

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

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

- In **Exercises 1** and **2**, candidates are required to identify key elements in questions. Responses should be brief and concise and should avoid irrelevant details. In this series, responses could not be credited which included extra information that negated the correct answer.
- 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, a considerable number of responses were entered under the wrong section heading, and there was evidence of a number of too general responses, where the key elements of some answers had been omitted.
- 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 too much on copying the text information, with little apparent attempt at paraphrasing.
- In **Exercises 6** and **7**, candidates must 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

Overall, most candidates were correctly entered for the Core tier. A number of candidates achieved high marks, and for these candidates, the Extended tier paper might have been more suited to their linguistic ability. Most candidates were able to engage with the topics in the two final tasks and produce writing which achieved more than the minimum word length.

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

### Comments on specific questions

#### Exercise 1

In general, there was a satisfactory response to this exercise.

- (a) This was well answered. Responses which only identified an 'additional local charge' could not be credited.
- (b) This was very well attempted.
- (c) This was considerably more challenging. Candidates were expected to locate two details in the text which corresponded to 'accommodation' in the question. Many candidates achieved one mark for 'campsite', but selected the description of the ancient city, rather than the accommodation, 'hotel' for the second mark.
- (d) The key words 'maximum distance' in the question led many candidates to correctly select '20 kilometres'. Answers which also included the minimum distance: 'between 15 and 20 kilometres' could not be credited.
- (e) Many candidates appeared to misinterpret the key question words 'Where...on the island of Sipan', and responded with the geographical location of the island, rather than the correct answer, 'nature reserve'. Candidates should be advised to look for phrases in the text which correspond to key words in the question, in this case, 'well worth doing' in the text and 'recommend' in the question.
- (f) There was a mixed response to this question. Successful responses identified the information available, 'factsheets' or 'details about the levels of difficulty of each trail', while unsuccessful responses focused on the general information that 'there are 20 trail rides available'. Without reference to the key question word 'information', these responses could not be credited.

#### Exercise 2

This exercise required careful reading of both the questions and the corresponding sections of the text. A number of candidates copied entire sentences from the text, and teachers are asked to emphasise the requirement for candidates to select brief and precise answers. A number of candidates did not provide answers to some questions, noticeably (g) and (j).

- (a) This was reasonably well answered, with candidates providing '1400'. Many candidates supplied the additional details of the number in the support team and the media. Unsuccessful responses detailed the number of entries in the first race in 1986.
- (b) The name of the man who originally set up the race was very well identified.
- (c) The question required candidates to select two separate items that were given to competitors, and most correctly identified 'water' for one mark. However, the inclusion of 'food' as part of the same answer was incorrect and could not be credited. Candidates appeared to be less successful in identifying the second item, 'tents'.
- (d) Generally, candidates were successful in selecting the reason why runners want to carry less weight, 'decreases the effort they need to put in.' A number of candidates attempted to use their own words, as in 'less work they have to do' which was also credited.
- (e) The detail in the table was well identified by the majority of candidates, who correctly selected '10'.
- (f) This was a more challenging question for candidates, many of whom correctly identified the section of the text where the answer could be found, but incorrectly selected 'hot yoga classes' in preparation for the desert. More careful reading of the sentence shows that 'the only time I don't have music' provides the idea of 'biggest motivation'.
- (g) This question required candidates to identify a comparison between the equipment chosen for this race and that for previous races. Many correctly selected 'it's lighter'. Without the comparison, responses such as 'the weight of her equipment' could not be credited.

- (h) This was generally well answered, with successful responses providing the information that 'he runs 100 kilometres a week'. Without the key detail 'a week', responses could not gain the mark.
- (i) Many candidates were successful in matching 'most worried' in the question with 'biggest fear' in the text and correctly selected 'not finishing'. Unsuccessful responses provided 'being stung by a scorpion' as additional information or on its own, which could not be credited.
- (j) There was generally a satisfactory response to this question, with many candidates copying 'determination' from the last line of the text. Some candidates incorrectly responded with 'prepare myself physically', but more precise reading showed that 'on its own that's not enough'.

### Exercise 3

There was evidence that candidates had understood the feedback form and carried out the instructions to tick, underline, circle and delete with a degree of accuracy. In general, candidates showed much greater success in **Sections A, B and C**, however, continued practice in writing accurate sentences is to be encouraged in order to achieve greater success in **Section D**.

There were some excellent responses, many of which achieved full marks for the first three sections. However, the importance of good, clear handwriting must be emphasised throughout the paper and especially in this exercise, where correct spelling is a key element. Capital letters need to be easily recognisable, and where a capital letter is formed in the same way as the small letter, candidates should pay particular attention to the difference in size.

#### Section A

Many candidates were successful with the name and contact number. Responses which changed the order of the individual elements in the address or added 'southern' could not be credited.

#### Section B

This section was more challenging and few candidates scored all three available marks. Many candidates appeared to confuse the date the ticket arrived with the date for the museum visit, and similarly the name of the previous exhibition 'Aztec Cities' with that of the current one, 'Sunken Treasures'. 'Online booking' was well identified by the majority of candidates.

#### Section C

This section required careful reading of the text. Many candidates were successful with the instruction to delete, with some also circling the other option as reinforcement of their choice. However, the two items requiring a tick were less successful. Most candidates felt satisfied that the exhibition was value for money, but many indicated dissatisfaction with the reception staff. Some candidates misinterpreted the item referring to 'Other areas visited' to include previous visits to the museum, and circled both 'Sculpture Hall' and 'Japanese Room', which could not be credited.

#### Section D

In this section, the majority of candidates successfully wrote from the point of view of Michelle. The first sentence required information about the best thing in the exhibition and 'I liked the use of 3D film' was commonly identified for two marks. Marks were frequently lost when longer sentences were written which included spelling errors, missing articles and incorrect word order.

The second sentence required candidates to refer to the experience in the cafe, and there were some accurate sentences giving details of the slow service, the lack of seating, and the time taken to clear tables. Candidates who included the details for both sentences in one were restricted to a maximum of two available marks.

#### **Exercise 4**

This exercise was reasonably well attempted. Many candidates were able to show sufficient understanding of the text and select the relevant information to score quite well. Overall, the exercise produced good differentiation with maximum marks being achieved by the more able candidates. The bullet points and the length of the lines always indicate to candidates the way to present their answers, and in this series, most answers were generally brief, in note form and written within the space provided.

Most candidates identified key points, however, repetition of the same idea on separate lines could not be credited twice. This commonly occurred in the third section, with turtles 'provide habitats for other creatures' and turtles 'carry other animals around'. Candidates should be reminded to check that each point they make has a different focus.

#### **Problems with tracking equipment**

There were two marks available for responses in this section, and many candidates were successful in identifying that the tracking equipment 'falls off'. Common errors occurred in responses which suggested that 'heavy batteries affected movements', which without the key element 'turtles' movements', could not be credited, and 'damaged shells', which without 'belts' was incomplete. Less successful responses were characterised by the description of the researchers' activities, 'swimming behind baby turtles', which did not correspond to the heading of this section.

#### **Threats to loggerhead turtle populations**

Three marks were available in this section, and many candidates were successful in obtaining all three. It was generally understood that turtles could be 'eaten by other animals' or 'caught in fishing nets'. Also identified was the idea that turtles can 'mistake plastic for food'. Responses which only generally referred to tourism, but did not make clear that the 'nesting beaches were threatened by tourism' could not be credited.

#### **Why turtles are important**

All key points for this section were recognised, the most popular being 'provide habitats for other creatures'. Many candidates understood the important role turtles play in the environment and selected this idea. Responses could not be credited in this section when a key element was omitted, as in 'provide nutrients for plants', which without 'eggshells' did not demonstrate understanding of the text. Similarly, responses which did not recognise the relationship between turtles 'eating sea grass' and this action 'encouraging the growth of the plant' did not provide a complete answer.

#### **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.

Generally, there was a very good attempt to complete the summary within the prescribed word limit in this series, however a number of responses were considerably longer. Candidates should be advised to keep their summaries concise and within the word limit, in order to access higher marks.

A number of candidates offered no response to this exercise.

#### **Exercise 6**

Email

Generally candidates dealt with the topic satisfactorily, and there were a number of candidates who fulfilled the task quite effectively. The majority of candidates addressed all three prompts with a greater or lesser degree of amplification. Some of the candidates who scored lower marks for Content gave shorter responses which lacked development. In general, candidates were successful in recognising the genre, and engaged the reader by using an informal, conversational register and tone. Less successful responses were written in

a more narrative style, with little contact with the reader beyond a starting sentence. The majority provided a framework to separate and support their ideas through the use of paragraphs, and in this series, despite many pre-learned beginnings and endings to the email, there were fewer responses written in an unstructured way.

For the majority of candidates, the picture prompts formed the basis for their ideas. A consistent theme was the choice between continuing with a sport, or giving it up to study more and improve examination results. Other popular themes ranged from choosing between university, or employment; following the Cambridge path of study or the American way, or continuing to study at home or go abroad. For some candidates, the choice was not between two possibilities, but simply to make a decision – what colour bicycle to buy, or which football club to join. Some candidates wrote about their parent making the decision for them and their own reaction to this, which did not quite fulfil the task, and other less successful responses appeared to misinterpret the task and asked their friend to help with a decision not yet made, which also limited the marks for Content.

The effectiveness of the response for the second prompt was linked to candidates' choice of decision for the first. Those who had made a serious choice which might affect their future were able to explain the importance of the decision and support it with reasons, while most others, perhaps not able to explain the importance, developed reasons for their decision.

The final prompt was often addressed briefly at the end of the email, with many candidates additionally seeking reassurance from their friend that they had made the right decision. A number of responses did not include the final point, and by not fully addressing the task, were prevented from achieving marks in the top band for Content.

From a language point of view, a full range of ability was evident across the paper. Many candidates successfully personalised their writing with phrases such as, 'you know me so well', 'I know you're thinking...', 'Oh, I almost forgot...' Some candidates incorporated a variety of colloquial expressions, such as 'couch potato', 'over the moon', 'on cloud nine'. When including such expressions in writing, candidates are advised not to over-use these colloquialisms, as this can obscure meaning.

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. Emphasis should continue to be placed on punctuation.

## Exercise 7

### Extended writing

The majority of candidates responded in a satisfactory way to the topic and a number of responses demonstrated a good sense of purpose and depth of development, scoring marks in the top band. In this series, most candidates appeared to hold quite strong opinions on one side or the other, and were able to support their opinions with examples and reasons. These responses tended to be more effective than those which offered arguments on both sides and no clear opinion.

Candidates were divided in their opinions – many agreed with the premise and gave strong arguments in favour of home cooking, discussing not only the natural ingredients involved in the creating of recipes, but also the pleasures of family time spent eating together. Opposing this view were responses which suggested that students and employees lived busy lives and had heavy workloads, with no time for preparing and cooking, and that convenience and fast food played an essential role in today's society.

Less successful responses relied too much on the prompts provided, with occasional linking phrases 'on the other hand' or 'In addition' to suggest cohesion. A number of candidates agreed with all four prompts, which meant that opinions were confused and repetitive, and at times responses digressed too far into an environmental article, which did not fulfil the task. A number of candidates continued the conversational tone of **Exercise 6**, which was not appropriate, and some responses lacked paragraphs and basic punctuation.

From a language point of view, many candidates took the opportunity to include their knowledge of healthy eating and environmental issues, which allowed them to demonstrate a greater range of vocabulary. Stronger candidates included a variety of often accurate compound and complex sentences, which merited marks in the top band for Language. Candidates should be encouraged to focus on greater grammatical accuracy, particularly concerning the use of prepositions and articles, as well as increasing their topic-related vocabulary resources.

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

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

- In **Exercises 1** and **2**, candidates are required to identify key elements in questions. Responses should be brief and concise and should avoid irrelevant details. In this series, responses could not be credited which included extra information that negated the correct answer.
- In **Exercise 3A** and **B**, candidates are reminded of the importance of accurate transcription of the facts given in the text. This series, capital letters required at the beginning of a proper noun were often replaced with a lowercase letter. **Exercise 3C** requires accuracy of grammar, spelling and punctuation. 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**, answers should be brief but precise, and candidates should make sure that their answers correspond to the headings of each section. In this series, a number of responses were entered under the wrong section heading.
- In the summary **Exercise 5**, candidates need to focus on relevance, accuracy and cohesion. In this series, there were some effective responses, with many achieving high marks. However, many responses relied too much on copying the text information, with little apparent attempt at paraphrasing.
- In **Exercise 6** and **Exercise 7** the required difference in tone and register between the more informal, personal email message and the more formal article for the school magazine was not always observed.

## General comments

The paper gave the opportunity for candidates to demonstrate a variety of language skills, ranging from selecting relevant details from a given text, accurately completing a form and making notes, to the more demanding skills of summary writing and extended writing for different purposes and for different audiences.

## Comments on specific questions

### Exercise 1

This opening exercise proved to be accessible to almost all candidates. Many were able to answer most of the questions, but **1(d)**, **1(e)** and to a lesser extent **1(f)** proved challenging for some.

- (a)–(c)** These questions were answered generally well.
- (d)** This was answered less successfully. Some candidates did not select the full term for combining foods so they work better together e.g. 'food synergy'.
- (e)** 'Vitamin D' was a popular response for those who had apparently not interpreted the connection between 'What can your body absorb more of ....' in the question and 'helps the body take in a greater quantity of calcium' in the text.

- (f) Common incorrect responses were 'selenium' or 'the University of Illinois'. It appeared that candidates had not read the question carefully enough, which concerned the pairing of cauliflower with chicken. Such was the focus of study by the scientists at The Institute of Food Research, whereas their colleagues at The University of Illinois were studying the effects of pairing broccoli with tomatoes.

## Exercise 2

The second exercise proved to be more challenging.

- (a) This item was rarely answered correctly, with a great number choosing the distracting information 'Varkey Foundation' as the group which carried out the survey into education.
- (b) This question was reasonably attempted.
- (c) Many candidates appeared not to discern from the text that the Global Teacher Prize was set up in the same year as the results of the education survey, conducted by Populus, was published.
- (d) This item was generally well answered.
- (e) '*More than 5000*' teachers were entered, not '5000' as many wrote.
- (f) Most gave the correct answer – 'Dubai'. The most common incorrect answer was 'USA'
- (g) Unsuccessful responses offered the title of Nancie Atwell's book – 'In the Middle', rather than the name of the teaching method – 'the writing-reading workshop'.
- (h) The most common issue here was the omission of 'Learning' from the end of the name of the school to which Nancie Atwell donated the prize money.
- (i) Candidates were asked to select from the three features mentioned in the text, which constituted Hanan Al Hroub's own specialist teaching approach, the one on which it was most important to focus. All three appeared separately and some wrote out all three. The most important of the three was 'rewarding positive behaviour'.
- (j) Many candidates appeared not to connect the key words in the question 'planning what to teach each week' with 'time spent preparing lessons' in the chart and offered 25 hours ('time spent teaching classes') or 1.5 hours ('time spent at meetings').

## Exercise 3

This exercise proved accessible to all levels of ability

### Sections A and B

There were some excellent responses, many of which achieved full marks for the first two sections. However, the importance of good, clear handwriting must be emphasised throughout the paper and especially in this exercise, where correct spelling is a key element. Capital letters need to be easily recognisable, and where a capital letter is formed in the same way as the small letter, candidates should pay particular attention to the difference in size.

### Section C

Candidates generally answered in the first person, on behalf of Georgina Appleton, but many candidates responded with a single sentence sometimes containing both responses. For one error-free, correct sentence containing two accurate answers only half the marks can be awarded. The two sentences must be full and complete, beginning with a capital letter and ending with a full stop.

#### **Exercise 4**

The bullet points and the length of the lines always indicate to candidates the way to present their answers, and in this series, most answers were generally brief, in note form and written within the space provided. However, while the text on the activities of The World Wildlife Fund appeared to be generally understood by many, a high number of candidates did not place their responses under the appropriate heading. For example, the WWF's environment protection measures around the globe, such as their conservation projects and their work inspiring young people around the world, appeared in the section regarding the help the WWF gives to local people to solve localised problems concerning wildlife protection. The reverse was also the case. In the second section, responses which lacked precision the most commonly occurring errors were to write 'biogas' without 'stoves' or to offer incomplete answers such as 'helping fishermen'/'bee-hives' without further clarification.

#### **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. As in previous series, however, some candidates appeared to find paraphrasing a challenge. Candidates should be encouraged to use connectives, such as 'furthermore' or 'in addition' to give a flow and cohesion to the piece.

#### **Exercise 6**

Email

There were many effective emails written to the friend using a suitable register and tone. Most responded to all three prompts, although attending the festival with family was often referred to only briefly, with the next holiday also only eliciting no more than a short sentence. Candidates are reminded of the need to keep their audience in mind in these two final exercises, so those who opened here with an introductory paragraph and who continued to refer to their friend throughout the email, inevitably achieved higher marks for Content.

#### **Exercise 7**

Extended writing

Few candidates focused specifically on the effects of modern technology on their social life, which was the main theme provided on the question paper. Most wrote about technology as a general concept making their lives easier, often citing its effect on their work in and for school. Some provided details of their social life, albeit briefly, often using the prompts provided on the paper. Where a candidate clearly aimed the article at a school readership and discussed the ways in which we are losing our face-to-face interaction with each other, marks in the higher range for Content could be awarded.



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

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

- In this series, the majority of candidates managed **Exercises 1 and 2** generally well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section D**, the two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.
- In **Exercise 4**, candidates 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 proved challenging for some.
- 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 attempt to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, a good proportion of candidates attempted this, although there were also a number of candidates who made no attempt to complete the task.
- In **Exercise 6**, candidates must recognise the need for informal register and should endeavour to provide responses with a sense of audience with sufficient 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 rarely adversely affected the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 5, 6 and 7**.

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

### **Comments on specific questions**

#### **Exercise 1**

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

- (a) This was generally well attempted with candidates most frequently losing the mark through the omission of a key detail 'apparatus'.
- (b) This was reasonably well answered with many candidates correctly identifying 'Yongala' as the key detail. Some, however, omitted the salient detail, i.e. the name of the shipwreck, and provided the location only.
- (c) This item proved more challenging. While some candidates correctly identified 'vehicles', marks were frequently lost by the inclusion of 'transporting' or 'ship', or both. There was also evidence of lack of precision in reading with many candidates providing 'coins, old plates and even gold'.
- (d) This item was reasonably well attempted, although inclusion of 'training in shallow water' negated an otherwise correct response for a number of candidates.
- (e) This was generally well answered, although a number of candidates provided 'breathing only through your mouth'.
- (f) The majority of candidates correctly supplied 'diving certificate' or 'C-card'.
- (g) This was also correctly answered by a good majority of candidates.

#### **Exercise 2**

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

- (a) This item was well attempted with many candidates correctly identifying 'abandoned'. Whilst inclusion of 'by its parents' could be credited, some candidates lost the mark by including 'by their parents', which changed the meaning.
- (b) This was also well attempted, although lack of precision in reading led some candidates to supply 'in the chair' rather than 'under the chair'.
- (c) This item was generally well answered.
- (d) This item also proved accessible to the majority of candidates who correctly identified 'countryside' as the salient detail. Marks were lost, however, by the inclusion of 'towns' in some responses.
- (e) This was well attempted with the majority of candidates correctly supplying 'purple' or 'purple shine'.
- (f) For this item, many read the bar chart accurately and identified '150 g' as the salient detail. Some candidates lacked precision and incorrectly provided '450 g', however, and marks were also lost where candidates supplied only '150' with no reference to the unit of weight.
- (g) This item required very precise reading and interpretation, and proved challenging for the majority of candidates. While some correctly provided 'greet(s) Caroline's children' or 'greet(s) the children', most missed the salient detail and provided 'gets enthusiastic', 'makes noises', or the too ambiguous 'greet(s) them enthusiastically'.

- (h) This was generally well answered with many candidates correctly identifying 'context' as the type of call. Marks tended to be lost where candidates supplied 'expressing alarm' in error, or where they included 'companion calls' in an otherwise correct response.
- (i) This item was also very well attempted with a good majority correctly supplying both 'insects' and 'seeds'.
- (j) A good proportion of candidates achieved at least one of the two marks available for this item, most commonly with 'wakes up later'. As a comparative form was required, however, those who supplied 'doesn't like being outside much' rather than 'spends less time outside' could not be credited for this detail.

### Exercise 3

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

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

#### Section A

This section was generally well answered with most candidates correctly identifying the name, year group and email address of the student. Errors occurred where lack of precision in reading led some candidates to supply '9' as the year group and Elsa's previous email address. Although there were careless omissions in the email address at times, transcription was fairly accurate, and there was generally clear distinction between lower and upper-case letters.

#### Section B

Many candidates correctly identified 'performance' as the reason for the absence, but the date proved more problematic. A number of candidates supplied both dates and there were also some issues with transcription for this response with failure to use capital letters for 'November' and/or 'Wednesday' in some cases. The start time and length of the absence were generally well recognised, however. For the last item in this section, candidates had to supply two details for one mark. Whilst many correctly identified 'history' and 'Mr. Halliwell', and transcribed with precision, some were distracted by incorrect details such as 'biology and maths' and 'Mrs Everton'.

#### Section C

This section was generally well attempted with a good proportion of candidates identifying '1' as the number of previous absences and 'medical appointment' for the reason.

#### Section D

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

This exercise continues to be a challenge for many candidates who are often unable to score more than half of the available marks.

Many candidates appeared to struggle to compose two sentences which fulfilled the criteria in terms of both relevance and accuracy. Of the two, the first sentence seemed to present fewer problems with many candidates successfully identifying what Elsa would be doing during the absence and writing about this in the

first person. For the second sentence, although the majority of candidates identified relevant details, lack of precision in transcription often led to numerous spelling and grammatical errors such as 'Mr Halliwell said he is happy to explain me'. Others who had identified relevant content could not be credited because of incomplete sentence structure, i.e. omitting the subject or starting the sentence with 'Because' and not completing the sentence with an independent clause. A number of candidates made no attempt to complete this section.

#### **Exercise 4**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. 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.

#### **Appearance of the new 3D zebra crossings**

This section was well attempted with many candidates scoring at least one of the two marks available. 'Clearly visible' was the least frequently used option of the three and the third, 'resemble solid pieces of wood', seemed to be the option most likely to result in lost marks, usually as a result of omissions, e.g. 'solid pieces of wood' without 'resemble'.

#### **Advantages of the new 3D zebra crossings**

Three content points were required for this section, which was also reasonably well attempted with, again, many candidates correctly identifying at least one or two of the six possible responses. There was recognition of most of the possible options, although the implied option 'more noticeable' was not used. As with the previous section, responses which lacked salient details could not be credited. For example, a number supplied 'drivers give pedestrians a chance to cross' without the tentative expression 'more likely', which changes the meaning.

#### **What critics say about the new 3D zebra crossings**

This section proved the most challenging. Three content points were available and two were required. Whilst all of these proved reasonably accessible, the majority of candidates failed to score well in this section either as a result of repetition or because lack of precision in reading led them to state the criticisms as facts rather than potential problems. That is, candidates who supplied responses such as 'distract drivers' or 'cause accidents' without a cautious word such as 'could' or 'may', for example, could not be credited as these answers do not accurately convey the ideas presented in the text.

#### **Exercise 5**

Most candidates made a good attempt at this exercise, and a good proportion managed to score well. Candidates were required to summarise a talk given to the class about the new 3D zebra crossings. Information from all three sections of **Exercise 4** was relevant and could be used as a basis for the summary. A good proportion of candidates addressed the task well and produced a cohesive piece of writing, often using their own words, with points presented in a logical sequence. The less able, however, relied on their notes from the previous task with varying attempts to connect them. Generally, there was a very good attempt to complete the summary within the prescribed word limit this series and relatively few candidates made 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.

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

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre. 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 majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to tell the friend what the family was celebrating, explain how he/she helped to organise the celebration, and finally, describe what happened at the celebration.

Generally, candidates seemed to engage with the topic and a reasonable number produced responses with a clear sense of purpose and audience. The visual stimuli were fairly ambiguous and this resulted in a range of ideas. More successful responses made attempts to develop ideas. Of the three bullet points, the first tended to be the least developed. Many candidates referred to birthday parties or weddings, anniversaries and graduations, but these were often expressed in as little as one sentence. The second bullet point tended to be slightly better developed. The majority of candidates wrote about how they selected and/or decorated the venue with balloons, or how they organised the food, drinks and entertainment, for example. Many also wrote of their responsibility for drawing up a guest list and sending invitations. For the third bullet point, some candidates took the opportunity to provide an interesting, engaging detail such as a funny incident, accident or family argument. The majority, however, were less ambitious and provided relatively limited accounts of how they danced, laughed and generally had a good time. Occasionally, candidates misinterpreted the rubric and wrote about a celebration yet to happen, which impacted negatively on the Content mark available. Overall, whilst development of ideas tended to be satisfactory rather than effective, a greater number of candidates made clear attempts to interact with the reader rather than adopting an anecdotal approach.

In terms of language, the majority remembered to write in paragraphs, although this was not always the case. The language was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and only the more able candidates attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were very few problems with the use of commas instead of full stops this series. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion. A number of candidates, however, made no attempt to complete the task.

## 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 able candidates tended to stay very close to these cues, but few candidates used the prompts as ‘quotes’ from other ‘students’ in this series. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

***Extended writing***

Candidates were required to write an article for their school magazine expressing their views on whether it is better to go to university straight after school or to get a job instead. There were two prompts in support of going to university and two in support of finding a job straightaway. Most candidates made an attempt to engage with the topic, but the majority relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. More able candidates wrote with a greater sense of purpose and attempted to provide some justification for their stance. While most candidates addressed both sides of the argument, others established their position from the outset, with the most able sometimes including some concession in their writing. Few candidates, however, produced pieces which tended towards the upper word limit. Many attempted an appropriate introduction and conclusion and there was some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses. Language was generally unambitious 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**, answers should be as brief as possible. Too much information lifted from the text may well include incorrect details which could negate the answer.
- In **Exercise 3**, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required for this exercise. In particular, capital letters should be clearly formed.
- In **Exercise 4**, candidates are reminded of the importance to produce notes and not full sentences.
- In **Exercise 5**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also ensure that they do not exceed the 120 word limit. Overlong introductions should be avoided as well as the inclusion of irrelevant information or repetition of points.
- In **Exercises 6 and 7**, responses should be of an appropriate length demonstrating content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent ideas in both tasks. They should also provide enough depth to sustain the reader's interest. Candidates will not be given credit for using language which has simply been copied from the prompts.
- In **Exercise 6**, candidates must use an informal register and must address and develop all three bullet prompts. In **Exercise 7**, a more formal register is required and candidates should use persuasive language to convince the reader of their opinions.

## General comments

Overall, candidates were correctly entered at this level.

The paper offered a range of tasks within the seven exercises, requiring 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, although some candidates omitted the key detail of 'staying in'.
- (b) This was well attempted, although some candidates did not connect the idea of 'the majority of the time' in the text with 'most often' in the question and answered 'mountain tracks' or even 'city routes'.
- (c) This was very well attempted.
- (d) This proved to be a more challenging question and was a good discriminator. Many candidates appeared to misunderstand 'accommodation' in the question and described activities instead with responses such as 'visit to the exciting city of Marrakech' and 'hike for a day through villages'.
- (e) This was very well attempted, although some candidates overlooked the key word 'maximum' in the question and answered '15–20 kilometres'.
- (f) This was very well answered.
- (g) This question proved to be more challenging. Candidates needed to link 'advised' in the question with 'it's a good idea' in the text. Many lifted incorrect details such as 'the beginner riding course', or 'provide you with safety equipment'.
- (h) This was satisfactorily answered although a few candidates wrote 'there are 20 trails' which was incomplete without reference to fact sheets or the level of difficulty. There were also several candidates who were inaccurate with the spelling of 'trails' and wrote 'trials' instead. This could not be credited.

#### **Exercise 2**

This exercise was more challenging but most candidates performed very well here. The article about The Marathon of the Sands was generally well understood and more able candidates selected key detail and provided brief and precise responses, which often required just one word. Less able candidates copied an excessive amount of text which often negated the correct answer.

- (a) This was generally well answered.
- (b) This was very well attempted.
- (c) This proved to be a good discriminator. Candidates needed to read the text carefully and appreciate the significance of the contrasting words 'but' and 'though', and how they changed the direction of the sentences. 'Water' was well recognised but often the answer was negated by the addition of the single word 'food'. Many candidates also copied 'though tents' which was not relevant.
- (d) This was well attempted.
- (e) This question required the candidate to interpret the detail in the chart, and was very successfully answered.
- (f) This was generally well attempted although some candidates appeared to misread the question and wrote 'the luxury of a small stove'.
- (g) This question was generally well answered although some candidates did not supply a comparative or copied 'weight of her equipment'.
- (h) This was well attempted. Some candidates omitted the key detail 'a week' and could not be credited.



- (i) This was well answered although some candidates overlooked the key words 'rather than' in the text and wrote 'being stung by a scorpion'.
- (j) This was very well attempted.
- (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 how the runners prepared for the high temperatures. More successful candidates understood that answers needed to convey full details for each point. For example, in the first detail on the mark scheme, the key verb 'training' or 'running' had to be included, not just simply 'in Spain'. Similarly, in the third detail there had to be a reference to the 'machine'. Some candidates omitted these details and could not be credited. For the final item on the mark scheme, some candidates substituted 'wear boxing tracksuits' for 'run in boxing tracksuits', which did not successfully convey the idea. Less able candidates repeated the answer to **Question (h)** 'runs a 100 kms a week' or chose 'going to special sand tracks' which referred to improving the runners' technique rather than preparing for the high temperatures.

Centres are reminded that 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 Planet Party Event Booking Form were generally completed well, although there was often confusion in **Section A** about who exactly was making the booking.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper, but especially so in **Exercise 3** where capital letters, especially 'l' and not 'i', need to be clearly formed and where spelling needs to be accurate.

#### Section A

The three tasks of this section were satisfactorily answered. However, some candidates did not discriminate between distracting detail, answering that 'James Tobin' was the person making the booking rather than 'Suzanne Tobin'. The consequence of this was that the incorrect address was also written. The email details were generally correct.

#### Section B

This section was generally well attempted. Most candidates supplied the correct date of the event and underlined the reason for the party. The requirement of using exact information from the text was not always observed, particularly in the case of 'International Dining', where all letters were in lower case and where 'Dinning' could not be credited. The number of guests and the arrival time was well recognised. On occasion, candidates circled more than one detail for further services required when only 'decorations' was needed.

#### Section C

This section was generally successfully attempted. There was evidence, however, of apparently inaccurate reading of the text with the additional insurance policy requirements which resulted in many choosing the distractor 'accident insurance' or appearing to misunderstand the concept and writing 'cancel insurance' instead of 'cancellation insurance'.

#### Section D

Most candidates were able to convey the information within the required word limits. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, a large number of candidates wrote a well-constructed sentence and were awarded the maximum two marks. For this task, candidates needed to give a reason why they had chosen to use Planet Party. They could either write about the fact that the party themes offered good value or that the reviews said that the company were professional and showed attention to detail. The most frequent misinterpretation was that the company was chosen to celebrate the father's promotion in his job.

Grammar was generally accurate and there was an awareness of the need to write in the first person. The most common grammar issues included omitting a full stop, trying to connect two main clauses by only using a comma, and misspelling 'professional'.

#### **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 demonstrate 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.

##### *Problems with the tracking equipment the researchers have used*

A maximum of three marks was available for this section. Candidates were very successful here and most recognised and conveyed the first and third points on the mark scheme. Less successful candidates omitted the key words 'heavy' in point two and 'belts' in point three.

##### *Threats to loggerhead turtle populations*

A maximum of four marks was available for this section. Most candidates identified points seven and eight on the mark scheme with 'climate change' being the most common correct answer. Many candidates were imprecise with the wording of point six and wrote 'tourism development' without reference to the 'nesting beaches'. Similarly, the answer 'mistaking plastic floating in the sea' was incomplete without reference to the key detail that turtles mistook the plastic for food. Point four was often not well identified, but those who did choose it often substituted the answer 'predators', which was a valid alternative.

##### *Why the turtles are important*

A maximum of two marks was available for this section. This proved to be a very good discriminating section. The most successful candidates scored well here and provided full details for each point. For example, point nine required the precise fact that it was the turtles' eggshells that provided the nutrients for the plants and many candidates did not include this. Similarly, in point eleven, the answer 'encourage its growth' was incomplete without the idea that the turtles needed to eat the seagrass in order for this to happen. For point ten, some candidates repeated the same detail by writing 'provide habitat for other creatures' and 'carry plants/animals around' on separate lines.

#### **Exercise 5**

A range of marks was awarded for the summary exercise. More able candidates recognised and conveyed key details about the benefits of the fog catchers. All of the nine content points proved accessible.

It is encouraging to report that compared to previous series, fewer candidates exceeded the 120 word limit. When this occurred, it was largely due to writing overlong introductions about the fog catcher itself and the weather conditions on the coast of northern Chile. Candidates needed to select only those details which outlined the benefits of the fog catchers. The most successful candidates included key details about the advantages of the construction and siting of the device and its positive impact on people and the environment. Some candidates could not be credited on occasion because the detail was too general and lacked precision. For example, 'the netting was easy' with no idea of 'to find'. Similarly, 'crops can grow' with no reference to the 'dry desert' and 'doesn't need electricity' was too imprecise without the mention of gravity. Spelling was generally accurate although 'dessert' for 'desert' could not be credited and neither could 'frog' for 'fog'. Less able candidates copied large pieces of text from the first paragraph which contained irrelevant information about the lack of rainfall in the region. More precise selection would have enabled more content points to have been included within the 120 word limit.

Centres should continue to emphasise to candidates that there may well be whole sections of text which are not required when writing the summary and that careful reading of the wording 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, in this series, a good number of candidates were successful. More able candidates expressed key details in their own words without losing accuracy or meaning. For example, 'clean and safe to drink' was changed to 'pure and fit for drinking', 'easy to find' became 'easily obtainable' and 'cheap to install' became 'not expensive to build'. They also used appropriate conjunctions, which gave the summary good cohesion.

Several candidates produced a summary which had many changes and crossings out, often because they had initially written an excessive number of words and needed to reduce them. On some occasions, this disrupted the flow of the piece and the language mark was affected. It is suggested that candidates write a rough draft of the summary to avoid this issue.

### **Exercise 6**

There are three prompts in **Exercise 6** which must be addressed. In this series, the most successful candidates used paragraphs to good purpose and these provided an effective division between the different ideas. Many candidates wrote a suitably brief introduction and concluding statement in an informal register. Some candidates, however, were not so concise and it should be noted that prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, are counter-productive. Some candidates use an inordinate number of words at the start and finish of the piece which would be better employed developing the requirements of the bullet points.

In addition to the bullet prompts, there is a visual guide to help candidates when selecting content for their writing. Candidates should also be encouraged to use their own relevant ideas.

The use of idiomatic expressions can be effective in informal writing, but the context must be appropriate if they are to be used convincingly. Some candidates continue to include an excessive number of poorly-chosen idioms, which tends to affect the language mark adversely.

### **Email**

Many responses were generally effective. The most successful candidates were able to adopt a very suitable register, writing in an appropriately informal tone and addressing the recipient of the email throughout.

There were many varied ideas and explanations and successful candidates chose issues such as whether to study abroad or in their home country in the future, how best to take more exercise, whether to go to a friend's party or a family occasion, or whether to go out with a boy or girl they liked. Many candidates turned down their dream to play for Real Madrid or become a famous musician or dancer in order to please their parents or choose jobs such as a doctor or a lawyer. The most effective emails developed a real feeling of drama such as whether to have a much-loved pet put down after an accident. The impression was that the most mature pieces were those that had been written from experience. There were a large number of candidates who stuck rigidly to the picture prompts and wrote about having to make a decision between sport and study.

The third bullet point required candidates to express their feelings after making their decision. The most able candidates supported their choice with fresh, additional detail and not just a repetition of ideas given earlier in the email. Most candidates expressed relief, with a feeling of freedom from stress that a difficult decision had been finally made whilst others were still uneasy about the implications of that decision in the longer term. There were some candidates who did not explain their feelings but instead asked the recipient of the email for their advice, so they did not completely fulfil the requirements of the task. A small number of candidates did not address the task fully, and wrote about a decision that had to be made in the future.

In terms of language, the most successful candidates used ambitious and sophisticated vocabulary and expressions in their narrative, for example, 'heartbroken', 'ill-advised', 'choose between life and death' and 'boosted my morale'. The writing of less able candidates lacked balance with brief one-line opening and closing sentences and one whole central paragraph which covered the three bullet points. There was also a lack of depth and range of vocabulary with a succession of very short sentences which would have been greatly improved by the use of subordinate clauses. The choice of language tended to be at times very old-fashioned, particularly regarding idioms, such as 'it was a piece of cake' and 'a dog with two tails', which were inappropriate for a younger audience. There was some mixing of past and present tenses as well as non-agreement of subject and verb.

### **Exercise 7**

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

There are many candidates who feel that they have to invent titles as a heading for the article. It could be argued that this helps them to focus their ideas, but in 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 question.

### ***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. Some candidates took the view that we have come to rely on convenience or fast food because of the favourable cost and the saving of time and effort preparing and cooking for one. Many gave examples of students and parents too tired to cook when they come home from a long day at school or at work. Some candidates widened this to a discussion of how convenience or fast food is viewed within different cultures and also the environmental impact, for example, of the plastic packaging.

On the other side of the argument, many candidates gave their views about the health issues associated with a diet of convenience food, the hygiene aspects of food cooked outside the home and the erosion of family bonding when families eat at separate times. Many took a balanced view and discussed both sides of the argument, coming to the conclusion that convenience and fast food may not be the healthiest option, but it is very tasty and there is no harm in this food from time to time as a change from home-cooking. Less able candidates remained close to the two basic ideas expressed in the rubric prompts with little expansion, and there were many who wrote solely about cooking and the need to take cooking lessons and shopping at supermarkets.

More successful candidates created a final paragraph where they were able to summarise their arguments with a clear and definite conclusion, and often add a new dimension. Less successful responses tended to repeat previous points and re-stated broad opinions that they had made in the body of the article, often using the same words. Overall though, 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 used a suitable register, demonstrating a more formal style than in **Exercise 6**, with expressions such as 'play an important role', 'cannot turn our backs on the fact that...' and 'dependent generations'. More able candidates used complex sentences and achieved some variety of style, often opening with a forceful statement or injecting persuasive techniques, such as rhetorical questions, into their article. More successful candidates also used linking words to good effect which helped to provide balance to their argument and made the piece flow more easily when different points of view were offered. As with **Exercise 6**, some candidates did not observe paragraphing conventions and wrote one continuous piece. Some candidates also provided an overlong introduction, full of pre-learnt set phrases which had little meaning other than to state that there were arguments for and against.

# 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** candidates should carefully read and recognise the requirements of individual questions and instructions, ensuring responses are precise and that questions are interpreted accurately. Candidates should pay attention to linking/reference words to ensure that they locate the response required, taking care not to select information that distracts from the correct response. The wording of questions can contain synonyms for words in the text which will help to locate responses, so candidates should be aware of this. They should also take care not to include incorrect information which negates a correct response.
- In **Exercise 3AB**, candidates should make handwriting clear, and use capitalisation exactly as it is in the stimulus text. Occasionally, candidates did not use capital letters when required and marks were lost. For **3C**, when there are two aspects required in the sentence, candidates should refer to both of these for full marks.
- In **Exercise 4**, candidates should read the heading with care in order not to include points under the wrong heading. Some candidates appeared not to have recognised the key words in the headings, and gave the bullet points in the wrong section.
- In **Exercise 5**, candidates should keep within the word limit. A number of candidates lost marks as they wrote more than 120 words, sometimes due to repeating an idea or to irrelevance, which meant that correct content points were made after the word limit.
- In **Exercises 6** and **7**, it is vital that candidates read the tasks carefully and include all aspects to ensure the task is fully covered and there is no misinterpretation. In **Exercise 6** all the bullet points must be covered for content marks to be awarded in the higher bands. In **Exercise 7**, it is important for candidates to ensure that what they write about is relevant to the topic, so they must read the question carefully. A number of candidates did not organise their writing using paragraphs, which affected the language mark.

## General comments

Most candidates were entered appropriately for the Extended tier.

In **Exercises 1** and **2**, each question must be read carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. 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 for candidates to use synonyms for words in the text that represent key information required in responses. Synonyms for words in the questions should be sought in the text and recognised to enable candidates to locate appropriate responses. If a pronoun is used in the response, candidates should check to ensure that this clearly refers to the noun it has replaced.

In **Exercise 3**, which requires the precise completion of a form, clear handwriting is particularly important. Marks are lost if capitalisation is incorrect. In the final section, writing a sentence, the word limit must be adhered to and 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, in order to gain two marks. 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 recognise 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 need to be able to recognise the key words in the heading in order to locate relevant points. Notes made by each bullet point must make different points, which clearly and logically follow on from the heading. 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 avoid lifting irrelevant information or repeating points. When approaching this exercise, candidates are advised to read the instructions carefully to understand what information is to be summarised and skim the text to find relevant information. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language.

In **Exercises 6 and 7**, the extended writing tasks, candidates should ensure that they read and understand the task and follow the instructions regarding the task requirements to ensure that what they write is relevant. In **Exercise 6**, all three bullet points must be addressed. 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 6**, effective answers develop the three bullet points, maintaining correct register and tone. In **Exercise 7**, a topic is discussed, so clear and well-supported views should be in evidence.

### 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 incorrect details.

- (a) This question was answered correctly by nearly all candidates. A few candidates gave responses such as 'root vegetable', 'radish', 'cooking' or 'super 'foods', which suggested the relevant part of the text had not been understood.
- (b) This question was generally well answered and many candidates provided a fully correct response. A few candidates omitted the idea of 'high levels of vitamin C', only referring to the vitamin rather than the quantity, which was not precise enough.
- (c) This question was well answered. Occasionally, the key adjective 'ugly' was omitted. A few candidates gave the other name for a bitter melon, 'bitter melon', rather than referring to its appearance.
- (d) This question was quite well answered. Some candidates gave the country as Australia, apparently not understanding the referencing used in the text.
- (e) This question was quite well answered and some candidates gained full marks by providing correct details for both aspects of the question. Some incorrect responses gave the definition of food synergy instead of the term itself, and some either gave Elaine Magee as inventing the term, or both her and David Jacobs. This suggests some candidates did not recognise 'came up with' in the text as a synonym for 'invented' in the question.
- (f) A significant number of candidates gave the incorrect response 'vitamin D' for this question, or included it with the correct response 'calcium'.
- (g) This question was quite well attempted. A number of candidates wrote 'University of Illinois', suggesting these candidates did not focus fully on the whole sentence.

- (h) This question was generally well answered. Incorrect responses included 'essential mineral' or 'sulfuraphane'. These answers suggest that candidates did not recognise that 'healthy substance' in the question and 'essential minerals' in the text were synonymous.

## 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 quite well answered. A significant number of candidates gave 'the Varkey Foundation' as their response. This organisation arranged but did not conduct the survey referred to in the question, so candidates providing this answer appeared not to have read the relevant section carefully enough.
- (b) This question was well answered. There were candidates who did not respond to the question appropriately, forming their responses as statements instead of questions, which meant they could not be credited.
- (c) This question was well answered. Some candidates gave the year the first prize was awarded (2015), rather than when it was *set up*.
- (d) This question was generally well answered. A few candidates did not connect 'main aim' in the question with 'overall intention' in the text and gave answers such as 'inspire more people to become outstanding teachers'
- (e) This question was quite well answered. A number of candidates gave the response '5000', omitting a key detail, since there were 'over 5000' teachers entered. There was evidence that some candidates had not understood the questions as they wrote '127' or '10', which referred to the number of countries and finalists respectively.
- (f) This question was very well attempted. A few candidates gave 'USA', the only other country mentioned, but the place where the first winner of the prize was from.
- (g) This question was very well attempted. A few candidates did not give the name of the method accurately omitting 'workshop' from their answer, while some provided the name of the book 'In the Middle', which described the method.
- (h) This question was well attempted. Any correct response had to connect to the question through a suitable verb. Some candidates did not do this giving responses such as 'Centre for Teaching and Learning', which did not respond to the question.
- (i) This question was quite well answered. Some did not note the '*most important*' idea as asked for in the question and link this to 'above all' in the text, so gave responses such as 'developing trusting and friendly relationships with children'.
- (j) Most responses to this question were correct. A few candidates apparently did not realise that 'planning' in the question and 'preparation' in the text were synonyms, so gave either 25 hours, 46.5 hours or 1.5 hours as their answer. Very occasionally 'hours' was omitted, which could not be credited.
- (k) This question was generally well answered with a number of candidates gaining three or four marks. Some provided information that was not related to teachers' enjoyment in the text, but more generally related to teaching such as 'rewarding positive behaviour'.

## Exercise 3

**Sections A** and **B** of this exercise were quite well-attempted. Overall, most candidates gained between four to six of the available six marks, with a significant number being awarded full marks. The majority of candidates were aware of the requirements of this form-filling task. There were a few candidates who lost marks because lower case or capital letters were not formed correctly, or could not be deciphered. Nearly all

candidates completed the form as Gregor Brundt, although a few candidates used a third person pronoun (his/he), which in this exercise cannot be credited.

### **Section A**

The majority of the candidates provided most of the necessary details accurately. In nearly all cases, the full name was correct, although a few candidates misspelt this, omitting the 'd' in Brundt, or used lower case letters to begin the first or surname. The home address was generally correct. Occasionally, it was presented in the wrong order or 'Germany' was omitted. Most candidates gave the right email address. A few gave or added Gregor's mother's email, or made a spelling error. The school name was usually correct although initial capitals letters were sometimes written as lower case and 'College' was misspelt as 'Collage'.

### **Section B**

This section was fairly well answered. With regard to where Gregor stayed, a few candidates chose 'own accommodation' rather than 'host family'. A significant number of candidates did not give their opinion of the information received and the length of session, and only gave details of the information and session, without expressing their view. A number of candidates did not specify that the 'final dinner' was the most enjoyable activity and gave 'dinner', which was not precise enough. Most candidates gave the most useful session correctly although occasionally 'careers' was omitted or misspelt. 'Invent a study aid' was correctly indicated by many candidates as the competition. 'Mug' was usually given as the best gift although a few candidates added 'and certificate', which negated the response.

### **Section C**

Many candidates produced relevant, accurate sentences in this section. Generally, for full marks candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these conventions are not maintained. Some candidates used the information from the text to provide a relevant, error-free sentence giving details of their general opinion of the conference and how it could be improved next year, gaining the two available marks.

### **Exercise 4**

Candidates responded quite well to this note-taking exercise, generally providing five to eight correct notes, with a few gaining the full nine marks available. Notes could not be credited when they were repeated or omitted key information. A number of candidates placed notes in the wrong section, which indicated that some candidates had not fully understood the requirements of each heading and had not recognised the difference between what was done 'globally' and what was given to 'local people'.

#### *What WWF is doing to protect the environment*

This section was generally well attempted and there were candidates who correctly provided the five notes required from the possible six correct options. A number of candidates did not seem to correctly interpret the heading, not understanding the significance of 'globally', so gave points that were only relevant to the other heading. Some notes were specific to an area, (not global) as in 'help them see the importance of turtle conservation'. A few candidates gave 'reports' and 'research' as two separate notes, when they communicate the same idea, or they omitted words that were key to the point such as 'conservation' in 'conservation projects' or 'young' in the note 'work with young people'. Occasionally notes were incomplete as in 'encourage industries to work', which omits the idea of this being in environmentally friendly ways.

#### *Examples of what WWF is giving local people*

This section was generally well attempted and some candidates provided four or five of the required five notes. Key details were occasionally omitted. For example, candidates wrote 'stoves', 'torches' or 'nets' instead of 'biogas stoves', 'head torches' or 'fishing nets'. A few candidates wrote 'tell farmers to set up bee hives away from their land' which was not something that was given to local people.

### **Exercise 5**

Overall, candidates performed well in this exercise. They were expected to write a summary about what caused high levels of pollution in Bangladesh and how the city managed to improve living conditions. There were twelve possible content points and a significant number of candidates successfully located six or more



of these, whilst others provided between three and five points. There were candidates who wrote more than the 120-word limit, which then could affect the final content and language marks. This was generally because of a long introduction, repetition or expansion of points, or irrelevant information. Candidates included information unrelated to the summary topic such as 'car is not the main problem of the city because most civilians do not use their own car', or referred to the introduction of cycle paths. Sometimes candidates attempted to make points but expressed them inaccurately. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and linking points skilfully, whilst attempting to express this to some extent in their own words.

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

### **Exercise 6**

The extent to which the three bullet points are addressed and developed within the context determines the content mark. If any bullet point is not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should demonstrate a good sense of purpose whilst sustaining the reader's interest. Examiners are looking to reward candidates who write using an appropriate and consistent register, adopting a more engaging style with some imaginative detail.

### **Email**

Generally, candidates dealt with the topic successfully, and the vast majority provided satisfactorily developed, relevant content. Less successful responses tended to give shorter responses below 150 words that lacked development, or did not address one or more of the bullet points. The emails were, in general, in an appropriate informal register, addressing all three bullet points.

Candidates achieving the higher bands wrote the email as if to a real friend, referring possibly to shared experiences and interests. One example when writing about the next holiday included, 'I went to that festival just for fun, but I remember your obsession with Mexican music. I literally love exotic music and I'm really looking forward to going to a music festival in Mexico for my next holiday ...'

With regard to language, the vast majority of candidates used language that was satisfactory or competent. Language conveying an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. 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 were able to construct 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.

Language deserving of the higher bands should be very natural, easy for the reader to follow and grammatically correct. There should be an evident range of vocabulary. An example of such language is, 'It was a spectacular festival with an electrifying atmosphere all around us. As soon as I neared the festival grounds, my senses were overwhelmed with the concoction of colours, sounds and smells. People of all races could be seen enjoying the music.' There were candidates who attempted more complex language though some responses 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 produced long sentences, which were difficult to understand, often using 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 the higher bands, candidates develop the views in the prompts, expressing these in their own words, and 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 expected to write an article for their school magazine discussing how using technology can affect a person's social life. 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. They directly addressed their fellow students by employing pronouns like 'we/us', along with rhetorical devices. This invited the reader to consider the topic as the arguments were developed. Some candidates wrote more in the style of a discursive essay, which tended to detract from the sense of purpose and audience. The majority of candidates developed their responses satisfactorily. Generally, responses were fairly logically structured with an introduction, followed by one or two paragraphs exploring the topic, and a brief conclusion, often offering advice. The most effective discussions considered and expanded upon the views provided by the prompts. They compared social interaction before and since the advent of technology, discussing how technology can help maintain existing relationships, and can also be the starting point of deeper, supportive friendships. There was also discussion of the dangers of internet relationships, and how an addiction to technology can distract people and prevent them from participating in social events. Some candidates misinterpreted the task and wrote about the general benefits or drawbacks of technology, with little or no reference to how it affects one's social life.

The full range of marks was awarded for language. There were candidates who demonstrated a range of advanced structures, with very few errors, enabling them to achieve the precision required for marks in the higher bands. Responses included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. 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 0511/23  
Reading and Writing (Extended)

## Key messages

- **Exercises 1 and 2** proved accessible to the majority of candidates, although candidates should be reminded that for these tasks, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates 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 and must not exceed the word count.
- 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 **Exercise 5**, candidates must read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, the majority of candidates interpreted the rubric correctly and successfully located content points relating to both the advantages and disadvantages of edible cutlery. A number of candidates continue to exceed the 120 word limit, however, which inevitably impacts the number of content details available to them.
- 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**, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to provide enough depth and detail to sustain the reader's interest. In **Exercise 7**, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with a number of responses achieving marks in the 'highly effective' band.

## General comments

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

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

In this series, handwriting seemed to be less of an issue in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 6 and 7**.

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

### **Comments on specific questions**

#### **Exercise 1**

This exercise was generally very well attempted by candidates.

- (a) This was extremely well attempted with only a small proportion of candidates not gaining the mark through the omission of the key detail 'apparatus'.
- (b) This was also very well answered with the vast majority of candidates correctly identifying 'Yongala' as the key detail.
- (c) This item proved more challenging. While a good majority of candidates correctly identified 'vehicles', marks were frequently lost by the inclusion of 'transporting' or 'ship', or both. There was also evidence of possible lack of precision in reading with a fair proportion of candidates providing 'coins, old plates and even gold' in error.
- (d) This item was generally well attempted, although inclusion of 'training in shallow water' negated an otherwise correct response for a number of candidates.
- (e) This was extremely well answered with only a small number distracted by the detail 'breathing only through your mouth'.
- (f) The vast majority of candidates correctly supplied 'diving certificate' or 'C-card'.
- (g) This was also correctly answered by the vast majority of candidates.
- (h) This item proved accessible to the majority of candidates who correctly identified two of the three possible options for two marks. Occasionally, it appeared that lack of precise reading resulted in the incorrect responses 'diving in very cold water' or 'eating before diving'.

#### **Exercise 2**

Overall, this exercise was very 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 and very occasionally, candidates failed to provide a response for some items. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This item was very well attempted with the vast majority of candidates correctly identifying 'abandoned'. Whilst inclusion of 'by its parents' could be credited, some candidates lost the mark by including 'by their parents', which changed the meaning.
- (b) This was also well attempted, although possible lack of precision in reading led some candidates to supply 'in the chair' rather than 'under the chair'.
- (c) This item was very well answered.
- (d) This item also proved accessible to the vast majority of candidates who correctly identified 'countryside' as the salient detail. Marks were lost, however, by the inclusion of 'towns' in some responses.
- (e) This was extremely well attempted with the majority of candidates correctly supplying 'purple' or 'purple shine'.
- (f) For this item, the majority read the bar chart accurately and identified '150 g' as the salient detail. Some candidates lacked precision and incorrectly provided '450 g', however. Responses which did not refer to the unit of weight could not be credited.
- (g) This item required very precise reading and interpretation, and proved more challenging for some candidates. While a good proportion correctly provided 'greeted Caroline's children' or 'greeted the children', many missed the salient detail and provided 'gets enthusiastic', 'makes noises', or the too ambiguous 'greeted them enthusiastically'.

- (h) This was generally well answered with most candidates correctly identifying 'context' as the type of call.
- (i) This item was also very well attempted with the vast majority correctly supplying both 'insects' and 'seeds'.
- (j) A good majority of candidates achieved at least one of the two marks available for this item, most commonly with 'wakes up later'. As a comparative form was required, however, those who supplied 'doesn't like being outside much' rather than 'spends less time outside' could not be credited for this detail.
- (k) This item was generally well attempted with many candidates achieving at least two of the four available marks. All of the five possible options proved accessible, although 'returning them to the wild isn't always successful' was the detail least frequently selected. Marks tended to be lost where responses referred specifically to 'Spike' rather than 'rooks' in general.

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

### Exercise 3

In this series, candidates seemed to be generally well prepared for the specific demands of the 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. **Section C** was generally less successful for a many, however.

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

### School Exchange Program application form

#### Section A

This section was generally very well answered. Most candidates correctly identified the name, age and address of the applicant, although a number omitted 'Ireland' and, occasionally, some elements of the postcode. The email address was also correctly identified by the majority of candidates as were the qualifications and the result, although marks were occasionally lost for the latter where 'points' was omitted. There was a good degree of accuracy in transcription and generally clear distinction between upper and lower-case letters.

#### Section B

This section was also well attempted. Most candidates correctly identified 'residential school' and 'mixed' as the preferred school type and 'urban' as the preferred environment. A good proportion also correctly identified 'US history' and 'photography' as the subjects of particular interest to the applicant, although credit could not be given where 'US' was omitted from the former.

### **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 continued to be a problem for some candidates. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, candidates were required to include two details: the applicant's future career plans and how the School Exchange Program might help with these plans. The majority produced sentences from the first person perspective as required. However, marks were frequently lost due to the inclusion of content not retrieved from the text and/or failure to observe the word limit. The majority of candidates did not achieve full marks for this item and many received a mark of zero.

#### **Exercise 4**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. 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. Responses which omitted or repeated key details could not be credited. Candidates should be reminded to check that each point they make has a different focus.

#### **Appearance of the new 3D zebra crossings**

This section was well attempted with most candidates scoring the two marks available. 'Clearly visible' was the least frequently used option of the three and the third, 'resemble solid pieces of wood', seemed to be the option most likely to result in lost marks, usually as a result of omissions, e.g. 'solid pieces of wood' without 'resemble'.

#### **Advantages of the new 3D zebra crossings**

Four content points were required for this section, which was also generally well attempted with many candidates correctly identifying at least two or three of the six possible responses. There was good recognition of most of the possible options, although the implied option 'more noticeable' was not identified. As previously, marks tended to be lost where candidates supplied responses which lacked salient details. For example, a number supplied 'drivers give pedestrians a chance to cross' without the tentative expression 'more likely', which changes the meaning.

#### **What critics say about the new 3D zebra crossings**

This section proved the most challenging. Three content points were available and three were required. Whilst all of these proved accessible, many candidates failed to score well in this section either as a result of repetition or because lack of precision in reading led them to state the criticisms as facts rather than potential problems. That is, candidates who supplied responses such as 'distract drivers' or 'cause accidents' without a cautious word such as 'could' or 'may', for example, could not be credited as these answers do not accurately convey the ideas presented in the text.

#### **Exercise 5**

The summary discriminated fairly well this series with the higher range of marks awarded to those who demonstrated full understanding of the item requirements. Candidates were asked to summarise two aspects of the text – the advantages and disadvantages of edible cutlery. More able candidates were able to differentiate between the two, select precise detail and write a cohesive piece with a good sense of order. Many candidates, however, performed less well and appear to have been under-prepared in the necessary summary skills.

Although all of the possible content points proved accessible, relatively few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. Many candidates seemed to feel it necessary to introduce the issue of plastic waste and copied large chunks of information from the first paragraph. This was problematic for two reasons. Firstly, devoting a considerable number of words to information which does not directly address the rubric inevitably impacts on the number of content points available, and secondly, many candidates were not credited for the first two options '*less plastic waste*' and '*you can eat them*' as these had not been identified and expressed explicitly as advantages.

Language points were awarded across the range with a good proportion of candidates awarded four 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, therefore, that they focus on the summary requirements. To achieve higher marks for language, they should also attempt to paraphrase and in this series, a good number did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions giving the summary a sense of coherence. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

## Exercise 6

### General comments

This exercise was reasonably well attempted. The rubric was well understood and the word limit was generally well observed.

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

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriately succinct beginning and ending to the email. While the majority of candidates also adopted a style and register appropriate for this genre, there was often a tendency to adopt a story-telling approach to the content. To achieve marks in the higher bands candidates should be demonstrating a clear sense of purpose and audience in their writing, looking to engage and interact with the reader. 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 tell the friend what the family was celebrating, explain how he/she helped to organise the celebration, and finally, describe what happened at the celebration.

The visual stimuli were fairly ambiguous and this resulted in a range of ideas. Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the prompts. The first bullet point tended to be the least developed of the three. Perhaps in response to the visual prompt, many candidates referred to grandparents' birthdays, weddings or anniversaries. There were a range of ideas, however, from baby showers to graduations and often the celebration was a surprise. The second bullet point tended to be better developed. The majority of candidates wrote about how they selected and/or decorated the venue with balloons, or how they organised the food, drinks and entertainment, for example. Many also wrote of their responsibility for drawing up a guest list and sending invitations. For the third bullet point, some candidates took the opportunity to provide some interesting, engaging detail such as a funny incident, accident, marriage proposal or family argument. Others, however, provided relatively limited accounts of how they danced, ate and generally had a good time. Overall, although many responses were effective, relatively few candidates responded to all prompts with the level of detail and expansion necessary to achieve a top band mark. Occasionally, candidates misinterpreted the rubric and wrote about a celebration yet to happen, which impacted negatively on the content mark available.

The majority of candidates included paragraphs, although this was not always the case. Most also 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.

## 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 able candidates 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 the school magazine expressing their views on whether it is better to go to university straight after school or to get a job instead. Two prompts were provided; one which presented an argument in favour of going directly to university after finishing school, and one which argued that getting a job is the better choice. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above with some producing well considered responses. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion; however, many relied heavily on the arguments put forward in the prompts and less able candidates struggled to provide evidence of original ideas. Many candidates argued in favour of attending university straight after school and justified their stance typically by presenting arguments related to the benefits of expanding knowledge in order to build a career resulting in a higher income and better quality of life. Those who argued in favour of getting a job after finishing school defended their position by discussing the benefits of earning money quickly, without having to invest a lot of time studying, gaining experience at a young age and becoming independent. A small number of candidates produced mature, well-developed responses which either argued convincingly for one side, or fully explored the pros and/or cons of both options. There was generally effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses. As with Exercise 6, many of the responses were effective, but 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 need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4**, and **5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit. Candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').

- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

Generally, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended.

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was well answered.

#### **Question 1**

- (a) Many candidates found this question challenging. Some of the incorrect responses that could not be credited included 'life in sweet' and 'lifey sweet'. Some candidates spelt 'sweet' as 'sweat' or 'suit' which could not be credited. Many candidates wrote 'the cake' while some selected the distractor 'baking for beginners'.
- (b) A very mixed response here with several weaker candidates picking up the wrong detail 'lemons'. A few candidates wrote 'flour' and 'sugar'. There was a wide variety of spelling variants that could be credited e.g. 'cocunut' and 'coconet'. However, the following examples were not credited: 'coconaut', 'coconate', 'cocunt'.

#### **Question 2**

- (a) This question was consistently well attempted, with the vast majority of candidates scoring a mark here. Less successful responses included all three, i.e. 'space, science and technology'. The following could not be credited: 'space museum', 'spaces', 'spice', 'espace' and 'spac'.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates selected the distracting information.

#### **Question 3**

- (a) There was a mixed level of success here. Incorrect responses included 'summer skies', 'samon sky', and 'summe sky'.
- (b) This was generally well attempted. However some candidates wrote 'market' instead of 'supermarket' while the weaker candidates responded with the distractor 'outside college'.

#### **Question 4**

- (a) This was generally well attempted by the vast majority of candidates, with a wide variety of spelling variants that could be credited.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates selected the distractor 'music' and others wrote 'music length'. The following spellings could not be accepted: 'legth', 'legnth', 'lengh'.

### 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.

- (i) This was not well attempted despite a number of synonyms being credited including 'gap year', 'year out' and 'year's break'. However, the following could not be credited: 'year of', 'time off', 'yar off'
- (ii) Many successful responses were seen here. The weaker candidates, however, chose the distractor 'law'.
- (iii) This question was quite well attempted as a large number of spelling variants were accepted for 'management'. However, the following could not be credited: 'time manage', 'mangmant', 'time keeping' and 'keeping time'.
- (iv) There was a mixed level of success here. Some candidates confused it with 'commendation'. A large number of candidates introduced an 'n in the spelling, e.g. 'accomondation', and it could not be credited. Incorrect responses 'dealing with money' and 'having a job' appeared quite frequently.
- (v) This was well answered by the majority of candidates.
- (vi) This was extremely well attempted by the vast majority of candidates. However, the following responses could not be credited: 'hire dresser', 'hair styler', 'head dresser', 'hair cutter' and 'heardresser'. Some candidates wrote 'mechanic' or 'professor'.
- (vii) There was a mixed level of success here. Some responses that could not be credited included 'getting jobs', 'choose jobs', 'successful interview', 'choising jobs', 'chosen jobs' and 'useful jobs'.
- (viii) This was extremely well attempted by the vast majority of candidates, with a wide variety of spelling variants that were accepted. However, some candidates picked out the distractors, e.g. 'corridor', 'display board', 'computer room' and 'reception' and could not be credited.

### Question 6

Most candidates demonstrated a clear understanding of the task and some candidates obtained full marks, but some candidates found this task challenging.

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.

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

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Paper 0511/32  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4**, and **5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit. Candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').

- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- There was 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). However, in some cases this still needs to be done more effectively, as some candidates tend to underline all words, rather than only select the key words in each question.
- 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.
- Candidates 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. Candidates 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. 'educate' instead of 'education').
- It would be beneficial to candidates to be aware of a wider range of phrasal verbs (e.g. to *take up* a hobby, when it *comes to*, to *make up for* something, to *give up*) and other more idiomatic fixed lexical items (e.g. to keep going, I'm always touched by, that'd never crossed my mind).
- It is also recommended that candidates are given practice in countable and uncountable nouns. Candidates should be aware the plural form is grammatically wrong in some cases (e.g. education) and that some nouns can have both the plural and singular form, but the meaning differs (e.g. body language/languages, speed/speeds, food/foods).

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was reasonably well attempted by most candidates. Most marks were lost where candidates included distracting detail on its own or in conjunction with the correct answer.

#### **Question 1**

- (a) This question was answered fairly well. Where marks were lost this was mostly due to the distracting detail 'athletics' or 'school tournament' being given in error. Weaker candidates transcribed the intended answer as 'swimming' or 'sailing'. Other attempts that couldn't be credited were incomplete answers that were too general (i.e. 'contest').
- (b) The question asked 'what prize the girl received' and most candidates provided the correct detail – 'laptop'. However, some responses featured the prizes which the girl had imagined she would get and, consequently, could not be credited. Other wrong answers included a list of all the prizes mentioned in the recording – 'medal, small gift, book, laptop'. Such answers could not be credited as candidates failed to select the correct detail.

## Question 2

- (a) The question was attempted reasonably well. Some answers included the distracting detail 'birthday'. Responses which gave an answer which lacked the necessary detail, for example, 'special occasion' and 'son celebration' were not credited. Answers which consisted of other parts of speech, but retained the intended meaning were still credited (e.g. 'son graduate', 'graduated', 'graduating party').
- (b) Only half of the candidates provided the correct detail, which consisted of the number and the correct currency – '£60'. Some candidates provided the distracting detail '£150' or their spelling attempt at 'sixty pounds' created a new meaning 'sixty ponds'.

## Question 3

- (a) There was a mixed level of success in this question. For the mark to be awarded the phrase 'extreme sport(s)' had to be provided 'Sport(s)' on its own, therefore, couldn't be given the mark. Weaker candidates provided the distracting detail 'solar power' or 'chemistry'.
- (b) There was a high level of success for this question. The expected answer was 'Thursday'. Candidates provided a vast array of spelling variants of this word, most of which were creditable attempts.

## Question 4

- (a) This item was answered well by only half of the candidates, who provided the correct spelling, or spelling which did not put the meaning of the intended answer in doubt. Such attempts included 'discouns', 'discaount', 'discountes', etc. Answers which included 'travel tickets', 'find more places', 'information' and 'school reception' were not credited. Some candidates provided an extra detail which altered the intended meaning (e.g. 'discounts for lady', 'travel discount') and consequently lost marks.
- (b) Candidates answered this question extremely well. The intended answer for this question was 'school website' and most candidates provided just that. Where marks were lost, this was mainly due to spelling attempts which altered the meaning (e.g. 'school websight', 'school wedsite'), incomplete detail (i.e. website) or the wrong grammatical form, which changed the meaning (i.e. school websites).

## Question 5

This question was well attempted by only a small number of candidates. On average, candidates scored between two and four marks. There were a high number of No Responses in this part of the test, especially for **items (a), (b), (c), (f) and (g)**.

- (a) Most candidates found this item challenging. Only a few candidates supplied the required detail: 'courage'. Wrong answers included distracting details, most commonly 'strength' and 'loyalty'. Weaker candidates also provided other nouns from the recording as their answers for this item. For example, 'legends' and 'behaviour'.
- (b) This was a reasonably well attempted item. Where marks were lost, this was due to poor spelling attempts which put the meaning in doubt (e.g. 'equcation', 'edcaution', 'eduction'). Other wrong answers included distracting details, such as 'money' and 'projects'.
- (c) Only less than half of the candidates provided the correct detail here. Most answers which included extra information were also awarded the mark. For example, 'fast speed' and 'speed ability'.
- (d) This was the most successfully answered item in this part of the test. Where marks were lost this was due to the distracting detail '450' or '50' being given in error.
- (e) There was a very mixed level of success for this item. The most common wrong answer was one of the distracting details, such as 'forests', 'meadows', etc.
- (f) This item was challenging for many candidates. Some candidates selected the distracting detail 'foxes' or 'wild dogs' and could not be credited.

- (g) This item was also not well attempted by most candidates. Marks were lost where candidates provided an incomplete answer (e.g. share) and answers which were too general or did not convey the idea of sharing food (e.g. 'live together', 'work together', 'are social'). Alternative answers, such as 'eat together' were credited.
- (h) This item was attempted reasonably well. Many candidates provided the expected answer, but alternatives, including 'body movement' and 'body communication', were also credited. Weaker candidates included the distracting details 'howling' and 'barking'.

### Question 6

This part of the test was attempted relatively well. There were no omissions in this part of the test. However, a number of candidates provided the same letter more than once and consequently these attempts could not be given the mark. The majority of candidates matched, on average, 2–4 speakers correctly to the expected letter. Opinion C was often wrongly matched with speaker 4. Answers for speakers 1 and 5 were sometimes transposed which was also often the case for speakers 3 and 4. Candidates dealt best with speakers 1 and 6.

### Question 7

Candidates attempted this part of test with a mixed level of success. Candidates were especially successful in answering **item (f)**. There was also a good level of success in answering items **(b)**, **(c)**, **(e)** and **(h)**. Only a small number of the candidates provided the correct answer for **item (a)**, **(d)** and **(g)**. Option C was often given in error for these three items.

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.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4**, and **5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit. Candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').



- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

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

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

Successful responses were those which 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 there was a mixed level of success in this first exercise. There were sometimes omissions throughout this section, from weaker candidates, with items sometimes being left blank where no attempt was made at a response.

#### **Question 1**

- (a) Only a small number of candidates answered this question correctly with the expected response 'city walls'. Marks were often lost due to spelling attempts that changed the meaning of the intended answer, e.g. 'city wars', 'city walks', 'sitting walls'. The distracting detail 'museums' was often seen.
- (b) A fair number of candidates answered this question correctly with the expected answer 'presentation(s)'. The answer was usually spelt correctly when given. However, addition of negating details such as 'presentation and project', 'presentation and essay' 'history presentation' was frequently encountered. These answers could not be credited as the responses included distracting detail from the recording.

#### **Question 2**

- (a) There was a mixed level of success here. Some candidates provided the expected response 'costume' here and gained the mark. However, 'custom' or variants of this such as 'custome' could not be credited, as a change in meaning was implied.
- (b) A very mixed level of success here. Several candidates provided the expected response 'on the roof'. However, responses could not be credited when candidates provided a different preposition which altered the meaning of the answer as a whole, e.g. 'in the roof', 'under the roof'. Acceptable spelling variants included 'rouf' and 'roofe'. Another commonly encountered variant 'rooftop' was also given a mark. The distracting detail 'in the garden' was also given by weaker candidates and could not be credited.

#### **Question 3**

- (a) This was not well answered. The expected response here was '(using) (the) equipment(s)'. The required detail for the mark was 'equipment'. Responses which provided the distracting detail 'instructions' were not credited.

- (b) The key was given correctly by a few candidates. However, it was quite common to see the incorrect distracting detail 'thermometer' as a response.

#### Question 4

- (a) Fairly well answered. The expected response here was 'racing cars' and both details were required for the mark. Some responses omitted a key detail so could not be credited.
- (b) Candidates were less successful here in general. The expected response here was '(bad) light' though 'lighting' was also credited. However, on many occasions candidates misspelling of 'lighting' changed the meaning of the answer as a whole, e.g. 'lightning', which created a new word so, could not be credited. The singular form was required here – so answers such as 'bad lights' could not be credited, as the reference in the recording was to the general state of natural light, not separate 'lights'. The distracting detail 'people pushing' was often given and could not be credited.

#### Question 5

Overall this section proved challenging for many candidates.

- (a) A very mixed level of success here. Some candidates provided the correct response: 'South Africa' here as expected, it also followed grammatically from the preposition in before the gap.
- (b) This item was successfully answered by a fair number of candidates, who provided the expected response 'wetsuit'. 'Swimming suit' could not be allowed as this suggests a different type of swimming outfit.
- (c) Reasonably well answered on the whole. A fair number of candidates provided the expected response 'jelly fish'. However, marks were often lost when the distracting detail 'sharks' was given.
- (d) A mixed level of success here. The expected response 'direction' or 'directions' was fairly often encountered and credited. However, marks sometimes lost when the distracting detail 'swimming style' was given.
- (e) This proved challenging for some candidates. The expected response here was 'shoulder(s) (injury)'. However, quite a large number of candidates provided the wrong distracting detail 'muscles' or 'swollen tongue' as a response.
- (f) Fairly well answered. The expected answer was 'sweet potato(es)' and this was fairly often seen. Marks were also lost when the distracting detail 'sugary snacks' was given.
- (g) Mostly well answered. Many candidates provided the expected response 'music' here.
- (h) A mixed level of success here. A fair number candidates provided the expected 'strong winds' here and attained the mark. In many cases, however, given spelling variants of the answer changed the meaning of the response so could not be credited, e.g. 'strong wings'. In other instances the key detail 'strong' was omitted, i.e. just 'winds' – so the answer could not be credited.

#### Question 6

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

#### Question 7

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

# ENGLISH AS A SECOND LANGUAGE (COUNT-SPEAKING)

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<p>Paper 0511/41 Listening (Extended)</p>
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## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4, 5, 8A and 8B**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5, 8A and 8B**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Questions 5 and 8 A/B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 8 A/B**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').

- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

Generally, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended.

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was well answered.

#### **Question 1**

- (a) The majority of candidates identified the correct response 'life is sweet'. Some of the incorrect responses that could not be credited were 'life in sweet', 'lifey sweet', 'lively sweet', 'lifest sweet' and 'life sweet'. Some candidates spelt 'sweet' as 'sweat' or 'suit', which could not be credited. Many candidates wrote 'the cake' while some selected the distracting detail 'baking for beginners'.
- (b) A very mixed response here with several weaker candidates picking up the wrong detail 'lemons'. A few candidates wrote 'flour' and 'sugar'. There was a wide variety of spelling variants that could be credited e.g. 'cocunut' and 'coconet'. However, the following examples were not credited: 'coconaut', 'coconate', 'cocunt'.

#### **Question 2**

- (a) This question was consistently well attempted, with the vast majority of candidates scoring a mark here. Less successful responses included all three, i.e. 'space, science and technology'. The following could not be credited: 'space museum', 'spaces', 'spice', 'espace' and 'spac'.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates selected the distracting information.

#### **Question 3**

- (a) There was a mixed level of success here. Incorrect responses included 'summer skies', 'samon sky', and 'summe sky'.
- (b) This was generally well attempted. However some candidates wrote 'market' instead of 'supermarket' while the weaker candidates went for the distractor 'outside college'.

#### **Question 4**

- (a) This was generally well attempted by the vast majority of candidates, with a wide variety of spelling variants that could be credited.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates selected the distractor 'music' and others wrote 'music length'. The following spellings could not be accepted: 'legth', 'legnth', 'lengh'.

### 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.

- (i) This was extremely well attempted by the vast majority of candidates as a large number of synonyms were accepted, e.g. 'gap year', 'year out' and 'year's break'. However, the following could not be credited. For example, 'year of', 'time off', 'yar off'
- (ii) The vast majority of candidates were able to score a mark here, with a wide variety of spelling variants that could be credited. The weaker candidates chose the distractor 'law'.
- (iii) This question was quite well attempted as a large number of spelling variants were accepted for 'management'. However, the following could not be credited: 'time manage', 'mangmant', 'time keeping' and 'keeping time'.
- (iv) There was a mixed level of success here. Some candidates confused it with 'commendation'. A large number of candidates introduced an 'n' in the spelling, e.g. 'accomondation', which could not be credited. Incorrect responses 'dealing with money' and 'having a job' appeared quite frequently.
- (v) This was consistently well answered by the majority of candidates. Quite a large number of candidates picked out the distractor 'hampton' while some wrote 'black'. Other place names were given that were not on the recording, e.g. 'London', 'Cambridge' and 'Bristol'.
- (vi) This was extremely well attempted by the vast majority of candidates. However, the following responses could not be credited: 'hire dresser', 'hair styler', 'head dresser', 'hair cutter' and 'heardresser'. Some candidates wrote 'mechanic' or 'professor'.
- (vii) There was a mixed level of success here. Some responses that could not be credited included 'getting jobs', 'choose jobs', 'successful interview', 'choising jobs', 'chosen jobs' and 'useful jobs'.
- (viii) This was extremely well attempted by the vast majority of candidates, with a wide variety of spelling variants that were accepted. However, some candidates picked out the distractors, e.g. 'corridor', 'display board', 'computer room' and 'reception' and could not be credited.

### 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

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.

#### Part A

- (i) This was generally well attempted by most candidates. Examples of common incorrect responses included 'fitness trainer', 'rewarding', and 'keep it up'.

- (ii) This question proved challenging for many candidates. The key detail 'small' was often omitted, so no marks could be awarded. Sometimes, the singular 'target' was written. Other incorrect responses included 'achievable targets', 'ambition', 'achievements' and 'high standards'.
- (iii) This was reasonably well attempted by a large number of candidates with the majority of them giving the correct answer 'progress'. However, the following responses could not be credited: 'endurance', 'success' and 'strength'. Some incorrect spellings included 'prograss', 'pregress', 'prograce' and 'pragress'.
- (iv) This was generally well attempted by the vast majority of candidates.
- (v) This was consistently well attempted by the vast majority of candidates. Many phonetic attempts were unsuccessfully tried. A large number of phonetic attempts were accepted but the following could not be credited: 'eposide', 'equizerd', and 'episold'.

**Part B**

- (i) There was a mixed level of success here. The full range of allowed responses helped here – with ‘responsibility’ being a particularly common correct response. ‘Competition’ was sometimes spelt as ‘competion’ and ‘healthy’ was written as ‘healty’, ‘health’ or ‘hetty’. A large number of candidates just wrote ‘competition’ while others wrote ‘fitness body’, ‘fitness buddy’, ‘responsibilities’ and ‘excuses’.
- (ii) This was a challenging question for a large majority of candidates, some of them offering words which had nothing to do with the question. Quite a few candidates wrote the plural ‘distractions’ and sometimes, ‘distraction’ was spelt as ‘destruction’. The following responses could not be credited: ‘gossiping’, ‘social’, ‘encourage’, ‘style’, ‘physical’, ‘distractive’ and ‘ability’.
- (iii) There was a mixed level of success here.
- (iv) A large majority of candidates struggled with this question. The candidates got a mark if the phonetic attempt at the spelling was correct but some candidates misunderstood the question and wrote irrelevant words, e.g. ‘improvement’, ‘exercising more’ and ‘200%’. The following could not be credited: ‘extinctive survival’, ‘survivor’, ‘survive’, ‘survivaling’ and ‘surveying’.
- (v) This question was quite well attempted by the vast majority of candidates. A large number of phonetic attempts were acceptable. However, many candidates went for ‘park run’ and lost the mark. Unacceptable responses were: ‘get together’, ‘going together’, ‘do together’, ‘go’, and ‘gone together’.

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

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Paper 0511/42  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4, 5, 8A and 8B**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5, 8A and 8B**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Questions 5 and 8 A/B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 8 A/B**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').



- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- There was an increased amount of evidence of good exam techniques being used by candidates this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions). However, in some cases this still needs to be done more effectively, as some candidates tend to underline all words, rather than only select the key words in each question.
- The vast majority of candidates provided concise answers and adhered to the word limit in **Questions 1–5, 8A and 8B**. This was a huge improvement on previous sessions.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended.
- Candidates 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. Candidates 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. 'educate' instead of 'education', 'sponsored' instead of 'sponsor', 'teaching' instead of 'teacher' and 'surgery' instead of 'surgeon').
- It would be beneficial to candidates to be aware of a wider range of phrasal verbs (e.g. to *take up* a hobby, when it *comes to*, to *make up for* something, to *give up*) and other more idiomatic fixed lexical items (e.g. to keep going, I'm always touched by, that'd never crossed my mind).
- It is also recommended that candidates are given practice in countable and uncountable nouns. Candidates should be aware the plural form is grammatically wrong in some cases (e.g. education, paperwork) and that some nouns can have both the plural and singular form, but the meaning differs (e.g. body language/languages, speed/speeds, food/foods).

### **Comments on specific questions**

#### **Questions 1–4**

Overall this section was well attempted by most candidates. Responses could not be credited when candidates included distracting detail on its own, or in conjunction with the correct answer.

#### **Question 1**

- (a) This question was answered fairly well. Where marks were lost this was mostly due to the distracting detail 'athletics' or 'school tournament' being given in error. Weaker candidates transcribed the intended answer as 'swimming' or 'sailing'. Other attempts that couldn't be credited were incomplete answers that were too general (i.e. 'contest').
- (b) The question asked 'what prize the girl received' and most candidates provided the correct detail – 'laptop'. However, some responses featured the prizes which the girl had imagined she would get and, consequently, could not be credited. Other wrong answers included a list of all the prizes mentioned in the recording – 'medal, small gift, book, laptop'. Such answers could not be credited as candidates failed to select the correct detail.

### Question 2

- (a) The question was attempted extremely well by the vast majority of candidates. Only a few answers included the distracting detail 'birthday'. Responses which gave an answer which lacked the necessary detail, for example, 'special occasion' and 'son celebration' were not credited. Answers which consisted of other parts of speech, but retained the intended meaning were still credited (e.g. 'son graduate', 'graduated', 'graduating party').
- (b) Most candidates provided the correct detail, which consisted of the number and the correct currency – '£60'. Answers which lacked any indication of the currency – '60' were not credited.

### Question 3

- (a) This question was fairly well answered. For the mark to be given the phrase 'extreme sport(s)' had to be given. Weaker candidates provided the distracting detail 'solar power' or 'chemistry'. Attempts, such as 'stream sport(s)', 'exdream sport(s)' and 'extreme spots' were not credited. Some candidates provided the wrong adjective. For example, 'strong sports', 'strange sports' and 'stress sports'. Such answers did not gain any marks.
- (b) There was a high level of success for this question. Candidates provided a vast array of spelling variants of this word, most of which were creditable attempts.

### Question 4

- (a) This item was answered fairly well by most candidates who provided the correct spelling, or spelling which did not put the meaning of the intended answer in doubt. Such attempts included 'discouns', 'discaount', 'discountes', etc. Both singular (discount) and plural (discounts) forms were accepted here. Other creditable attempts included 'buy with discounts', 'offers many discount', 'new discounts', 'discount from card'.
- (b) Candidates answered this question extremely well. The intended answer for this question was 'school website' which most candidates provided. Where marks were lost, this was mainly due to spelling attempts which altered the meaning (e.g. 'school websight', 'school website')

### Question 5

This question was well attempted by more than half of the candidates. On average, candidates scored between four and six marks. Most no responses appeared for **items (b), (f) and (g)**.

- (a) Most candidates attempted this question well and supplied the required detail 'courage'. Responses where the meaning was in doubt were not credited. Other wrong answers included distracting details, most commonly 'strength' and 'loyalty'. Weaker candidates also provided other nouns from the recording as their answers for this item. For example, 'legends' and 'behaviour'.
- (b) This was a fairly well attempted item. Apart from the expected answer 'education', other alternatives which fitted grammatically were also allowed. These included 'educating people', 'giving education', 'lessons' and 'learning'.
- (c) Most candidates provided the correct detail here. Most answers which included extra information were also awarded the mark. For example, 'fast speed' and 'speed ability'.
- (d) This was the most successfully answered item in this part of the test. Where marks were lost this was due to the distracting detail '450' or '50' being given in error.
- (e) A reasonably well attempted item. The most common wrong answer was one of the distracting details, such as 'forests', 'meadows'.

- (f) Candidates attempted this item reasonably well. The required detail was 'parents', but most candidates provided the whole phrase 'human parents'. Other phrases such as 'our parents' and 'normal parents' were also given the mark. Some candidates selected the distracting detail 'foxes' or 'wild dogs' and could not be credited.
- (g) More than half of candidates attempted this item reasonably well. Marks were lost where candidates provided an incomplete answer (e.g. share) and answers which were too general or did not convey the idea of sharing food (e.g. 'live together', 'work together', 'are social'). Alternative answers, such as 'eat together' were credited.
- (h) This item was attempted extremely well by most candidates. Most candidates provided the expected answer, but alternatives, including 'body movement' and 'body communication', were also credited. Weaker candidates included the distracting details 'howling' and 'barking'.

### Question 6

This part of the test was attempted relatively well. There were no omissions in this part of the test. However, a few candidates provided the same letter more than once and consequently these attempts could not be given the mark. The majority of candidates matched, on average, 4–5 speakers correctly to the expected letter. Opinion **C** was often wrongly matched with speaker 4. Answers for speakers 1 and 5 were sometimes transposed which was also often the case for speakers 3 and 4. Candidates dealt best with speakers 1 and 6

### Question 7

Candidates attempted this part of test with a mixed level of success. Candidates were especially successful in answering **items (c), (f), and (h)**. There was also a good level of success in answering **items (e) and (g)**. Only half of the candidates provided the correct answer for **item (d)**.

Candidates often struggled with **item (a)**, where option **C** was given in error, and **item (b)**, with option **A** sometimes wrongly identified as the answer.

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

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 (b) and (e)**. Candidates also dealt reasonably well with **item (c)**. **Items (a) and (d)** were attempted less successfully. The vast majority of marks were lost due to the inclusion of distracting information instead of the correct detail. Some attempts appeared to indicate that candidates did not understand what the required idea was.

### Part A

- (a) Most candidates made a poor attempt at this item. The item targeted where the speaker lived when she *first* became interested in aviation. The correct answer here was 'Canada'. Most candidates wrongly identified the distractor 'New Zealand' as their answer.
- (b) This item was answered fairly well by most candidates. Spelling variants including 'sponser', 'spocer' and 'sponsour' were all credited. However, spelling attempts which didn't convey the intended meaning clearly could not gain the mark. For example, 'spanser' and 'spensor'. Marks were also not given for attempts which did not fit the gap grammatically. These were 'sponsors' and 'sponsored'. Other wrong answers included distracting detail, for example, 'suitable plane' and 'media attention'.
- (c) More than half of the candidates dealt with this item reasonably well. There was a wide range of spelling attempts at the intended answer 'dolphins' and most of these were credited. Spelling attempts which could not be credited included 'dopins', 'dolphing' and 'dophies'. Marks were also lost as a result of the inclusion of ideas from the stem of the question (e.g. 'sighting of dolphins'). Other wrong answers included distracting details, such as 'the coast' and 'stunning views'.
- (d) This item proved challenging for most candidates. Marks were mainly lost due to the inclusion of distracting detail. For example, 'challenges', 'fuel shortages' and 'weather changes'.

- (e) Candidates dealt with this item reasonably well, providing the correct response 'documentary'. Many spelling attempts were credited, as were answers including an extra detail (e.g. 'documentary film', 'video documentary'). Most common wrong answers included the distracting details 'journal' and 'book'.

### Question 8

There was a reasonable level of success for this question, with candidates gaining between three and four marks on average. The most successful attempts were at **items (a) and (e)**. **Items (b) and (c)** were reasonably well attempted overall, compared to **item (d)**, which proved to be the most challenging in this part of the test.

### Part B

- (a) The vast majority of candidates provided the correct detail 'tutor'. Some candidates provided an alternative answer 'teacher' which was also credited. Spelling attempts which did not put the meaning of the intended answer in doubt were awarded the mark – for example, 'tuter', 'tutor' and 'tuitor'. However, alternatives which did not fit the gap grammatically were not given the mark (e.g. teaching).
- (b) Most candidates coped relatively well with this item and provided the full answer 'male students'. Incomplete answers such as 'males' and 'students' could not be credited. Weaker candidates provided the distracting detail 'professors' as their answer.
- (c) Most marks were lost due to spelling attempts which did not clearly convey the meaning of the intended answer – for example, 'surgent', 'sergin', 'surger' and 'sergion'. Weaker candidates provided the distracting detail 'lecturer'.
- (d) This item had a mixed level of success. Marks were mainly lost due poor spelling attempts which put the meaning of the intended answer 'landlords' in doubt. Other incorrect answers included the distracting detail 'employers'. The singular form 'landlord' could also not be credited.
- (e) This item was attempted very well. There were some creditable answers containing extra detail, for example, 'medical training', 'doctors training' and 'training opportunities'. Spelling attempts, such as 'traning' and 'trainning', were also given the mark.

# 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.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 - 4, 5, 8A and 8B**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- 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, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Questions 5, 8A and 8B**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Questions 5 and 8 A/B**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 8 A/B**, as a means to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Question 6**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, sea/see, etc.).
- 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. s/z as in 'prices' and 'prizes').

- Some questions may involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

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

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

Successful responses were those which 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.

#### **Question 1**

- (a) A large number of candidates answered this question correctly with the expected response 'city walls'. Responses could not be credited when spelling attempts changed the meaning of the intended answer, e.g. 'city wars', 'city walks', 'sitting walls'
- (b) A fairly large number of candidates answered this question correctly with the expected answer 'presentation(s)'. However, addition of negating details such as 'presentation and project', 'presentation and essay' and 'history presentation' could not be credited as these answers included distracting detail from the recording.

#### **Question 2**

- (a) There was a very mixed level of success here. Some candidates provided the expected response 'costume' and gained the mark. Spelling variants such as 'costum', 'kostum' and 'costuim' were accepted. However, 'custom' or variants of this such as 'custome' could not be credited, as a change in meaning was implied.
- (b) A very mixed level of success here. Several candidates provided the expected response 'on the roof'. However, responses could not be credited when candidates provided a different preposition which altered the meaning of the answer as a whole, e.g. 'in the roof', 'under the roof'. Acceptable spelling variants included 'rouf' and 'roofe'. Another commonly encountered variant 'rooftop' was also given a mark. The distracting detail 'in the garden' was also given by weaker candidates and could not be credited.

#### **Question 3**

- (a) This item was generally well answered. The required detail for the mark was 'equipment', so answers where acceptable spelling variants of this noun could be credited. Unsuccessful responses provided the distracting detail 'instructions'.

- (b) Candidates were less successful here. The expected response here was 'bowl'. This was given correctly by very few candidates. However, it was quite common to see the incorrect distracting detail 'thermometer' as a response.

#### Question 4

- (a) Generally well answered. The expected response here was 'racing cars' and both details were required for the mark. Some responses omitted a key detail so could not be credited.
- (b) This item was well answered by most candidates. The expected response here was '(bad) light'. 'Lighting' could also be credited. The singular form was required here so answers such as 'bad lights' could not be credited, as the reference in the recording was to the general state of natural light, not separate 'lights'.

#### Question 5

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

- (a) A mixed level of success here. Some candidates provided the correct response: 'South Africa' here as expected, it also followed grammatically from the preposition in before the gap.
- (b) This was successfully answered by most candidates who provided the expected response 'wetsuit'. 'Swimming suit' could not be allowed as this suggests a different type of swimming outfit.
- (c) Generally well answered. A fair number of candidates provided the expected response 'jelly fish'. However, responses which featured the distracting detail 'sharks' were not credited.
- (d) Well answered on the whole. The expected response 'direction' or 'directions' was often encountered and credited. However, marks were sometimes lost when the distracting detail 'swimming style' was given.
- (e) A mixed level of success here. The expected response here was 'shoulder(s) (injury)'. However, quite a large number of candidates provided the distracting detail 'muscles' or 'swollen tongue' as a response.
- (f) Mostly well answered. The expected answer was 'sweet potato(es)' and this was often seen. Marks were sometimes lost when the distracting detail 'sugary snacks' was given.
- (g) Consistently well answered. The majority of candidates provided the expected response 'music' here.
- (h) A mixed level of success here. A fair number candidates provided the expected 'strong winds' here and gained the mark. In a few cases, given spelling variants of the answer changed the meaning of the response so could not be credited, e.g. 'strong wings'.

#### Question 6

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

#### Question 7

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

#### Question 8A

A clear, and fairly even, divide was evident overall between the successful and less successful candidates in this question. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

- (a) A fair level of success here. Many candidates provided the intended response 'Rocky mountains'. Acceptable spelling variants such as 'rocky montain' and 'rocky mountin' were credited. However, several responses could not be credited as they provided the distracting detail 'Yellowstone Park' or 'national park' from the recording.
- (b) This was a challenging item for many candidates. The expected answer here was 'wildlife'. However, several responses could not be credited as they provided the distracting detail 'campsites'
- (c) This item had a mixed level of success.
- (d) Candidates were generally less successful here. The expected response for this item was 'repairing paths' and both details were required for the mark. Several responses could not be credited as they provided the distracting detail 'planting trees' from the recording.
- (e) This item proved challenging for many candidates.

### Question 8B

This question was slightly more successfully answered on the whole than **Question 8A**.

- (a) There was a reasonable level of success here. However, marks were sometimes lost when the distracting detail 'Yellowstone lake' was given as a response.
- (b) A rather mixed level of success here. The expected response 'wolves' was not often encountered. The distracting detail 'bison' was often given in error.
- (c) Many candidates found this item challenging. The expected response here was 'erosion'. However, this was not often encountered. Marks were often lost when candidates provided, instead, the distracting details from the recording, e.g. 'tourists' or 'farming'.
- (d) Generally well answered. The expected response here was 'mining' and this was often encountered.
- (e) Very well answered on the whole. The expected answer here was 'mountain climbing' and both details were required for the mark. The full answer was frequently given and credited. However, omission of key detail, e.g. just 'climbing' could not be credited as it lacked the specific detail required for the mark. The answer 'mountain hiking' could also not be awarded a mark as 'hiking' was one of the distracting details from the recording.



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

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Paper 0511/51  
Speaking

## Key messages

- Please check your recording equipment and positioning of microphones before the tests.
- Centres should run mock tests so that candidates are prepared for the test.
- Examiners are reminded to read the Teacher's/Examiner's Notes carefully in advance of the test.
- Prepare appropriate warm-up questions for Part **B**.
- Read all assessment cards one day before the test and prepare additional, open questions.
- Please pay attention to timings, especially in Parts **C** and **D**.
- Remember that the aim of Part **D** is to allow the candidate to speak as much as possible in order to demonstrate and be assessed on their spoken English during a two-way conversation. Examiners should support candidates by engaging in a conversation with them.
- Internal moderation needs to occur when more than one Examiner is used to ensure that the rank order is correct within the Centre.
- Check documentation carefully before submitting to Cambridge International to avoid errors.

## General comments

### Part A

This was generally carried out well this series with few attempts to split up or paraphrase the script provided in the Teacher's/Examiner's Notes.

### Part B

Generally, Part **B** helped candidates to relax and prepare for the speaking task, leading to a more successful Part **D**. However, some warm-ups were very short and formulaic, with Examiners demonstrating little interest in the candidates' responses. Examiners should follow the timing of 2-3 minutes and should prepare some appropriately general warm-up topics beforehand. Care should be taken, however, that the topic cards are not discussed during this part of the test.

### Part C

Most candidates were given the full 2-3 minutes. However, there was a tendency to allow candidates to start when they said they were ready. Some Examiners took too much of the preparation time reading out or explaining the prompts. Centres should always aim to use as wide a range of cards as possible and must allow the candidate to keep the card for Part **D**.

### Part D

This was mostly carried out well, although some Part **Ds** were either too short or too long. This could be improved by Examiners using a stopwatch/timer. Examiners should familiarise themselves with the assessment cards one working day before the test in order to prepare additional questions for the discussion. Examiners should help the candidates to develop each prompt into a discussion and avoid rushing through them. If candidates attempt to deliver a monologue, the Examiner must intervene. Examiners need to be aware that too much Examiner talking time, correcting candidates' errors, finishing their sentences or supplying vocabulary might limit the candidates' opportunities to demonstrate their skills.

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

Overall, the criteria seem to have been well applied, with a slight tendency to severity.

### **Structure**

Examiners should remember that while accuracy is important, candidates are not expected to produce an error-free, native-speaker level of English to be in the 9-10 band. Examiners often refrained from giving a 10 even if the candidate performed 'accurately and consistently' using a 'range of structures' well. On the other hand, some Examiners marked candidates who were strong for Development and Fluency high in Structure when they were not using a range of structures.

### **Vocabulary**

Examiners sometimes did not take into consideration the repetition of words/phrases and in these cases marked leniently. When marked severely, points were not given for natural, idiomatic use of vocabulary or good use of collocations. To achieve marks in the top band 'shades of meaning and sophisticated ideas' need to be communicated. Candidates should be encouraged to use topic specific vocabulary and appropriate collocations and phrasal verbs.

### **Development and Fluency**

This was generally well applied. However, some Examiners did not give marks for 'demonstrating the ability to expand and develop the topic' and also for the candidate 'responding to a change of direction in the conversation,' leading to slightly severe marking. Fluency is often interpreted to mean 'speed', and some Examiners tend to award marks based on how quickly a candidate speaks.

### **Administration**

The administration of most speaking tests was competent.

### **Recordings**

Most of the recordings were of suitable quality, were not affected by background noise and followed a common file format. 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 entry and, that the sample represents the full mark range.

### **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/addition errors.

### **Internal moderation**

If more than one Examiner is used, internal moderation must take place. Centres should show the amended marks for Structure, Vocabulary and Development and Fluency on the Speaking Examination Summary Form and should submit the internally moderated marks to Cambridge International. Internal moderation is not required if there is only one Examiner.

### **Comments on specific assessment cards**

When responding to the assessment cards, some strong candidates introduced their ideas with set phrases, for example: 'the first thing that came to my mind when I read this prompt was ....' or 'that's a good question...'. Many responses included varied vocabulary and paraphrases of the bullet points. Candidates who used linking devices and a range of sentence types were able to develop the topic and add some original ideas.

#### **A – Being curious**

This card elicited conversations on a variety of topics including conspiracy theories and life on other planets. Candidates used conditionals to introduce their opinions. This topic inspired many candidates to recount an anecdote from their childhood, giving them an opportunity to use a range of past tenses.

#### **B – Learning from mistakes**

This was a popular card and candidates used a wide range of jobs to illustrate prompt 4, ranging from doctors and surgeons to engineers and mechanics. Candidates talked about self-improvement and showing respect to those with more life experience. Strong candidates developed their ideas effectively by using a wide variety of linking words and sentence structures. Some weaker responses included collocation errors with the word 'mistakes'.

#### **C – Asking for advice**

This card was frequently used. Candidates who used modal verbs produced interesting replies which scored highly. In response to prompt 2, describing a piece of advice received in the past, candidates with a weaker grasp of past narrative tenses could express what happened less clearly. Many candidates disagreed with the notion in prompt 4. There were frequent errors in the use of 'advice' and 'advise'.

#### **D – Being a leader**

This card was frequently used. Candidates with experience of leadership described organising their classmates into groups. The card generated a range of vocabulary and mixed conditionals. Modal verbs of possibility and past and present tenses were used to respond to the different questions. Prompt 3 allowed candidates to produce a range of interesting character descriptions, e.g. 'impulsive', 'decisive', 'determination'. Stronger candidates also talked about matters such as avoiding temptations and not abusing power.

#### **E – Clubs**

This card was frequently used. Candidates who belonged to a club were able to use subject specific terms (e.g. 'socialise', 'participate', 'membership'). Most popular were sports clubs and discussing them generated sports-related vocabulary, e.g. 'fitness coaches', 'aspire to be a football player' and 'scouted'. The questions elicited a variety of tenses and relative clauses. In response to prompt 2, candidates gave interesting examples of possible future clubs.

#### **F – Becoming famous**

This was one of the most popular cards with candidates focusing on singers, actors, models and footballers. Enthusiastic responses to this topic suggest that candidates were genuinely interested in it. It often led them to discuss social media and reality shows. Most candidates saw social media as the key way to become famous. Examiners did encourage their candidates to think about other more traditional methods. More able candidates produced a wide range of tenses with exemplification, reason and result. Vocabulary included 'managing her social life', 'pay attention', 'paparazzi'. Strong adjectives were used to describe why candidates wanted to meet someone famous, e.g. 'admiration', 'role-model', 'selfless' and 'charitable nature'.

### **G – Sounds of nature**

Although not used very frequently and always given to a candidate who had expressed an interest in the topic, this card often stimulated very good answers. One candidate described the behaviour and reaction of animals before and during a tsunami stating, 'Animals have a sixth sense.' Candidates spoke about the calming effects of the sounds of nature, often referring to birdsong and the sea. They also spoke about the communication of animals including warning sounds and the instincts they have above humans. When responding to prompt 5, some candidates referred to global warming and deforestation. Some candidates commented on the differences between living in rural and urban areas.

### **H – Dreams for the future**

This topic was a popular choice. The majority understood the concept of 'dreams' in this context to be aspirations/goals/ambitions but some candidates interpreted 'dreams' as only connected to sleep. Candidates were able to talk about future plans, e.g. 'I've always wanted to (go) because...'. Comparative forms were used when discussing life values, e.g. 'it's more important to be happy than to be rich'. Many responses demonstrated good use of emphasis (e.g. 'What I aim to be is...') and imperatives, (e.g. 'Go for it!'). During part **C** several candidates sought clarification for the meaning of 'pointless'.

### **I – Performance**

This card was mainly chosen for candidates who had mentioned music, singing or dancing as an interest or hobby. Vocabulary describing modern media was often used with flexibility, e.g. 'blogger', 'YouTuber' and 'viral'. Prompt 5 elicited some very interesting and thoughtful responses which revolved around religion or related to the notion of putting on different faces for different aspects of life, e.g. 'We act differently according to who we are with.'

### **J – Social media**

This was one of the most popular cards, accessible for all candidates, and often chosen when no other immediate choice was apparent from Part **B**. This card elicited subject-specific vocabulary such as 'create a profile', 'hacking', 'to post a message', 'invasion of privacy'. Many candidates listed the benefits of using social media. They also discussed reasons why some people do not use social media, which included a preference for real life contact and because it is a distraction from studies. Stronger candidates gave examples of how social media are used in politics. All of the tenses were being used together with conditionals and modal verbs of probability/possibility.

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

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Paper 0511/52  
Speaking

## Key messages

- Most tests were well conducted and administered, with the format of the test used effectively.
- Examiners must conduct a conversation with candidates, particularly in Part **D**, rather than conduct a question and answer session.
- It is important to keep to the timings for all parts of the test. It is helpful to use a timer/stopwatch to ensure candidates are given the full time for each part.
- Examiners should read all instructions thoroughly.
- Examiners should read through all the assessment cards before the test.
- Please ensure the script for Part **A** is read to all candidates at the beginning of the test.
- Examiners should be confident to award full marks when merited.
- Please make sure the samples have been identified on WMS and audio tracks are labelled with each candidate's full name and number.

## General comments

### **Part A**

Most Centres followed the script in the Teacher's/Examiner's Notes and did not attempt to paraphrase it. Some Centres omitted to inform candidates that Part **D** is the only part that is assessed.

### **Part B**

This part was sometimes too short. Most Examiners were successful in eliciting information from candidates about their interests, hobbies and life outside school. Many Examiners managed to put candidates at ease and began to generate a natural discussion during Part **B**.

### **Part C**

Overall, speaking assessment cards were chosen with care and a wide selection of topic cards was used. This part was sometimes too short. There was a tendency to allow candidates to start when they said they were ready rather than encouraging them to take the full 2-3 minutes. Examiners should announce the assessment card at the start of Part **C**. Examiners' responses to candidates' questions in Part **C** were variable: some simply repeated the prompt, while others engaged in explanations that were sometimes too detailed and/or did little to clarify the issue.

### **Part D**

There were some excellent examples of Examiners developing discussions and sympathetically supporting and encouraging candidates to maintain a conversation. However, there were other examples where Examiners did not give enough time for the discussion and showed little or no interest in what was said. Some Examiners did not use the prompts but instead the candidates read each one out and then gave their opinion and if a candidate needed encouragement, it was not given. Examiners should explore individual prompts in more detail and link their questions to what candidates have actually said. This would allow for the 'ideas of your own' to be integrated into the discussion, rather than just added on at the end. Attempts by

the Examiner to paraphrase prompts often resulted in language that was more, not less, complex than the original.

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

#### **Structure**

This was mostly accurate with a tendency towards severe marking. Examiners should pay particular attention to the differences between simple and complex structures, which should help avoid over-generous marking.

#### **Vocabulary**

This was mostly accurate with a tendency towards severe marking as Examiners did not appear to credit lexical structures such as phrasal verbs, collocations or other fixed expressions, but focused on isolated thematically related words (e.g. scientific terms, etc.).

#### **Development and Fluency**

The tendency towards severe marking was the result of Examiners not conducting a conversation. Examiners must respond to candidates' ideas and ask open questions to develop a conversation. Candidates must not be allowed to deliver monologues.

### **Administration**

#### **Recordings**

The quality of the recordings provided was generally good. However, some candidates were difficult to hear. Some Examiners sat very close to the microphone while the candidates were too far away. Background noise was evident in some recordings.

#### **Sampling**

Some Centres sent recordings of all candidates rather than a sample across the range of marks and Examiners.

#### **Documentation**

It is important to list the candidates in candidate number order on the Speaking Examination Summary Forms and asterisk the sampled candidates on them.

Some Centres used too many Examiners which can affect the accuracy of the marking. When there is more than one Examiner at the Centre, it would be useful for the Examiner to be clearly identified on the recording.

### **Internal moderation**

When internal moderation is carried out, the result is an improvement in the accuracy of the marking. However, few Centres have complied with the request to show where changes in marks for each criterion have been made on the WMS. It is not necessary to carry out internal moderation if only one Examiner is used. Internal moderation should be carried out across the range of marks and Examiners, not just the samples that are being submitted to Cambridge International.

### **Comments on specific assessment cards**

#### **A – Encouragement**

This appears to be one of the less frequently used cards, but produced successful responses from strong candidates. Many candidates discussed detailed personal goals and the fact that getting such goals is better than just being encouraged. Some candidates needed clarification of 'encouragement' and prompt 5 often needed clarification. There were some intriguing responses to prompt 5 on the theme of severe punishment.

## **B – Characters in stories**

This was a popular choice, particularly when a candidate stated that they read books or watched movies in Part B. Many candidates took the opportunity to talk in detail about their favourite stories, films, books or video games. There were some good examples of highly detailed discussions using excellent vocabulary related to film or genre. Many candidates talked about Harry Potter novels and their responses included in depth detail and use of genre specific vocabulary. Some candidates asked for the clarification of the word 'villain'.

## **C – Technology in the home**

This was a popular choice. The discussions mainly revolved around smartphones and PCs. Although the prompts suggest that the topic was to be extended into more domestic areas, this rarely happened. Prompt 4 seemed to have led the discussions in a different direction. Examples of good discussions included detailed views of how robots might be used in a good and bad way. Strong candidates gave well-developed responses using high-level vocabulary and complex structures.

## **D – Passwords**

This topic was generally less popular. Although most candidates did not have trouble remembering passwords, they were able to talk in detail about what had happened when they had lost their password. There were some well-developed responses with opinions on microchips being inserted in the body and reasons why this might be needed.

## **E – Looking after children**

This was a popular topic generating many opinions about what makes a good parent. It led candidates to talk about their own parents, their future aspirations and their own younger family members. Some interesting discussions developed on whether schools should teach children about how to be good parents.

## **F – An ideal life**

This was one of the most popular topics. Many candidates gave very philosophical responses and often talked about wealth versus happiness. This topic enabled candidates to use a range of conditional structures. Successful responses included synonyms and avoided repeating phrases given in the prompt, such as 'rich people'.

## **G – Being a winner**

This was a popular card and frequently chosen for candidates interested in sport. Interesting conversations arose also from other candidates who talked about other types of competitions, e.g. writing, painting, etc. Stronger candidates moved beyond the idea of winning a competition and explored the idea of achievements in life. Many were able to explain their thoughts on prompt 5 in some depth. Even the weakest candidates were able to use topic specific vocabulary well, such as 'shooting and dribbling' in basketball.

## **H – Meeting new people**

This topic was generally well answered. When discussing it, strong candidates were able to produce descriptive vocabulary such as 'awkward', 'introvert' and 'sociable', and use a wide range of narrative tenses and descriptive language. The use of plural form of 'person' posed some difficulty for many candidates.

## **I – Solving problems**

This card was chosen less frequently. There was some confusion about 'everyday' – a problem happening every day or a little problem. Many candidates talked about time management as an everyday problem and were able to develop this point well. The final prompt, concerning global problems, generated the most development and a wide range of vocabulary.

### **J – Online communities**

This card engaged candidates well and many gave extended responses focused on online communities and their own experiences. Some found the idea of running or setting up their own online group harder to discuss. Examiners needed to have gained some sense in Part **B** that the candidate was engaged in this sort of activity to make the topic a success. Many candidates showed that they were aware of the potential dangers linked to online friendships.



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

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Paper 0511/53  
Speaking

## Key messages

- Teachers/Examiners should carry out practice tests in advance so candidates are familiar with the format of the test.
- Please check your recorded files for quality and do not put paper labels on the CDs.
- Examiners are advised to read through the topic cards the day before the test.
- Use open questions to develop the discussion.
- Allow candidates to keep the topic card for Part **D**.
- Follow the recommended timings for all parts of the test. It is helpful to use a timer/stopwatch to ensure candidates are given the full time for each part.
- Remember that the aim of Part **D** is to allow and encourage the candidate to speak as much as possible in order to demonstrate and be assessed on their spoken English during a two-way conversation. Examiners should avoid correcting candidates' errors, supplying vocabulary and allowing candidates to deliver monologues as these are counter-productive to this aim.

## General comments

### **Part A**

Most Centres followed the script in the Teacher's/Examiner's Notes and did not attempt to paraphrase it.

### **Part B**

This part was sometimes too short and sometimes too long. Examiners should follow the timing of 2-3 minutes and should prepare some appropriately general warm-up topics beforehand. Examiners should try to select a suitable topic from the warm-up conversation. However, care should be taken that the topic cards are not discussed during this part of the test.

### **Part C**

This part was sometimes too short. Occasionally, Examiners took the card back at the end of Part **B**. Candidates should be given sufficient time to prepare ideas and examples for the prompts. However, there was a tendency to allow candidates to start when they said they were ready rather than encouraging them to take the full 2-3 minutes. Some Examiners took too much of the preparation time reading out or explaining the prompts. Centres should always aim to use as wide a range of cards as possible and must allow the candidate to keep the card for Part **D**.

### **Part D**

This part was generally well-conducted, although some Examiners did not develop conversations and just read the prompts aloud. Some Examiners spoke too much and this impacted negatively on the fluency and development of candidates' responses. Examiners should familiarise themselves with the assessment cards one working day before the test in order to prepare additional questions for the discussion. Examiners should help the candidates to develop each prompt into a discussion and avoid rushing through them. If candidates attempt to deliver a monologue, the Examiner must intervene.

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

The marking criteria were generally well applied.

### **Structure**

There was a tendency to be slightly generous, particularly with candidates who were strong for Development and Fluency.

### **Vocabulary**

There was a tendency to be slightly generous. Examiners sometimes did not take into consideration the repetition of words/phrases and in these cases marked leniently. When marked severely, points were not given for natural, idiomatic use of vocabulary or good use of collocation. To achieve marks in the top band 'shades of meaning and sophisticated ideas' need to be communicated. Strong candidates were able to use topic specific vocabulary and appropriate collocations and phrasal verbs.

### **Development and Fluency**

This was either satisfactory or slightly generous. Examiners rewarded candidates who demonstrated the ability to expand and develop the topic and respond to a change in the direction of the conversation. Speed of delivery was sometimes confused with fluency and marking was sometimes generous for this reason.

### **Administration**

On the whole, the administration of the speaking tests was competent.

### **Recordings**

Most of the recordings were of suitable quality and followed a common file format. There were some problems with background noise. Centres need to remember to label each track with the candidate's name and number.

### **Sampling**

Some Centres sent more samples than necessary and others sent deficient samples. Centres should make sure that they send the correct number of samples for the size of their entry and that the sample represents the full mark range.

### **Documentation**

Centres are reminded that they should list candidates in candidate number order and asterisk the samples on the Speaking Examination Summary Form. Apart from a few transcription errors, most Centres were accurate in their documentation.

### **Internal moderation**

When internal moderation was carried out, there were no major discrepancies between the two sets of marks.

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

The most successful responses introduced the ideas clearly and summarised them at the end. Strong candidates used linking devices to organise their responses and gave examples to justify their opinions. Using varied language to expand the ideas in the prompts often resulted in candidates performing well.

### **A – Writing a diary**

This card was rarely used. However, when it was used, it produced interesting responses, particularly from candidates who were speaking hypothetically (e.g. 'I would like to keep a diary, if I had the time'). Some candidates did not like the idea of writing down their thoughts and emotions in a diary, although they were familiar with sharing thoughts and ideas on social media.

### **B – Cities**

This card was frequently used. Candidates often used personalisation when describing their own cities. There were opportunities to show a range of adjectives ('noisy', 'overcrowded', 'vibrant') and nouns ('pollution', 'stress'). In response to prompt 3 many candidates compared living in the city to living in the country.

### **C – Risk**

This card was frequently used. Good responses led to candidates describing an event in the past using a range of past tenses. Some candidates exploited the idea of emotional risk and linked it to their personal experience, such as going to university or choosing a job (e.g. 'the idea of going away to university makes me nervous, but it is worth the risk').

### **D – Teamwork**

This card was frequently used. Many candidates described occasions when they were part of a school team (e.g. team sports) or worked in a community. Stronger candidates used a good range of linking devices and tenses.

### **E – Speaking in public**

This card was frequently used leading candidates to reflect on school subjects and presentations they have made using a range of adjectives ('nervous', 'anxious'), and past and present tenses. There were opportunities to use conditionals in hypothetical situations, e.g. 'If I were speaking in public, I would make sure I was well prepared.'

### **F – Invitations**

This card was frequently used. Good responses showed effective use of passive structures (e.g. 'It's always exciting to be invited to a party') and narrative tenses. The most successful responses demonstrated the candidates' ability to use a good range of suitable vocabulary and avoid repetition.

### **G – Being polite**

This card was frequently used. Candidates discussed positive consequences of being polite using hypothetical language and linking devices. Candidates who gave many examples of situations where being polite is important, were able to develop their ideas effectively and introduce original ideas. Some responses included phrasal verbs e.g. 'giving up your seat/place in a queue for an old person/pregnant woman'.

### **H – Healthy eating**

This card was frequently used. Candidates used a wide range of vocabulary related to food items. Most candidates mainly used the present simple tense but gave developed responses on healthy eating, the dangers of junk food and whether governments should force people to eat more healthily

### **I – Space exploration**

This card was rarely used. However, when used, it produced some good examples of linking phrases and conditionals.

### **J – Looking after people**

This card was frequently used. In their responses many candidates used vocabulary related to family members and feelings. Some candidates described their personal experience of looking after someone. Most candidates felt that looking after family members is the responsibility of the family.

# 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 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 tended to be slightly severe across all the criteria.

## Administration

This was generally good although there were some errors in the transfer of marks from the summary form to the MS1. 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. If candidates are absent on the day a task is planned, then Centres should make arrangements to test the candidate on another day, not mark the candidate absent.

Some Centres entered their candidates for the 06 component, but conducted the tests as component 51 or 52. Please ensure your candidates are entered for the correct component.

## General comments

This series saw a good range of interesting and entertaining coursework activities from Centres. Productive coursework included individual presentations, group discussions, paired discussions, telephone conversations, role play and mock interviews.

Some Centres submitted their samples on DVDs which was very useful for identifying individual candidates in paired and group discussions.