the use of language, including negative inversions, for example, when the register of the letter was informal.

### **Exercise 7**

In this exercise, candidates give their views on a topic for a specified target audience. It is important that candidates read the rubric carefully and consider the prompts, which are given to help candidates form ideas on the subject. For a mark in one of the higher bands, candidates can develop the views in the prompts, expressing these in their own words and, if possible, giving other perspectives on the topic. Candidates should demonstrate that they can present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the context which will arouse the reader's interest in the topic.

#### *Change in your country*

Candidates were expected to write an article for their school magazine discussing their views on change in their country. There were two guiding prompts referring to the benefits of change, and two which considered the possible drawbacks. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above. There were a number of candidates who copied the wording in the prompts rather than expressing the ideas in their own words. Occasionally, this considerably reduced the amount of language that could be credited and affected both the language and content mark. Generally, candidates appeared stimulated by the topic and were able to give an interesting range of views. There were candidates who discussed change in a very general way and did not focus particularly on change in their country, which affected the content mark. The most successful responses discussed changes related to a country, referring to subjects such as education, technology, the environment, the economy and available facilities.



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

Paper 0511/22

Reading and Writing (Extended)

## Key messages

In Exercises 1 and 2, it should be emphasised to candidates that answers should be as brief as possible and that copying large sections from the text may well include incorrect details which could negate the answer.

In Exercise 3, it is essential that handwriting and presentation are clear because total accuracy in spelling and punctuation, especially capital letters, is required for this exercise.

In Exercise 4, Centres should continue to prepare their candidates by using the brevity of the mark scheme as a guide to what constitutes minimal but successful answers in this exercise.

In Exercise 5, some candidates write in excess of 120 words. Candidates are advised to read carefully the wording of the question and to concentrate solely on those areas of the text that are relevant to the task.

In Exercises 6 and 7, candidates should allow themselves enough time to write pieces which contain sufficient depth and detail. In Exercise 7, candidates will not be given credit for using language that has simply been copied from the prompts. For the award of marks in the higher bands, candidates should be encouraged to write original and independent pieces.

## General comments

Overall, the vast majority of candidates were correctly entered for the extended tier.

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

Overall, the standard of handwriting was good this session. On occasion, poor handwriting did adversely affect the interpretation of candidates' answers in Exercise 3. Candidates should use black or dark blue ink. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read. All necessary notes should be made at the side of the answer spaces and then crossed through.

Candidates should be discouraged from writing in other areas, especially in the *For Examiner's Use* column and on pages 12 and 14, which contain the rubric and the prompts for Exercises 6 and 7. It is, however, permissible for candidates to use the blank pages at the end of the booklet as a continuation of their answers, especially in Exercises 6 and 7, but they need to indicate clearly to Examiners where extra work has been added. Generally candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

Time management did not appear to be a problem this session and there were very few candidates who failed to complete the extended writing exercises in the paper. There was, however, an increase in the number of candidates who made no attempt to respond to individual questions in Exercises 1 and 2.

### **Exercise 1**

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

- (a) This was very well attempted and almost all candidates provided both 'practice' and 'patience'.
- (b) This was very well answered, although some candidates omitted the essential detail 'too'.
- (c) This was well attempted. Some candidates omitted a suitable verb in front of 'deeper colour' and could not be credited. All options on the mark scheme were equally popular.
- (d) This was well answered and candidates often provided both options on the mark scheme.
- (e) This question proved a good discriminator and required careful reading of the text and the corresponding synonym in the question to ensure that the correct type of paint brush was provided in the answer. There were many candidates who did not connect 'precise' in the text with 'accurate' in the question. Consequently, there were many candidates who incorrectly answered 'flats'.
- (f) This was well attempted and most candidates gave two details. The answer 'cheap and easy' could not be credited without the inclusion of the key detail 'easy to prepare'.
- (g) This was very well answered and most candidates included both options on the mark scheme. Occasionally, candidates were imprecise with their reading of the text and omitted the key detail 'when wet'. The answer 'changes shape' on its own was incomplete.
- (h) This was very well attempted.

### **Exercise 2**

More able candidates provided brief answers here and were able to select key detail from the text and transcribe it with precision. There are still candidates who write too much and teachers should encourage greater brevity. The answers in the mark scheme provide a good guide to the length of answer required. Correct interpretation of the graphical material in question (b) proved difficult. A range of marks was achieved on the exercise as a whole.

- (a) This question required very careful interpretation of the text and several candidates were imprecise with their answers. The response 'viewing continues to grow' was incorrect without the qualifying idea of either 'even though the internet is widely used' or 'the number of ways of viewing'. The other acceptable answer, 'contribute to enjoyable viewing experiences', was popular with a number of candidates.
- (b) This proved to be challenging because many candidates were careless with their reading of the wording of the question. Many answered 'North Africa' and 'Middle East' because they overlooked the expression 'between 200 and 250 minutes a day' and incorrectly chose the areas which had the most daily TV viewing.
- (c) This question was well attempted and most candidates were awarded a mark here. On occasion there was some careless spelling and 'conservation' instead of 'conversation' could not be credited.
- (d) This question required the comparative detail 'fewer' and most candidates produced this correctly here. Answers without the comparison, for example, 'few new words' could not be credited because this conveyed a different meaning.
- (e) This was well attempted although some candidates could not be credited at all because their answers did not contain any reference to the key idea that the guidelines were specifically for 'children under two years old' and not children generally. Some candidates omitted either 'TV' or 'computer screens' and were only awarded one mark.
- (f) This was very well answered with all possible options used in equal measure.

- (g) This question proved to be a very good discriminator. Candidates needed to select separate ideas from the text. A large number of candidates considered that 'sugary' and 'unhealthy snacks' were two discrete details whereas the text clearly conveyed the idea that they were connected. Other candidates could not be credited because the key word 'increase' was not included in the answer. Successful candidates who achieved the maximum two marks had also recognised that 'decrease in physical activity' was also bad for health as well as the undesirable eating and drinking habits.
- (h) This was a challenging question and required precise interpretation of the text. Many candidates conveyed the correct idea that 'TV viewing had long-term harmful effects' but omitted the key detail of 'early experience'.
- (i) This question proved to be a very good discriminator. Most candidates were awarded at least one mark overall by conveying the idea 'introduce children to sports/teach them how to use their leisure time'. More successful candidates also recognised the details 'encourage language activities' and 'allow children to have TVs in their bedrooms'. Many candidates selected the idea that TV viewing should be limited but could not be credited because the key detail 'for 3-5 year olds' was often missing.

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

### **Exercise 3**

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially so in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. In this session, several candidates could not be credited because capital letters were not used with proper nouns.

#### **'Les Surfers' Group Booking Form**

##### **Section A: Personal details**

The names of the group leader and the other members were generally correct, although some candidates only supplied the names of two of the friends instead of three. Some candidates included the prepositions 'in' and 'at' in the address and could not be credited. The telephone contact number and the group leader's age were well answered. It is permissible to use either the number '18' or the written form 'eighteen', but spelling of the latter must be correct.

##### **Section B: Holiday details**

This section proved more challenging. The ticking of the flight preference was well observed. Some candidates were careless with the reading of the text and ticked 'accommodation only' instead of 'bed and all meals'. Many candidates overlooked the wording 'how many' on the form and answered 'full course' instead of 'one'. The details of the credit card were well answered and it was very encouraging to see an improvement in the responses to the deletion task in connection with the hiring of equipment. Deletion has often been a difficult concept for many candidates in the past. On occasion, there was unnecessarily lengthy detail in the task enquiring how the applicant found out about the company.

##### **Section C: Details of medical conditions**

An encouraging number of candidates composed a sentence which was well punctuated, with a clear full-stop at the end, and with accurate spelling. However, overall, this section was less successfully attempted than in previous sessions. Firstly, it must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they automatically score zero, as detailed in the mark scheme. In this session, this requirement was much better observed than in the past, but there were still some candidates who wrote in excess of 20 words.

There were examples of different errors which meant that full credit could not be given. The most common mistake was the omission of one element from the answer. The question required details of both 'the age of the other members of the group'. Many candidates referred only to Gerard's allergy to nuts and overlooked the fact that, as Christophe, they needed to supply details of an arm operation. This automatically reduced the maximum possible mark from 2 to 1, and any further mistake resulted in the sentence being awarded zero. Some candidates began the sentence with 'because' which is not considered to be a proper sentence construction. Other candidates included both elements but wrote them in two sentences. One of the challenges of the task is to convey all the information in one sentence and within the word limits. There were encouraging aspects also in this section, notably fewer candidates who used the third person, 'Christophe', and the improvement in the accuracy of spelling, especially with more challenging words such as 'allergy', 'allergic' and 'operation'. The majority of candidates scored either zero or 1 mark for this task.

#### **Exercise 4**

This exercise was successfully answered by the majority of candidates. Many were able to show enough understanding of the text and extract the relevant information to score very well here. Overall, the exercise produced good differentiation, with maximum marks being obtained by only a few of the more able candidates. There were fewer candidates this session who wrote full sentences, and most answers were brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers.

#### *Common features of the living things that Sara photographs*

Key points were well recognised. Both possible options were used to convey the first bullet point. Occasionally candidates overlooked the idea of 'common features' in the heading and wrote 'some of these look alien' which did not convey the exact meaning. Some answers could not be credited because essential detail was not supplied. For example, some candidates did not include the key word 'continuously'.

#### *Places Sara has visited and what she found in each place*

This section was well answered with many candidates credited with the maximum three marks. All four possible responses were used. Candidates responded well to the idea that they had to link a place to an item as shown in the example on the question paper. Occasionally, some candidates could not be credited because they gave the incorrect age of certain items. This detail was not actually required in the answer and candidates could have been more attentive to the example to guide their responses.

#### *The concerns that Sara has*

This section was more challenging and there were more inaccuracies here. There was good recognition of the point about 'the destruction of the environment' and this proved to be the most popular answer. The key detail of 'her travels' was sometimes omitted and this rendered the brief answer 'finance' factually inaccurate. Similarly, the detail about the things which were in danger of extinction had to be accompanied by the word 'oldest' in order to convey Sara's very specific concerns, and those candidates who omitted this could not be credited. The few candidates who selected the final detail about the permafrost often linked it on the same line to the idea that 'the oldest living things on the planet will die'. There were two separate ideas here but only the first answer could be awarded a mark.

#### **Exercise 5**

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. Candidates needed to write a summary about the advantages for children of being educated at home rather than at school. More able candidates were able to recognise precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and an encouraging number of candidates addressed the advantages of the home as opposed to the disadvantages of school. Most candidates were able to identify at least four content details successfully.

A significant number of candidates completed the summary outside the prescribed word limit. This generally occurred when candidates started copying from the first paragraph of the text without sufficient care as to the focus of the summary. As a result, there were overlong introductions which needlessly detailed descriptions of the countries where it is illegal to home educate children. In addition, there was indiscriminate copying of the first sentence in the second paragraph which gave details about the affordability of home education.

Consequently, some key details about the advantages of home education were often only at the edge of the 120 word limit and could not be credited.

Less able candidates could not be awarded high marks for content because they concentrated on the disadvantages of school education, such as 'school is a highly stressful situation' and 'travelling to and from school is tiring and time consuming'. Similarly, some descriptions were too general and omitted important comparative ideas such as, for example, that home educated children 'get on *better* with their brothers and sisters' and that 'it is *easier* for them to socialise with adults'.

Language marks were awarded across the whole range. It was pleasing to note that a good number of candidates attempted to use their own words and expressions. Centres are reminded that higher marks of 3 and 4 for language are available for those candidates who make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed 'brothers and sisters' to 'siblings', 'mature perspective' to 'experienced view' and 'curriculum' to 'syllabus'. It must be emphasised that candidates need to exercise care when using their own words to ensure that the sense and meaning of the content is not altered. There was an encouraging attempt by many candidates to use appropriate linking words and conjunctions which gave the summary a natural flow and made it enjoyable to read. 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 6**

#### **General comments**

In general, this exercise was successfully attempted. The rubric was well understood, the word limit was well observed and there was little evidence of short work.

There are three prompts in Exercise 6 and arguably each one deserves a paragraph to give the whole piece appropriate balance. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that the candidates needed to address. There was often a good attempt to supply a suitably brief introduction and concluding statement, in an informal register.

It should be noted that prolonged greetings and conclusions, which are often pre-learnt and not always relevant, can be counter-productive. It is recommended that candidates restrict these to about three lines only. In the worst cases, candidates use an inordinate number of words at both the beginning and end of the letter, which would be better employed developing the requirements of the bullet points.

In addition to the bullet prompts, there is a visual guide to help candidates when selecting content for their writing. It should be emphasised that candidates are always free to choose their own material and those that do often produce pieces which have greater originality and ambition.

Candidates must, of course, address and develop the three bullet prompts to achieve the higher bands in the criteria for content. In addition, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vibrant style and provide some innovative detail.

Candidates need to be aware that pre-learnt phrases and expressions do not always work in certain contexts. Some candidates fill their writing with a wide array of inappropriate and poorly chosen idioms. Individually these idioms can be very effective but a succession of these can be unnatural and counter-productive, and proverbs should not be included for their own sake. Colloquialisms need to fit the situation and should be chosen with care and not used excessively. In an attempt to use extravagant language, meaning is sometimes obscured and the language mark may be adversely affected.

### **Exercise 6**

*A recent loss of a small but important item*

It was somewhat disappointing to see that many candidates did not take the opportunity to include more engaging and original detail in their responses. Some answers were interesting and were clearly developed but many were predictable and not particularly engaging. Many exclamation marks were used in an attempt to provide interest, but interest is not only to be found in punctuation but in stories which are believable. Many followed the visual prompts and wrote about the disappearance of an item from a box and the

sympathy shown by a parent or other family member. This is perfectly acceptable and the prompts are intended to help candidates, but it is always refreshing when candidates create their own situations.

For the first bullet point, Examiners were looking to credit candidates who described the lost item in detail and placed the loss in a specific context. There was generally a lack of originality and many candidates wrote about items which suddenly disappeared for no apparent reason and then mysteriously reappeared some time later. In many cases, the lost item was a 'pen-drive', which contained all the candidate's notes and project work, or was an examination entry card. More able candidates were more inventive and wrote about items of jewellery which had considerable sentimental value, and they were able to convey their feelings and emotions resulting from such a loss. It was encouraging to read that stronger candidates made the piece more credible and enjoyable to read by introducing a range of emotions from anger and frustration to sadness and finally joy if the story had a happy conclusion. They also attempted to provide a suitable context for the loss, such as a trip or an event, to support the narrative and add credibility.

The third bullet point was often addressed in some detail and, encouragingly, there was original thought expressed here and with a variety of outcomes. The more successful candidates introduced a third party at this stage, either in the form of a parent or friend, or someone in authority such as a teacher or the police.

The vast majority of candidates stayed on task throughout. Most candidates remembered to write in paragraphs, although there was a significant number who made no attempt to organise their writing into sections. The major problem was that many candidates used tenses inconsistently, mixing the present and the past. Candidates need to display a sound knowledge and accurate use of basic regular and irregular verbs in order to gain access to the higher bands of the marking criteria. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the piece. There were some candidates who did not use capital letters at all, thus making the letter one uninterrupted sentence. Overall, the responses were generally safe and most candidates used a letter format with the correct salutation and appropriate conclusion.

### **Exercise 7**

#### **General comments**

There was a selection of four prompts – two for and two against the proposal in the title – to guide candidates. Less able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. In similar fashion, some candidates often used the prompts as 'quotes' from 'other students'. For example, "One of my friends said 'My family provides me with a home' and another student said, 'Friends are much more fun to be with...'". If candidates simply copy or make little attempt to change the wording of the prompts, it severely reduces the credit which can be given for language.

It is recommended that candidates are selective in their choice of prompts, perhaps using one for and one against, and that they attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands.

Word limits were well observed and it appears as though time constraints at this stage of the paper were not a problem for the majority of candidates. There were some candidates who had obviously left themselves short of time and resorted to copying the prompts with little or no individual comment. It is recommended that Centres work with their candidates on time management for this paper so that they have an idea as to how many minutes should be spent on individual exercises. The final two exercises carry more than 40 per cent of the total marks and candidates should leave themselves enough time to complete them properly.

There were some examples of abbreviated 'text' language, particularly with the use of 'u' for 'you' and lower case 'i'. This is not appropriate in the context of the extended writing exercises in this exam, and should be discouraged.

### **Exercise 7**

*Family and relatives are more important than your friends*

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. The topic proved to be a topic which provoked a good reaction from many candidates and strong views were put forward. Overall, opinions were divided about the statement in the title. More mature candidates were able to extend their feelings about their family well beyond the suggestions of the prompts and included ideas such as financial and emotional support and the permanence of the relationship. Some gave examples of the adage that 'blood is thicker than water'. Similarly, friends were praised for their ability to understand the particular difficulties that teenagers face and for their help in academic studies.

More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style in, for example, the use of rhetorical questions. Paragraphs and linking words were generally used to good effect and separated both sides of the argument. The agreement of subject and verb, particularly singular and plural, was a problem for some candidates as well as the omission of definite and indefinite articles.

Overall, a good number of candidates responded with a balanced argument, both for and against, and were able to produce articles that were persuasive. There were few pieces which were confusing and contradictory in their argument. A good balance to the writing was established through attempts to provide an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion to many of the pieces.

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

Paper 0511/23

Reading and Writing (Extended)

## Key messages

In Exercises 1 and 2, it should be emphasised to candidates that answers should be as brief as possible and that copying large sections from the text may well include incorrect details which could negate the answer. Candidates do not need to preface their answers by repeating the wording of the question.

In Exercise 3, it is essential that handwriting and presentation are clear because total accuracy in spelling and punctuation, especially capital letters, is required for this exercise. In the final section, candidates must use the information in the text to guide their answers and not create imaginary content.

In Exercise 4, Centres should continue to prepare their candidates by using the brevity of the mark scheme as a guide to what constitutes minimal but successful answers in this exercise.

In Exercise 5, some candidates write in excess of 120 words. Candidates are advised to read carefully the wording of the question and to concentrate solely on those areas of the text that are relevant to the task.

In Exercises 6 and 7, candidates should allow themselves enough time to write pieces which contain sufficient depth and detail. In Exercise 7, candidates will not be given credit for using language that has simply been copied from the prompts. For the award of marks in the higher bands, candidates should be encouraged to write original and independent pieces.

## General comments

Overall, the vast majority of candidates were correctly entered for the extended tier.

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

Overall, the standard of handwriting was good this session. On occasion, poor handwriting did adversely affect the interpretation of candidates' answers in Exercise 3. Candidates should use black or dark blue ink. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read. All necessary notes should be made at the side of the answer spaces and then crossed through.

Candidates should be discouraged from writing in other areas, especially in the *For Examiner's Use* column and on pages 12 and 14, which contain the rubric and the prompts for Exercises 6 and 7. It is, however, permissible for candidates to use the blank pages at the end of the booklet as a continuation of their answers, especially in Exercises 6 and 7, but they need to indicate clearly to Examiners where extra work has been added. Generally candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

Time management did not appear to be a problem this session and there were very few candidates who failed to complete the extended writing exercises in the paper.



### **Exercise 1**

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

- (a) This was very well attempted and all three options on the mark scheme were equally popular.
- (b) This was very well answered, although some candidates omitted the essential detail 'each other's company'.
- (c) This was very well attempted.
- (d) This question required careful reading of the text and proved to be a good discriminator. Candidates needed to select two details that were *unusual* about the restaurant. Some candidates answered 'the starting price of dishes' and 'the food was better presented'. Neither of these details was considered unusual and could not be credited.
- (e) This was well attempted and many candidates realised that the key detail was the 'intermarriage between Chinese and Malays' and not simply that they came from the same places, Malacca and Penang.
- (f) This was very well answered.
- (g) This question proved to be more challenging and required precise understanding of the wording in the text. Many candidates correctly answered 'manages Soo Kee's stall' or 'manages her father's stall', but others were careless and wrote 'manages her father's restaurant', which was factually inaccurate.
- (h) This was very well attempted, although occasionally candidates answered 'prawns' or 'sang har mee'.

### **Exercise 2**

More able candidates provided brief answers here and were able to select key detail from the text and transcribe it with precision. There are still candidates who write too much and teachers should encourage greater brevity. The answers in the mark scheme provide a good guide to the length of answer required. Interpretation of the graphical material in question (e) was very good. A range of marks was achieved on the exercise as a whole.

- (a) This question was well attempted and many candidates lifted both 'financial security' and 'insurance'.
- (b) This proved to be more challenging and was a good discriminator. Candidates needed to find two reasons why people in certain areas of the world use gold as a way of saving. A mark was awarded for each correct answer. Most candidates successfully wrote about the detail that 'finding a bank was difficult'. Candidates' answers for the second detail were often incomplete and the response 'value stays strong' was considered insufficient on its own without 'even when the value of money goes down'.
- (c) This question was generally well attempted and most candidates were awarded a mark here. On occasion the key word 'only' was omitted from the answer and it could not be credited.
- (d) This was well attempted and candidates selected both possibilities on the mark scheme in equal measure. Some candidates selected the detail that 'gold mines cannot supply enough'. This was simply a repetition of the question and could not be credited.
- (e) This question, which required interpretation of the graphical element, was well attempted. Occasionally some candidates overlooked the 'thousands of tonnes' on the vertical axis and answered '20 tonnes', which was factually incorrect.

- (f) This question proved to be a very good discriminator. Candidates needed to select separate ideas from the text. A large number of candidates considered that 'jewellery' and 'decoration' were two discrete details whereas the text clearly conveyed the idea that they were connected. Those candidates that offered 'jewellery and decoration' with no other details were awarded zero marks. The second idea 'used in medicines' was more difficult to locate in the text and many candidates overlooked this answer.
- (g) This question was challenging but it was encouraging to see a good response overall. Candidates needed to identify two uses of gold in modern healthcare from four possible options. Candidates provided a variety of answers from the very brief 'stents' and 'pacemakers' to a more detailed definition and description of how these devices functioned. Occasionally, candidates could not be credited for spelling 'pacemakers' as 'peacemakers'.
- (h) This was very well attempted.
- (i) This question proved to be a very good discriminator. All options proved accessible to candidates and most were awarded at least two marks by conveying the ideas that gold 'has a high level of reliability' and 'does not react with other substances'. Very successful candidates also recognised the details 'does not change colour' and 'shows up easily on x-rays'. Many candidates selected the idea that gold 'conducts electricity' but could not be credited because the key detail 'efficiently' was often missing.

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

### **Exercise 3**

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially so in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. In this session, several candidates could not be credited because capital letters were not used with proper nouns.

### ***Library Assistant Application Form***

#### ***Section A: Personal details***

The name and age of the applicant were generally correct, although some candidates could not be credited because the 's' in 'Sellers' was written in lower case. Similarly some candidates did not use a capital 'T' for 'Terrace', which was also misspelt on occasion as 'Terrance' and could not be credited. The telephone contact number and the email address were very well answered. Almost all candidates circled the correct 'gap year' option.

#### ***Section B: Additional details***

This section proved more challenging. It was very encouraging to see an improvement in the responses to the deletion tasks which targeted the applicant's previous library experience and whether car parking space was required. Deletion has often been a difficult concept for many candidates in the past. There were still some candidates who gave incorrect answers to one or both deletions and so practice is still required in this area. The box-ticking task was well observed, although some candidates were careless with their reading of the text and only inserted one tick instead of two.

On occasion, there was unnecessarily lengthy detail in the task enquiring about the positions of responsibility that the applicant had held. This is acceptable provided that all spellings are accurate, but candidates are encouraged to provide answers which are as brief as possible to reduce the risk of mistakes. Some candidates could not be credited here because they wrote 'charge of the reading club' and not 'in charge of the reading club'.

The correct writing of the date proved challenging. Most candidates had successfully calculated the start date was the day after the 20<sup>th</sup> January but answered '21<sup>th</sup> January'. The final underlining was generally well answered, although some candidates circled 'newspaper' instead of underlining.

### **Section C: Books you enjoy and why reading is important**

Overall, this section was less successfully attempted. Firstly, it must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they automatically score zero, as detailed in the mark scheme. In this session, there were several candidates who wrote in excess of 20 words.

There were examples of different errors which meant that full credit could not be given. The most common mistake was the omission of one element from the answer. The question required details of both 'books you enjoy reading *and* why reading is important'. Many candidates referred only to the second detail and the fact that reading 'can help people to understand the world'. This automatically reduced the maximum possible mark from two to one, and any further mistake resulted in the sentence being awarded zero.

Several candidates also paid little or no regard to the requirements of the task as explained in the rubric and gave a fictitious answer which was not based on information in the text. Candidates are reminded that this section is not a creative writing task, and the content of the answer will always be found in the text.

Some candidates began the sentence with 'because' which is not considered to be a proper sentence construction. Other candidates included both elements but wrote them in two sentences. One of the challenges of the task is to convey all the information in one sentence and within the word limits. There were encouraging aspects also in this section, notably fewer candidates who used the third person, 'Luke' or 'he'. There was also improvement in the accuracy of the spelling, although some candidates were careless with 'particular' for 'particularly' and 'foreing' for 'foreign'. The majority of candidates either scored zero or 1 mark for this task.

### **Exercise 4**

This exercise was successfully answered by the majority of candidates. Many were able to show enough understanding of the text and extract the relevant information to score very well here. Overall, the exercise produced good differentiation, with maximum marks being obtained by several of the more able candidates. There were fewer candidates this session who wrote full sentences, and most answers were brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers.

#### *What motivates the teacher*

Key points were well recognised. All possible options were used to convey the two bullet points. Occasionally candidates omitted the key word 'our' in the first option and wrote 'beauty of language' which did not convey the exact meaning. Some answers could not be credited for the second bullet point because 'cultures' was replaced by 'countries', and this was factually incorrect.

#### *The joys of teaching*

This section was well answered with many candidates credited with the maximum two marks. All possible responses were used to convey the idea that one of the joys of teaching is when a candidate can use language independently. The second option was well recognised and transcribed.

#### *What the teacher has learnt*

This section was more challenging and there were some inaccuracies here. There was good recognition of the points 'to be organised', 'have a good sense of humour' and 'the difficulty of learning another language'. The key word 'students' in front of 'need structure/goals' was sometimes omitted and this attributed the answer to the teacher, which was the wrong subject. The candidates who selected the final detail about 'avoid boredom' sometimes repeated the same idea on a separate line and could not be credited again for the second answer.

### **Exercise 5**

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. Candidates needed to write a summary about the reasons why teenagers do not get enough sleep. More able candidates were able to recognise precise detail and wrote with a good sense of order, selecting content carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify at least four content details successfully.

A significant number of candidates completed the summary outside the prescribed word limit. This occurred generally when candidates started copying detail from the very beginning of the first paragraph of the text without sufficient care as to the focus of the summary. As a result, there were overlong introductions which needlessly detailed descriptions of the amount of sleep that teenagers often have. Consequently, some key details about the reasons for lack of sleep were often only addressed after the 120 word limit and could not be credited.

Less able candidates could not be awarded high marks for content because they were unable to separate and distinguish discrete points and ideas. They tended to blur answers and overlook key distinguishing detail. For example, some candidates wrote about their concerns and anxieties generally without specific reference to 'their future'. Candidates also omitted important comparative ideas such as when children become teenagers 'academic work *increases*' and 'they take on *more* adult roles'.

Language marks were awarded across the whole range. It was pleasing to note that a good number of candidates attempted to use their own words and expressions. Centres are reminded that higher marks of 3 and 4 for language are available for those candidates who make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed 'shallower' to 'less deep', 'disruption of sleep pattern' to 'regular sleeping times are disturbed' and 'work to earn money' to 'find a job to pay for necessary expenses'. It must be emphasised that candidates need to exercise care when using their own words to ensure that the sense and meaning of the content is not altered. There was an encouraging attempt by many candidates to use appropriate linking words and conjunctions which gave the summary a natural flow and made it enjoyable to read. 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 6**

#### **General comments**

In general, this exercise was successfully attempted. The rubric was well understood, the word limit was well observed and there was little evidence of short work.

There are three prompts in Exercise 6 and arguably each one deserves a paragraph to give the whole piece appropriate balance. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that the candidates needed to address. There was often a good attempt to supply a suitably brief introduction and concluding statement, in an informal register.

It should be noted that prolonged greetings and conclusions, which are often pre-learnt and not always relevant, can be counter-productive. It is recommended that candidates restrict these to about three lines only. In the worst cases, candidates use an inordinate number of words at both the beginning and end of the letter, which would be better employed developing the requirements of the bullet points.

In addition to the bullet prompts, there is a visual guide to help candidates when selecting content for their writing. It should be emphasised that candidates are always free to choose their own material and those that do often produce pieces which have greater originality and ambition.

Candidates must, of course, address and develop the three bullet prompts to achieve the higher bands in the criteria for content. In addition, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vibrant style and provide some innovative detail.

Candidates need to be aware that pre-learnt phrases and expressions do not always work in certain contexts. Some candidates fill their writing with a wide array of inappropriate and poorly chosen idioms. Individually these idioms can be very effective but a succession of these can be unnatural and counter-productive, and proverbs should not be included for their own sake. Colloquialisms need to fit the situation

and should be chosen with care and not used excessively. In an attempt to use extravagant meaning is sometimes obscured and the language mark may be adversely affected.

### **Exercise 6**

*Two photographs that are important to you*

It was encouraging to see that many candidates took the opportunity to include engaging and original detail, with interesting and clearly developed writing. Less successful candidates followed the visual prompts and wrote about a girl who was taking a photograph and another who was looking through an album. Some candidates considered the visual prompts to be pictures of themselves, with their first camera, on the way to pursuing a career in photography. Less successful candidates described the detail in the pictures, 'a girl wearing a hat', rather than using them as a springboard for their own ideas. Examiners were looking to reward candidates who used the visuals as a guide and developed them with their own thoughts. In Exercise 6, the pictures are intended to provide a basic framework for candidates' ideas, but it is always refreshing when they create their own stories and situations.

For the first bullet point, Examiners were looking to credit candidates who described the photographs in some detail and placed the pictures in a specific scene or context. There was some originality and many candidates wrote about people or places that were special to them. In many cases, the people were friends or members of the family, and grandparents were a particularly popular choice. For the second bullet point, more able candidates supported their ideas and added credibility to the description by writing inventive pieces about special occasions or events which brought back fond memories. Many candidates were able to convey their feelings and emotions about re-telling such moments and managed to convey a sense of enthusiasm. The most successful candidates made the piece more credible and enjoyable to read by introducing a range of emotions.

More successful candidates addressed the third bullet point in some detail and suggested that they would like to receive photographs of certain moments from former times that they had enjoyed with their pen-friend. In general, candidates covered the bullet point briefly with a comment and an interrogative form.

The vast majority of candidates stayed on task throughout. More successful candidates remembered to write in paragraphs, although there was a significant number who made no attempt to organise their writing into sections. There were many letters which were less enjoyable to read because there was no introductory paragraph and no attempt to separate details. Many candidates used tenses inconsistently, mixing the present and the past. Candidates need to display a sound knowledge and accurate use of basic regular and irregular verbs in order to gain access to the higher bands of the marking criteria. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the whole piece. Overall, the responses were generally safe, but an encouraging number of candidates were credited with marks in the higher bands of the marking criteria because they attempted to use more ambitious language and expression.

### **Exercise 7**

#### **General comments**

There was a selection of four prompts – two for and two against the proposal in the title – to guide candidates. Less able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. In similar fashion, some candidates often used the prompts as 'quotes' from 'other students'. For example, "One of my friends said 'It is better to earn a high salary so that you can have a good lifestyle' and another student said, 'People who work long hours for high salaries are wasting their lives...'" If candidates simply copy or make little attempt to change the wording of the prompts, it severely reduces the credit which can be given for language.

It is recommended that candidates are selective in their choice of prompts, perhaps using one for and one against, and that they attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands.

Word limits were well observed and it appears as though time constraints at this stage of the paper were not a problem for the majority of candidates. There were some candidates who had obviously left themselves short of time and resorted to copying the prompts with little or no individual comment. It is recommended that Centres work with their candidates on time management for this paper so that they have an idea as to

how many minutes should be spent on individual exercises. The final two exercises carry more weight than the first two exercises, which carry 20 per cent of the total marks and candidates should leave themselves enough time to complete them properly.

### **Exercise 7**

*A high salary or shorter working hours?*

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. This proved to be a topic which provoked a good reaction from many candidates and some interesting ideas were expressed. Overall, opinions were divided about the statement in the title. More mature candidates were able to extend their ideas well beyond the suggestions of the prompts and included their thoughts on a life of materialism, with making more and more money the principal aim, as opposed to finding enjoyment in more simple pleasures. Similarly, there was discussion of the importance of friends and family and, on occasion, candidates expressed the view that the world would be a better place with more emphasis on volunteering rather than looking for monetary rewards. By contrast there were some candidates who detailed the problems faced by people who have too little money and struggle to survive. On occasion, less focused candidates concentrated solely on financial aspects and did not develop the theme of making the choice between high salaries and shorter working hours.

More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style in, for example, the use of rhetorical questions. Paragraphs and linking words were generally used to good effect and separated both sides of the argument. The agreement of subject and verb, particularly singular and plural, was a problem for some candidates as well as the frequent use of 'no' for 'not'.

Overall, a good number of candidates responded with a balanced argument, both for and against, and were able to produce articles that were persuasive. A good balance to the writing was established through attempts to provide an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion to many of the pieces.

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

Paper 0511/31  
Listening (Core)

## Key messages

Candidates should keep their answers concise and relevant. Although the majority gave the brief responses required, there were still some who offered lengthy answers. Such responses often offered incorrect material first, or negated an otherwise correct answer by offering contradictory material afterwards. In these instances the candidate lost the mark he/she might have gained. At best, the candidate had wasted examination time.

Candidates should attempt answers even if they are unsure. An attempt at a phonetic spelling of a word can gain credit, so long as it is considered a reasonable and clearly recognisable attempt, e.g. 'caffay' for 'café'. If candidates come across a word they know they cannot spell, they can answer in their own words, perhaps offering a synonym or paraphrase. Leaving blank spaces is never advisable; this is obviously the case with the 'True/False' questions.

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers. Writing the word out in full is permissible.

The questions that proved the most challenging on this paper were those requiring vocabulary knowledge. It is advisable that candidates are exposed to a good range of vocabulary in as many different contexts as possible.

Finally, candidates should be warned against the use of correction fluid, or any other unclear crossings out, as these can leave the Examiner unsure of the intended answer.

## General comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. There were few omissions of questions, with even the weaker candidate being able to access most of the questions. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared.

## Comments on specific questions

### Questions 1–6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

### Question 1

This was an accessible opening question, with most being able to offer both required items – 'tomatoes' and 'juice'. There was a range of spellings offered for both words, many of which were accepted. A common error was for candidates to ignore the word 'exactly' in the question, and then list any food they heard, such as 'pasta'. Candidates should read the question carefully and note any key words.

## Question 2

This question was slightly more challenging than the previous one. Candidates mostly understood the question and gave two details, but the most common error was in not giving 'how to join' – there were many incorrect answers of 'enjoy the team'. Candidates need to practise close listening of the text to pick out different words and meanings. Also, they should be reminded that the answer must make proper sense ('enjoy the team' does not). Several candidates offered the football scores, which were irrelevant.

## Question 3

A more straightforward question, although requiring two elements. Many candidates did not recognise 'send a text' and often referred only to the 'torches' and 'phones'. Closer reading of the question would have prompted candidates to offer what the people had to do rather than what they had to bring. 'Send a message' was accepted for 'send a text', and was frequently given. There were many variants of 'let mum know all OK' and these were all accepted as long as they were of equivalent meaning.

## Question 4

This question proved the most challenging in this section. A number of candidates did not know the phrase 'cycle path'. Phonetic attempts were accepted, e.g. 'sicle' or 'sycle', but the 'th' sound in 'path' was required, so that the commonly offered 'cycle parts' or 'cycle plots' were not allowed. Many candidates lost marks for not being able to differentiate between 'cycle' and 'circle'. The question discriminated well, since the higher scoring candidates were able to give a correct answer.

## Question 5

This question discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Examiners required the sense of 'not due for 58 minutes' and 'costs more'. Benefit of the doubt was allowed for responses which simply stated 'it is coming later', but when candidates offered an incorrect length of time – most commonly 15 minutes – then the mark was withheld. A common error was to give 'the train is late' – this was not allowed. Candidates need to check the exact meaning of their answers, and be precise. Similarly 'it is expensive' did not get credit – whereas 'it is more expensive' did.

## Question 6

Again, candidates recognised the need to offer two pieces of information. The word 'café' proved a stumbling block for some; however, reasonable phonetic attempts such as 'caffay' were accepted. 'Firework' seemed better known and again phonetic attempts such as 'fiarwerk' were allowed. A few candidates tried to cover all possibilities by attempting to write all they heard. They often included incorrect material, so no marks could be awarded. This approach is to be strongly discouraged.

## Question 7

This exercise discriminated very effectively and the weaker candidates were still able to attempt it.

- (i) Many candidates were not familiar with the word 'world' or 'worldwide' with many variations of spelling offered. The '...wide' sound was expected, so that 'worldwid', 'worldwild' or 'worldwhite' were all disallowed.
- (ii) This question proved challenging for many candidates, although the required answers – 'parks' and 'stations' – were common words. 'London' was often given for the second gap; here candidates need to check that their answer makes proper sense. 'At London in Australia and UK' clearly cannot be right for this reason.
- (iii) A highly accessible question which nearly all candidates were able to answer correctly. A common error was to offer 'return after years', instead of 'return after use'. Again, common sense would suggest this cannot be right.
- (iv) This question was generally well answered, with many phonetically plausible answers gaining credit.



- (v) This question was answered well by most candidates. The word *'kitchen'* proved a problem for many to spell, but a wide range of phonetic attempts were accepted.

#### Question 8

- (i) This question was generally well answered, except by some candidates who were unsure how to write numerals. A common error was *'80052'*. Some candidates got around the problem by writing it out as words: *'eight hundred and fifty two'*, a useful tactic when dealing with higher numerals.
- (ii) Another question which was generally well answered. A common error was to give the wrong date in August, with *'ninth'* being misheard as *'nineteenth'*. Again, practice at hearing and recognising numbers would be valuable for many candidates.
- (iii) This question was well answered and proved to be among the most straightforward on the paper.
- (iv) This question required two elements – a large number *'3,200'* which proved difficult for some, and the word *'flood'* which proved difficult for many. For these reasons, this question proved a good discriminator, with mainly only the high scoring candidates getting both elements right.
- (v) This question was answered quite well, although the spelling of *'monkey'* proved difficult, with a wide range of phonetic attempts accepted.
- (vi) Two elements were required, and this question proved a challenge for many candidates. Both words – *'satellite'* and *'guide'* – appeared to be unfamiliar to a number of candidates. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary. These two words (or reasonable synonyms) would be expected to be within the experience of IGCSE candidates. A common error was to offer *'skin diseases'* instead of *'satellite'*. Checking that the answer made proper sense in its context would have prevented this error. The more able candidates were able to gain a mark here, so the question proved to be a fair discriminator.
- (vii) This question proved quite challenging, although the words required here – *'attack'* and *'disease'* – are not obscure or technical words. Again, some focus on extending the vocabulary of candidates would be useful.

#### Question 9 and Question 10

These questions, as in previous sessions, required candidates to indicate whether a statement is *'True'* or *'False'* by ticking the appropriate box. Candidates showed themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were again a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates need to make their answers absolutely clear for the Examiners.

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

Paper 0511/32  
Listening (Core)

## Key messages

Candidates should keep their answers concise and relevant. Although the majority gave the brief responses required, there were still some who offered lengthy answers. Such responses often offered incorrect material first, or negated an otherwise correct answer by offering contradictory material afterwards. In these instances the candidate lost the mark he/she might have gained. At best, the candidate had wasted examination time.

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As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers. Writing the word out in full is permissible.

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Finally, candidates should be warned against the use of correction fluid, or any other unclear crossings out, as these can leave the Examiner unsure of the intended answer.

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## Question 2

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- (vii) This question proved quite challenging, although the words required here – *'attack'* and *'disease'* – are not obscure or technical words. Again, some focus on extending the vocabulary of candidates would be useful.

### Question 9 and Question 10

These questions, as in previous sessions, required candidates to indicate whether a statement is *'True'* or *'False'* by ticking the appropriate box. Candidates showed themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were again a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates need to make their answers absolutely clear for the Examiners.

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

Paper 0511/33  
Listening (Core)

## Key messages

Candidates should keep their answers concise and relevant. Although the majority gave the brief responses required, there were still some who offered lengthy answers. Such responses often offered incorrect material first, or negated an otherwise correct answer by offering contradictory material afterwards. In these instances the candidate lost the mark he/she might have gained. At best, the candidate had wasted examination time.

Candidates should attempt answers even if they are unsure. An attempt at a phonetic spelling of a word can gain credit, so long as it is considered a reasonable and clearly recognisable attempt, e.g. 'caffay' for 'café'. If candidates come across a word they know they cannot spell, they can answer in their own words, perhaps offering a synonym or paraphrase. Leaving blank spaces is never advisable; this is obviously the case with the 'True/False' questions.

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers. Writing the word out in full is permissible.

The questions that proved the most challenging on this paper were those requiring vocabulary knowledge. It is advisable that candidates are exposed to a good range of vocabulary in as many different contexts as possible.

Finally, candidates should be warned against the use of correction fluid, or any other unclear crossings out, as these can leave the Examiner unsure of the intended answer.

## General comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. There were few omissions of questions, with even the weaker candidate being able to access most of the questions. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared.

## Comments on specific questions

### Questions 1–6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

### Question 1

This was an accessible opening question, with most being able to offer both required items – 'tomatoes' and 'juice'. There was a range of spellings offered for both words, many of which were accepted. A common error was for candidates to ignore the word 'exactly' in the question, and then list any food they heard, such as 'pasta'. Candidates should read the question carefully and note any key words.

## Question 2

This question was slightly more challenging than the previous one. Candidates mostly understood the question and gave two details, but the most common error was in not giving 'how to join' – there were many incorrect answers of 'enjoy the team'. Candidates need to practise close listening of the text to pick out different words and meanings. Also, they should be reminded that the answer must make proper sense ('enjoy the team' does not). Several candidates offered the football scores, which were irrelevant.

## Question 3

A more straightforward question, although requiring two elements. Many candidates did not recognise 'send a text' and often referred only to the 'torches' and 'phones'. Closer reading of the question would have prompted candidates to offer what the people had to do rather than what they had to bring. 'Send a message' was accepted for 'send a text', and was frequently given. There were many variants of 'let mum know all OK' and these were all accepted as long as they were of equivalent meaning.

## Question 4

This question proved the most challenging in this section. A number of candidates did not know the phrase 'cycle path'. Phonetic attempts were accepted, e.g. 'sicle' or 'sycle', but the 'th' sound in 'path' was required, so that the commonly offered 'cycle parts' or 'cycle plots' were not allowed. Many candidates lost marks for not being able to differentiate between 'cycle' and 'circle'. The question discriminated well, since the higher scoring candidates were able to give a correct answer.

## Question 5

This question discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Examiners required the sense of 'not due for 58 minutes' and 'costs more'. Benefit of the doubt was allowed for responses which simply stated 'it is coming later', but when candidates offered an incorrect length of time – most commonly 15 minutes – then the mark was withheld. A common error was to give 'the train is late' – this was not allowed. Candidates need to check the exact meaning of their answers, and be precise. Similarly 'it is expensive' did not get credit – whereas 'it is more expensive' did.

## Question 6

Again, candidates recognised the need to offer two pieces of information. The word 'café' proved a stumbling block for some; however, reasonable phonetic attempts such as 'caffay' were accepted. 'Firework' seemed better known and again phonetic attempts such as 'fiarwerk' were allowed. A few candidates tried to cover all possibilities by attempting to write all they heard. They often included incorrect material, so no marks could be awarded. This approach is to be strongly discouraged.

## Question 7

This exercise discriminated very effectively and the weaker candidates were still able to attempt it.

- (i) Many candidates were not familiar with the word 'world' or 'worldwide' with many variations of spelling offered. The '...wide' sound was expected, so that 'worldwid', 'worldwild' or 'worldwhite' were all disallowed.
- (ii) This question proved challenging for many candidates, although the required answers – 'parks' and 'stations' – were common words. 'London' was often given for the second gap; here candidates need to check that their answer makes proper sense. 'At London in Australia and UK' clearly cannot be right for this reason.
- (iii) A highly accessible question which nearly all candidates were able to answer correctly. A common error was to offer 'return after years', instead of 'return after use'. Again, common sense would suggest this cannot be right.
- (iv) This question was generally well answered, with many phonetically plausible answers gaining credit.

- (v) This question was answered well by most candidates. The word *'kitchen'* proved a problem for many to spell, but a wide range of phonetic attempts were accepted.

### Question 8

- (i) This question was generally well answered, except by some candidates who were unsure how to write numerals. A common error was *'80052'*. Some candidates got around the problem by writing it out as words: *'eight hundred and fifty two'*, a useful tactic when dealing with higher numerals.
- (ii) Another question which was generally well answered. A common error was to give the wrong date in August, with *'ninth'* being misheard as *'nineteenth'*. Again, practice at hearing and recognising numbers would be valuable for many candidates.
- (iii) This question was well answered and proved to be among the most straightforward on the paper.
- (iv) This question required two elements – a large number *'3,200'* which proved difficult for some, and the word *'flood'* which proved difficult for many. For these reasons, this question proved a good discriminator, with mainly only the high scoring candidates getting both elements right.
- (v) This question was answered quite well, although the spelling of *'monkey'* proved difficult, with a wide range of phonetic attempts accepted.
- (vi) Two elements were required, and this question proved a challenge for many candidates. Both words – *'satellite'* and *'guide'* – appeared to be unfamiliar to a number of candidates. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary. These two words (or reasonable synonyms) would be expected to be within the experience of IGCSE candidates. A common error was to offer *'skin diseases'* instead of *'satellite'*. Checking that the answer made proper sense in its context would have prevented this error. The more able candidates were able to gain a mark here, so the question proved to be a fair discriminator.
- (vii) This question proved quite challenging, although the words required here – *'attack'* and *'disease'* – are not obscure or technical words. Again, some focus on extending the vocabulary of candidates would be useful.

### Question 9 and Question 10

These questions, as in previous sessions, required candidates to indicate whether a statement is *'True'* or *'False'* by ticking the appropriate box. Candidates showed themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were again a few instances of candidates not making clear their corrections, perhaps leaving both boxes ticked or both crossed out. Candidates need to make their answers absolutely clear for the Examiners.

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

Paper 0511/41  
Listening (Extended)

## Key messages

- Candidates should provide clear and legible responses. If responses are difficult to read, benefit of doubt cannot be given.
- In responses where one idea or detail is required, candidates are advised *not* to list more than one response. This follows for two items – i.e. two responses only. A short, concise answer is preferable to a lengthy one, which could contain material that negates the response by changing the meaning.
- In longer responses, candidates should be careful to convey their ideas clearly. The use of own words is encouraged, but candidates should try to make sure that the response offered makes sense as a whole.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, but also to try to re-create the sounds of the key phonemes. Examiners are able to give benefit of doubt for mis-spellings.
- Try to predict the answers in the *shorter* gap-filling exercises. What is needed: a noun, a verb, a number, a measurement? When predicting, read the text *before* the gap but also *after* the gap. Candidates often lose marks when what has been placed in the gap does not make sense in context.
- Candidates should try to establish what a *longer* question is asking for by highlighting the question words (e.g. how, why, when, etc.) and/or the key words in the question. Establishing what the question requires gives a strong indication of the type of answer that is likely to be successful. Guesswork is encouraged, but educated (or pertinent) guesswork is far more likely to result in marks being gained.
- Examiners recommend more work in the classroom on developing pre-listening skills (particularly in predicting content), raising awareness of common abbreviations, the importance of prepositions and their meaning, and the usefulness of being able to supply synonyms.
- Pencil should not be used to provide initial or 'draft' responses. It is better to use a pen from the outset and simply cross out responses which need to be altered.

## General comments

Encouragingly, there were fewer blank spaces left in this session. Candidates are encouraged to provide responses to *all* questions and items, even if this means that some guesswork is involved.

Examiners are keen to allow benefit of doubt to candidates, particularly in cases where understanding appears to have been conveyed, but with limited ability in spelling, grammar or structures. Expression, however, needs to be clear.

Successful responses to short-answer questions were those which provided the detail required succinctly, and did this by using note-form responses. Some candidates wrote too much and in doing so either changed the meaning or provided a response which was hard to decipher. Where several details were offered, Examiners considered the response as a whole and decided if the additional information detracted or if it could be regarded as irrelevant or superfluous (and in these cases, the mark was allowed). However, providing a list of potential responses is not encouraged.

Candidates should re-read their longer responses to ensure clarity and that the idea is being conveyed as succinctly as possible. Examiners are not able to reward responses which do not make sense or those where meaning is in doubt.

Phonetic attempts at spelling are always considered and in many cases lead to marks being awarded. Where candidates offer an alternative spelling comprising the correct number of syllables and accurate vowel and consonant sounds, it is more likely that credit can be given.



Many questions involve numbers, years, dates, times, amounts of money, measurements, etc. and should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of 'eight', 'eighty' and 'eighteen'. For larger amounts, it is recommended that candidates spell the word out – e.g. million or billion – rather than the numerical equivalence. For smaller amounts, numbers should be used. However, Examiners will consider all methods of conveying amounts.

### **Comments on specific questions**

**Questions 1–6** were based on six separate brief conversations or short announcements.

#### **Question 1**

This was well answered generally but some candidates struggled with 'paths' and many attempts were not accurate enough to gain credit: psychopaths, circle paths, cycle bars, cycle parts. Where candidates opted for 'not to follow the road' and this was combined with cycle parts – i.e. 'to use the cycle parts and not follow the road', this was allowed as the meaning of the whole phrase is intact.

#### **Question 2**

This required candidates to understand that the train was not due for 58 minutes and that there would be an additional cost. There were many variations of the waiting time; 18, 15, 8, 57, 68 minutes were all seen. Where candidates did not obtain the mark due to the second detail being incorrect, it was usually because the extra cost had been expressed as 'expensive', rather than 'more expensive'. Most candidates performed reasonably well on this item.

#### **Question 3**

This asked for two details for one mark each. Many candidates were successful in identifying that the café was visited after the lighthouse, and 'fireworks' was found to be a generally well-known word. However, candidates who did not know fireworks tended to offer phonetic attempts that were not viable: fireware, fire web, final display, firewall. Complications also occurred where additional information about the café was offered – e.g. café on the boat, or café in the cave. This extra information often created a different meaning or a different context and resulted in the mark being lost. Candidates need to be careful when adding detail in this manner.

#### **Question 4**

This proved to be the most accessible question on the paper. Where the number was given incorrectly, it was usually because an additional '8' was included.

#### **Question 5**

This was misunderstood by some candidates, who responded with 'English' as the subject. English was in fact the lesson in which the homework was set; but the subject of the book review was racing cars. The location of the book provided a number of variants, but stronger candidates were able to provide a precise response – 'second shelf of the third bookcase'.

#### **Question 6**

Some candidates responded with 'the second solution' and this was credited. There were a number of ways that the first detail could be given which were not anticipated in the standard mark scheme – a new radio, pay 51 pence extra, take the £10.50 one, replace the radio – and these were all allowed. However, where dollars and/or cents were stated as the currency, the mark could not be given, and a common error was 'take the £10.51', as was 'a cash refund'. For the second detail, 'concert' was not known by a surprising number of candidates and many gave 'concept' here, which was not credited. Examiners recognised concise but accurate responses – for example, 'the second solution because of a concert' was given two marks. But where details were incorrect, a mark was often lost. Where additional information was offered which was incorrect a mark could not be given: e.g. 'a cash refund to take the £10.50 radio'.

**Question 7** was based on an interview with a table tennis trainer.

**Item 1** was answered successfully by most candidates. Occasionally, candidates offered phonetic attempts which were not close enough – 'worldwild' being the most common.

**Item 2** expected 'parks' and 'train stations' to be provided in the gaps, but Examiners accepted 'many countries'. This item was challenging.

**Item 3** was also found to be demanding. 'Commuters' and 'tourists' were the details required. Stronger candidates were able to select these with accuracy. 'Visitors' was accepted for 'tourists'. Examiners required three syllables in attempts at 'commuters' before considering whether a mark should be allowed. Celebrities, residents, and locals were often given in incorrect responses, indicating reasonable guesses, but lacking specificity.

**Item 4** proved to be very straightforward and was answered correctly by most candidates.

**Item 5** was also answered very well, with most candidates scoring the mark. 'Prograss' was allowed for 'progress'.

**Item 6** required either website or the full name of the site. Phonetic attempts at the website name were allowed but if a component word was omitted ('play', 'table', or 'tennis') the mark was not allowed. The second detail, 'clubs,' was generally provided accurately, but 'events' was not allowed as synonymous with 'tournaments'.

**Item 7** was interesting as many candidates had heard both words ('desk' and 'kitchen') but struggled to spell both accurately. Examiners allowed a range of phonetic attempts – 'kichen', 'desck' – but did not allow 'kitching' or 'disk', both of which were seen frequently in incorrect responses. Where spelling is an issue, candidates are advised to try to give the appropriate number of syllables, and to re-create strong consonant or clear vowel sounds.

**Question 8** was based on an interview with an explorer who had walked the length of the Amazon River.

**Item 1** was correct in the majority of cases; and was the easiest item in the section.

**Item 2** proved challenging with several other months (rather than April) being offered in the first gap, and the date sometimes given as '19<sup>th</sup>' (rather than '9<sup>th</sup>') in the second. 'Agust' was not allowed for 'August'.

**Item 3** was often given as expected: 'longest'. However, some candidates suggested 'largest' and this was not allowed.

**Item 4** was answered very well, with the majority of candidates conveying the length accurately as '6400' km.

**Item 5** saw the first gap filled with general accuracy ('3200' kilometres) but many candidates then struggled with the reason for the extra distance walked. 'Floods' was expected, and various attempts were seen, but if candidates wrote 'walking around the river' or 'a roundabout way' this was credited. However, the second detail was found to be too demanding for many.

**Item 6** was answered reasonably well, with 'charity' and 'awareness' often given accurately or with acceptable phonetic attempts, suggesting that both words were generally known. However, a number of candidates suggested 'raising money' instead of awareness and this was not correct. If the name of the charity was given in full, this was allowed.

**Item 7** prompted variable responses. 'Monkey' was often given in the first gap, but some candidates then struggled with 'ants'. 'Eggs' was seen frequently in the second gap, and 'snakes' was repeated in a surprising number of cases. Candidates should look out for words in a list such as this, and ensure that they offer a word which does not already feature in the list.

**Item 8** required 'satellite' and 'guide' and satellite proved challenging for many in terms of spelling. Examiners were instructed to insist on three syllables being present for attempts at 'satellite'. 'Guide' was often given as 'partner' or 'companion', both of which were acceptable, but not as 'he', 'Cho' or 'colleague' or 'adviser'. There were, however, a good number of successful responses, indicating that this item worked well as a differentiator.

**Item 9** Candidates recognised the second detail 'disease' but there were problems with the first detail, 'attacks'. Where 'A tax' was given it was allowed, but, 'tax' on its own was not allowed. Likewise, 'tacks' and 'texts' were not rewarded.

**Question 9** was based on an interview about a huge crab.

**9(a)** Candidates gave the first answer in the mark scheme, 'handle an octopus', successfully. If the second option was attempted, 'see a shark close up', the 'close up' element was required for the mark. If the third option was preferred, candidates needed to be specific. Responses such as 'see a shark' and 'learn facts about the sea' were not allowed because they lacked the required precision.

**9(b)** was the most accessible question in this section. Candidates performed very well on this item, but some candidates lost the mark by offering only '1.5' and omitting the measure (metres), or by forgetting to note that it was '1.5 metres long'.

**9(c)** was concerned with the reason for the crab's nickname ('Crabzilla') and the majority of candidates were able to score the mark here. The most common response was simply 'its size' or 'it is huge' and either was acceptable. Weaker candidates incorrectly read the question as 'what was the nickname?'. Where candidates supplied more than one detail, and the second detail was lacking in precision, the mark was given – e.g. 'because of its size and that it comes from Japan'. The second detail would have lacked specificity if it was supplied on its own, but tagged on to a correct response, it was superfluous and did not therefore negate.

**9(d)** required the exact location of the crab's usual domicile. The most common response given was 'in deep water', which was acceptable. However, a number of candidates provided this and then gave further unnecessary detail which sometimes lost them the mark e.g. 'in deep water, 3000 metres under the sea'.

**9(e)** required two details from four about the creature's diet. Many candidates chose to provide all four details, and while this is acceptable, candidates should be careful to avoid incorrect items in a list as this will lose them the mark. This question was answered well in general.

**9(f)** was found to be more challenging, with perhaps only the stronger candidates realising that sponges or small sea creatures were used as a covering. 'Hide with sea creatures' was not allowed as it lacked precision and changed the meaning.

**Question 10** was based on a talk with a writer.

**10(a)** asked about the ways in which the writer had already achieved success. There were several options and in many cases the mark was obtained securely; most frequently with 'she sold 20 million copies'. However, where candidates did not provide full and accurate information – e.g. '2 million books sold' or 'lots of books sold', or where general responses were given, the mark was lost. There were many errors in conveying the required number: 20,000, 2,000,000 and 2,000 were seen.

**10(b)** allowed two types of response. The more straightforward response was that 'the tradition was continued by the surviving family', but candidates were also rewarded if they stated that it was 'by writers invited by the family'. The way in which responses were expressed was therefore important and poor expression often led to ambiguity. Incorrect responses included: 'writers from the original family', and 'writers invited by Bond's family'.

**10(c)** also required careful expression. There were three potential responses. Candidates who chose the first option on the mark scheme usually obtained the mark with the simple fact that 'her father had them'. It was the second option that caused most marks to be lost, with candidates changing the meaning in responses such as 'her parents forced her to read' and 'her parents only allowed her to read'. Some candidates focused on the TV aspect, but lost the mark by stating that 'she was never allowed to watch TV', which was not the case.

**10(d)** anticipated five possible responses, of which two were needed for the mark. Of these, candidates preferred to state that it was (1) a novel about a spy, and (2) it was based on James Bond. However, marks were often lost through incomplete answers, providing only one of the details or through imprecision. Examples of this included: 'her father as the spy', 'it was about a spy and Bond', 'it was detective fiction' and 'she wrote it with her father'.

**10(e)** was a challenging question because it asked candidates to synthesise two linked pieces of advice: to read to decide which genre (or specialist field) was of most interest, but to then read again *before* actually writing. There were many responses which failed to include the two pieces of advice, particularly the second piece, and responses such as 'read a lot to see what interests you' only addressed half of the question.

**10(f)** was a more straightforward question and candidates tended to score well with shorter responses such as 'twists in plot and creates suspense'. Examiners allowed single word responses here also such as 'suspense'. There were some spellings of twists that were considered not close enough and there were some responses which lacked specificity, such as 'engages the reader' and 'action plot'. However, on the whole this was answered reasonably well.

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

Paper 0511/42  
Listening (Extended)

## Key messages

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**Item 4** was answered very well, with the majority of candidates conveying the length accurately as '6400' km.

**Item 5** saw the first gap filled with general accuracy ('3200' kilometres) but many candidates then struggled with the reason for the extra distance walked. 'Floods' was expected, and various attempts were seen, but if candidates wrote 'walking around the river' or 'a roundabout way' this was credited. However, the second detail was found to be too demanding for many.

**Item 6** was answered reasonably well, with 'charity' and 'awareness' often given accurately or with acceptable phonetic attempts, suggesting that both words were generally known. However, a number of candidates suggested 'raising money' instead of awareness and this was not correct. If the name of the charity was given in full, this was allowed.

**Item 7** prompted variable responses. 'Monkey' was often given in the first gap, but some candidates then struggled with 'ants'. 'Eggs' was seen frequently in the second gap, and 'snakes' was repeated in a surprising number of cases. Candidates should look out for words in a list such as this, and ensure that they offer a word which does not already feature in the list.

**Item 8** required 'satellite' and 'guide' and satellite proved challenging for many in terms of spelling. Examiners were instructed to insist on three syllables being present for attempts at 'satellite'. 'Guide' was often given as 'partner' or 'companion', both of which were acceptable, but not as 'he', 'Cho' or 'colleague' or 'adviser'. There were, however, a good number of successful responses, indicating that this item worked well as a differentiator.

**Item 9** Candidates recognised the second detail 'disease' but there were problems with the first detail, 'attacks'. Where 'A tax' was given it was allowed, but, 'tax' on its own was not allowed. Likewise, 'tacks' and 'texts' were not rewarded.

**Question 9** was based on an interview about a huge crab.

**9(a)** Candidates gave the first answer in the mark scheme, 'handle an octopus', successfully. If the second option was attempted, 'see a shark close up', the 'close up' element was required for the mark. If the third option was preferred, candidates needed to be specific. Responses such as 'see a shark' and 'learn facts about the sea' were not allowed because they lacked the required precision.

**9(b)** was the most accessible question in this section. Candidates performed very well on this item, but some candidates lost the mark by offering only '1.5' and omitting the measure (metres), or by forgetting to note that it was '1.5 metres long'.

**9(c)** was concerned with the reason for the crab's nickname ('Crabzilla') and the majority of candidates were able to score the mark here. The most common response was simply 'its size' or 'it is huge' and either was acceptable. Weaker candidates incorrectly read the question as 'what was the nickname?'. Where candidates supplied more than one detail, and the second detail was lacking in precision, the mark was given – e.g. 'because of its size and that it comes from Japan'. The second detail would have lacked specificity if it was supplied on its own, but tagged on to a correct response, it was superfluous and did not therefore negate.

**9(d)** required the exact location of the crab's usual domicile. The most common response given was 'in deep water', which was acceptable. However, a number of candidates provided this and then gave further unnecessary detail which sometimes lost them the mark e.g. 'in deep water, 3000 metres under the sea'.

**9(e)** required two details from four about the creature's diet. Many candidates chose to provide all four details, and while this is acceptable, candidates should be careful to avoid incorrect items in a list as this will lose them the mark. This question was answered well in general.

**9(f)** was found to be more challenging, with perhaps only the stronger candidates realising that sponges or small sea creatures were used as a covering. 'Hide with sea creatures' was not allowed as it lacked precision and changed the meaning.

**Question 10** was based on a talk with a writer.

**10(a)** asked about the ways in which the writer had already achieved success. There were several options and in many cases the mark was obtained securely; most frequently with 'she sold 20 million copies'. However, where candidates did not provide full and accurate information – e.g. '2 million books sold' or 'lots of books sold', or where general responses were given, the mark was lost. There were many errors in conveying the required number: 20,000, 2,000,000 and 2,000 were seen.

**10(b)** allowed two types of response. The more straightforward response was that 'the tradition was continued by the surviving family', but candidates were also rewarded if they stated that it was 'by writers invited by the family'. The way in which responses were expressed was therefore important and poor expression often led to ambiguity. Incorrect responses included: 'writers from the original family', and 'writers invited by Bond's family'.

**10(c)** also required careful expression. There were three potential responses. Candidates who chose the first option on the mark scheme usually obtained the mark with the simple fact that 'her father had them'. It was the second option that caused most marks to be lost, with candidates changing the meaning in responses such as 'her parents forced her to read' and 'her parents only allowed her to read'. Some candidates focused on the TV aspect, but lost the mark by stating that 'she was never allowed to watch TV', which was not the case.

**10(d)** anticipated five possible responses, of which two were needed for the mark. Of these, candidates preferred to state that it was (1) a novel about a spy, and (2) it was based on James Bond. However, marks were often lost through incomplete answers, providing only one of the details or through imprecision. Examples of this included: 'her father as the spy', 'it was about a spy and Bond', 'it was detective fiction' and 'she wrote it with her father'.

**10(e)** was a challenging question because it asked candidates to synthesise two linked pieces of advice: to read to decide which genre (or specialist field) was of most interest, but to then read again *before* actually writing. There were many responses which failed to include the two pieces of advice, particularly the second piece, and responses such as 'read a lot to see what interests you' only addressed half of the question.



**10(f)** was a more straightforward question and candidates tended to score well with shorter responses such as 'twists in plot and creates suspense'. Examiners allowed single word responses here also such as 'suspense'. There were some spellings of twists that were considered not close enough and there were some responses which lacked specificity, such as 'engages the reader' and 'action plot'. However, on the whole this was answered reasonably well.

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

Paper 0511/43  
Listening (Core)

## Key messages

- Candidates should provide clear and legible responses. If responses are difficult to read, benefit of doubt cannot be given.
- In responses where one idea or detail is required, candidates are advised *not* to list more than one response. This follows for two items – i.e. two responses only. A short, concise answer is preferable to a lengthy one, which could contain material that negates the response by changing the meaning.
- In longer responses, candidates should be careful to convey their ideas clearly. The use of own words is encouraged, but candidates should try to make sure that the response offered makes sense as a whole.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, but also to try to re-create the sounds of the key phonemes. Examiners are able to give benefit of doubt for mis-spellings.
- Try to predict the answers in the *shorter* gap-filling exercises. What is needed: a noun, a verb, a number, a measurement? When predicting, read the text *before* the gap but also *after* the gap. Candidates often lose marks when what has been placed in the gap does not make sense in context.
- Candidates should try to establish what a *longer* question is asking for by highlighting the question words (e.g. how, why, when, etc.) and/or the key words in the question. Establishing what the question requires gives a strong indication of the type of answer that is likely to be successful. Guesswork is encouraged, but educated (or pertinent) guesswork is far more likely to result in marks being gained.
- Examiners recommend more work in the classroom on developing pre-listening skills (particularly in predicting content), raising awareness of common abbreviations, the importance of prepositions and their meaning, and the usefulness of being able to supply synonyms.
- Pencil should not be used to provide initial or 'draft' responses. It is better to use a pen from the outset and simply cross out responses which need to be altered.

## General comments

Encouragingly, there were fewer blank spaces left in this session. Candidates are encouraged to provide responses to *all* questions and items, even if this means that some guesswork is involved.

Examiners are keen to allow benefit of doubt to candidates, particularly in cases where understanding appears to have been conveyed, but with limited ability in spelling, grammar or structures. Expression, however, needs to be clear.

Successful responses to short-answer questions were those which provided the detail required succinctly, and did this by using note-form responses. Some candidates wrote too much and in doing so either changed the meaning or provided a response which was hard to decipher. Where several details were offered, Examiners considered the response as a whole and decided if the additional information detracted or if it could be regarded as irrelevant or superfluous (and in these cases, the mark was allowed). However, providing a list of potential responses is not encouraged.

Candidates should re-read their longer responses to ensure clarity and that the idea is being conveyed as succinctly as possible. Examiners are not able to reward responses which do not make sense or those where meaning is in doubt.

Phonetic attempts at spelling are always considered and in many cases lead to marks being awarded. Where candidates offer an alternative spelling comprising the correct number of syllables and accurate vowel and consonant sounds, it is more likely that credit can be given.

Many questions involve numbers, years, dates, times, amounts of money, measurements, etc. and should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of 'eight', 'eighty' and 'eighteen'. For larger amounts, it is recommended that candidates spell the word out – e.g. million or billion – rather than the numerical equivalence. For smaller amounts, numbers should be used. However, Examiners will consider all methods of conveying amounts.

### **Comments on specific questions**

*Questions 1–6 were based on six separate brief conversations or short announcements.*

#### **Question 1**

This was well answered generally but some candidates struggled with 'paths' and many attempts were not accurate enough to gain credit: psychopaths, circle paths, cycle bars, cycle parts. Where candidates opted for 'not to follow the road' and this was combined with cycle parts – i.e. 'to use the cycle parts and not follow the road', this was allowed as the meaning of the whole phrase is intact.

#### **Question 2**

This required candidates to understand that the train was not due for 58 minutes and that there would be an additional cost. There were many variations of the waiting time; 18, 15, 8, 57, 68 minutes were all seen. Where candidates did not obtain the mark due to the second detail being incorrect, it was usually because the extra cost had been expressed as 'expensive', rather than 'more expensive'. Most candidates performed reasonably well on this item.

#### **Question 3**

This asked for two details for one mark each. Many candidates were successful in identifying that the café was visited after the lighthouse, and 'fireworks' was found to be a generally well-known word. However, candidates who did not know fireworks tended to offer phonetic attempts that were not viable: fireware, fire web, final display, firewall. Complications also occurred where additional information about the café was offered – e.g. café on the boat, or café in the cave. This extra information often created a different meaning or a different context and resulted in the mark being lost. Candidates need to be careful when adding detail in this manner.

#### **Question 4**

This proved to be the most accessible question on the paper. Where the number was given incorrectly, it was usually because an additional '8' was included.

#### **Question 5**

This was misunderstood by some candidates, who responded with 'English' as the subject. English was in fact the lesson in which the homework was set; but the subject of the book review was racing cars. The location of the book provided a number of variants, but stronger candidates were able to provide a precise response – 'second shelf of the third bookcase'.

#### **Question 6**

Some candidates responded with 'the second solution' and this was credited. There were a number of ways that the first detail could be given which were not anticipated in the standard mark scheme – a new radio, pay 51 pence extra, take the £10.50 one, replace the radio – and these were all allowed. However, where dollars and/or cents were stated as the currency, the mark could not be given, and a common error was 'take the £10.51', as was 'a cash refund'. For the second detail, 'concert' was not known by a surprising number of candidates and many gave 'concept' here, which was not credited. Examiners recognised concise but accurate responses – for example, 'the second solution because of a concert' was given two marks. But where details were incorrect, a mark was often lost. Where additional information was offered which was incorrect a mark could not be given: e.g. 'a cash refund to take the £10.50 radio'.

*Question 7 was based on an interview with a table tennis trainer.*

**Item 1** was answered successfully by most candidates. Occasionally, candidates offered phonetic attempts which were not close enough – 'worldwild' being the most common.

**Item 2** expected 'parks' and 'train stations' to be provided in the gaps, but Examiners accepted 'many countries'. This item was challenging.

**Item 3** was also found to be demanding. 'Commuters' and 'tourists' were the details required. Stronger candidates were able to select these with accuracy. 'Visitors' was accepted for 'tourists'. Examiners required three syllables in attempts at 'commuters' before considering whether a mark should be allowed. Celebrities, residents, and locals were often given in incorrect responses, indicating reasonable guesses, but lacking specificity.

**Item 4** proved to be very straightforward and was answered correctly by most candidates.

**Item 5** was also answered very well, with most candidates scoring the mark. 'Prograss' was allowed for 'progress'.

**Item 6** required either website or the full name of the site. Phonetic attempts at the website name were allowed but if a component word was omitted ('play', 'table', or 'tennis') the mark was not allowed. The second detail, 'clubs,' was generally provided accurately, but 'events' was not allowed as synonymous with 'tournaments'.

**Item 7** was interesting as many candidates had heard both words ('desk' and 'kitchen') but struggled to spell both accurately. Examiners allowed a range of phonetic attempts – 'kichen', 'desck' – but did not allow 'kitching' or 'disk', both of which were seen frequently in incorrect responses. Where spelling is an issue, candidates are advised to try to give the appropriate number of syllables, and to re-create strong consonant or clear vowel sounds.

**Question 8** was based on an interview with an explorer who had walked the length of the Amazon River.

**Item 1** was correct in the majority of cases; and was the easiest item in the section.

**Item 2** proved challenging with several other months (rather than April) being offered in the first gap, and the date sometimes given as '19<sup>th</sup>' (rather than '9<sup>th</sup>') in the second. 'Agust' was not allowed for 'August'.

**Item 3** was often given as expected: 'longest'. However, some candidates suggested 'largest' and this was not allowed.

**Item 4** was answered very well, with the majority of candidates conveying the length accurately as '6400' km.

**Item 5** saw the first gap filled with general accuracy ('3200' kilometres) but many candidates then struggled with the reason for the extra distance walked. 'Floods' was expected, and various attempts were seen, but if candidates wrote 'walking around the river' or 'a roundabout way' this was credited. However, the second detail was found to be too demanding for many.

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

Paper 0511/05  
Oral Communication

## Key messages

- Please read and become familiar with the *Teacher's/Examiner's Notes* booklet. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to CIE. Moderators report that far fewer transgressions would occur at Centres if this booklet was read in full beforehand, and referred to during the examination process.
- Conduct Part A at the beginning of the test so that candidates know the format of the whole test from the outset and are aware that only Part D is assessed.
- Moderators would like to see more purposeful warm-ups. If the warm-up phase does not indicate a particular topic which will suit a candidate, please avoid selecting a topic which is clearly unsuitable.
- Begin Part D by utilising the first two prompts on the topic card and not your own opening questions. This ensures that the flow of conversation remains focused on the topic and that candidates begin in a confident manner because the first two prompts are less demanding.
- Ensure that a focused and relevant discussion develops in Part D by utilising the last three prompts to explore the depth of the topic so that candidates can illustrate their higher-level speaking skills. Examiners are required to use all five prompts and they should be used in the sequence given.
- Remain within the allowed timings: 2-3 minutes for Part B and 6-9 minutes for Part D. Tests which are too short or too long are likely to be counter-productive.
- Examiners who allow candidates to offer speeches or monologues are reminded that they are not allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above the Band 4 level for *Development and Fluency* would be acceptable because little or no conversation has taken place. Please do not encourage or allow monologues or speeches.

## General comments

Moderators reported that many Examiners are recognising that the five prompts on the topic cards should be used in sequence to help promote developing discussions. The very best Examiners incorporate the five prompts into a flowing and natural discourse, adding further related prompts where appropriate.

Please note that Moderators utilised the *CW Amend* form on more occasions this session to correct the occasional inaccurate marking at some Centres of individual candidates. The *CW Amend* is used for this purpose and not for correcting trends of lenient or severe marking: these are addressed by changing the marks of all the candidates, or of candidates in particular mark ranges.

Moderators would like to remind Centres to carry out thorough clerical checks to ensure that the mark sheets provided are accurate and consistent with each other. The marks on the *Summary Form* should be identical to those presented to CIE. It is also recommended that the addition of the criterion marks be checked carefully as errors in addition are found during the moderation process.

Please ensure that *Summary Forms* are included in the package. This is the form which records the three individual criterion marks, in addition to the total mark. The Examiner who conducts the tests is responsible for completing the *Summary Form*. He or she should sign the form and date it. The form also records the

topic cards given to each candidate. In effect, this form is the working record of the examining process and it is therefore of most use to the external Moderator.

**Part A: Brief explanation of the test format**

Centres are reminded that Examiners should explain briefly what is going to happen in the course of test just after the candidate has taken his/her seat and been introduced. It is better if Part A is conducted at the beginning and the candidate is immediately aware that Part B, the warm-up, is not assessed, and that Part D is the only assessed phase. Moderators would like to emphasise that Part A is still omitted by too many Centres.

**Part B: The warm-up**

The warm-up should be used to try and select an appropriate topic card. Examiners should not miss an opportunity to present a suitable topic for discussion, particularly when a candidate has expressed an interest in an area in which one of the topic cards might generate a productive conversation.

Please therefore aim to draw out candidates' hobbies and interests and avoid talking about school matters, or anything which might make candidates uneasy, for example, nervousness, or other examinations being taken. There are Centres at which the warm-up focuses too much on school life, and Moderators have also observed that some Centres are incorporating informal discussion of the topics into the warm-ups. Neither of these approaches is acceptable.

A sensible approach is to stay within the 2-3 minutes allowed but to gain an early idea of a candidate's interests. However, please also use the warm-up to relax the candidate, to get to know a little about him or her, and to prepare the candidate for Part D and for formal assessment.

**Part C: Selecting the topic, handing out the topic card, and allowing preparation time**

Please note that the Examiner chooses the topic card and under no circumstances should a choice be offered to the candidate.

The selection of topic cards should not be random or prepared beforehand. It is not fair to candidates to choose cards in this manner. Topics should be selected to try to match each candidate's interests and ability and Moderators are listening to see how, and how well this is being done by Examiners.

The recording must be paused at this stage, and the Examiner should announce the topic card that has been chosen, so that the candidate can have 2-3 minutes to collect and collate his or her thoughts. Moderators observed that the recording is not being paused by some Centres, and that the announcement is sometimes omitted.

**Part D: The conversation**

The best discussions are relaxed and allow a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the topic card at appropriate times to ensure focus. Examiners should certainly work through the five bullet point prompts in the order given but should remember to extend the discussions beyond the prompts to ensure a full and rounded discussion of between 6 and 9 minutes takes place.

Examiners are reminded that development of the conversation is an integral part of the assessment. What is expected is that Examiners will help guide candidates through the levels of the discussion. The supplied prompts on the topic cards increase in sophistication and move from the personal through the general, to the more abstract and challenging; thereby allowing stronger candidates to illustrate higher level speaking skills. Weaker candidates are not expected to engage fully with prompts 4 and 5, and Examiners will need to perhaps simplify the ideas in these prompts (and paraphrase them) to accommodate and support these candidates.

It is not acceptable for an Examiner to simply run through the five prompts and re-phrase them as questions. This approach almost always results in a very formal test and does not comply with the requirement to generate and sustain a natural conversation.

Examiners are reminded that it is their responsibility to ensure that candidates do not offer speeches or monologues. In such cases, the Examiner should intervene quickly and begin a conversation.



Moderators noted that when the first two prompts on the topic card are utilised from the discussions tend to be successful, with candidates growing in confidence, and more able then respond to the more challenging prompts which deal with general, more sophisticated and some abstract issues.

### **Comments on specific questions**

#### *Card A: Clothes*

This was one of the most frequently selected topics. Weaker candidates tended to merely list and promote particular items of clothing, however. The last two prompts proved challenging, and Examiners should have paraphrased these on more occasions for some candidates. Discussion of the third prompt involved school uniform, and a number of candidates were in favour because of its egalitarian effect. There was limited reference to uniforms worn by other professions, however, except those worn by doctors and nurses.

#### *Card B: Competition in sport*

In conversations about competition in sport, most candidates expressed their interest in a specific sport. The card often generated highly productive responses and candidates talked confidently about their own experiences. The third prompt, however, tended to revolve around sport in general rather than competitive sports. The fourth prompt was challenging, and not all candidates answered this well. Some of the arguments and ideas they put forth tended then to be repeated in coverage of the final prompt. Other candidates quoted examples of local rivalry between countries which was political in nature, and which flowed over into the sporting arena.

#### *Card C: Privacy*

Discussion of the last two prompts on this card tended to revolve around social networking and the issues of privacy and sharing information online. For some candidates, the concept of being on one's own did not extend much beyond the computer. Many candidates expressed views which accepted rather than challenged the need for computer storage and security cameras.

#### *Card D: Reading*

This was a popular choice and produced some interesting and positive responses. The opening prompt was a good introduction and many candidates gave accounts (fictitious or otherwise) of their own reading experience, either with set texts at school or for pleasure at home. In the second prompt, many professed the opinion that reading was essential to balance the technological invasion. The third prompt often brought forth more titles, but this time specifically for younger siblings. The best discussion followed in the fourth prompt and there were some interesting responses about censorship of the media and the arts. There appeared to be universal condemnation of any type of censorship other than that imposed by parents for unsuitable material.

#### *Card E: Social networking*

This was a popular topic which clearly bore a very direct connection to many candidates. Hence the opening prompt often resulted in detailed discussions about specific social network sites and was well covered. The second prompt was well attempted and most agreed that addicted people were in the majority, and that it was not a good state of affairs, but then admitted to spending many hours a day on such sites. The fourth prompt provided an interesting paradox: parents should certainly have tighter control but this would not be popular and would be hard to enforce.

#### *Card F: Famous people as role models*

Most candidates gave either sports stars or entertainers as their choice to open the conversation. More interesting answers, however, came from those who chose more politically active role models, or followers of noble causes. The second prompt interested those who rejected fame on the grounds of lack of privacy; although they admitted to being tempted by the money. There was almost universal agreement with the fourth prompt, especially regarding football players and rock stars. Occasionally the opinion was that they did, nonetheless, represent good entertainment and value for money. The final prompt was well attempted with some candidates avoiding a bland agreement with the suggestion and promoting the idea that it is in fact the consumers who are responsible.

#### *Card G: Making music*

This topic generated some of the best conversations across the ability range. The opening two prompts were nicely straightforward and many styles of local music were referred to. For the third prompt, candidates often put forward the idea of enhancing mood: "makes you happy when you are sad", etc. Very few

candidates responded in any depth to the final prompt, however, other than referring back to the opening prompt and mood change. The card worked well at all levels and for a wide range of candidates in generating ideas and appropriate discussion.

*Card H: Young offenders*

This card was generally offered to candidates of higher ability and there were some interesting anecdotes in relation to the opening prompt. The second prompt was well handled and many commented on the level of crime within their own locality, sometimes comparing it to other countries that they had experienced. Parents and stronger policing tended to be the answers given to the third prompt. The fourth prompt brought a mixed response but overall many blamed children for making wrong decisions or being influenced more by peer groups than by adults.

*Card I: Space travel*

This proved to be a topic which was not widely used. The second prompt led to some straightforward answers such as "family", "friends", "mum's food". Some stronger candidates contrasted the vast amounts of money being spent on space travel and asserted that it would be better spent solving the financial problems here on Earth.

*Card J: Treatment of animals*

There were many varied responses to the opening prompt; contact ranging from domestic pets to wild animals on safari. Generally, candidates believed that animals do have feelings and as such should be treated in a similar way to humans, i.e. with respect. The third prompt concentrated on companionship for people who are lonely or perhaps the elderly. Distinction was made in the fourth prompt between working animals and those purely as pets; and it was generally agreed that there was no harm in using animals for tasks as long as they were treated well. Most thought that it was money well spent to conserve animals, and this brought in discussion about zoos. This card generated some lively discussion.

**Administrative procedures**

Please note that if a Centre chooses to divide its entry across the two syllabuses; that is, enter some candidates for syllabus 0510/05 (oral endorsement) and other candidates for syllabus 0511/05 (count-in oral) in the same examination session, a full sample and the accompanying paperwork is required by CIE for each component entry.

It is strongly recommended that all Centres use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). There is no need to use the blue 'cassette inserts' – a list of the candidates in the sample, their numbers, and the mark given to each, either on the CD cover (but not on the CD itself) or on a separate sheet is fine. It is also better if the individual tracks on the CD are re-named to the candidate number and name instead of 'track 1', 'track 2', etc. Please avoid using analogue recording and cassettes if at all possible.

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

Paper 0511/06

Oral Communication (Coursework)

## Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated and assessed. Evidence of this should be presented on the Individual Candidate Record Cards, which should contain full descriptions of the activities and tasks undertaken.
- If a teacher is not completely confident in designing and implementing three different and productive activities comprising relevant tasks then it is advisable to opt for Component 5, the Oral Test.
- Please note that it is important for English as a Second Language that the speaking activities are designed to accommodate and illustrate second language English competence. Remember that the assessment criteria test language skills and not presentational or performance skill.

## General comments

A Moderator is seeking to fulfil two main duties while listening again to a Centre's coursework: initially to confirm the Centre's interpretation and application of the assessment criteria, but also to confirm that the Centre has completed a variety of appropriate tasks and activities.

## Comments on specific tasks

This session saw a good range of coursework activities in those Centres where it was recognised that coursework should form an integral part of the learner's programme of study. Productive coursework included candidates making individual presentations, working with a partner and then also taking part in small group discussions. A balance of role playing and authentic material was present in stronger work, and there was some interesting engagement with literature.

## Administrative procedures

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