

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

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

- In **Exercises 1** and **2**, candidates are required to identify key elements in questions. Responses should be brief and concise and should avoid irrelevant details.
- In this series, candidates appeared well prepared for **Exercise 3A, B, C**, and a number of candidates achieved full marks. There was greater attention to detail and an improvement in handwriting was evident. **Exercise 3D** requires accuracy of grammar, spelling and punctuation. In this series, some responses could not be credited as they did not include basic punctuation, such as the final full stop and a capital letter to start the sentence.
- In **Exercise 4**, note-taking, answers should be brief but precise, and candidates should make sure that their answers correspond to the headings of each section. In this series, candidates responded well to the task.
- In the summary **Exercise 5**, candidates need to focus on relevance, accuracy and cohesion. In this series, there were some effective responses, achieving high marks. However, many responses relied heavily on wording from the text, with little apparent attempt at paraphrasing.
- In **Exercises 6** and **7**, candidates are required to demonstrate ability to use different registers: an informal conversational style in **Exercise 6**, and a more formal register for **Exercise 7**. In this series, responses to **Exercise 7** which did not differentiate the tone and register were less effective and did not achieve marks in the top band.

## General comments

The great majority of candidates were able to complete the paper. Most candidates were able to engage with the topics in the two final tasks and produce an effective writing response.

In general, candidates are advised that throughout the paper, the length of the line is a guide to the length of response required, and candidates should not need to write below or above the line.

## Comments on specific questions

### **Exercise 1**

This proved to be accessible to most candidates.

- (a) Candidates were generally able to find the link between the key phrase in the question '...first take place?' and the wording in the text – 'It is widely believed that surfing originated in Hawaii.'
- (b) It appeared that some candidates did not connect the word 'competition' at the end of this question with 'World Surfing Championship' in the text and so chose 'International Surfing Association' as their response, which could not be credited.
- (c) Most had the correct answer to this question, but some included distracting detail such as Sennen Cove in the UK and Canggu in Bali.

- (d) This was less satisfactorily answered. Some candidates identified information from the wrong paragraph.
- (e) This was reasonably attempted by the majority of candidates.
- (f) Most gave the correct answer. Candidates who wrote 'travel around promoting the sport' could not be awarded the mark.

## Exercise 2

This task requires close reading of both the questions and the corresponding sections of the text. Several candidates copied entire sentences from the text. Centres are reminded to emphasise the requirement for candidates to select brief and precise answers.

- (a) Some responses featured distracting detail and as a result could not be credited.
- (b) There was a mixed response to this item. Successful responses identified the correct information.
- (c) 'Giving talks at literary events' was what Sally enjoyed most, not, as some wrote, 'hearing what readers thought of her books.'
- (d) This item was well answered.
- (e) Again, some responses featured distracting detail and as a result could not be credited.
- (f) Many correctly located the two pieces of advice that Sally gave to young people – 'to write the type of book they'd like to read' and 'to make the characters believable.' Responses that were not credited were taken from where Sally offered help rather than advice – 'she is happy to discuss ideas with them' and 'check a draft of their work.'
- (g) There was a mixed response to this item. Many candidates did not locate the area in the text where the response was to be found.
- (h) Incorrect answers included 'a blog', which Sally feels 'anyone can do.' The question asks what type of writing she considers the most difficult.
- (i) This item was well answered.

## Exercise 3

### Sections A, B and C

These three sections were generally well answered. Selection of data from the text was mostly accurate, although a significant number wrote the wrong answer to the question 'Which library facilities do you frequently use now?' 'Research, assistants and canteen' could not be credited.

### Section D

Few candidates achieved full marks. The most common errors made included poor copying of details which have appeared in the text, the omission of a full stop for both sentences and writing only one sentence when two are expected.

## Exercise 4

This task differentiated well and the whole range of marks available was awarded. Overall most candidates understood the text well and were able to make their notes fit into the correct section.

### **Reasons why the footpath was unsafe**

All the alternative correct answers given in the Mark Scheme were seen and most were able to secure two marks.

### **Recommendations to tourists**

Many candidates gained full marks in this section. 'Don't forget to take a camera.' and 'take plenty of water' were the most popular responses.

### **How the new footpath has helped local people**

Most chose 'local facilities' and 'more jobs'. Those who transposed phrases incorrectly from the text, for example, 'local people can walk home' instead of 'local people can walk to each other's homes (using the new footpath makes visiting other homes easier).'

### **Exercise 5**

There were some very good summaries from more successful candidates, who demonstrated clear understanding of the ideas in the text and produced a cohesive piece of writing, with ideas presented in a logical sequence. These often achieved four or five marks. Some candidates attempted to use their own words and paraphrase by changing the grammatical structure of sentences, with varying degrees of linguistic success. Many responses however, relied closely on the notes from the previous exercise, and used connecting words mechanically, with little apparent awareness of summary writing skills. Such responses were less effective and could not achieve high marks. Only a few responses showed a distinction between the situation before the original path had to be closed and after the new path was opened bringing with it so many advantages for the local people.

### **Exercise 6**

Most candidates dealt well with the topic. Many described the family, with whom they had stayed and what they had done while there, in some detail and with linguistic accuracy. There was evidence of candidates being more ambitious in sentence structure, and using a greater variety of compound and complex sentences. Candidates should continue to focus on accuracy of verb formation, particularly in sentences which require a mix of present and future forms, or both present and past tenses.

### **Exercise 7**

A number of candidates found it difficult to effectively use a more formal, yet persuasive tone required for this response. Most used the prompts as the basis for their article and added a few nutritional details regarding vitamins, proteins or carbohydrates found in some kinds of 'good' foods. Where there was a conclusion, many were either in favour of vegetarianism or of non-vegetarianism. Some chose what they felt was a sensible compromise and favoured eating both foods for their inbuilt advantages. Some responses were disorganised, and lacked convincing argument.

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

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

In **Exercises 1** and **2**, when responding to the questions, candidates should identify key words or phrases in the text which are synonymous with key words in the question. When locating information in the text, candidates are reminded to read the whole paragraph where an answer is found, rather than just isolated sentences. Brief answers taken from the text are acceptable. In this series, responses which included too much extra, often distracting, detail could not be credited.

Centres are reminded to encourage candidates to identify key words in the question which have particular importance. For example, in **Exercise 1, (c), (e) and (f)**, 'most popular', 'most important skill', 'more than any other'. Similarly in **Exercise 2, (b) and (d)**, 'faster' and 'most ice'.

In **Exercise 4**, there appeared to be considerable confusion between the required responses for the second and third sections, and responses which were placed under the wrong heading could not be credited. At times responses were too brief and general, omitting the key elements required for the mark.

In the summary **Exercise 5**, most candidates were successful in keeping within the word requirement of 70 to 80 words. However, the majority of responses relied on listing the notes from **Exercise 4** or copying sentences from the text. Summary writing skills such as paraphrasing, ordering information and linking it together cohesively continue to be an area for improvement in candidate preparation.

In **Exercise 6**, candidates were generally successful in responding to the task and understanding the context of the topic. However, many candidates appeared to be more effective at using the more neutral tone and register required for **Exercise 7**, than with the informal conversational style required for **Exercise 6**. Centres are reminded to encourage candidates' to identify the audience stated in the task.

Many candidates responded well to **Exercise 7**. Many responses were restricted to the prompts provided with only a small amount of additional development, but where candidates included their own ideas and opinions beyond those provided on the paper, these could be credited with marks in the top band for Content.

## General comments

Overall, candidates were correctly entered for the Core tier, and differentiation was achieved across the paper.

## Comments on specific questions

### **Exercise 1**

In general, this exercise was reasonably well attempted by candidates. More careful reading was required, notably in **(c), (e) and (f)**, as marks could not be awarded when candidates appeared not to have read enough of the text to eliminate the distracting information. Candidates should be encouraged to read beyond the first lines of a paragraph, and to try to find words or phrases in the text which have a similar meaning to key words and phrases in the question.

- (a) Most candidates correctly identified the key word 'when' in the question and responded with 'five years ago' or 'when I started my university course'.
- (b) This was well answered, with many correctly responding 'who doesn't like maths'.
- (c) In this question, many candidates appeared to miss matching the synonymous phrases, 'most popular' in the question and 'favourite' in the text. Many candidates appeared to read only the first two lines of the relevant paragraph instead of continuing to the end to find the answer, 'memory' and 'how children learn language'.
- (d) There were some successful attempts to locate the correct detail, 'police station', although responses which also included the other options 'office' and 'school' were not credited.
- (e) This item was more challenging. Candidates were expected to identify a word or phrase in the text which corresponded to 'most important' skill in the question. In this case, 'above all' in the text provided the link, giving the answer 'how to think clearly'. Responses which identified useful skills, 'write reports' or 'do research' were not credited.
- (f) This was a challenging question in that candidates had to find an area of work that students had gone into 'more than any other'. This corresponded to the text information, 'the most common one' providing the answer, 'healthcare'. Responses which included 'business' and 'media', despite becoming popular, were not credited, as these were not the 'most common'.

## Exercise 2

This exercise required more careful reading of the questions and greater attention to connecting key words or phrases in the question with the corresponding section of the text. There was considerable repetition of answers to (a), (b) and (c), and a number of candidates omitted items (f), (g), (h) and (i).

- (a) There were some effective responses to this question, with candidates providing 'skiing' or 'snowboarding'. Unsuccessful responses detailed 'global warming' as the cause of the melting, which was a general statement about glaciers, but did not apply to the glacier in the text.
- (b) Many candidates scored well with the sentence copied from the text, 'doesn't have other ice-covered mountains around it.' All details were required for the mark to be awarded.
- (c) There was a mixed response to this question. A number of candidates incorrectly opted for the fact that photographs show 'dark coloured rocks underneath'. Candidates were required to continue reading to the guide's quote: 'That's why it's technically incorrect to call it a glacier now.' and select 'it doesn't re-grow in the cooler months'.
- (d) The details in the chart were well identified by the majority of candidates, who correctly selected '2011' and '2013'. Both details were required for the response to be credited.
- (e) This question was considerably more challenging. More precise reading to the end of the question would highlight 'cities next to the sea' as a key phrase, corresponding to 'urban areas on the coast' in the text. This then provided the reason 'supply of fresh water will decrease'. The majority of candidates appeared to stop reading at 'problems for cities' in the question, which led to the incorrect response, 'floods', information which corresponded to 'towns and cities in mountainous areas', but not those next to the coast.
- (f) There were many successful responses with correctly identified details, 'covered the glacier with sawdust' and 'painted black rocks white'. Less successful responses were the incomplete details, 'painted black rocks' and 'sawdust'.
- (g) Many candidates appeared to show good understanding of the effect of the warm water of the lake on the glacier and accurately found the section in the text relating to this question. However, discriminating between relevant and irrelevant information for two marks was more challenging, and the majority of responses described the problem as well as explaining its effect, thereby providing answers which were too long and continued beyond the lines provided.
- (h) This was generally well answered, with candidates clearly identifying the corresponding section of the text which provided the answer, 'get washed down into rivers' or 'make the river water acidic'.

- (i) Generally candidates were successful in providing the response to this item.

### Exercise 3

It was evident that candidates had understood the application form and carried out the instructions to delete and tick with a degree of accuracy. Overall, candidates continue to demonstrate greater success in **Sections A, B and C** than in **Section D**.

In this series, there was evidence of considerable improvement in handwriting and formation of letters. Writing was clearer and more legible, and upper and lower case letters were more readily distinguishable.

#### Section A

There were many successful responses to this section, with the accurate transfer of the name, age and email address. A number of candidates appeared not read beyond the first line of the text for the name, and incorrectly selected the father's name, 'David Harding'. Similarly, the first email address found in the text was at times selected, where more precise reading would have indicated the change to a more personal one. A number of candidates confused the name of the football club 'Grey Park Town' with the name of the youth teams, 'Grey Park youth teams', which could not be credited.

#### Section B

This section was more challenging. Although the medical condition was usually well selected and correctly transposed from the text, the name and details of the emergency contact were widely incorrect. The wrong name chosen inevitably led to the wrong telephone number.

#### Section C

This section was reasonably well attempted. A number of candidates ticked two or more boxes, which could not be credited. There were many instances of misspellings of 'magazine' and 'advertisement'.

#### Section D

Many candidates appeared to have difficulty in distinguishing the separate requirements for each sentence. The focus for the first sentence was on Ryan's football playing experience, and a sentence such as 'I have played for various Grey Park youth teams.' was credited. Responses which merely indicated his liking for football or the fact that he wasn't particularly talented at football could not be credited.

The focus of the second sentence was on Ryan's reasons for choosing the course on the application form. Several options were available in the text for candidates to use, and a variety of acceptable reasons were credited.

### Exercise 4

This exercise was reasonably well attempted. Candidates achieved greater success at selecting details for the third heading than for the first two and a number of candidates were able to show sufficient understanding of the text and select relevant information to score well. The whole range of marks was awarded.

There were two marks available for responses in the first section and many candidates were successful in identifying two of the three key ideas, '60 hours of film acting experience/join professional stunt performers' association/achieve instructor level in six stunts skills'. Weaker responses were characterised by the omission of key words 'film', 'association' and 'instructor' in the response, without which such incomplete responses could not be credited. A number of responses detailed specific examples of the six skills, such as 'falling through windows' or 'crashing cars', which could not be credited.

All six key points for the second heading were recognised, with 'high fees' being the most popular. Many candidates understood the requirement for positive ideas in this section, and noted specific examples of sports, 'keen on gymnastics, swimming and rock climbing', which without the overall theme, 'an extension of activities enjoyed when growing up' could not be credited. Similarly, 'make actors look cool' was frequently observed, which did not achieve the mark without the fact that because of this, actors 'often say how grateful



they are.’ At times there was confusion between ‘good’ and ‘bad’ things about the job, and a number of candidates did not discriminate with the placing of their answers. Correct responses incorrectly placed could not be credited.

The final section was the most successful, with all four available points used. Candidates most frequently noted the idea of the danger involved, with ‘a chance that he could get hurt’ or ‘broken lots of bones’. Another well recognised idea was the fact of ‘no guarantee of regular work. However, responses could not be credited when ‘employment is unpredictable’ was also written on a separate line, as repetition of the same idea could not be credited twice. Responses could not be credited when a key element was omitted, as in ‘don’t appreciate stunt performers’, which without the subject ‘audiences’ was considered incomplete.

### Exercise 5

This exercise continues to present a challenge to many candidates, and there were few who achieved four or five marks. Stronger candidates attempted to use their own words, by substituting ‘advantages and disadvantages’ for ‘good and bad things’ or changed the grammatical structure of a sentence, as in ‘regular work is not guaranteed’ for ‘there is no guarantee of regular work’. These summary writing skills were duly credited.

Many unsuccessful responses however, relied on listing the notes from **Exercise 4** or using connecting words mechanically, with little awareness of summary writing skills. Such responses were less effective and could not achieve high marks. Responses which consisted of extensive copying from the text were confined to the lower marks, and many which reproduced large amounts of text were likely to exceed the word limit for the exercise.

Candidates would benefit from continued practice in locating relevant details, expressing text ideas in their own words and linking ideas in a logical and natural way.

### Exercise 6

Email

Generally, there was a significant improvement in responses to this exercise in this series. Candidates were less reliant on the visual information, and produced well developed ideas. There was little evidence of misunderstanding of the topic, and the majority of candidates fulfilled the task at least satisfactorily. There was differentiation in marks awarded for responses based on awareness of audience.

For many candidates, a consistent theme in answer to the first prompt was a problem relating to school: candidates unable to complete coursework; falling out with friends; not understanding a particular subject. In these cases, it was usually a family member or other school friend who provided a solution to the problem, with a favour done or gift bought in return. Other common problems focused on family issues; lack of money; stolen possessions or car breakdown. Accidents and theft were popular choices, some of which tended to result in dramatic use of language.

There were many successful descriptions of the person who helped and the way this help provided a solution to the problem, from a passerby who lent money, to a policeman who came to the rescue or a parent who provided support. A number of candidates included dialogue and injected a sense of humour to lighten the seriousness of the situation.

The final prompt was the least well addressed. More successful ideas consisted of details of a meal planned or a gift bought, or a promise to return the help in a school subject when needed. Less successful were those which stated briefly that ‘I plan to do something for him for helping’. A greater degree of development was required for such responses to be considered satisfactory. A number of candidates omitted the last prompt and could only achieve marks for being ‘partly relevant’. Additionally, some candidates misunderstood the task and did not describe how a third person helped, but instead asked the reader for advice and help in solving their problem. This approach could not achieve marks in the top band for Content.

From a language point of view, the full range of ability was evident across the exercise. There were effective attempts to personalise the writing with phrases such as ‘You remember I told you about...’ or ‘You know I have difficulty with...’

Candidates should continue to focus on accuracy of sentence structure, including verb formation in compound sentences requiring two or more verbs, and the accurate use of articles with singular and plural nouns.

### **Exercise 7**

#### Extended writing

Many candidates engaged well with the topic and a number of responses demonstrated a good sense of purpose and developed ideas at an appropriate length, scoring marks in the satisfactory or higher band for Content. Generally, responses were relevant, with candidates providing ideas involving the scientific aspects of farming and health, the effects on the ecological system of not eating meat, cultural implications and traditional customs. In this series, most candidates concluded that the solution was to be found in eating both vegetables and meat as part of a balanced diet, rather than becoming completely vegetarian, although a number appeared to hold strong opinions on one side or the other and were able to support their ideas with reasons and examples. These responses were largely effective and tended to score marks in the top band for Content.



Many candidates successfully used the written prompts as the basis for their arguments, expanding them well, and demonstrated knowledge of nutrition, health and environmental science. A popular argument favoured the economic advantages of growing vegetables in our gardens or local area, while admitting that this might be impractical in some countries of the world. Another conversely suggested that animals might become extinct if they were not used for meat. The pressure on land and employment were further arguments that formed part of the debate.

Less successful responses tended to use the written prompts without development, focusing largely on the 'boring' appearance and taste of vegetables, and adding little detail that did not repeat the prompt. A number of candidates appeared to confuse 'vegetarian' with 'vegetable' and noted the disadvantages and lack of variety when eating only vegetables. Some candidates digressed from the topic and reproduced a previously learned article comparing junk food with that cooked at home, and others simply wrote about the health aspects, without relating their article to the effects it would have on the world. Such responses could not be considered satisfactory and were credited with lower marks for Content.

From a language point of view, many candidates took the opportunity to demonstrate a knowledge of topic-related vocabulary, with 'vitamins, proteins, cholesterol, obesity, minerals' featuring throughout many articles, and this variety of language advantaged the language mark. A good effort was made by many candidates to provide structure to their writing through the use of paragraphs and to form complex sentences by the use of linking phrases. New points were usually introduced with 'moreover' or 'on the other hand', although when these were incorrectly used, it had the effect of muddling the argument. Continued practice in the use of this functional language is to be encouraged. There was some reliance on pre-learned phrases such as 'I strongly advocate...' and these should always contribute to the sense of the whole sentence.

Overall, there were many interesting and well informed articles in this series.

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

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

- In **Exercises 1 and 2**, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates managed **Exercises 1 and 2** well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could affect the answer.
- In **Exercise 3**, form-filling, candidates must also ensure that answers requiring a tick, underline or circle are clearly indicated. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the two sentences must be both relevant and accurate.
- In **Exercise 4**, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the task was reasonably well attempted.
- In **Exercise 5**, candidates need to focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those which demonstrate understanding of the text and make attempts to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this and fewer made no attempt to complete the task.
- In **Exercise 6**, email writing, candidates must recognise the need for informal register and should endeavour to include a sense of audience and provide enough detail to engage the reader's interest.
- In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.
- In this series, most candidates found the topics accessible and were able to write at appropriate length.

## General comments

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

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

Overall, the standard of handwriting was reasonably good, and although sometimes very small, it rarely had an adverse effect on the interpretation of candidates' responses.

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

### **Comments on specific questions**

#### **Exercise 1**

This exercise was generally well attempted by candidates.

- (a) This was very well answered with the vast majority of candidates correctly identifying 'North Hall' as the venue for the college film festival.
- (b) This was generally well answered with most candidates identifying 'Adam Bateley' as the main actor.
- (c) This item proved more challenging. A considerable number of candidates included both 'murder' and 'wedding' in their responses, many, for example, lifting 'it's about a murder, though in fact it features a wedding', indicating a potential lack of precision in reading.
- (d) This item proved accessible, with the vast majority of candidates providing 'December 5th' as the deadline.
- (e) This item was less accessible for many. A considerable number failed to identify 'summary' as the key detail, with many supplying 'application forms' or 'title and names of students'. These responses could not be credited.
- (f) The majority of candidates identified 'film-making course' as the correct answer for this item, although a number were distracted by '£200 gift voucher'.
- (g) Whilst many candidates correctly identified 'screenwriting' as the salient detail, a considerable number included 'animation and sound effects' in their response, which negated it.

#### **Exercise 2**

This exercise proved more challenging for some, but was also generally well attempted. Although there was evidence that the text had been understood by many, there was also an indication that more careful interpretation of the questions was required. Successful responses showed effective interpretation of the rubric, selected key detail from the text and provided brief and precise responses. Less successful responses demonstrated that candidates had had difficulty interpreting questions

- (a) This was very well attempted with the vast majority of candidates supplying 'American University of Beirut'.
- (b) This item proved more challenging. The salient detail was 'school' and a considerable number of candidates could not be credited due to the inclusion of superfluous detail which indicated that the rubric had not been understood. 'Original purpose' seemed to be misinterpreted by a number, who supplied details of what Zaha did, i.e. 'producing drawings' or frequently the lift 'become one of the world's most successful architects'.
- (c) This item was extremely well answered.
- (d) The majority of candidates achieved one of the two marks available for this item. Most correctly identified 'the Peak' as the name of the building, and whilst many also identified 'client ran out of money' as the reason why it was not built, the inclusion of incorrect details, such as 'impossible to build' frequently negated an otherwise correct answer.
- (e) This item proved accessible to the vast majority of candidates.
- (f) Many candidates struggled to supply the salient detail for this item. A range of responses were supplied with many including superfluous details, indicating a lack of understanding and/or precision in reading.
- (g) This item, which required two details for one mark, was generally very well answered, with many candidates providing all three of the possible responses.

- (h) A good majority of candidates correctly identified 'Leipzig', although a number also included 'Oxford' and 'Guangzhou' indicating possible misunderstanding of the word 'respectively'.
- (i) This was extremely well answered with the vast majority of candidates supplying both of the required details for one mark.
- (j) This was also very well answered.

### Exercise 3

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

#### Section A

This section was generally well answered. Most candidates correctly identified the name, home address, email address and phone number of the applicant. Although transcription and spelling were fairly accurate with clear distinction between lower and upper-case letters in this section, errors frequently occurred with the home address, notably the capital 'T' required for 'The Beeches'. In terms of comprehension, the most frequent error tended to be related to the email address with candidates supplying either the wrong email address, or both of those given in the text.

#### Section B

This section proved more challenging for some candidates. While most correctly identified 'jewellery' as the product to be sold, the next item proved more problematic with many candidates supplying the dates of the fair, i.e. Thursday 6 to Sunday 9' rather than the required rental period. Although the name of the stall 'Beach Designs' seemed accessible, there were frequently errors in transcription and responses could not be credited. The majority of candidates correctly identified 'medium' as the size of stall requested and also correctly indicated that parking would not be required. For the final item in this section, many candidates located the key detail 'credit card', although a number appeared to lack precision in reading, circling 'cash' in error.

#### Section C

This exercise continues to be a challenge for the majority of candidates who are often unable to score more than half of the available marks. It is also unfortunate when no attempt is made to answer this question as the information required is always clearly stated in the source text, and no imaginative thought is required. A greater proportion of candidates attempted this section than in previous series. However, many failed to provide responses which contained details extracted from the text and many of those who did often struggled to compose two sentences which were grammatically accurate.

### Exercise 4

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

#### How the museum building and contents have changed

This section was generally well attempted with a number of candidates scoring maximum marks. It did, however, present a challenge for some. Four content points from a total of seven available were required. Whilst all of these proved accessible, some responses failed to supply enough detail to fully convey the point

to be made, namely *how* the building/contents have changed, e.g. some supplied 'education room' or 'interactive displays' without the idea of 'addition of', and others provided the lift 'museum displays are organised' without explaining the change. Many candidates also supplied 'free guided tours' as a response for this section, in error.

### **What the museum is doing to celebrate the re-opening**

Three content points were required for this section and again, it was generally well attempted with many candidates correctly identifying at least two of the five possible answers. There was good recognition of all possible options. However, as with the previous section, marks were frequently lost where candidates supplied incomplete answers such as 'free tickets' without 'for the ceremony'. Many were also distracted by the idea 'we are not increasing the ticket prices'.

### **Exercise 5**

Most candidates made a good attempt at this exercise, with a number managing to achieve full marks. Candidates were required to summarise a talk given to their class about the Museum of Science and Technology. Information from both sections of **Exercise 4** was relevant and could be used as a basis for the summary. More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence. The majority, however, relied on their notes from the previous task with varying attempts to connect them. Although there was a generally good attempt to complete the summary within the prescribed word limit this series, this was not always the case and, as a result, a number of candidates lost the opportunity to achieve full marks. There were, however, fewer candidates making no attempt at all.

### **Exercise 6**

#### **General comments**

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

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

#### ***Email***

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

The two visual stimuli, the first of which showed a family in a car and the second, the family wearing backpacks, walking up a hill, were used by many of the candidates. Generally, responses showed at least a satisfactory sense of purpose, and in some cases, there was an attempt to develop the prompts. For the first bullet point, many candidates provided details such as the need to relax/destress, take a break from electronic devices, spend time with the family or get some fresh air as reasons for taking the trip. Occasionally, this point was omitted. The second bullet point was developed to varying degrees but was rarely ambitious in scope. Many candidates provided details about the car journey, perhaps prompted by the visual stimulus, and a considerable number referred to walking/hiking in the forest/mountains and having a picnic. In general, there was a tendency to list activities rather than develop particular aspects. The third bullet point tended to be the least developed. Whilst most candidates addressed the individual bullet points, it was clear from the responses that a large proportion of candidates had not read the entire rubric carefully. That is, many trips lasted days or weeks and many were trips to cities, beaches or theme parks rather than to the countryside. Overall, relatively few candidates responded to all prompts with the level of detail and expansion necessary to achieve a top band mark.

In terms of language, this was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and only the more successful responses attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were few problems with the use of commas instead of full stops this series. Overall, the responses were generally acceptable, and most candidates used an email format with an appropriate salutation and conclusion.

## Exercise 7

### General comments

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

## Exercise 7

### *Extended writing*

Candidates were required to write an article for their teacher expressing their views on fast food. Four prompts were provided; two which presented arguments in favour of fast food and two which argued against it. Most candidates made an attempt to engage with the topic, but many relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. Some responses were quite repetitive in terms of content and others digressed somewhat. The most able candidates wrote with a greater sense of purpose and introduced greater development in terms of the advantages and disadvantages associated with fast food.

Whilst some candidates addressed both sides of the argument, others established their position from the outset and presented only one side. A number attempted an appropriate introduction and/or conclusion and there was also some effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses. Language was generally unambitious, however, with errors most commonly made in the use of verbs, word forms, subject/ verb agreement and singular/plural nouns.



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

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Paper 0511/21  
Reading and Writing (Extended)

## Key messages

- In **Exercises 1 and 2**, reading comprehension, precise reading is required to identify the key point of each question. These exercises proved accessible to the majority of candidates, although they should be reminded that for these tasks, answers should be precise but also brief, to avoid the inclusion of superfluous information.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, one sentence only is required which must be relevant, accurate, must not exceed the word count and must be written from the first person perspective.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.
- In **Exercise 5**, candidates are advised to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, many candidates interpreted the rubric correctly and successfully located some of the content points. A number of candidates continued to include non-salient introductory details, which impacted the number of content details available to them within the constraints of the word limit.
- In the extended writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with the majority of responses achieving marks in the 'satisfactory' or 'effective' bands.



## General comments

Most candidates were entered appropriately for the extended tier.

In **Exercises 1** and **2**, each question must be read carefully. Answers should be concise, containing all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary to use synonyms for words in the text that represent key information required in responses.

In **Exercise 3**, which requires the precise completion of a form, clear handwriting is particularly important, including the correct use of capital letters. Candidates should also follow the conventions and tick, circle, underline or delete as instructed. The correct address format is required and prepositions such as 'in' or 'at' must not be used.

In the final section, only one sentence should be given. It is important that responses conform to all of the necessary criteria, which are namely length, grammar, spelling, punctuation and relevance. There must be a main clause in the sentence, so if only a subordinate clause is given, this cannot be credited. Candidates should be encouraged to identify the kind of sentence required and to use the stimulus text as much as possible to ensure these criteria are fulfilled.

In **Exercise 4**, although notes should be brief, all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they can identify the key words in the heading in order to locate relevant points. There should be one relevant note per bullet point. If candidates provide more than one correct note for a bullet point, only the first can be credited. Points for each heading may be located in any part of the text.

In **Exercise 5**, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. Candidates should include at least six relevant ideas from the original text and avoid lifting irrelevant information or repeating points. Candidates are advised to read the instructions carefully to understand what information is to be summarised. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as any content points given after the word limit cannot be credited.

In **Exercises 6** and **7**, the extended writing tasks, candidates should ensure that they read and understand the task and follow the instructions. In **Exercise 6**, all three bullet points must be addressed for the response to be awarded five or more content marks. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In **Exercise 7**, a topic is discussed, so clear and well-supported views should be given. The ideas expressed are there to help candidates and 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 and express the message coherently.

## Comments on specific exercises

### **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 distracting details.

- (a) This question was very well attempted. A few candidates gave responses such as 'California', which suggested they had not focused on 'first take place' in the question.
- (b) This question was well answered. A number of candidates included 'shorter', which referred to a later change and a few gave 'more widespread', which echoed the idea of popularity in the question.
- (c) This question was generally well answered. A significant number of candidates wrote 'International Surfing Association', the organisation that introduced the championships.

- (d) This question was well answered. A few candidates appeared not to connect 'beginners' in the question with 'those who are new to surfing' in the text and gave 'Sennen Cove'.
- (e) This question was well answered. Incorrect responses often included incorrect information such as 'a lot of practice' or 'a deep understanding of the ocean'.
- (f) This question was generally well attempted and many candidates provided the two correct details required. Those giving incorrect details frequently included 'careful about large rocks'.
- (g) This question was well attempted. A number of candidates wrote 'large rocks hidden under the surface'. This suggests they had not connected 'the biggest danger' in the question with 'the greatest threat' in the text.
- (h) This question was very well answered. A small number of candidates misspelt 'weather' as 'whether', which could not be credited as it formed a word with another meaning.

## Exercise 2

As for **Exercise 1**, precise answers are required for this second comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

- (a) This question was well attempted. Incorrect responses tended to be 'English literature' and 'creative writing', which are Sally's interests but not what she studied at university as required by the question.
- (b) This question was well answered. 'Moonlight' was a common incorrect response as this was not a *published* novel.
- (c) This question was generally well answered. A few candidates gave 'meeting readers', but this was not what Sally enjoyed *most*.
- (d) This question was generally well answered. Some candidates answered 'famous footballer', which was an example in the text of the type of person for whom authors ghost write.
- (e) This question was well answered. Some candidates gave the name of the book 'Fever Tree', which was the winning poem in the competition, and others wrote 'Young poet of the Year', a competition Sally judges.
- (f) This question was well answered and many candidates gave both details correctly. A few candidates gave details such as 'check a draft of their work' or 'discuss ideas with them', which was help given by Sally rather than advice.
- (g) This question was well answered and many candidates gave at least one correct detail out of the two required. Incorrect responses included 'writer doesn't set aside a specific time of day' or 'strict deadlines', which are reasons put forward, but dismissed by Sally.
- (h) This question was well answered. A small number of candidates gave other types of writing such as fiction writing that present challenges, but are not *the most difficult*.
- (i) This question was very well answered and nearly all candidates interpreted the chart correctly. A few gave 'journalism', which is the type of writing with the highest, not the lowest average earnings.
- (j) This question was well answered and many candidates provided three or all of the required four details. Some gave problems mentioned in the text but they were ones that Sally had not personally experienced such as 'lack of inspiration' or 'worried about quality of writing'.

### Exercise 3

**Sections A, B and C** of this exercise were well attempted. Overall, most candidates gained between four to six of the available six marks, with a significant number being awarded full marks. Nearly all candidates completed the form as Naoko Toki, although a few candidates used a third person pronoun (his/he).

#### **Section A**

The majority of candidates provided most of the necessary details accurately. In nearly all cases, the full name was correct, although a few candidates misspelt 'Naoko' as 'Noako' and 'Toki' as 'Toko', or used lower case letters to begin the first or surname. Most candidates gave the right email address and the phone number was generally recorded accurately as well.

#### **Section B**

This section was generally well answered. Nearly all candidates indicated the correct number of years of hairdressing experience. Some candidates gave the techniques as 'very latest cutting skills', which did not provide the precise details required on the form, or they recorded the techniques inaccurately as in 'freehand cutting'.

#### **Section C**

The preferred course was given correctly by most candidates. A few wrote 'experimental hairdressing' or 'trainee film hairdresser', or did not use capital letters for the name of the course. The preferred dates were generally accurate and the type of accommodation required was usually correct.

#### **Section D**

There were candidates who produced relevant and accurate sentences in this section. Generally, for full marks, candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Many candidates used the information from the text to provide a relevant, error-free sentence stating what new skills Naoko wants to learn from the course. Occasionally, there was no main clause as in 'learn how to do hairstyles from various periods of history'. Some other common errors included grammar inaccuracies and quite frequently the omission of full stop at the end of the sentence.

### Exercise 4

Candidates responded well to this note-taking exercise, generally providing six to eight correct notes, with some gaining the full nine marks available. Notes could not be credited when they were repeated or omitted key information. Occasionally notes were placed in the wrong section, which indicated that some candidates had not fully understood the requirements of the heading. It is important that notes focus clearly on key ideas that relate to the heading and communicate this as succinctly and accurately as possible, without omitting essential information.

#### *Reasons why original footpath was unsafe*

This section was generally well attempted and there were candidates who correctly provided the four notes required from the possible six correct options. A few candidates gave notes which focused on its use or how people tried to cross more safely as in 'it was used by local people' or 'climbers attached ropes'. A few candidates gave 'walk between two hydroelectric power plants', assuming this made the path unsafe, although this was not communicated in the text. Some notes were incomplete as in 'above a river', which omits the idea of the footpath's *height* making it unsafe.

#### *Recommendations to tourists*

This section was generally very well attempted and many candidates provided the required three correct notes out of a possible five. Key details were occasionally omitted. For example, candidates wrote 'not to go if scared' when the recommendation was not to go if scared *of heights*. A small number of candidates gave 'use special sandals', which applied to the original footpath.

*How the new footpath has helped local people*

This section was very well answered. There were four possible correct points and many candidates provided the required two. A few candidates gave incomplete notes such as 'tourists have to pay' and omitted to specify that the money helped to provide *facilities*.

**Exercise 5**

Overall, candidates performed well in this summary exercise. There were nine possible content points and a significant number of candidates successfully located six or more of these, whilst others provided between three and five points. Nearly all candidates provided points from both aspects of the summary requirements. There were a few candidates who wrote more than the word limit, which then affected the final content and language marks. This was generally because of a long introduction, expansion of points, or irrelevant information. Candidates occasionally included information unrelated to the summary topic such as the use of electric cars. Sometimes candidates attempted to make points, but expressed them inaccurately. Also, occasionally, points were not clear or precise enough. For instance, a few candidates described cars as being used to transport people generally when the use mentioned in the text was to transport children to and from school. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the word limit and linking points skilfully, whilst attempting to express this to some extent in their own words. Candidates must take care to focus on the topic of the summary, ensuring that only information related to this is included.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organise the content points. There were candidates who effectively used synonyms or paraphrased points, and wrote with a good sense of order, thus gaining higher language marks. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

**Exercise 6**

In this exercise, candidates complete a task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise. The extent to which the bullet points are addressed and developed within the context will determine the band achieved for content. For a mark in the higher bands, candidates should demonstrate a good sense of purpose whilst sustaining the reader's interest. The mark for language will depend on the accuracy, range and appropriacy of the language used.

**Email**

Generally, candidates dealt with the topic appropriately and the vast majority provided satisfactorily developed, relevant content. Candidates scoring lower marks for content tended to give shorter responses below 150 words that appeared to have lacked development. Most addressed all three bullet points, but these were not always well developed. Candidates were expected to write an email to a cousin telling them about a week spent with an English friend and their family to improve their English. The emails were, in general, in an appropriate informal register. The most consistently well-developed bullet point concerned what they had enjoyed, where candidates mentioned such things as visits to tourist attractions, shopping or playing board games. The most effective descriptions of the family referred to personality traits or typical behaviour. There were candidates who merely mentioned that their English had improved, whereas others wrote about greater fluency, better pronunciation and more accurate grammar. Some effectively linked improvements to what they had enjoyed doing with the family. The most effective emails were cohesive in how the three bullet points were integrated, with natural openings serving as good introductions to the rest of the email, and endings which provided an appropriate concluding comment.

In terms of language, the vast majority of candidates used language that was satisfactory or competent. Language conveying an informal tone is generally appropriate in an email. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. The use of more formal links such as 'firstly, secondly, in conclusion' may not suit the register of the email. When candidates introduce learned idiomatic language inappropriately and inaccurately, this also affects the quality of the language. Some candidates constructed sentences of different lengths, which included more complex structures, using an appropriate

register. Most emails included paragraphing, which when used appropriately aided effective organisation of the task.

Some responses attempted more complex, idiomatic language but did not produce this accurately in terms of tenses, punctuation and spelling. Some also attempted to include learned idioms which were inappropriate, inaccurate or used excessively. Some such examples are: 'I had my jaws drop' or 'hope you are in the pink of your health'. Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were a few candidates who often used commas instead of full-stops.

### **Exercise 7**

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

### ***Extended writing***

Candidates were required to write an article for the local newspaper, discussing a proposal to close the town swimming pool and build a supermarket on the site instead. This topic was generally well discussed and candidates put forward a range of ideas. Some candidates fulfilled the task adopting an appropriate register with a sense of purpose and audience. The majority of candidates developed their responses satisfactorily. Generally, responses were logically structured with an introduction, followed by one or two paragraphs exploring the topic, and a brief conclusion, often offering a final opinion. The most effective discussions considered went beyond the views provided by the prompts. They discussed the general health benefits of swimming pools in terms of exercise and relaxation, how the pool was a tourist attraction and how it was a part of the town's history. The supermarket was seen as a means of providing jobs, and a way of saving time and reducing long car journeys. Less effective articles focused mainly on the pool as a place for socialising and the ease of shopping if a supermarket was built.

The full range of marks was awarded for language. There were candidates who demonstrated a range of advanced structures, with limited errors, enabling them to achieve the precision required for marks in the higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. Some candidates attempted more complex language which included errors. In general, the majority of candidates used language that was either satisfactory or competent. In order to access the higher bands, candidates should write with some style and sophistication, demonstrating grammatical accuracy and good organisation.

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

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Paper 0511/22  
Reading and Writing (Extended)

## Key messages

- In **Exercises 1 and 2**, reading comprehension, precise reading is required to identify the key point of each question. These exercises proved accessible to the majority of candidates, although they should be reminded that for these tasks, answers should be precise but also brief, to avoid the inclusion of superfluous information.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, one sentence only is required which must be relevant, accurate, must not exceed the word count and must be written from the first person perspective.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.
- In **Exercise 5**, candidates are advised to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, many candidates interpreted the rubric correctly and successfully located some of the content points. A number of candidates continued to include non-salient introductory details, which impacted the number of content details available to them within the constraints of the word limit.
- In the extended writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with the majority of responses achieving marks in the 'satisfactory' or 'effective' bands.



### **General comments**

Overall, candidates were correctly entered at this level.

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

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

### **Comments on specific questions**

#### **Exercise 1**

This exercise was well attempted by candidates.

- (a) This was well answered, with the first option on the mark scheme the most popular choice.
- (b) This was very well attempted.
- (c) This proved to be a more challenging question and was a good discriminator. A number of candidates selected the distractors 'research' or 'how the human brain works' and could not be credited.
- (d) This was well answered, although occasionally candidates appeared to have misread the question word and wrote 'Year 3'.
- (e) This was generally well attempted, although some candidates need to be more careful with the reading of the text as they confused the third year with the final year. Consequently, the answers 'choose other areas to study' and 'do your own research project' could not be credited.
- (f) This was a more challenging question and required the candidate to link the words 'most important' in the question with 'above all' in the text. A number of candidates answered 'how to write reports' or 'how to do research' and could not be credited.
- (g) This was generally well attempted, although a small number of candidates selected the alternative percentage '25'.
- (h) This was satisfactorily answered although a few candidates chose the distractors 'business' or 'media' because they appeared to have overlooked the link between the expressions 'more than any other' in the question and 'the most common one' in the text.

#### **Exercise 2**

This exercise was more challenging, but most candidates performed well here. The article about Pastoruri, a disappearing glacier, was generally well understood and more successful candidates selected key detail and provided brief and precise responses. Less successful candidates copied an excessive amount of text.

- (a) This was very well answered.
- (b) This was very well attempted. A small number of candidates omitted the key detail 'around it' and could not be credited.
- (c) This was very well answered with the first option on the mark scheme the most popular choice.
- (d) This question required the candidate to interpret the information in the bar chart and was well attempted. On occasion, candidates misread the wording on the vertical axis and wrote the two opposite answers '2009' and '2012'. A small number of candidates offered only one of the two years.
- (e) This question proved challenging. It required candidates to link 'the coast of Peru' in the text with 'next to the sea' in the question. Many candidates did not make the connection and answered 'floods in nearby towns and cities', which referred to the mountainous areas and not the coast.



- (f) This was a two-mark question and was well answered with most candidates achieving both marks.
- (g) This was a two-mark question and most candidates successfully recognised both details. Answers could have been briefer here because many candidates prefaced the required information with irrelevant detail about 'lake water is warmer than the glacier' and 'the lake is getting bigger'.
- (h) This was very well attempted.
- (i) This was very well answered.
- (j) The final question in this exercise is always more challenging and many candidates scored well here. Most candidates understood the task and attempted to supply answers about what the writer was interested in seeing on the Climate Change Walking Tour. The most successful candidates conveyed full details for each point. For example, in the first detail on the mark scheme, 'photographs of Pastoruri' was an essential detail and not just the 'New Education Centre' or 'a fascinating display'. Similarly, in the third detail, there had to be a reference to '150 000 years ago' and not just the 'bones of an animal'. Some candidates omitted these details and could not be credited. Less successful responses were about 'how the thick ice has melted' without reference to the photographs themselves.

For this final question in **Exercise 2**, 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**

The specific demands of this exercise require application of the conventions of form-filling and total accuracy in spelling. The first three sections of the Comedy Contest Entry Form were completed very well.

#### **Section A**

The five tasks of this section were well answered. A small number of candidates misspelt the name 'Daniel' instead of 'Daniels' and omitted 'Green' from the school name. Some included 'in Queensbridge', which could not be credited and selected the distractor 'Year 7' instead of 'Year 10'.

#### **Section B**

This section was satisfactorily attempted. Most candidates supplied the two correct subjects, but others also included 'drama' and could not be credited. The detail about the applicant's previous experience was well attempted and required only a brief answer 'school play'. When candidates did include a full sentence they were generally accurate with spelling and punctuation. The final task in this section proved to be more challenging and many candidates chose 'Benny Mullally' instead of 'father'.

#### **Section C**

This section was well answered. The two most common errors were the ticking of both boxes 'Class Joker' and 'Class Act' and the inclusion of one extra person, usually Jamie Fletcher, to the two team members, Bruce Tan and Marta Rodriguez. The circling of 'school' was very well attempted.

#### **Section D**

For this task, candidates needed to convey two details – the subject of their script and how they would describe their style of humour. The subject needed to be about the conversation that teenagers have when they text and the style was observational humour.

This was a difficult task and few were awarded marks here. The main challenge was selecting the correct content. Many candidates wrote that the subject was 'conversational' or 'a one-person comedy routine'. There was also the mention of 'text messaging', but without reference to 'young people' or 'young people's conversations'. Spelling was generally accurate and there was an awareness of the need to write in the first person. The most common grammar issues were writing two sentences or not finishing the sentence with a full stop.

#### Exercise 4

This exercise proved to be a good discriminator with a range of marks awarded. Most candidates attempted to answer briefly and in note form. The most successful candidates were able to show enough understanding of the precise detail in the text to score well. Less successful candidates omitted key words in certain answers, meaning that those notes were either ambiguous or factually incorrect.

##### *Requirements to work as a professional stunt performer in the UK*

A maximum of two marks was available for this section. Most candidates were very successful here and conveyed the first and second points on the mark scheme. Less successful responses showed a lack of precision and omitted the key words 'film' in point one and 'association' in point two.

##### *The good things about the job*

A maximum of four marks was available for this section. Overall, candidates were generally successful here and most were awarded two or three marks. Points five and six on the mark scheme were well identified with 'high fees' being the most common correct answer. Some candidates were imprecise with the wording of point eight and wrote 'extension of activities' without reference to 'when growing up'. Points four and seven were not well recognised and less successful candidates selected incorrect detail such as 'hidden heroes of cinema', 'make actors look cool' and 'good relationships with producers and actors'.

##### *The bad things about the job*

A maximum of three marks was available for this section. The most successful candidates scored well here and provided full details for each point. Less successful candidates omitted key information. For example, point nine required the precise fact that it was 'the audience' that did not appreciate the stunt performers and a number of candidates did not include this. Similarly, in point thirteen, the answer 'need to be flexible' was incomplete and ambiguous without reference to 'with time'. Some candidates repeated the same idea with 'no guarantee of regular work' and 'employment is unpredictable' on separate lines and could only be credited once.

#### Exercise 5

A range of marks was awarded for the summary exercise. There were two parts to this task and candidates were required to convey key details about both what you should and should not do in order to write a good travel article. All of the nine content points in both parts proved accessible, although point one in the first section and point two in the second section were less well identified. The most successful candidates either developed the two parts simultaneously with good connecting words such as 'whereas', or addressed them individually and sequentially. Very few candidates only covered one part of the task.

There were many candidates who exceeded the word limit. This was largely due to writing overlong introductions, repetition of the title expressions 'what you should do to write' and 'what you should not do to write' and then giving the details. Some candidates also copied large pieces of text without discrimination, in particular lifting and including 'the view was good', 'it was a big market' and 'the beach was nice', when a briefer and more precise selection of expression would have enabled more content points.

Some candidates could not be credited on occasion because the detail was too general and lacked precision. For example, in point four on the mark scheme, there was some evidence that some had not understood the text when they mentioned the 'old writer's trick' without explaining what it was. Similarly, in point three, the advice 'don't tell the reader what you feel' was a common misinterpretation of 'not telling the reader what to feel'.

Centres are reminded that there may be whole sections of text which are not relevant when writing the summary and that careful reading of the wording in the rubric is essential.

With regard to language, higher marks are available for those candidates who make an attempt to paraphrase certain words and expressions in the text, and a good number of candidates were successful in this series. Better candidates expressed key details in their own words without losing accuracy or meaning. For example, 'decide what events are worth including' became 'choose the most worthwhile events' and 'making things up' became 'inventing events'. They also used appropriate conjunctions, which gave the summary a natural flow. Candidates are encouraged to convey the relevant content points cohesively rather than in the form of a list.

## Exercise 6

### General comments

There are three prompts in **Exercise 6**, all of which need to be addressed in order to achieve the higher bands on the grade criteria for content. In this series, the most successful candidates organised their response effectively. Many candidates wrote a suitably brief introduction and concluding statement in an informal register. However, some responses were less concise.

In addition to the bullet prompts, there is a visual guide to help candidates when selecting content for their writing. Candidates should try to develop their own ideas and those that do often produce pieces which have greater originality and ambition.

### *Email*

Many answers were imaginative and varied. The most successful candidates were able to adopt a very suitable register, writing with an appropriately informal tone and addressing the recipient of the email throughout. Less successful candidates did not refer to or involve the recipient of the email and wrote the piece in the form of a story.

For the first and second bullet points, candidates should describe what the problem was and explain how someone helped to solve it. There were many varied ideas and explanations and successful responses featured serious issues such as life-threatening accidents. Weaker answers often involved an argument with a friend, difficulties with certain subjects at school or deciding whether to go to a family party.

The third bullet point required candidates to say what they planned to do for the person who helped them solve the problem. The most successful candidates expressed genuine gratitude towards their helper and proposed a variety of 'rewards' including overseas trips, organising a surprise party in their honour or taking them out to a top restaurant. There were some candidates who did not address this bullet point and did not say what they planned to do for the helper in return. There were a small number of candidates who appeared to have misread the rubric and wrote about an ongoing problem, asking the recipient of the email for advice.

In terms of language, the most successful candidates used ambitious and sophisticated vocabulary and expressions such as 'we have seen at first-hand how far this issue can go', 'blood, sweat and tears', or 'lend us a helping hand'. Other responses did not have enough balance with just one paragraph to convey the whole email, including the introduction and conclusion. There was also a lack of depth and range of vocabulary with a succession of very short, simple sentences, which would have been greatly improved by the use of subordinate clauses. This task requires the ability to use a range of constructions, in particular past and present tenses. There was some mixing of these tenses as well as non-agreement of subject and verb, which affected the language mark.

## Exercise 7

### General comments

Most candidates were able to adopt a formal tone and register for the final discursive exercise and presented a balanced view about the rubric statement. A number of candidates tended to stay very close to the two prompts with little development or independent contribution. The best responses included a clear and well-supported argument together with judicious use of linking words and paragraphing. In order to gain access to the higher mark bands, candidates should attempt to persuade the reader of their own convictions and opinions.

Many responses included an invented title as a heading for the article. It could be argued that this helps them to focus their ideas, but in fact many supply their own version which does not match the rubric. As a result, the content is not always focused correctly and tends to follow the direction chosen by the candidate rather than the specific requirements of the topic.

### **Extended writing**

The most successful candidates argued convincingly with a range of ideas that went beyond the two prompts, and they supported their opinions and developed them rather than just listing disconnected points. Many candidates wrote that they were not planning to become vegetarian because of their love of meat and fish, arguing that we have come to rely heavily on eating them and that it would be difficult to give them up. They wrote about their delicious taste, their vital role in the 'food pyramid' and the protein that they contain which is essential for our health.

On the other side of the argument, many candidates gave their views about the greater health benefits associated with a vegetarian diet. This included a reduction in cholesterol levels leading to fewer diseases such as diabetes. Many widened their viewpoint and introduced the theme of cruelty in the rearing and slaughter of animals. A large number of candidates took a balanced view of both sides of the argument, concluding that it would be extreme to devote oneself totally to one diet rather than another and that the way forward was to adopt a lifestyle which contained both meat and vegetables. Less successful candidates remained close to the two basic ideas expressed in the rubric prompts with little original thought, and there were many who wrote solely about meat with little or no reference to the statement about vegetarianism in the rubric title. This approach did not effectively address the task. There was also evidence of a lack of organisation of ideas and there were often conflicting opinions for and against the topic within the same paragraph.

More successful candidates created a final paragraph where they were able to summarise their arguments clearly. Overall, many candidates achieved a good balance to the writing through attempts to provide an introductory comment on the topic and a concluding opinion.

In terms of language, most candidates wrote in the correct register, demonstrating a more formal style than in **Exercise 6**, with expressions such as 'regardless of popular opinion', 'after weighing the benefits and drawbacks', 'to state it concisely' and 'in a nutshell'. Better responses included complex sentences and some variety of style, often opening with a forceful statement or persuasive technique such as a rhetorical question. More successful candidates also used linking words to good effect which helped to provide balance to their argument and made the piece flow more easily when different points of view were offered.

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

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Paper 0511/23  
Reading and Writing (Extended)

## Key messages

- In **Exercises 1 and 2**, reading comprehension, precise reading is required to identify the key point of each question. These exercises proved accessible to the majority of candidates, although they should be reminded that for these tasks, answers should be precise but also brief, to avoid the inclusion of superfluous information.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, one sentence only is required which must be relevant, accurate, must not exceed the word count and must be written from the first person perspective.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.
- In **Exercise 5**, candidates are advised to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, many candidates interpreted the rubric correctly and successfully located some of the content points. A number of candidates continued to include non-salient introductory details, which impacted the number of content details available to them within the constraints of the word limit.
- In the extended writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with the majority of responses achieving marks in the 'satisfactory' or 'effective' bands.

## General comments

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

## Comments on specific questions

### Exercise 1

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

- (a) This was very well answered with the vast majority of candidates correctly identifying 'North Hall' as the venue for the college film festival.
- (b) This item proved more challenging for a considerable number who seemed to confuse 'set', in the rubric, with 'shot' in the text. As a result, many erroneously supplied 'on a lake in northern England' instead of the correct 'Atlantic Ocean'.
- (c) This was generally well answered with most candidates identifying 'Adam Bateley' as the main actor.
- (d) This item was also well attempted with many correctly identifying 'wedding', although a number supplied 'murder', indicating a potential lack of reading precision.
- (e) This item proved accessible, with the vast majority of candidates providing 'December 5th' as the deadline.
- (f) This item was less accessible for many. A considerable number appeared to struggle to identify 'summary' as the key detail, with many supplying 'title and names of students' in error.
- (g) Most candidates identified 'film-making course' as the correct answer, although some were distracted by '£200 gift voucher'.
- (h) This item was very well answered with the vast majority of candidates correctly supplying 'costume designer'.
- (i) Whilst the majority correctly identified 'screenwriting' as the salient detail, a number of candidates included 'animation and sound effects' in their response.

## Exercise 2

Overall, this exercise was well attempted. There was evidence from many responses that the text had been understood, although there was also an indication that, at times, greater precision needed to be applied in the reading of the questions. There were also a number of omissions. Better responses successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This was very well attempted with the vast majority of candidates supplying 'American University of Beirut'.
- (b) This item proved more challenging. The salient detail was 'school' and a considerable number of candidates could not be credited due to the inclusion of superfluous detail, which indicated that the rubric had not been understood. 'Original purpose' seemed to be misinterpreted by some who supplied details of what Zaha did, i.e. 'producing drawings'.
- (c) This item was very well answered.
- (d) The majority of candidates achieved one of the two marks available for this item. Most correctly identified 'the Peak' as the name of the building, and whilst many also identified 'client ran out of money' as the reason why it was not built, there was an inclusion of incorrect details such as 'impossible to build'.
- (e) This item proved accessible to the vast majority of candidates.
- (f) Many candidates struggled to supply the salient detail for this item. A range of responses were supplied with many including superfluous details, indicating a lack of understanding and/or precision in reading.
- (g) This item, which required two details for one mark, was generally very well answered, with many candidates providing all three of the possible responses.



- (h) A good majority of candidates correctly identified 'Leipzig', although a number also included 'Oxford' and 'Guangzhou', indicating misunderstanding of the word 'respectively'.
- (i) This was extremely well answered with the vast majority of candidates supplying both of the required details for one mark.
- (j) This was also very well answered.
- (k) This item was generally well attempted with many candidates achieving three of the four available marks. All of the five possible options proved accessible.

For this question, 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 seemed, generally, better 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 very well.

In this series, there was evidence that a small number of candidates misinterpreted the rubric, completing the survey partly or even entirely from their own personal perspective and not that of the participant mentioned in the text.

#### Section A

This section was generally very well answered with most candidates correctly identifying all of the required details. Although there was a good degree of accuracy in transcription and generally clear distinction between upper and lower-case letters, the majority of errors in this section tended to be transcription-related. In terms of comprehension, the most frequent error tended to be related to the email address, with candidates supplying either the wrong email address, or both of those given in the text.

#### Section B

This section was also generally well attempted. Most candidates correctly identified the participant's age and that he does not check his phone during the night. '3-4 hours' was also correctly identified by most candidates as the number of hours spent on social media. Two details were required for the next item and whilst many identified 'looking at photos' and 'chatting' as the social media activities the participant spends most time on, a number did not make the switch from third to first person. The majority of candidates circled 'laptop' as the most frequently used device and the majority provided '9 days' for the final item in this section, although some were distracted by '14 days'.

#### Section C

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of word limits and the requirement to produce one sentence appeared to be a considerable problem this series. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, whilst many produced sentences from the first person perspective as required, a considerable number either did not, or struggled to use proper sentence construction. Marks were also frequently lost due to the omission of one of the required elements or the inclusion of content not retrieved from the text. The majority of candidates did not achieve full marks for this item.

### Exercise 4

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



answers generally brief, in note form and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

#### *How the museum building and contents have changed*

This section was generally well attempted with a number of candidates scoring maximum marks. It did, however, present a challenge for some. Five content points from a total of seven available were required. Whilst all of these proved accessible, some candidates did not supply enough detail to fully convey the point to be made, namely **how** the building/contents have changed. For example, some supplied 'education room' or 'interactive displays' without the idea of 'addition of', and others provided the lift 'museum displays are organised' without explaining the change. Many candidates also supplied 'free guided tours' as a response for this section, which could not be credited.

#### *What the museum is doing to celebrate the re-opening*

Four content points were required for this section and again, it was well attempted with many candidates correctly identifying at least three of the five possible answers. There was good recognition of all possible options. However, as with the previous section, marks were frequently lost where candidates supplied incomplete answers such as 'free tickets' without 'for the ceremony'. Many were also distracted by the idea 'we are not increasing the ticket prices'.

### **Exercise 5**

The summary discriminated to some extent, but the higher range of marks was not widely awarded. Candidates were required to summarise only one aspect of the text – how to arrange a successful storytelling night. Better responses included precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all of the possible content points proved accessible, relatively few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. In this series, many candidates copied information from the text without sufficient care as to the rubric requirements. Many, for example, seemed to feel it necessary to introduce storytelling as an activity and copied large chunks of information from the first two paragraphs. This inevitably impacts on the number of words available for content points. A particular area of difficulty in this series seemed to be that of perspective. Whilst candidates seemed able to locate relevant content details, there was a tendency for many of them to express these points as advice for the storyteller rather than the person responsible for organising the storytelling event. That is, they omitted key instruction verbs such as 'point out' and 'advise', which meant that the key idea in respect of how to **arrange** a storytelling night was not clearly conveyed.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. Candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, candidates should also make an attempt to paraphrase. Although this seemed to be a challenge for many this series, better responses expressed the salient points succinctly with appropriate conjunctions giving the summary a natural flow. Credits are given to candidates who can convey the relevant content points with some linguistic style rather than in the form of a list.

### **Exercise 6**

#### **General comments**

Although this exercise was reasonably well attempted, a number of candidates did not fully address the rubric requirements. The word limit was generally well observed. Although few produced pieces towards the upper limit in this series, fewer fell short of the lower limit.

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

The majority of candidates adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

### ***Email***

The vast majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to explain to the friend why he/she went to the place, describe what he/she did on the day trip and offer to take the friend to this place in the future.

The two visual stimuli, one of which showed a family in a car, and the other one the family wearing backpacks and walking up a hill, were drawn upon by many of the candidates. Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the prompts. For the first bullet point, many candidates provided details such as birthdays or anniversaries as the reason for taking the trip, while others suggested the need to relax/destress, take a break from electronic devices and spend time with the family. Very occasionally, this point was omitted. The second bullet point was developed to varying degrees but frequently, not particularly ambitious in scope. Many candidates provided lengthy details about the car journey, perhaps prompted by the visual stimulus, and a considerable number referred to walking/hiking in the forest/mountains and having a picnic. In general, there was a tendency to list activities rather than develop particular aspects. The third bullet point tended to be the least developed. Whilst most candidates addressed the individual bullet points, it appeared that a large proportion of candidates had not read the entire rubric carefully. That is, many trips lasted days or weeks and many were trips to cities, beaches or theme parks rather than to the countryside. Overall, relatively few candidates responded to all prompts with the level of detail and expansion necessary to achieve a top band mark.

In terms of language, the majority remembered to write in paragraphs, although this was not always the case. Most candidates showed generally good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style and a wider range of vocabulary. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

### **Exercise 7**

#### **General comments**

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

#### ***Extended writing***

Candidates were required to write an article for their teacher expressing their views on fast food. Two prompts were provided, one which presented an argument in favour of fast food and one which argued against it. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. However, many relied heavily on the arguments put forward in the prompts and some candidates struggled to develop their own ideas. In support of fast food, candidates typically mentioned the cost, convenience and accessibility factors, and arguments against fast food tended to focus on its poor nutritional value and the various illnesses associated with its over-consumption. A number of candidates produced well-developed pieces which fully explored the pros and/or cons of fast food. There was some effective use of linking language, which gave a sense of cohesion to many of the responses. As with **Exercise 6**, however, relatively few candidates achieved top band marks.

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

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Paper 0511/31  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- When making spelling attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, the intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. buy/bye).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. p/b as in 'lap' and 'lab').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of *fifty* and *fifteen*. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- In **Questions 1 – 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling **Question 5** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and ensure they fit grammatically in the gaps for each of the sentences on the question paper. Candidates should also be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer.

## General comments

- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### Comments on specific questions

#### Questions 1–4

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

#### Question 1

- (a) The majority of candidates identified the correct response 'train'. Some incorrect responses that could not be credited were 'bus', 'fine' and 'plane'.
- (b) This was very well answered by the vast majority of candidates.

#### Question 2

- (a) Inaccurate responses identified the wrong figure or omitted the article. A few candidates wrote an incorrect currency sign, e.g. £ or \$. Many candidates wrote '5 euros' or '6 euros' which could not be accepted.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates responded with distracting detail.

#### Question 3

- (a) This was quite well attempted although some responses featured the distractor 'car'. A large number of candidates interpreted the phrase 'phone's playing up' as 'phones player' and 'phones mp3 player'. Other incorrect responses were 'phone pack', 'phone screen' and 'phone play'.
- (b) This was generally well attempted. Responses that could not be credited were 'new phone' and 'another one'.

#### Question 4

- (a) This question was difficult for most candidates. A large number of candidates focussed on the plastic found in products and not on toothpaste, giving answers such as 'tiny plastic beads', 'plastic in toothpaste'. Some responses selected distractors and wrote 'soap and toothpaste' or 'shampoo' or 'soap'.
- (b) There was a mixed level of success here. Often, the key detail 'number' was omitted to give the answer 'decrease', which could not be credited. Other responses such as 'eating fish', and 'deincrease' could not be credited.

#### Question 5

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, wrong singular and plural nouns meant that candidates could not be credited.

#### Item

- (a) This was not well attempted, with many candidates omitting the adjective 'old' and writing only 'coins'. 'Gold coins' was a most frequent incorrect response. 'Coins' was sometimes spelt as 'croins' or 'corns'. Other incorrect responses included 'documentaries', 'TV' and 'Egyptian pyramids'.
- (b) This was generally well attempted by candidates. A large number of phonetic attempts were accepted but the following could not be credited: 'broneis age', 'broms age', 'bronx age', 'bronke age' and 'browns age'. Some responses included the distracting information: 'iron age' and 'stone age'.

- (c) This question was quite well attempted by the vast majority of candidates and often spelt correctly. Some candidates wrote 'organization' which could not be credited.
- (d) There was a mixed level of success here. In some cases, incorrect responses such as 'argue', 'conclusion' or 'leisure' were seen. Some candidates wrote 'gave lectures', 'give letters' and 'make lectures' which could not be credited.
- (e) This was consistently well answered by the majority of candidates though some responses included the distractors 'bad weather' and 'storm'.
- (f) This was fairly well attempted by the vast majority of candidates. However, some candidates appeared to mishear the key information and responded with 'roots' or 'rooms'.
- (g) This was well attempted. Some incorrect answers were 'rinks', 'rims' and 'reams'. Many candidates wrote 'several rings', which led to an incorrect grammatical fit and could not be credited.
- (h) This was fairly well attempted by the vast majority of candidates. Some responses featured 'horses' or 'trading'. The following could not be credited: 'surrounding', 'transport', and 'site'.

### Question 6

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

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

### Question 7

Generally, candidates responded well to this question.

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

# ENGLISH AS A SECOND LANGUAGE

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Paper 0511/32  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- When making spelling attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, the intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. buy/bye).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. p/b as in 'lap' and 'lab').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of *fifty* and *fifteen*. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- In **Questions 1 – 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling **Question 5** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and ensure they fit grammatically in the gaps for each of the sentences on the question paper. Candidates should also be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer.

## General comments

- There has been an increased amount of evidence of good exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.).
- The vast majority of candidates provided concise answers and adhered to the word limit in **Questions 1–5**. This was a huge improvement on previous series.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Some candidates also struggled with listening to longer talks and would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts.



- Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given. Learners would benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the part of speech, candidates' final answers did not make a grammatical fit in **Question 5** (e.g. 'calculate' instead of 'calculator', 'voluntary' instead of 'volunteer', etc.).
- It would be beneficial to learners to be aware of a wider range of phrasal verbs (e.g. to *pop into* a place, to *make up* a number, *end up* somewhere, etc.).
- Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap.
- In the gap-fill **Question 5** some candidates selected words which already appeared in the supporting text around the gap in paraphrased form (e.g. separate locations/different locations, etc.). Learners would therefore benefit from more practice focusing on synonyms and other words/phrases with similar meaning.

### Comments on specific questions

#### Questions 1–4

Overall, this section was attempted reasonably well by most candidates. Most marks were lost where candidates included distracting detail on its own or in conjunction with the correct answer. Other reasons for loss of marks are outlined in the descriptions of individual responses below. Most omissions appeared for items **2(a)**, **2(b)**, **4(a)** and **4(b)**.

#### Question 1

- (a) This question was answered very well. Responses which included the distracting detail 'fifty minutes' could not be credited. Marks were also lost where poor spelling attempts put the intended meaning in doubt. For example, '43 mints', '43 minuets', etc. However, spelling attempts, such as '43 minuts' or '43 minuites' were given the mark. Some candidates used the abbreviations '43 min' or '43 mins' and such attempts were credited. However, in cases where candidates provided the wrong abbreviation (e.g. 43 m), responses could not be credited.
- (b) Most candidates provided the correct answer 'trainer'. Spelling attempts which didn't put the meaning in doubt were also allowed. For example, 'trainor', 'traner' and 'trainer'. However, attempts which put the meaning in doubt (e.g. 'triner'), or changed the intended meaning (e.g. 'trainers') could not be credited. Incorrect responses included the distracting detail 'John'.

#### Question 2

- (a) This question was attempted fairly well by around half of all candidates. Some candidates chose to provide an adjective and attempts like these were credited (e.g. historic tour, historical tour, ancient tour, etc.) as candidates correctly indicated which of the two tours mentioned they went on. Most unsuccessful attempts included the distracting detail 'nature'. Other inaccurate attempts were included, 'tour', 'my area', 'Castle Hill', or included an incorrect extra detail, for example, 'history war', 'history wall', 'history hall', etc.
- (b) There was a mixed level of success here. Spelling attempts such as 'Little Rusia' and 'Little Rushia' were allowed, however, spelling attempts which put the intended meaning in doubt could not be credited. Incomplete answers which only gave half of the required detail 'Russia' also did not gain any marks.

### Question 3

- (a) The expected answer was a code 'JULY 10' or 'JULY TEN'. Most candidates were less successful with their responses here. Poor spelling attempts such as 'July 10' and incomplete answers: 'july' or '10' could not be credited. Some candidates provided a date 'July 10th' or '10/07' rather than the code.
- (b) Only a half of the candidature provided the correct responses. The question targets the place where people can currently collect vouchers for cheap meals. Most responses did not identify the correct time reference and either provided the correct *and* the distracting detail as their answer 'cinema and supermarket', or only the distracting detail 'cinema' and could not be credited.

### Question 4

- (a) This question was answered reasonably well by more than a half of the candidates who provided the correct spelling, though spelling attempts such as 'rock climing' and 'rock climbing' were also credited. Inaccurate spelling attempts which put the intended meaning in doubt, or changed the meaning were not credited.
- (b) There was a mixed level of success here. The intended answer for this question was 'buy insurance' which most candidates identified. Some candidates provided synonymous ideas for the verb (e.g. 'get insurance', 'do insurance', 'find insurance', etc.) and these attempt were credited. Most spelling attempts were recognisable and also secured the mark. However, spelling attempts which put the intended meaning in doubt (e.g. 'buy insures', 'buy incurance', etc.) or which created a new meaning (e.g. 'bye insurance', 'bay insurance', 'buy assurance') could not be credited.

### Question 5

This question was well attempted by less than half of the candidates. On average, candidates scored between three and four marks. The most successful attempts were for items (a), (e), (f) and (g). Most no responses appeared for item (h).

#### Item

- (a) Most candidates attempted this question well and supplied the required detail 'finish line'. Attempts which could not be credited included a detail which altered the intended meaning (e.g. 'finish lane', 'finish time', etc.). Other incorrect attempts included 'cure', 'prize' and 'winner'.
- (b) More than half of the candidates attempted this item successfully. Apart from the expected answer 'Catcher Car', a wide range of recognisable attempts also gained the mark. For example, 'Catch a car', 'catch car', 'cacher car', 'Catcher's car', etc. Generalised answers, such as 'car' and 'vehicle' could not be credited.
- (c) Candidates were generally less successful in their attempts here. Most candidates included the incorrect detail 'different locations' here. Some other incorrect attempts included the time reference 'May 2014'. Marks were also lost when candidates provided incomplete answers 'zones' and 'times', or the answer didn't fit grammatically – 'time zone'.
- (d) There were two expected answers for this item. Only a small number of the candidates provided the correct answer. Most incorrect attempts included the distracting detail 'Australia', or were incomplete '2014'.
- (e) A reasonably well attempted item. More than half of the candidates provided the correct response: '42%'. Where marks were lost, this was due to the distracting detail '58%' being provided.
- (f) Half of the candidates attempted this item fairly well. Candidates tended to provide the correct spelling for this item. However, a wide range of spelling variants was also credited, as these did not put the intended meaning in doubt. For example, 'speed caculator', 'speed calcalator', 'calcalater', etc. 'Speed calculation' and 'running calculator' were also credited.

- (g) Approximately a third of candidates were successful in this item. Candidates provided a wide range of spelling attempts for 'volunteer' and most of these were allowed as they did not put the meaning in doubt (e.g. 'volenteer', 'voluteer', 'voluenteer', etc.). However, spelling attempts such as 'valintier', 'volenture' and 'volentie' were not credited as they were not recognisable enough for the intended meaning to be clear.
- (h) Candidates were generally unsuccessful in their attempts at this item. The expected response was 'fees'. A lot of the creditable attempts included the extra detail 'entry' or other synonymous ideas, such as 'registration' and 'admission'. However, most attempts could not be given the mark as they did not convey the same idea. For example, 'cost', 'funds', 'sponsor', 'profits', 'company', etc. Some responses included the distracting detail 'administration' and could not be credited.

### Question 6

This question was attempted reasonably well. There were no omissions. However, a few candidates provided the same letter more than once and consequently these attempts could not be credited. The majority of candidates matched, on average, 5–6 speakers correctly to the expected letter. Answers for speakers 1 and 3 were sometimes transposed which was occasionally the case for speakers 3 and 6, too. Statement A was occasionally wrongly matched to speaker 6.

### Question 7

Most candidates dealt reasonably well with this question, scoring on average 4–5 marks. Incorrect responses were seen on items (e), (f) and (h). For item (h), option C was often given in error. Candidates attempted all items in this question and, compared to previous series, there were fewer instances of candidates ticking more than one box.

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

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Paper 0511/33  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. hours/ours).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper.
- The responses in **Questions 5** must fit grammatically in the gaps provided on the question paper.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling exercise candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same question (i.e. gap-filling – **Questions 5**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.

### General comments

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.
- There was a wide range of spelling variants where credit could be given as the intended meaning was not in doubt. However, in some cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### Comments on specific questions

#### Questions 1–4

Overall this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 1

- (a) A large number of candidates answered this question correctly with the expected response 'apples'. Responses could not be credited if the singular form, 'apple', was given. Occasionally distracting information from the recording negated the expected response e.g. 'apples and lemons' or 'apples and strawberries. Answers such as these could not be given credit.
- (b) Most candidates answered this question correctly. Some responses which included additional detail such as 'apple cake' and 'make a cake' could be credited. Some responses included the distracting detail 'juice', which also could be not credited.

#### Question 2

- (a) A very mixed level of success here. Some candidates provided the full expected response: 'outside the library' or 'at the library'. However, several responses offered just 'library', which could not be credited as answers like this did not provide specific detail about the *exact* location. Variants of the answer that could be credited included 'by the library' and 'next to library'. These were awarded a mark as they still implied being *outside* the library.
- (b) A very mixed level of success here. Several candidates provided the expected response '8:35'. However, distracting details e.g. '8.15' or '9.30' could not be credited.

#### Question 3

- (a) This was generally well answered. The answer had to be given in plural form to be credited as it refers to a subject in general. Most candidates provided the correct form and gained the mark. Some responses provided the distracting detail 'sport'.
- (b) Candidates were also very successful here. The expected response here was 'music'. This was given correctly by most candidates. Some responses provided the distracting details 'presenter' or 'videos' and could not be credited.

#### Question 4

- (a) This was fairly well answered. The inclusion of the distracting details 'sailing' or 'windsurfing' meant that these responses could not be credited.
- (b) A mixed level of success here. The expected response here was 'cloudy'. Some answers were too generalised, e.g. 'bad weather', so could not be credited. In some responses, additional distracting

information from the recording negated the answer provided e.g. 'rainy and cloudy' or 'sunny and rainy'.

### Question 5

Overall this section was fairly well answered.

#### Item

- (a) This item was generally well answered. Other responses contained the distracting details and so could not be credited.
- (b) Very successfully answered by most candidates, who provided the expected response: 'ten'/'10'. Again there were some instances of distracting details being provided which could not be credited.
- (c) Well answered on the whole. The expected response 'travel' was often encountered and credited. However, responses could not be credited if the distracting detail 'win prizes' was given. Spelling variants which did not put the meaning of the answer in doubt were also credited.
- (d) A mixed level of success here. The expected response here was 'driving licence'. However, many responses provided the wrong distracting detail 'certificates' as a response. Also, generalised responses which did provide the type of licence, e.g. just 'licence', could not be credited as they lacked the specific detail required. Similarly, the response 'driving lessons' could not be given credit as it changed the meaning of the answer.
- (e) Generally well answered. A fair number of candidates provided the expected response 'speed'.
- (f) Mostly well answered. The expected answer was 'legs' (plural form) and this was often encountered. However, responses which included distracting detail e.g. 'shoulder' or 'muscles' could not be credited.
- (g) Consistently well answered. The majority of candidates provided the expected response 'sleeping (enough)' here and attained the mark. This part of the paper requires a grammar fit and responses such as 'sleep', and 'good sleep' were all creditable. However, variants which did not fit grammatically such as 'sleep enough' and 'well sleep' could not be credited.
- (h) A mixed level of success here. A fair number of candidates provided the expected response 'banana(s)' here and attained the mark. However, quite a few candidates provided the distracting details 'pasta', 'bread' or 'sugary foods'.

### Question 6

The majority of candidates matched, on average, 3 speakers correctly to the expected letter. Candidates were most successful in the matching of speaker one, two, five and six to the appropriate letter. There were several responses where only one or two speakers were matched correctly.

### Question 7

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

Sometimes, it was not always clear which tick was intended as a final choice. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.



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

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Paper 0511/41  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- When writing responses, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. The intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. steel/steal, buy/bye).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. p/b as in 'lap' and 'lab').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of *fifty* and *fifteen*. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- In **Questions 1 – 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling **Questions 5, 8A** and **8B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and ensure they fit grammatically in the gaps for each of the sentences on the question paper. Candidates should also be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple-choice questions (**Question 7**) candidates must be encouraged to make it clear which option they wish to be taken as their final answer.

## General comments

- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.
- Learners should also be made aware of distracting information in the listening exercises. If responses include the distracting detail together with the correct detail, no mark can be given. Learners would

benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns) as well as phonetic detail.

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was well answered.

#### **Question 1**

- (a) The majority of candidates identified the correct response 'train'. Some incorrect responses that could not be credited were 'bus', 'fine' and 'plane'.
- (b) This was very well answered by the vast majority of candidates.

#### **Question 2**

- (a) There was a very mixed response here. Inaccurate responses identified the wrong figure or omitted the article. A few candidates wrote an incorrect currency sign, e.g. £ or \$. Many candidates wrote '5 euros' or '6 euros' which could not be accepted.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates responded with distracting detail.

#### **Question 3**

- (a) This was quite well attempted although some responses identified the distractor 'car'. A large number of candidates interpreted the phrase 'phone's playing up' as 'phones player' and 'phones mp3 player'. Other incorrect responses were 'phone pack', 'phone screen' and 'phone play'.
- (b) This was generally well attempted. Responses that could not be credited were 'new phone' and 'another one'.

#### **Question 4**

- (a) This question proved to be challenging for many candidates. A large number of candidates focussed on the plastic found in products and not on toothpaste, giving answers such as 'tiny plastic beads', 'plastic in toothpaste'. Some responses selected distractors and wrote 'soap and toothpaste' or 'shampoo' or 'soap'.
- (b) There was a mixed level of success here. Often, the key detail 'number' was omitted to give the answer 'decrease', which could not be credited. Other incorrect responses were 'eating plastic beads', 'number increasing', 'eating fish', and 'deincrease'.

#### **Question 5**

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, inaccurate singular and plural nouns meant that responses could not be credited.

#### **Item**

- (a) There was a mixed level of success here, with many candidates omitting the adjective 'old' and writing only 'coins'. 'Gold coins' was a most frequent incorrect response. 'Coins' was sometimes spelt as 'croins' or 'corns' and these responses could not be credited. Other incorrect responses included 'exhibitions', and 'dinosaur eggs'.
- (b) This was generally well attempted by most candidates. A large number of phonetic attempts were accepted but the following could not be credited: 'broneis age', 'broms age', 'bronx age', 'bronke age' and 'browns age'. Some responses included the distracting information: 'iron age' and 'stone age'.

- (c) This question was quite well attempted by the vast majority of candidates. Some candidates wrote 'organization' which could not be credited.
- (d) There was a mixed level of success here. In some cases, incorrect responses such as 'argue', 'conclusion' or 'leisure' were seen. Some candidates wrote 'gave lectures', 'give letters' and 'make lectures' which could not be credited.
- (e) This was consistently well answered by the majority of candidates. Some responses included the distractors 'bad weather' and 'storm'. There were some responses that could not be credited, e.g. 'flair', 'fear', 'fare' and '3000 years ago'.
- (f) This was fairly well attempted by the vast majority of candidates. However, some candidates appeared to mishear the key information and responded with 'roots' or 'rooms'. The following responses could not be credited: 'riffs', 'sections', 'raffs', 'roof section' and 'walls'.
- (g) This was consistently well attempted by the vast majority of candidates. Some incorrect answers were 'rinks', 'rims' and 'reams'. Many candidates wrote 'several rings', which led to an incorrect grammatical fit. Others wrote the singular 'ring'.
- (h) This was well attempted by the vast majority of candidates. Some responses featured 'horses' or 'trading'. The following could not be credited: 'surrounding', 'tranport', 'site' and 'trains port'.

### Question 6

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

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

### Question 7

Generally, candidates responded very well to this question.

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

### Question 8 - Part A

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

#### Item

- (a) There was a mixed level of success here. The common errors were 'Babcock', 'developments', 'agriculture', 'family' and 'Florida government'.
- (b) This item proved to be very challenging for many candidates. There were a large number of incorrect answers which were not in any way related to the correct response, e.g. 'environment', 'preserve', 'nature reserve', 'land', 'community' and 'wasteland'. Some candidates wrote 'weblands' or 'wheat lands' which could not be accepted.
- (c) This item also proved very challenging for many stronger and weaker candidates. Many candidates left it blank. If they managed the correct answer 'typical', they usually put either 'a' before it or 'town' after it, thus giving an incorrect grammatical fit. There were a large number of incorrect answers which were not in any way related to the correct response, e.g. 'small population', 'topical', 'similar', 'downtown', 'US town' and 'one'.

- (d) This was poorly attempted by many candidates. The detail 'solar' was often missing or misspelt, e.g. 'soiler' or written as 'silver', 'soda' or 'solo'. Other incorrect responses were 'ranch', 'energy', 'cellophane', 'solar fan' and 'solar panel'.
- (e) This was consistently well attempted by the vast majority of candidates. The responses that could not be credited were 'wetter', 'sinks', 'washing machines', 'waste' and the plural 'waters'.

**Part B**

- (a) This was generally well answered. Incorrect responses which were not in any way related to the correct response included 'educational facilities' and 'cluster'.
- (b) This was a challenging question for a large majority of candidates. Some examples of responses that could not be credited included 'minimized', 'free', 'driver-selected', and 'used'.
- (c) This was very poorly attempted by the vast majority of candidates and many candidates left it blank. Other responses that could not be accepted were 'population risk', 'properties' and 'ecological footprint'.
- (d) There was a mixed level of success here. A large number of candidates omitted 'office' and only wrote 'blocks'. Several responses such as 'office box', 'office blacks' and 'office blocked' could not be credited.
- (e) This question was quite well attempted but some candidates picked out distracting details.

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

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Paper 0511/42  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- When writing responses, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. The intended meaning of the word must be clear from the spelling attempt. Spelling attempts that create a homophone are not accepted (e.g. steel/steal, buy/bye).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. p/b as in 'lap' and 'lab').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of *fifty* and *fifteen*. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- In **Questions 1 – 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling **Questions 5, 8A** and **8B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and ensure they fit grammatically in the gaps for each of the sentences on the question paper. Candidates should also be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple-choice questions (**Question 7**) candidates must be encouraged to make it clear which option they wish to be taken as their final answer.

## General comments

- There was clear evidence of good exam techniques being used by candidates this series (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words in questions, etc.).
- Most candidates provided concise answers and adhered to the word limit in **Questions 1 – 5, 8A** and **8B**. This was a huge improvement on previous series.

- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Some candidates also struggled with listening to longer talks and would benefit from more practice to ensure they can follow longer texts.
- Learners should also be made aware of distracting information in the listening exercises. If responses include the distracting detail together with the correct detail, no mark can be given. Learners would benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the part of speech, candidates' final answers did not make a grammatical fit in **Questions 5, 8A and 8B** (e.g. 'calculate' instead of 'calculator', 'voluntary' instead of 'volunteer', 'efficiency' instead of 'efficient' and 'stable' instead of 'stability').
- It would be beneficial to learners to be aware of a wider range of phrasal verbs (e.g. to *pop into* a place, to *make up* a number, *end up* somewhere, etc.).
- Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap.
- Learners would also benefit from more practice focusing on synonyms and other words/phrases with similar meaning.

### Comments on specific questions

#### Questions 1–4

Overall, this section was well attempted by most candidates. Responses could not be credited where candidates included distracting detail alone, or in conjunction with the correct answer. Other reasons why responses were not credited are outlined in the descriptions of individual responses below. Most omissions appeared for items **2(a)**, **4(a)** and **4(b)**.

#### Question 1

- (a) This question was answered very well. Responses which included the distracting detail 'fifty minutes' could not be credited. Marks were also lost where poor spelling attempts put the intended meaning in doubt. For example, '43 mints', '43 minuets', etc. However, spelling attempts, such as '43 minuts' or '43 minuites' were given the mark. Some candidates used the abbreviations '43 min' or '43 mins' and such attempts were credited. However, in cases where candidates provided the wrong abbreviation (e.g. 43 m), responses could not be credited.
- (b) Most candidates provided the correct answer 'trainer'. Spelling attempts which didn't put the meaning in doubt were also allowed. For example, 'trainor', 'traner' and 'trainner'. However, attempts which put the meaning in doubt (e.g. 'triner'), or changed the intended meaning (e.g. 'trainers') could not be credited. Incorrect responses included the distracting detail 'John'.

#### Question 2

- (a) This question was attempted fairly well by the vast majority of candidates. Some candidates chose to provide an adjective and attempts like these were credited (e.g. historic tour, historical tour, ancient tour, etc.) as candidates correctly indicated which of the two tours mentioned they went on. Most unsuccessful attempts included the distracting detail 'nature'. Other inaccurate attempts were included, 'tour', 'my area', 'Castle Hill', or included an incorrect extra detail, for example, 'history war', 'history wall', 'history hall', etc.
- (b) There was a mixed level of success here. Spelling attempts such as 'Little Rusia' and 'Little Rushia' were allowed, however, spelling attempts which put the intended meaning in doubt could not be credited. Incomplete answers which only gave half of the required detail 'Russia' also did not gain any marks.



### Question 3

- (a) The expected answer was a code 'JULY 10' or 'JULY TEN' and nearly half of the candidates gave this response. Poor spelling attempts such as 'Jule 10' and incomplete answers: 'july' or '10' could not be credited. Some candidates provided a date 'July 10th' or '10/07' rather than the code.
- (b) The question targets the place where people can currently collect vouchers for cheap meals. Most responses did not identify the correct time reference and either provided the correct *and* the distracting detail as their answer 'cinema and supermarket', or only the distracting detail 'cinema' and could not be credited.

### Question 4

- (a) This question was answered fairly well by most candidates who provided the correct spelling though spelling attempts such as 'rock climbing' and 'rock climbling' were also credited. Inaccurate spelling attempts which put the intended meaning in doubt, or changed the meaning were not credited.
- (b) Candidates dealt with this item reasonably well. The intended answer for this question was 'buy insurance' which most candidates identified. Some candidates provided synonymous ideas for the verb (e.g. 'get insurance', 'do insurance', 'find insurance', etc.) and these attempt were credited. Most spelling attempts were recognisable and also secured the mark. However, spelling attempts which put the intended meaning in doubt (e.g. 'buy insures', 'buy incurance', etc.) or which created a new meaning (e.g. 'bye insurance', 'bay insurance', 'buy assurance') could not be credited.

### Question 5

This question was well attempted by more than half of the candidates. On average, candidates scored between four and six marks. The most successful attempts were for items (a), (e), (f) and (g). Most no responses appeared for item (h).

#### Item

- (a) Most candidates attempted this question well and supplied the required detail 'finish line'. Attempts which could not be credited included a detail which altered the intended meaning (e.g. 'finish lane', 'finish time', etc.). Other incorrect attempts included 'cure', 'prize' and 'winner'.
- (b) More than half of the candidates attempted this item successfully. Apart from the expected answer 'Catcher Car', a wide range of recognisable attempts also gained the mark. For example, 'Catch a car', 'catch car', 'catcher car', 'Catcher's car', etc. Generalised answers, such as 'car' and 'vehicle' could not be credited.
- (c) There was a mixed level of success for this item. Most candidates included the incorrect detail 'different locations' here. Other attempts also included the time reference 'May 2014'. Responses were not credited when candidates provided incomplete answers 'zones' and 'times', or the answer was not a grammatical fit.
- (d) There were two expected answers for this item. Only half of the candidates provided the correct answer. Most incorrect attempts included the distracting detail 'Australia', or were incomplete e.g. '2014'.
- (e) This was one of the more successfully attempted items and the vast majority of candidates provided the correct detail '42%'. Where marks were lost, this was due to the distracting detail '58%' being provided.
- (f) Most candidates attempted this item very well. A wide range of spelling variants was credited, as these did not put the intended meaning in doubt. For example, 'speed caculator', 'speed calcalator', 'calcalater', etc. 'Speed calculation' and 'running calculator' were also credited.
- (g) This item was attempted fairly well. Candidates provided a wide range of spelling attempts for 'volunteer' and most of these were allowed as they did not put the meaning in doubt (e.g. 'volenteer', 'voluteer', 'voluenteer', etc.). However, spelling attempts such as 'valintier', 'volenture'

and 'volentie' were not credited as they were not recognisable enough for the intended meaning to be clear.

- (h) This item was attempted with a very mixed level of success. The expected response was 'fees'. A lot of the creditable attempts included the extra detail 'entry' or other synonymous ideas, such as 'registration' and 'admission'. However, most attempts could not be credited as they did not convey the same idea. For example, 'cost', 'funds', 'sponsor', 'profits', 'company', etc. Some responses included the distracting detail 'administration' and were not credited.

### Question 6

This question was attempted extremely well. There were no omissions. However, a few candidates provided the same letter more than once and consequently these attempts could not be credited. The majority of candidates matched, on average, 5–6 speakers correctly to the expected letter. Answers for speakers 1 and 3 were sometimes transposed which was occasionally the case for speakers 3 and 6, too. Statement A was occasionally wrongly matched to speaker 6.

### Question 7

Most candidates scored full marks for this part of the test. Incorrect responses were seen on items (e) and (f) which wrongly identified option B as their answers. Candidates attempted all items in this question and, compared to previous series, there were fewer instances of candidates ticking more than one box.

### Question 8 – Part A

There was a mixed level of success for this question. On average, candidates scored between two and three marks. The more successful attempts were for items (a) and (d). Candidates also dealt reasonably well with item (e). Responses which included distracting information instead of the correct detail, poor spelling attempts and non-grammatical fits were not credited. Some attempts indicated that candidates did not understand what the required idea was.

#### Item

- (a) Most candidates attempted this item fairly well. Other attempts which secured the mark included 'overwhelming sound', 'noise generated' and 'loud noise'. The spelling attempt 'noice' was also credited. However attempts which changed the intended meaning (e.g. 'noisy generators', 'noise generator', 'overwhelming voice', etc.) and put the meaning in doubt (e.g. 'overwarning noise', 'overwarming noise', 'nosie') could not be credited.
- (b) Candidates found this item challenging. The required detail was 'future-proof'. However, alternative adjectives, such as 'accessible', 'flexible', 'cost effective' and 'energy efficient' were also credited. Spelling attempts which did not convey the intended meaning clearly (e.g. 'excessable', 'assesible') were not credited. A few candidates provided answers which did not fit the gap grammatically and could not be credited.
- (c) There was mixed level of success for this item. Most marks were lost due to incorrect spelling attempts which made the intended meaning unclear. These included 'destruction', and 'disruption'. Some candidates included an extra detail 'function' or 'data' and such attempts were credited. Synonymous ideas, such as 'interruption' or 'disturbance' were also allowed. 'Closure' and 'loss', on the other hand, did not gain any marks.
- (d) Candidates dealt with this item reasonably well. The intended answer was 'lights-out', but attempts, such as 'no light', 'dark', 'darkness' or 'remote' were also awarded a mark. Attempts which did not gain a mark included 'mobile', 'self-running' and 'one solution'.
- (e) Candidates dealt with this item reasonably well, providing the correct response 'air conditioning'. Spelling attempts such as 'air codishning', 'air conditoning', and 'air condotioning' were all credited, as were answers which conveyed a similar idea (e.g. 'cooling'). Most common wrong answers were 'air conditioner' and 'air condition'. This item also had most 'No responses'.

### Question 8 – Part B

Most candidates gained between two and three marks on average for this question. The most successful attempts were at item (e). Items (b) and (d) were reasonably well attempted overall. Candidates were least successful with items (a) and (c).

#### Item

- (a) The vast majority of candidates provided the details 'weather' and 'electricity supplies' here. However, these details already appeared as paraphrases in the supporting text on the question paper. The expected response for this item was 'flight paths'.
- (b) Most candidates coped reasonably well with this item. The expected responses here were 'security' and 'stability'. Some candidates provided the extra detail 'geological' with 'stability'. However, spelling attempts which changed the meaning 'geographical stability' or 'geometrical stability' could not be given the mark.
- (c) This item was poorly attempted on the whole. Most common wrong answers included the distracting information 'iron' and 'paper' either on their own, or as an addition to the expected response 'steel'. Some candidates included 'metal' as their answer, but this attempt lacked the necessary detail and was not credited. Other attempts which failed to secure the mark were 'hydroelectricity' and 'large'.
- (d) Although most candidates coped reasonably well with this item, there were also the highest instances of No responses here. Most candidates provided the expected answer 'migration' with the extra detail 'reverse'. Other creditable attempts included 'migrating', 'people migrating' and 'population movement'. Responses which included the distracting detail 'job opportunities', or included a detail which changed the meaning (e.g. 'immigration') could not be credited. Spelling attempts which changed the intended meaning did not secure the mark.
- (e) This item was attempted fairly well. The intended answer was 'wildlife' and most candidates provided that response. Other creditable attempts were 'animals' and 'wild animals'. Non-grammatical attempts such as 'wildlifes' and 'wildlives' could not be given the mark. Some candidates included the distracting detail 'spies'. Other unsuccessful attempts included 'danger', 'invaders', and 'safety', which were too general to gain credit.

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

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Paper 0511/43  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. hours/ours).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper.
- The responses in **Questions 5, 8A and 8B** must fit grammatically in the gaps provided on the question paper.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling exercises candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same questions (i.e. gap-filling – **Questions 5 and 8A/B**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.

## General comments

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

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

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly with the expected response 'apples'. Responses could not be credited if the singular form, 'apple', was given. Occasionally distracting information from the recording negated the expected response e.g. 'apples and lemons' or 'apples and strawberries. Answers such as these could not be given credit.
- (b) Most candidates answered this question correctly. Some responses which included additional detail such as 'apple cake' and 'make a cake' could be credited. Some responses included the distracting detail 'juice', which also could be not credited.

#### **Question 2**

- (a) A very mixed level of success here. Some candidates provided the full expected response: 'outside the library' or 'at the library'. However, several responses offered just 'library', which could not be credited as answers like this did not provide specific detail about the *exact* location. Variants of the answer that could be credited included 'by the library' and 'next to library'. These were awarded a mark as they still implied being *outside* the library.
- (b) A very mixed level of success here. Several candidates provided the expected response '8:35'. However, distracting details e.g. '8.15' or '9.30' could not be credited.

#### **Question 3**

- (a) This was generally well answered. The answer had to be given in plural form to be credited as it refers to a subject in general. Most candidates provided the correct form and gained the mark. Some responses provided the distracting detail 'sport'.
- (b) Candidates were also very successful here. The expected response here was 'music'. This was given correctly by most candidates. Some responses provided the distracting details 'presenter' or 'videos' and could not be credited.

#### **Question 4**

- (a) Generally well answered. The expected response here was 'riding'. The inclusion of the distracting details 'sailing' or 'windsurfing' meant that these responses could not be credited.
- (b) This item was fairly well answered. The expected response here was 'cloudy'. Some answers were too generalised, e.g. 'bad weather', so could not be credited. In some responses, additional distracting information from the recording was included in the response e.g. 'rainy and cloudy' or 'sunny and rainy' and such responses were not credited.

### Question 5

Overall this section was answered with a fair level of success.

#### Item

- (a) This item was generally well answered. Other responses contained the distracting details and so could not be credited.
- (b) Very successfully answered by most candidates, who provided the expected response: 'ten'/'10'. Again there were some instances of distracting details being provided which could not be credited.
- (c) Well answered on the whole. The expected response 'travel' was often encountered and credited. However, responses could not be credited if the distracting detail 'win prizes' was given. Spelling variants which did not put the meaning of the answer in doubt were also credited.
- (d) A mixed level of success here. The expected response here was 'driving licence'. However, many responses provided the wrong distracting detail 'certificates' as a response. Also, generalised responses which did provide the type of licence, e.g. just 'licence', could not be credited as they lacked the specific detail required. Similarly, the response 'driving lessons' could not be given credit as it changed the meaning of the answer.
- (e) Generally well answered. A fair number of candidates provided the expected response 'speed'.
- (f) Mostly well answered. The expected answer was 'legs' (plural form) and this was often encountered. However, responses which included distracting detail e.g. 'shoulder' or 'muscles' could not be credited.
- (g) Consistently well answered. The majority of candidates provided the expected response 'sleeping (enough)' here and attained the mark. This part of the paper requires a grammar fit and responses such as 'sleep', and 'good sleep' were all creditable. However, variants which did not fit grammatically such as 'sleep enough' and 'well sleep' could not be credited.
- (h) A mixed level of success here. A fair number of candidates provided the expected response 'banana(s)' here and attained the mark. However, quite a few candidates provided the distracting details 'pasta', 'bread' or 'sugary foods'.

### Question 6

There was a mixed level of success here. The majority of candidates matched, on average, 3–4 speakers correctly to the expected letter. Candidates were most successful in the matching of speaker one, two, five and six to the appropriate letter. There were quite a few responses where only one or two speakers were matched correctly.

### Question 7

Generally, candidates performed better in the multiple choice **Questions 7(a), (d), (g) and (h)**. The correct responses to **7(b), (c), (e) and 7(f)** were slightly less consistently seen though in general, this task was answered well by the vast majority of candidates.

### Question 8 – Part A

A clear, and fairly even, divide was evident overall between the successful and less successful candidates in this question.

#### Item

- (a) A mixed level of success here. The expected response here was '1100'. However, the figure was often transcribed incorrectly as '11000' or '111' so could not be credited.
- (b) A challenging item for many candidates. The expected answer here was 'fishermen', which is the plural form. The other correct plural form 'fishers' was also given by some candidates and was credited. However, several responses could not be credited as they provided incorrect grammatical



forms of the response such as 'fishermens' or 'fishermans'. The singular form 'fisherman' could not be credited as it changed the meaning of the answer.

- (c) A mixed level of success here. Some responses were too general in nature e.g. 'behaviour'. This could not be credited as the question targeted a particular aspect of the mother seals' behaviour. One alternative answer sometimes encountered that captured the idea was 'dedication', which was credited. Many responses picked up the wrong specific details from the recording e.g. 'hunting skills' and 'survival'.
- (d) Candidates were generally more successful here. The expected response for this item was 'storms' the plural form was required for a grammar fit. Some candidates lost the mark as they offered the singular form 'storm'. Several responses could not be credited as they provided the distracting detail 'high temperatures'.
- (e) A challenging item for many candidates. The expected answer here was 'fur'. However, this answer was rarely encountered. The most frequent responses encountered gave incorrect distracting details from the recording such as 'location', 'blood' and 'fat' so these responses could not be credited

### Question – Part B

This question was slightly more successfully answered on the whole than **Question 8A**. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Item

- (a) A mixed level of success here. Several spelling variants of the expected answer 'depth' which were credited included: 'depth', 'depthh' and 'deppth'. A commonly encountered incorrect detail was 'time', which could also not be credited.
- (b) A fair level of success here. The expected response '(black) bears', was encountered fairly often. However, the response 'black birds', could not be awarded due to a clear change of meaning. The distracting details 'grey wolves', 'penguins' and 'whales' were often seen.
- (c) Generally well answered. The expected response here was 'marine biologist' and this was often encountered. The most common, and acceptable, spelling variant offered was 'marin biologist'. Answers which did not specify the exact area of expertise could not be credited e.g. just 'biology'.
- (d) Generally well answered. The expected response here was 'shark' and this was encountered fairly frequently. The distracting detail 'jelly fish', was sometimes given.
- (e) A mixed level of success here. The expected answer here was 'innovation' which was encountered fairly often.

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

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Paper 0511/51  
Speaking

## Key messages

- Watch the new Speaking Test Demonstration Video which is now available on the School Support Hub. This is embedded in a PDF document entitled *Guide to delivering Cambridge IGCSE™ speaking tests (English as a Second Language)*.
- Read all assessment cards before the test and prepare additional, appropriate questions to enable the candidate to develop the topic.
- Prepare appropriate warm-up questions for **Part B**. Try and elicit suitable topics for candidates rather than handing assessment cards out randomly, and do not discuss any of the topics during the warm up period.
- Do not adapt, simplify or paraphrase the explanation of the test (**Part A**), just read the script as it is set out in the booklet.
- Pay attention to timings, in **Parts B, C** and **D**. It is helpful to use a timer to ensure candidates are given the appropriate time for each part.
- Internal moderation needs to occur when more than one examiner is used to ensure that the rank order is correct within the centre.
- Double check that documentation has been completed correctly and particularly the transfer of marks to the MS1. Ensure that tests covering the full mark range are included in the sample.

## General comments

### **Part A**

All examiners should read out the brief explanation of the test in the *Teacher's/Examiner's Notes* supplied by Cambridge International, which informs candidates that only **Part D** is assessed. When examiners modify, paraphrase or simplify the instructions the information is often incorrect, confusing or incomplete.

### **Part B**

This was generally conducted well but was often slightly too short. Examiners must give candidates 2–3 minutes and, ideally, prepare some general warm-up questions beforehand. The assessment cards must not be discussed during this part of the test and the candidate must not lead the choice of topic.

### **Part C**

Most examiners announced the assessment card before **Part C**. Examiners generally gave candidates the full 2–3 minutes. Some examiners allowed candidates to start **Part D** when they said they were ready, rather than encouraging them to take the full 2–3 minutes.

### **Part D**

There was an improvement in the timings of this part, but there were some centres where the timing of the test was under six minutes. There was a reduction in the use of a monologue approach. Examiners must paraphrase difficult vocabulary and phrases more simply when asked about the meaning by candidates, not just repeat the prompt or phrase on the card.

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

The marking criteria were generally well applied.

### **Structure**

This was generally accurate. When marked too severely, examiners might have been focusing too much on errors, and not recognising the range of structures used. There was a slight tendency to be generous when candidates were accurate or very communicative, but did not really show much range.

### **Vocabulary**

Vocabulary was at times marked leniently and at times severely. When marked too severely, examiners might have been focusing on what candidates were not doing (e.g. using a lot of sophisticated vocabulary) rather than what they were doing (e.g. 'using a range of vocabulary to respond with precision', which is appropriate to the context and effective in communicating their ideas).

### **Development and Fluency**

Examiners were sometimes slightly lenient here focusing more on the fluency of the candidate and not on the development of the prompts. Stronger candidates were generally marked fairly and were able to demonstrate the ability to assimilate and respond to changes in topic well and generally had a more natural and confident conversational style.

### **Administration**

This was generally well conducted.

### **Recordings**

Most recordings were of suitable quality. Centres need to make sure that each track is labelled with both the candidate's name and number.

### **Sampling**

Centres should make sure that they send the correct number of samples for the size of their centre and that the sample represents the full mark range, covering the top and bottom mark, and that only the samples are sent for moderation.

### **Documentation**

Centres should list candidates in candidate number order and asterisk the samples on the Speaking Examination Summary Form. On the whole, centres were accurate in their documentation.

### **Internal moderation**

Internal moderation did not always happen when more than one examiner had been used. This is a necessary process to ensure that the centre has a reliable rank order. Internal moderation marks should indicate the amendments for each category (Structure, Vocabulary, Development and Fluency) and should be the marks that are submitted to Cambridge International. Conversely, internal moderation sometimes occurred in centres with only one examiner which is not a requirement.

### **Comments on specific tasks**

#### **A – Rewards**

This topic was frequently chosen. Some candidates understood reward as '*financial compensation*' while others mentioned happiness or satisfaction. Stronger candidates used a range of structures: '*I was very proud because I worked hard and, I found trying really hard made me satisfied to get the reward*', '*Students shouldn't get rewards for studying as this is their job and they should know that this is for their benefit*'.

Prompt 4 elicited strong responses, usually drawn from personal experience. Some felt that children should be rewarded for helping around the house. *'If they rewarded me when I cooked, I could be less of an awful cooker than I am, because I cannot get into the kitchen!'*

### **B – Spending time on your own**

This card was frequently used. Most students chose to talk about playing with their phones or watching TV. Some candidates expressed concern that spending too much time alone made them *'less able to adapt to social environments'*, and *'maybe you can start feeling depressed'*, which could *'lead to doing drugs and establishing bad habits like smoking'*. Some said they were *'not an introvert'* and valued the time they spent alone.

Stronger candidates responded well to prompt 4: *'older people need more peaceful times and life is harder, so they need time for themselves'*.

Prompt 5 often led to discussions of the role of social media and technology in destroying human touch and contact.

### **C – Personal image**

This topic was chosen more frequently for female candidates. The topic elicited some good vocabulary, e.g. *'get a tattoo or a piercing'*, *'makes me stand out'*, *'wear brighter colours just to blend in with my friends'*.

Prompt 1 gave weaker candidates the opportunity to use simple descriptive language and vocabulary connected with clothes and fashion.

In response to prompt 2 many candidates talked about job interviews. *'Some situations require a good image of the person – when you go on a date, when you attend a job. People judge you based on your situation and your image.'*

There were some strong views expressed in response to prompt 4: *'Image can give you more confidence, but it's not the most important thing – it's what's on the inside that counts.'*

When discussing prompt 5, many candidates said they were quite interested in the political situation in their country, e.g. *'On the one hand a politician's image must be acceptable to the public; on the other hand, his or her policies are more important than image.'*

### **D – Being successful**

This card was frequently used. Stronger candidates were able to talk about more abstract ideas.

Prompt 1 elicited a wide range of ideas ranging from sports to making an impact on the world: *'I want to succeed in doing heart surgery in order to save someone's life'*. Candidates were optimistic about success, saying *'you can achieve what you want if you put your soul in to what you're doing. It will be more difficult, but will never be impossible.'*

When responding to prompt 2 candidates talked about practice and training, time, dedication and discipline, as well as motivation to succeed. *'A key for success in life is not considering things as just dreams but as different objectives, maybe.'*

In their responses to prompt 3 candidates mentioned both advantages and disadvantages, *'if you achieve your goals very young you don't have challenges in life after. It will result in life without sense'*.

In response to prompt 5, weaker candidates were able to talk about what makes them happy, such as money, fame or a good family. *'Behind any success or achievement you would like to accomplish in life is always the desire to be happy.'*

### **E – Sports personalities**

This topic was mainly selected for male candidates. Wide range of vocabulary, e.g. *'generous'*, *'honest'*, *'motivated'*, *'influence'*, *'have a great effect'*, was used by many candidates.

Candidates had a lot to say about their favourite sports personalities and the qualities they admired in prompt 1: *'Christian Ronaldo is a great hero, he was determined to get where he wanted to be and he always puts all his passion into the game.'*

Responses to prompt 3 included phrases such as *'role-models'*, *'follow somebody's steps'* and *'look up to somebody as they deserve to be admired for what they have achieved, starting from scratch'*. Most candidates were against sports personalities being involved in advertising. The last prompt evoked strong responses: *'yes, people look up to sports personalities. They need to be a good role model and behave in a decent way. It's their responsibility to help others...'*

## F – Patience

This card was frequently used and most candidates based their responses on personal experiences. Candidates used a good range of tenses and vocabulary such as: *'tolerate'*, *'queue'*, *'self-control'*, *'punctual'*, *'aggressive'* and *'drive you crazy'*.

Candidates offered good examples for prompt 2: *'When my siblings interrupt me when I'm talking to my mother.'* *'Waiting in queues'* was the popular cause for loss of patience. Impatience was seen as inevitable, because we are human beings, but *'the angriness will become contagious for other people, too'*. Candidates generally responded in depth to prompt 4. Losing patience is becoming *'more common'* partly due to technology. Patience was often considered as the key to success. You need to *'train yourself to be patient. It's the number one thing everyone should master in their life'*.

## G – Disagreeing with others

This topic was infrequently used but worked well with candidates who had mentioned having siblings in **Part B**. The topic elicited the use of complex sentences: *'stand up for what you believe in'*, *'I might as well not exist'*, *'I was the only one enjoying the show'*. Candidates used a wide range of vocabulary, e.g. *'blow out of proportion'*, *'let go'*.

There were some interesting responses to prompt 2: *'I don't trust someone who agrees with me every time'*. *'My best friends are interesting because we have different ideas about things and enjoy arguing'*.

Candidates were able to agree or disagree with prompt 4 but often found it difficult to justify their opinion. Stronger candidates talked about self-esteem and self-confidence and the role of peer-pressure to justify agreeing and disagreeing with others.

## H – Festivals

This card was used less frequently, but most candidates were able to discuss the topic in detail based on festivals in their countries. There was a very wide range of vocabulary and verb tenses used by stronger candidates. Candidates had some views about prompt 3, usually relating to the entertainment provided or the fact it offered quality time spent with friends and family.

Most candidates agreed with prompt 4: *'It has a value to the country'* and festivals were seen as part of the local culture which will *'never get old enough to not attract people'*.

Many candidates agreed with prompt 5: *'festivals leave a lot of rubbish'*, *'People are disgusting'*, *'They throw litter on the ground'*.

## I – Places to shop

This topic card was most frequently selected for female candidates. Male candidates preferred to talk about how their mothers or sisters shopped. Some good vocabulary was used, e.g. *'ordering your goods and services or purchasing them'*, *'hinder local markets'*, *'retailers'*, *'brands'*. Most candidates would not shop for clothes online because of the sizing problem. Others stated: *'I can't buy food online – you don't know the quality'* and *'I never buy make-up as I can't try the colour'*.

In response to prompt 3, many talked about choice, price and ease of access when considering local shops: *'You can easily examine the commodities in smaller shops'*.

When responding to prompt 4, spending time in shopping malls was seen as somewhere *'we can shop and have a free time to relax in a café'*.

Candidates often asked for clarification of prompt 5. Some saw supermarket chains as a sign of development which *'may create jobs for local people'* though they recognised the environmental impacts, which often generated some lively discussion.

## **J – Pollution**

This topic was frequently used and candidates used a good range of vocabulary: *'release harmful greenhouse gases into the atmosphere'*, *'polar ice'*, *'recycle'*, *'waste products'*, *'non-residential areas'*, *'soundproof windows'*, *'protective masks'*, *'biodegradable'*.

Some candidates responded to prompt 1 in great detail and talked about diseases and related issues.

Responding to prompt 2, candidates offered solutions which tended to focus on rubbish and recycling. One candidate said: *'I would help to establish new laws'*. There were mixed views about whether pollution would get worse: *'We aren't doing anything to stop it, which is bad because we can see how the world is changing, and not in a good way'*. Some blamed governments, saying *'Some presidents say global pollution is a lie. Spread the word to everyone. The world may not be this way if we keep doing this'* and accusing them of *'thinking more about their pockets'*. Others thought that culture and ignorance were the main causes.



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

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Paper 0511/52  
Speaking

## Key messages

- Pay attention to timings, especially in **Parts C** and **D**.
- Discourage candidates from delivering monologues about themselves in **Part B**.
- Watch the new Speaking Test Demonstration Video which is now available on the School Support Hub before conducting the Speaking Tests. This is embedded in a PDF document entitled *Guide to delivering Cambridge IGCSE™ speaking tests (second languages)*.
- Read the instructions for conducting the tests well in advance.
- Encourage candidates to talk more about personal anecdotes or future predictions, where applicable, in order to use a wider range of grammatical structures (e.g. narrative tenses, phrases used to speculate / to express probability, etc.)
- Explore individual prompts in more detail and link questions to what candidates have said.
- Centres with fewer than 30 candidates should not use more than one examiner.

## General comments

### **Part A**

Most examiners read out the brief explanation of the test in the *Teacher's/Examiner's Notes* supplied by Cambridge International before the start of the test, informing candidates that only **Part D** is assessed. However, some examiners give their own paraphrase, which is often less clear and almost always omits some information. Examiners should use the script provided.

### **Part B**

Most centres did this well although it was sometimes too short and sometimes too long. There were a lot of generic questions about spare time, hobbies and future ambitions, giving examiners the opportunity to choose a suitable card for **Part D**. This opportunity was sometimes lost and topics were chosen randomly.

### **Part C**

This was always recorded. Most examiners reminded candidates that they could ask questions if needed, and provided helpful guidance. Examiners should make sure all candidates get at least two minutes preparation time even if they say they are ready.

### **Part D**

Most centres gave adequate time for **Part D** and all five prompts were used in order they appear on the card. This part was well conducted where examiners gave stronger candidates a chance to prove that they could go beyond a discussion of prepared prompts. With weaker candidates, examiners should ask additional questions to help the discussion develop and avoid a question and answer approach which disadvantages candidates and leads to short **Part Ds**. Examiners should not leave candidates to go through the prompts uninterrupted.

## **Application of the marking criteria**

### **Structure**

This was usually accurate. Occasionally, higher marks were given erroneously where the candidate was fluent but not particularly accurate. Examiners were often unclear about the difference between simple grammatical structures and complex clauses.

### **Vocabulary**

This was generally marked slightly severely. Technical and formal vocabulary was sometimes over-generously marked at the expense of more appropriate or idiomatic expressions.

### **Development and Fluency**

This was generally marked accurately, although sometimes tending to the severe.

## **Administration**

### **Recordings**

Recordings were mostly of good quality, and most examiners remembered to ask candidates to speak up. In a few cases examiners were not clearly identified. It would be helpful if they were asked to introduce themselves by name.

### **Sampling**

Many centres did not send the track for their lowest and/or highest scoring candidate, though overall the spread of marks was good. Samples for the lowest scores, particularly, tended to be omitted.

### **Documentation**

Centres are reminded that they should list candidates in candidate number order and asterisk the samples on the *Speaking Examination Summary Form*. There were few transcription and addition errors.

## **Internal moderation**

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

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

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

### **Comments on specific tasks**

#### **A – Following trends**

This was frequently chosen and enabled candidates to discuss their experience of trends in fashion or computer games.

Many candidates were able to use terminology related to computer game and fashion, *'Harlem shake'*, *'garment'*, *'feeling of domination'*, *'drag you down'*, *'the last person standing'*. A range of past tenses and present was used. Stronger candidates developed their responses by adding details and using a wider range of synonyms

#### **B – Changes in the weather**

This was frequently chosen. Many candidates discussed climate change and its impact on people's lives.

Expressions such as *'habitat'*, *'pollution'* and *'global warming'* were used by candidates when responding to prompt 3.

#### **C – Eating out**

This topic was the most popular topic as candidates were able to relate to personal experience and give specific examples of, for example, the importance of a balanced diet. Stronger candidates expanded beyond restaurants and friends and talked about new trends in eating out. Weaker candidates talked about home cooking. The word *'occasion'* proved difficult for many candidates, with examiners having to provide the synonym *'a time when...'* Vocabulary used in many conversations included: *'obesity'*, *'a catch up'*, *'devour'*, *'tastier'* *'strengthen family bond'* and *'addictive'*.

#### **D – Modern buildings**

This card was infrequently chosen. Strong candidates were able to respond well and frequently demonstrated a passion for their home city. Vocabulary used to describe different buildings included: *'thatched'*, *'clay bricks'*, *'not inflammable materials'*, *'tiles'* as well as *'skyline'*, *'impede the view'* and *'block out the sunlight'*.

Modal verbs of probability were used when responding to prompts 4 and 5 as well as conditionals to express likely and improbable scenarios.

#### **E – Practice makes perfect**

This topic was frequently chosen and generated a lot of vocabulary related to sport and computer-games. The questions elicited a variety of tenses. Expressions such as *'peace of mind'*, *'face a challenge'* *'dribble'* and *'pursue'*, *'frustrated'*, *'exert pressure'* were used in many response. Skills were sometimes seen as *'academic performance'*, with some examiners allowing the discussion to continue in that vein, while others encouraged candidates to go beyond their studies to other skill sets (e.g. *playing the guitar*).

#### **F – Keeping calm**

This card was infrequently used. Most candidates talked about exam situations in prompt 1: *'If you are calm you can answer the questions'*.

In prompt 4, where examiners provided a concrete context (e.g. *your mum and dad, you and other classmates*), the discussions were very productive.

Various phrases for giving opinions were used: *'In spite of'*, *'What I believe is'* and *'It strikes me that...'* were used, but very few synonyms and idioms were provided to express the word *'calm'*, which was then repeatedly used throughout conversations.

### **G – Staying in touch**

This topic was often selected, particularly for candidates at boarding schools. Candidates talked about different forms of social media at length.

Prompt 5 produced some interesting ideas – holograms were frequently mentioned. Candidates demonstrated a wide range of vocabulary, which incorporated accurate collocations, phrasal verbs and idioms such as *'keep in touch'*, *'feel homesick'*, *'easily accessible'*, *'keep each other posted'* as well as a variety of tenses.

The final prompt generated a variety of future tenses and conditionals.

### **H – Competitive games**

This was one of the most popular card as most candidates either played computer games or sports competitively: *'Yes, because I like winning and it gives me an enjoyable feeling'*, *'It teaches us discipline by following the rules of the game'*. A few conversations explored other competitive games (e.g. chess, computer games) which produced some developed answers. Some good vocabulary included *'glossing over the fact that...'*, *'laid back'*, *'doping scandal'*, *'crowd pleaser'* and *'rowdy'*.

### **I – Waiting**

This topic was not frequently chosen. Stronger candidates talked confidently about different cultures and generations. Many candidates talked about using their mobile phones whilst waiting for someone. Vocabulary tended to be limited to expressions such as *'bored'*, *'annoyed'*, *'anxious'*, *'patience'* and occasionally *'fed up'* and *'could not wait'*.

### **J – Natural resources**

This card was infrequently used. Stronger candidates developed their responses using a range of complex structures including passive and conditional forms. Conversations often revolved around water and oil which were regarded as *'a compulsory part of life'*. Expressions such as *'preserve'*, *'extinct'* and *'solution'* were used when the candidates expressed their concerns.

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

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Paper 0511/53  
Speaking

## Key messages

- Model your tests using the procedure shown in the new Speaking Test Demonstration Video which is now available on the School Support Hub. This is embedded in a PDF document entitled *Guide to delivering Cambridge IGCSE™ speaking tests (English as a Second Language)*.
- Please check your recording equipment and positioning of microphones before the tests.
- Prepare appropriate warm-up questions for **Part B**.
- Read all assessment cards one day before the test and prepare additional, open questions.
- Do not adapt, simplify or paraphrase the explanation of the test (**Part A**), just read the script as it is set out in the booklet.
- Please pay attention to timings, especially in **Parts C** and **D**.
- Encourage candidates to talk more about personal experience or future predictions, where applicable, in order to use a wider range of grammatical structures (e.g. narrative tenses, phrases used to speculate / to express probability, etc.)

## General comments

### **Part A**

This was generally carried out well with examiners reading the script provided in the *Teacher's/Examiner's Notes*.

### **Part B**

Some warm-ups were very short. Examiners should follow the timing of 2–3 minutes and should prepare some appropriately general warm-up topics beforehand. It is important that the assessment cards are not discussed during this part of the test and that the candidate does not lead the choice of topic.

### **Part C**

Most candidates were given the full 2–3 minutes. Some examiners allowed candidates to start the conversation when they said they were ready. Examiners should be reminded to announce the selected card.

### **Part D**

This was mostly carried out well, although some **Part Ds** were too short. Examiners should familiarise themselves with the assessment cards one working day before the test in order to prepare additional questions for the discussion.

## Application of the marking criteria

### **Structure**

This was usually marked accurately. Examiners should remember that in order to be awarded marks in band 1, a candidate's response is not expected to be error-free.

## **Vocabulary**

Vocabulary was at times marked leniently and at times severely. Examiners are reminded that in order to achieve high marks, candidates' responses need to show 'shades of meaning and sophisticated ideas'. Candidates also need to demonstrate a good command of topic-specific vocabulary and avoid repetition of lexis.

## **Development and Fluency**

This area was generally marked leniently. In most cases, fluency was connected with hesitation and speed of delivery rather than expansion on the topic, ideas communicated and 'change of direction'.

## **Administration**

### **Recordings**

Most of the recordings were of suitable quality. Centres need to remember to label each track with each candidate's name and number.

### **Sampling**

Centres should make sure that they send the correct number of samples for the size of their centre and that the sample should represent the full mark range, covering the top and bottom mark, and that only the samples are sent for moderation.

### **Documentation**

Centres are reminded that they should list candidates in candidate number order and asterisk the samples on the Speaking Examination Summary Form. There were few transcription and addition errors.

### **Internal moderation**

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

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

### **Comments on specific tasks**

#### **A – Being distracted**

This card was infrequently used. Many candidates gave examples of things that distracted them at home, e.g. phone, television, social media.

In response to prompt 2 many candidates used a range of past verb tenses connected with linking devices. '*I was babysitting my young brother, when someone knocked on the door.*'



Prompt 3 allowed candidates to consider the idea of being distracted from things that were worrying them, e.g. exams, going abroad.

### **B – Creative people**

This topic was one of the most popular choices and was usually chosen for candidates who had expressed an interest in hobbies connected with art in **Part B**. Candidates provided a range of examples of things they would like to create, sometimes relying on ideas from the introductory sentence.

Prompt 4 elicited interesting answers regarding the mental and physical skills people need in order to invent something.

Responses to prompt 5 revolved around the idea that creative and talented people are '*essential for the development of human beings*'.

### **C – Recycling**

This card was not frequently used.

Prompt 1 elicited a range of vocabulary connected with household items: '*plastic bottles*', '*newspapers*', '*boxes*'.

Candidates used a range of modals when responding to prompt 2: '*we must consume less*'.

Most candidates responded to prompt 5 by agreeing that all governments should work together to promote recycling.

### **D – School trips**

This card was frequently chosen as most candidates were familiar with the context of trips. In their responses candidates described in detail school trips they enjoyed. Many candidates listed the benefits of school trips ('*...we can get to know each other well*') and discussed reasons why parents should not accompany children on their trips ('*kids won't learn to be independent*'), though most of them stated it was just a personal preference. Opinion was divided on whether parents' money should be spent on extra lessons and not on school trips.

### **E – Traffic**

This topic was infrequently used. The first two prompts elicited descriptions of daily life in the city, e.g. '*being stuck in traffic*', '*missing appointments or being late for classes*'. Strong candidates were able to develop the ideas in prompts 4 and 5 and often talked about public transport and electric cars.

### **F – Live entertainment**

This card was frequently chosen. Stronger candidates showed a good command of modal verbs when discussing the prompts.

When responding to prompt 3 many candidates described negative effects of live entertainment but only the stronger candidates provided more specific vocabulary ('*cramped space*', '*I passed out*', etc.).

### **G – National sports**

This card was frequently used and was usually selected for candidates who mentioned playing football as a hobby in **Part B**.

Many candidates were able to produce accurate descriptions of events and actions regarding prompt 2 and confidently provided evidence for prompt 3.

Responses to prompt 4 focused on accounts of life events of sport stars rather than the reasons why they should or shouldn't be role models.

### **H – Parks and gardens**

This card was not frequently used. Candidates were able to respond using a lot of specific-related vocabulary: *'communal garden'*, *'mow the grass'*, *'walk the dog'*, *'chill out and unwind'*, *'taking pets out for their needs'*, *'hide and seek'*, *'sports'*, *'running'*, *'personal training'*.

### **I – Instant decisions**

This card was frequently used and elicited interesting answers as candidates were able to support their ideas with personal examples in prompt 1 *'...my elder brother. If we start thinking what shall we buy, he makes an instant decision'*.

Responses to prompt 3 included good examples of hypothetical structures and were supported by examples. (*'where to study'*, *'who to marry'*, *'when to have kids'*, *'going abroad to study'*).

Stronger candidates were able to use modals of deduction and speculation in prompt 4 (must be, could be, and can't be).

### **J – What we remember**

This card was infrequently used. Candidates provided extended responses to the first two prompts and gave examples of learning techniques they used to improve remembering things (*'...say the same thing over and over'*).

When responding to prompt 4 stronger candidates told anecdotes using narrative tenses.

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

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Paper 0511/06  
Speaking (Coursework)

## Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the Individual Candidate Record Cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion. It is not appropriate to use topic cards from past Speaking tests.
- 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 51, 52 or 53, the speaking test.
- Please remember that the assessment criteria are designed to test language skills not presentational or performance skills.
- Centres should submit samples of paired discussions as well as the individual tasks.
- It would be useful if the candidates' names were frequently used in paired and group discussions in order to identify them.
- Sufficient time should be given to each task to allow candidates to demonstrate their fluency.

## Interpretation and application of assessment criteria

The marking was generally accurate across all the criteria.

## Administration

This was generally good and sufficient evidence of coursework was provided to enable external moderation to take place. Some centres conducted three tasks consecutively on the same day. Ideally, the tasks should be carried out throughout the year.

## General comments

There was a good range of interesting and suitable coursework activities from centres. Productive coursework included individual presentations, group discussions, paired discussions, telephone conversations, role plays and mock admissions interviews.