

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

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Paper 0511/11  
Reading and Writing (Core)

## Key Messages

- In Exercises 1 and 2, the main assessment objectives are that candidates should be able to retrieve facts and select the relevant information which corresponds to key words in the question. Once this information has been identified, it should be isolated from the rest of the sentence or paragraph. It should be emphasised that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- Exercise 3 requires precision and total accuracy of spelling. In this series, many candidates showed greater success than previously. However, it was noticeable that a number of candidates had handwriting which was at times illegible. The need for clear presentation and accurate formation of capitals and lower case letters in handwriting should be emphasised.
- In Exercise 4, note-taking, candidates need to include the essential details to achieve the mark. They should also be reminded that incomplete or over-generalised responses cannot be credited.
- In Exercise 5, candidates are reminded that simply copying from the text or listing their notes from Exercise 4 cannot gain the top marks. Interpreting the ideas from the text in their own words and presenting them in an ordered and cohesive paragraph will be more successful.
- In this session, Exercises 6 and 7 were characterised by a lack of depth of detail. In order to be effective and achieve marks in the top band for content, candidates should address the points in Exercise 6 with greater description or explanation. In Exercise 7, it is not sufficient simply to re-state the ideas provided. Candidates are reminded that the task requires them to become involved with the topic and state their own opinion, and not merely to present objective arguments on both sides.

## General Comments

The majority of candidates were correctly entered at this level, and there was little evidence of misunderstanding of the rubric in the exercises.

The seven exercises in the paper required candidates to demonstrate a range of practical skills in response to each task. Each of the exercises included questions of varying difficulty, and differentiation was achieved within an exercise and throughout the paper as a whole.

Few candidates found time management to be a problem, and most were able to complete the extended writing exercises at appropriate length. In cases where candidates re-wrote or continued their answers on the blank pages at the end of the answer booklet, it was encouraging to see candidates indicating to Examiners where the extra work had been added, 'Please see blank page...'. There were a small number of candidates who made no attempt at Exercise 3 **Section D** or Exercise 5.

Although there was little evidence of Exercises 6 and 7 being written first in pencil and then over-written in ink, making responses difficult to read, there were candidates whose handwriting lacked care. This was most noticeable in Exercises 3, 5, 6 and 7.

Centres are asked to encourage candidates to focus on legibility and clarity of response, as poor handwriting can often obscure meaning, which in turn results in lower marks.

### **Exercise 1**

This introduction to the reading tasks was well attempted by candidates, some of whom achieved full marks.

- (a) This was very well answered. Marks were not awarded for the incomplete response 'bird' or for the misspelling 'bird of pray'.
- (b) Two key items were required, 'height' and 'speed', and this was achieved by the majority of candidates.
- (c) Most candidates correctly transcribed the phrase 'holes that trap the air' from the text. Occasionally a re-wording of the question, 'can fly at a greater height in the sky' was given, rather than selecting the reason, and this did not gain credit. The incomplete response 'holes' similarly could not be credited.
- (d) Many candidates correctly identified 'cave paintings' as the key detail. Errors included the selection of the wrong information, 'their origin was in China', or the incomplete detail 'paintings', which could not be credited without reference to paintings in 'caves'. Candidates are reminded that a brief answer is sufficient, and that valuable time is wasted in copying a long sentence from the text.
- (e) This was a more discriminating question. There were three options in the mark scheme, and many candidates correctly selected two of the three. One possible answer 'test the speed and direction of the wind' was required in full, and errors were made if part of this answer was omitted. For example, 'measure distances and test the speed of the wind' did not achieve the mark. Similarly, 'measure distances and test the speed and direction' was not credited.
- (f) Candidates correctly identified 'which country' as key question words, but a number missed the connection between 'present' in the question and 'gift' in the text. 'South Sea Islands' or 'Korea' were common wrong answers.
- (g) This was well answered by the majority of candidates. Marks were lost for the incomplete response 'he joined several boxes' and for the misspelling 'he joined several box kits'. Further errors occurred when candidates supplied incorrect details, 'flying 5 metres off the ground'. Candidates are again reminded to select brief details for their response, rather than needlessly copying the entire sentence.

### **Exercise 2**

This exercise presented more of a challenge, although there was evidence from responses that the text had been understood by many candidates. A good number were successful in providing brief answers, although some candidates still write two or three lines of copied text.

- (a) This was well answered by the majority who gained the mark for 'half a million' or '500 000'. A small number of candidates misinterpreted the question as 'How many languages exist today?' and incorrectly supplied '7 000'.
- (b) This proved to be a discriminating question. Most candidates missed the idea of a future change in the question 'Why...likely to change?'. More able candidates highlighted this key element and provided the correct response 'under threat of dying out'. Weaker candidates copied the sentence from the text 'many have simply disappeared' which could not be credited as this addressed the past rather than the future.
- (c) Most candidates successfully identified one of the three surprising facts about languages in Papua New Guinea and gained the mark.
- (d) Two distinct ideas were required for one mark. One idea was concerned with the geographical purposes, 'to mark out territories' or 'to draw boundaries', and the other idea related to identification through languages, 'to distinguish themselves from other groups' or 'tell who is a member of the group and who isn't'. To achieve the mark both categories had to be addressed. A number of candidates supplied both responses from one category, which could not be credited.

- (e) This question required candidates to interpret information from a table and provide two details for one mark. There were many successful responses, with candidates accurately selecting 'Nigeria' as having the second highest percentage of indigenous languages, and the percentage as '95'. Some candidates misread the question and selected the country with the highest percentage, rather than the second highest, or omitted the percentage which meant that credit could not be given.
- (f) The three available options in the mark scheme enabled many candidates to find two points for two marks. More than half the candidates correctly identified the idea that 'society is successful' and the 'natural geographical features' of a country help languages survive. Some candidates recognised the fact that ease of travel is also a contributory factor in their survival. A number of candidates selected incorrect detail, 'difficult spelling and pronunciation' or 'helps to maintain and spread the language', which did not gain credit.
- (g) Again in this question, candidates were asked to select the 'second most widely spoken' mother tongue. More careful reading of the question and the text was required and there were a number of wrong responses, most commonly 'English', 'Mandarin' and 'Hindi/Urdu'. Closer reading of the text would determine that Mandarin is the most widely spoken. 'Mandarin is followed by Spanish' indicates that Spanish is in second place, thereby providing the required answer.
- (h) This question required two details with a mark for each correct answer. Many candidates found it a challenge to find all the essential details for two marks. A number achieved one mark, but there were many who either supplied incomplete answers or who made no attempt to provide a response.

The question asked candidates to supply details of what scientists are still trying to discover about languages. This is referred to in the text as 'some mysteries'. The first idea concerned the way that humans learn languages, 'Humans are genetically programmed to learn languages, but no one knows exactly how it works'. A number of candidates interpreted this correctly as 'how humans are genetically programmed to learn languages', while other candidates copied the sentence from the text in its entirety. Both such responses could be credited. The second idea related to the time 'when humans first learnt to communicate through speech'. Candidates found that the second idea was more accessible and needed less interpretation, and many were successful with this idea. Candidates could not be credited when the key elements 'how' and 'when' were omitted. The response 'when humans first made sounds' was not given credit, as this was not considered to be the same as 'communicate through speech'.

- (i) The final question in this exercise was well attempted by the majority who correctly identified that losing a language is sad because it can result in 'a loss of traditions and culture'. Both details were needed for the mark. A number of candidates commented that 'the world will be a poorer place without the diversity of a wide range of languages', which did not address the reason 'why' as the question demanded.

### **Exercise 3**

Candidates continue to show the results of good classroom preparation and practice, and there were a number who achieved full marks for **Sections A, B and C**. The application of the instruction to underline, circle and delete was more successful than in previous sessions, and there were fewer spelling errors. Errors occurred mainly in **Sections B and C**, when candidates were asked to supply brief details. The majority of candidates wrote more than was required, which frequently led to a misspelling, and denied the mark. Candidates should select the minimum amount of detail to answer the question, rather than attempting to transcribe a long sentence from the text.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is particularly important in this exercise, where capital letters need to be clearly formed when introducing proper nouns. Candidates risk not being credited if they are careless with handwriting.

## First Aid Course Feedback Form

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

The majority of candidates were successful with this section and achieved all three marks. Errors occurred when a part of the name was omitted, or the age was expressed as '17<sup>th</sup>' or '17-year-old'. Almost all candidates were correct in circling 'Female'.

### **Section B: Course details**

This section was less well answered. Care was required in the transcription of the title of the course, 'Essential First Aid'. Many successfully found the title, but without the capital letters, the mark could not be awarded for an otherwise correct response. The date of the course was similarly challenging, and a number of candidates offered both 'Wednesday 26 March' and 'Friday 28 March'. More careful reading of the text was needed to select the relevant date. The unfamiliarity of the word 'venue' resulted in many wrong answers, 'beginners' and an alternative date being commonly offered. In general, the instruction to underline was well observed, although there were examples of the use of circling. The most successful responses to the last item in **Section B** were brief, 'the room was too small'. More detailed responses often resulted in spelling errors.

### **Section C: Additional information**

There was a noticeable improvement in the application of the instruction to delete, and many candidates were successful in this. Occasionally, a candidate deleted 'No' and also circled or underlined 'Yes'. This does not serve to emphasise 'Yes', but offers an ambiguous response, which is not credited. There were many good responses to the last item in this section, with candidates identifying the section of the text containing the relevant information. Again, the most successful answers were brief – candidates who wrote long sentences left themselves open to spelling errors.

### **Section D**

A similar improvement in the response to this task was evident, and fewer candidates omitted it completely. In order to achieve maximum marks, candidates should write two sentences for a total of four marks. Those who combine all the information into one sentence cannot achieve more than two marks, and candidates who write three sentences will be awarded marks only for the first two. Many candidates correctly provided their reason for attending the course as 'I attended the course to learn how to help other candidates if they are injured or have an accident.' The second sentence related to their future plans and 'I would like to attend the next level later in the year.' was a common response. A minority of candidates provided their own personal ambitions, or wrote in the third person, 'She would like.....', which could not be credited. Candidates are reminded to check their answers for accuracy, because grammatical errors, such as 'I am attending....' / 'I intends to ask my head teacher if she can attend...' resulted in the loss of a mark. Other grammatical errors occurred with the omission of the article 'the' in 'the next level' / 'the first aid course' / 'later in the year'. There were a number of candidates who omitted the full stop at the end of a sentence.

### **Exercise 4**

Overall, this exercise produced differentiation, and many candidates obtained at least half of the available marks. Although there was evidence that candidates had understood the text, only a few of the more able candidates found the precise detail required for maximum marks. Most candidates understood the need for brief answers to be written in note-form although a number copied verbatim long sentences from the text. The lines and the space provided in the exercise are always a guide to candidates as to how to present their answers. Candidates are reminded that, where two discrete points are written on the same line, 'massive room filled with smells of oil paint', a mark will only be awarded for the first detail.

### **Tasks of the artistic team**

This was the more challenging of the two sections and few candidates gained full marks here. All of the five points were used, with 'check models each day' and 'study gossip magazines' being the most frequently used. Most candidates recognised the need to 'carry out repairs', but only the more able found the essential detail 'carry out repairs quickly'. Similarly, 'check the models for damage' was not sufficiently precise without the detail 'daily / every day'.

### ***Details of the laboratory***

All the key points were very well recognised, and many candidates were credited with the maximum of three points in this section. Errors occurred in responses which lacked precision, such as 'smells of oil' or 'heads along the wall', and candidates should ensure that they use a separate line for each answer.

### **Exercise 5**

The task of summary writing remains one of the most challenging on the paper, and the marks awarded reflected this. Having said that, candidates showed considerable improvement in their ability to order their ideas; organise and sequence points and join simple sentences with different connecting words. The majority of candidates were able to achieve three marks or higher, and there were several excellent summaries that deserved the top mark.

Candidates should be reminded to read the instructions to the exercise carefully, and not assume that the summary will only need the details from the notes to Exercise 4. The title of the summary will determine the content that is required. In this session, many candidates interpreted the instructions to be 'Write a summary of the tasks of the artistic team', and adhered too closely to their notes in Exercise 4. In fact, the instruction was to 'Write a summary about the museum', therefore it was expected that candidates would look back at the text and select relevant information from there, in addition to their notes.

More able candidates wrote a cohesive paragraph which contained not only some of the details from their notes, but also general information about the museum from the text.

It was encouraging to note that the majority of candidates completed their summary within the stated limit of 80 words, and so had access to the full range of marks.

### **Exercises 6 and 7**

#### **General comments**

In this session, candidates found the topics in both tasks accessible and within their own experience. The majority of candidates engaged with the topics. A small minority of candidates were unable to achieve satisfactory marks, due to time constraints, and a very small number made no attempt at one or both of the pieces of extended writing.

The tasks proved to differentiate effectively and the full range of marks was awarded. There were a number of excellent responses from candidates who provided imaginative and thoughtful pieces of writing, showing a sophisticated and ambitious use of language, and creating lively and well-developed ideas. The majority of candidates' work fell into the satisfactory band, with writing which had positive qualities but lacked the depth of development and linguistic control necessary for it to become effective.

### **Exercise 6**

#### **Ticket for free entrance to an event**

There are three written prompts in Exercise 6 as well as a visual stimulus. Candidates are expected to respond to each prompt, and are advised to use a separate paragraph for each. This provides a structure to the writing and enables candidates to develop each idea separately. The pictures are only designed to stimulate candidates' imagination, and it is not expected that candidates should necessarily use the ideas contained in them.

Candidates addressed the idea of how they got their ticket in a variety of imaginative ways: winning it inside a chocolate wrapper; spending a large amount of money in a supermarket and receiving it as a prize; winning an online competition; as a present from a family member for their birthday or for doing well at School. Weaker candidates received their ticket in their mailbox, with little further explanation. A number of candidates developed this first point to such an extent that it became the focus of the entire response, and details of the event itself and their feelings afterwards were added as a brief afterthought. These responses appeared unbalanced and were denied marks in the top band. The events attended were most frequently concerts and parties, although the circus, the opera and the colour festival also featured. The best responses were characterised by detailed description of the place; the atmosphere; what happened at different times during the event, and other people involved and their reactions. In order to be successful, most candidates needed to provide greater depth of detail when describing where the event took place and

what happened there. For the last point, candidates were asked to reflect on their feelings after the event. Many included their feelings during the event, but few managed to address the third point effectively. Too often the third point was simply included as part of a closing sentence. It was encouraging to read that although the vast majority of events were a success, some candidates showed initiative by writing about their disappointment at an unsuccessful event, either because there were too many people, or the music was too loud, or they failed to meet up with their friends.

A number of candidates wrote about going on a trip abroad to an event in another country, or they described an event about to happen, and these responses needed to be more relevant to gain satisfactory marks.

On the whole, candidates were successful in adopting an informal tone and engaging with the reader throughout their writing. There were a number of candidates who did not use separate paragraphs as a way of developing different ideas. Other candidates omitted opening and closing sentences, which resulted in the letter appearing to read more as a story than a letter. Candidates are reminded of the need for consistency of register throughout, and that informal language such as 'What's up?' and 'I was hanging around with my friends...' should not be followed by 'Furthermore...' or 'moreover...'. Similar attention needs to be paid to consistency of verb tenses – many candidates frequently moved between present and past throughout their writing.

### **Exercise 7**

#### **Are advertisements beneficial or not?**

There were four written prompts in this exercise, two supporting the topic and two providing opposing ideas. These prompts serve simply as a springboard for candidates to think about the topic and generate their own ideas. In this session, there was clear differentiation between the more able candidates who used additional ideas and offered a personal viewpoint, and those who simply reiterated the ideas provided in the prompts, with no clear decision in the final paragraph. Candidates will be more successful if they introduce the topic at the start, and finish with a decision that reflects their own opinion.

Stronger candidates responded in a thoughtful way to the topic, and discussed different types of advertising – posters; roadside hoardings; on television and on the Internet. There were also interesting comparisons with public information advertisements which provide valuable advice on health and medical matters; on the benefits of recycling, and safe water use. Some candidates discussed the topic from a business standpoint – investment through sponsorship; providing employment and improving living standards, while others felt that advertising was valuable in raising their country's profile internationally.

The vast majority of candidates responded to the topic with a balanced argument, both for and against, but the most persuasive and effective pieces of writing came from candidates who took a standpoint in the first paragraph. They then presented and developed two or three ideas which were consolidated and summarised in a concluding paragraph.

Most candidates adopted a more formal tone to their writing, and many successfully structured their work by using paragraphs and linking words to connect their ideas. At times, the incorrect use of linking words, such as 'moreover' to introduce a contrasting idea, rather than an additional point, led to confusing and contradictory argument. Candidates are advised to continue to focus on using linking words and phrases correctly in order to gain higher marks. Word order in indirect sentences was a problem for some candidates, 'they inform us about what is the latest in the shops', and 'they tell us where is the best bargain'. Further practice of countable and uncountable nouns with verbs, 'advertisements are... / advertising is... / information is...' would also be beneficial.

Overall there was a noticeable improvement in spelling and basic punctuation.

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

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Paper 0511/12  
Reading and Writing (Core)

## Key Messages

In Exercises 1 and 2, all candidates are advised to read the texts and the questions carefully before attempting to respond. Careful attention should be paid to the question words, such as 'when', 'where' and 'how', in order to locate key word(s) in the text. Often a short answer will suffice. However, there was some evidence this session of candidates who were too brief, and who lost marks by leaving out key words in their answers. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of an answer required.

The form-filling exercise, Exercise 3A and B, was generally well answered. However, as in previous sessions, marks were lost through careless copying from the text and for omitting to put an initial capital letter for all the proper nouns. Exercise 3C was better handled than in previous sessions, indicating a good level of understanding of the text, however, many candidates are losing marks through poor sentence structure for example, by opening a sentence with an infinitive - 'to learn the theory and practical aspects of sailing.'

In Exercise 4, most candidates dealt well with the familiar topic, but this familiarity caused some to use their own experiences rather than the detail from the text to create the summary in Exercise 5. There was some evidence of connectives being used to link the ideas on the advantages and disadvantages of using mobile phones. More practice of this skill would improve the flow and organisation of the summary.

The prompts offered to candidates in Exercise 6 provide the basic material for the letter, to which they can add further detail and explanation. Rewriting the prompts will only give an average mark for content. Leaving out one or more prompts from the letter will also lead to a reduced mark for content. Ideally, candidates should give equal weight to each prompt.

For the piece of discursive writing in Exercise 7, some candidates did little more than use the prompts or even copy them word for word. Some candidates brought in some fresh ideas and added their own opinion, and those candidates could be rewarded with high marks for content. Those who argued for one side only and who came to a sensible conclusion were equally rewarded, as were those who were able to go beyond the prompts and develop them further.

## General Comments

There was a fair range of difficulty throughout the paper and within each question. There was also evidence that the time allowed was not a constraint, since the majority of candidates provided answers to all the exercises. Once again in Exercises 6 and 7, poor punctuation led to a deduction in language marks, as did poor paragraphing. There were very few scripts where the handwriting was illegible.

## Exercise 1

This exercise proved to be a good start for most candidates. Only the final question was poorly answered.

- (a) Most responded correctly with a short phrase, in which the key word had to be a verb - 'transforming' or 'redesigning'.
- (b) Most chose a correct answer from the text and achieved the mark.

- (c) 'Haji' (the pilgrims), on its own was not a correct answer, although 'haji, the muslim pilgrimage' was accepted. Errors occurred where candidates failed to identify the question word 'when' and gave 'white fibreglass tents' as their answer.
- (d) This was well answered. However, some candidates copied whole sentences unnecessarily, when a selection of key words would have sufficed, for example, 'pylons which change colour' was enough to earn the mark.
- (e) Once again many found the key details, but placed them in a long sentence. Others did not pick the key element in the question - 'action-packed' and described the terminal itself –'butterfly roof' or 'vertical garden'.
- (f) A high proportion of the candidates failed to score a mark for this question. They missed the key word in the question, 'custom', which matched with 'tradition' in the text and would have led the candidate to the fact that it was the usual thing to meet friends and relatives off the plane at airports. Many saw the word 'enjoy' in the question and wrote 'the wide-open, welcoming space' as their answer.

## **Exercise 2**

This exercise presented a challenge to some candidates and as a result, there were more questions without a response than in previous sessions.

- (a) Almost all had the correct number. The only errors to occur were the omission of 'million' or a wrong number.
- (b) Many candidates found this question challenging. A number of candidates offered the reason for the increase in online university courses as being that 'the potential benefits are enormous' or they focused on the financial benefits outlined in the second paragraph. Some interchanged the answer to (c) and used it here.
- (c) The correct answer was to be found by seeking out the possible future benefits of online study.
- (d) Where answers were given (there were a number of no responses) they were generally correct. Errors occurred when the candidate selected the wrong idea and gave the answer 'candidate as someone who goes to a classroom to learn from a teacher'.
- (e) This question proved to be a good discriminator. Most did not identify that the question concerned something that was already happening 'online shopping', rather than what might happen 'might not need to go to lecture halls and classrooms'.
- (f) This was usually correctly answered. Errors came from an incorrect interpretation of the question. Common wrong answers were 'learning online is very convenient', 'they will be able to study at home in their own time' or even 'they have to study at home'.
- (g) The question on the graph was generally well handled.
- (h) Many good attempts were made at this question, although not all achieved full marks. Candidates found the right place in the text and identified the key word 'worries', which led them to the response 'students will study material online free'. However, many then followed it with the remainder of the sentence from the text and added 'they will search for universities that are willing to test them' or 'universities will provide them with an appropriate certificate', which did not gain the second mark.
- (i) Most answered this question well.
- (j) Many misread the question and copied the text without discrimination, quoting 'a qualification for a poor university' or 'diplomas, degrees, certificates' without being more specific. Others compared the graduation ceremonies now and in the future.



### **Exercise 3**

A full range of marks was awarded.

#### **School Sailing Club: Application for Membership**

##### **Section A**

###### ***Personal details***

Errors were made in re-ordering the address, putting the postcode first or including 'the south coast of England' in the address. A few candidates made an error when adding additional detail, 'her mother, Rachel Harrison' and thus lost the mark. The great majority had no difficulty in taking on the role of Deborah and filling out the form for her.

##### **Section B**

###### ***Further details***

This section was not so well answered. Common errors were to give the answers 'sailing club', 'Level' 'two' or '200 metres'.

##### **Section C.**

There was an improvement in candidates' answers to this section. More candidates scored full marks for the two sentences. Overall the first sentence was better done than the second, because most had understood that Deborah had had some experience of sailing, albeit as a passenger. The second sentence, however, needed more careful reading of the text to see that her reason for wanting to join the sailing club was to increase her confidence to deal with any problems that might arise while she was assisting at the Summer School. She was not going to teach sailing, but swimming.

### **Exercise 4.**

The topic was familiar to all candidates and was clearly understood.

#### ***Advantages of texting***

Many scored well. Marks were usually lost through repetition of the same point, for example, 'staying in touch' and 'an easy way of connecting with friends'.

#### ***Disadvantages of texting***

Again, marks were lost mostly when repeating the same detail, 'it affects development' and 'it's hard to make decisions'.

### **Exercise 5**

Most candidates adhered too closely to the detail and vocabulary in the text rather than trying to express the points in their own words, in order to show how well the text has been understood. Centres are asked to continue to provide practice in understanding how connectives and sequential markers can be used to link ideas and to give a sense of organisation and a flow to the summary.

A number of candidates used their own ideas and wrote a piece about their own personal use of the mobile phone, making little reference to the points made in the text. Such responses could not be given high marks, as they did not address the question rubric.

### **Exercise 6**

#### **Return to home country**

There were many very good responses to this exercise, showing that the topic engaged the candidates' interest. These letters were interesting, imaginative and supplied considerable detail. The candidates were also successful in maintaining contact with the reader. Some candidates, however, lost marks for content

simply because they omitted one of the prompts. The three prompts give the basic detail to the letter, so that all candidates can add their own thoughts and feelings. The mark for content is given according to the way in which these prompts are developed and for the way in which the writer engages with the reader. Those who wrote a story with little or no friendly engagement could not be awarded a high mark for content.

### **Exercise 7**

#### ***Separate Schools for boys and girls***

This was a more challenging task, although it was within the experience of most candidates.

Very few managed to engage with the topic beyond the ideas expressed in the four prompts, but credit was again given to those who developed the prompts, gave further information or added ideas of their own. A common theme which some added to support boys and girls being in the same School through the teenage years, was that it provided an excellent preparation for adult life both at university and at work. This developed out of the prompt which argued that it was important for teenage boys and girls to get to know each other well. It is often beneficial to argue firmly for one side of the argument and to give a conclusion summarising the points made. Usually such an approach is more forceful and persuasive and therefore more effective.

In these last two exercises, candidates are advised to pay close attention to paragraphing, because it is difficult to follow a piece of writing where paragraphs do not exist. Candidates should be reminded of the importance of using signpost phrases, such as 'One point in favour is...' or 'In contrast...' to give a direction to the writing. Candidates should also be encouraged to introduce the topic clearly. Candidates are always advised to plan their time so that a conclusion can be written which successfully finishes the piece of writing. Without a conclusion an answer appears incomplete. In the final exercise, candidates are asked to express an opinion. Without the candidate's own thoughts, any answer is less effective.

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

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Paper 0511/13

Reading and Writing (Core)

## Key Messages

- In Exercises 1 and 2, the main assessment objectives are that candidates should be able to retrieve facts and select the relevant information which corresponds to key words in the question. Once this information has been identified, it should be isolated from the rest of the sentence or paragraph. In this session, it was noticeable that more candidates than previously used such brief responses.
- Exercise 3 requires precision and total accuracy of spelling. In this session, many candidates showed greater success than previously. However, it was noticeable that a number of candidates' handwriting occasionally adversely affected the interpretation of their answers. Centres are asked to emphasise to candidates the need for clear presentation and accurate formation of capitals and lower case letters.
- In Exercise 4, note-taking, candidates need to include the essential details to achieve the mark. In many cases, incomplete or over-generalised responses could not be credited.
- In Exercise 5, candidates should be reminded that simply copying from the text or listing their notes from Exercise 4 will not achieve full marks. Interpreting the ideas from the text in their own words and presenting them in an ordered and cohesive paragraph will be more successful.
- In Exercises 6 and 7, candidates should allow themselves enough time to write with sufficient depth and detail. In order to be effective and achieve marks in the top band for content, candidates should address the points in Exercise 6 with greater description or explanation. In Exercise 7, it is not sufficient simply to re-state the ideas provided. Candidates are reminded that the task requires them to become involved with the topic and state their own opinion, and not merely to present objective arguments on both sides.

## General Comments

The majority of candidates were correctly entered at this level, and there was little evidence of misunderstanding of the rubric in the exercises.

The seven exercises on the paper required candidates to demonstrate a range of practical skills in response to each task. Each of the exercises included questions of varying difficulty, and differentiation was achieved within an exercise and throughout the paper as a whole.

Few candidates found time management to be a problem, and most were able to complete the extended writing exercises at appropriate length. In cases where candidates re-wrote or continued their answers on the blank pages at the end of the answer booklet, it was encouraging to see candidates indicating to Examiners where the extra work had been added, 'Please see blank page...'. There were a small number of candidates who made no attempt at Exercise 3 **Section C**, or Exercise 5.

Although there was little evidence of Exercises 6 and 7 being written first in pencil and then over-written in ink, making responses difficult to read, handwriting legibility needs improving. This was most noticeable in Exercises 3, 5, 6 and 7. Centres are asked to encourage candidates to focus on legibility and clarity of response, as poor handwriting can obscure meaning.

### **Exercise 1**

This introduction to the reading tasks was well attempted by candidates, some of whom achieved full marks.

- (a) This was very well answered. Marks were not awarded for '200' without 'kilometres per hour'. The abbreviation 'kph' was accepted.
- (b) Two key items were required, the 'train manager' and a member of the 'crew'. This was achieved by the majority of candidates.
- (c) This question differentiated well. From careful reading of the text, candidates were able to infer that food was unavailable on 'Saturday and Sunday' or at 'weekends'. Errors occurred when candidates misread the question and offered 'Mondays to Fridays'.
- (d) This was generally well answered. Most candidates connected 'passengers can sit comfortably' in the question with 'reclining seats, allowing you to lie back and relax' in the text. A number of candidates missed the key idea of sitting and supplied the detail of the other facilities offered to first class passengers, 'newspapers and electric points / guaranteed personal service', which could not be credited without reference to the seats.
- (e) Some candidates found this question challenging although many correctly found that 'blue sign' indicated the place to board the train with a bicycle. A number of candidates incorrectly interpreted the question to mean 'What must you do when you take your bicycle on a train?' and supplied 'book a space for your bike in advance'. A further small number provided no response to this question.
- (f) This was well answered.
- (g) Almost all candidates recognised the section of the text relating to the use of the Wi-Fi Internet and correctly selected 'standard class' passengers as those who had to pay.

### **Exercise 2**

This exercise proved more challenging, although there was evidence from responses that the text had been understood by many candidates. A good number were successful in providing brief answers, although some candidates still write two or three lines of copied text. A number of candidates omitted one or more items in this exercise.

- (a) This was generally well answered. Responses showed the connection between 'materials' in the question and 'wood and stone' in the text. Both items were required for the mark and incomplete answers did not gain credit.
- (b) This question was more demanding. Candidates had to identify a 'surprising' element to the faces which were particularly well carved. Better candidates correctly found that they were the 'most frightening'. Other candidates did not make this connection and simply described the carved faces as showing different expressions, 'happy / peaceful / threatening / terrified'. Candidates should be reminded of the importance of carefully reading key question words.
- (c) This question highlighted the importance of reading the whole question. A number of candidates wrongly interpreted the question as 'What did a craftsman's apprentice do?' without the essential element 'after becoming qualified'. This led to a number of incorrect responses, 'learnt their skills by watching their masters at work' and 'they were fully trained as master craftsmen themselves' being the most frequently used. Many candidates supplied the correct detail 'they copied the same old designs'.
- (d) This question required two details with a mark for each correct answer. The majority of responses showed that candidates had clearly understood and supplied the correct details, 'on front doors' and on 'furniture'. A number of candidates missed the key detail of '19<sup>th</sup> century' in the question, and offered 'at the top of columns outside important buildings' and 'on Indian temples', neither of which could be credited, as these were found in earlier times.

- (e) The correct response, 'growth of new vegetation' or the 'start of spring' was provided by many candidates. Errors occurred when the key question words 'natural event' were missed, and a description 'leaves form the shape of a nose or mouth' was offered, which did not receive credit.
- (f) This question proved to be a good discriminator. The key elements in the question were 'What features..' and 'look wealthy', and more able candidate were successful in identifying 'hairstyles' as the feature of rich people. Many candidates commented that 'people loved colour' and the faces were surrounded by 'bright green leaves', which was a true description, but could not be credited without reference to 'hairstyles'.
- (g) This question required two details with a mark for each correct answer. Many candidates found it a challenge to find all the essential details for two marks. A number achieved one mark, but there were many who either supplied incomplete answers or who made no attempt to provide a response. The question required candidates to give two reasons why the forests were considered dangerous. The first idea was that 'children were frightened that they might see the Green Man'. The idea of possibility was essential in this answer and responses such as 'children were frightened when they saw the Green Man' were not credited. The second idea was that 'a face seen among the leaves might be a fierce animal'. Candidates found this second idea more accessible and many achieved one mark. The re-working of the question as the response, 'local people thought of forests as unsafe places' could not be credited without the reasons why.
- (h) This question required candidates to interpret information from a chart and provide two details for one mark. There were many successful responses, with candidates selecting 'Early Middle Ages' as the historical period with the greatest number of carvings, and the number as '100'. Errors were found in incomplete answers, 'Middle Ages' or when the number was omitted.
- (i) There was a good response to this question. The correct answer, 'a symbol of unity between humans and nature' was required in full, and partial responses were not credited. Further answers, 'religious significance / represent the season of spring / decorations' were not correct in terms of the period of time required in the question, 'today', and therefore did not receive credit.

### **Exercise 3**

Candidates continue to show the results of good classroom preparation and practice, and there were a number who achieved full marks for **sections A** and **B**. Errors occurred mainly in **section B**, where candidates continued to misapply the instruction to 'delete'. A number of candidates entered a cross in the box which required a tick, and this also denied them the mark.

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is particularly important in this exercise, where capital letters need to be clearly formed when introducing proper nouns. Candidates risk losing marks if they are careless with handwriting.

### **Animal Rescue Centre Scholarship Application Form**

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

Many candidates were successful with this section and achieved all five marks. Errors occurred mainly in the misspelling of words in the address or the omission of capital letters where required. The email address and the phone number were well written and the instruction to circle was generally accurate, although some candidates underlined and circled, without making the response completely clear. Candidates are reminded that it is preferable to re-write their answers in a space if they change their mind, rather than leaving their response ambiguous.

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

A considerable number of candidates chose the wrong word to delete, but managed to tick the correct box in the following item. This seemed to indicate a confused and contradictory response to the information contained in the text. There were two marks available for the name and occupation of the referee, and many candidates achieved both. The most successful responses to this item were brief and contained the required essential information. More detailed responses often resulted in spelling errors or the lack of capitalisation of proper nouns. In general, most candidates successfully entered the name of the School on the form.

### **Section C**

A similar improvement in the response to this task was evident, and fewer candidates omitted it completely. In order to achieve maximum marks, candidates should write two sentences for a total of four marks. Those who combine all the information into one sentence cannot achieve more than two marks, and candidates who write three sentences will be awarded marks only for the first two. Many candidates found the required information from the text and expressed it in a range of possible sentences. For example, 'I have always helped look after the animals on my grandfather's farm during the School holidays.' Other sentences containing information from the text relevant to experience was acceptable. The second sentence asked for a reason for the scholarship application, and it was expected that candidates would refer to being interested in careers with animals or the content of the scholarship. Candidates are reminded to check their answers for accuracy. Common grammatical errors, such as the wrong preposition: 'in my grandfather's farm / apply to this scholarship'; missing article: 'in holidays'; missing apostrophe: 'Im / grandfathers' and misspellings: 'littel / allways / carrer(carrier)' resulted in the loss of marks.

#### **Exercise 4**

Overall, this exercise differentiated well, and the full range of marks was awarded. Although there was evidence that candidates had understood the text, only a few of the more able candidates found the precise detail required for maximum marks. Most candidates understood the need for brief answers to be written in note-form although a number copied verbatim long sentences from the text. The lines and the space provided in the exercise are always a guide to candidates as how to present their answers.

#### ***How technology helped a farmer in Kenya***

This section was challenging. All four points were used, with the most popular answers being 'found a local buyer for his rescued crop' and 'gets the latest potato prices'. Many candidates omitted any reference to 'potatoes', a key element in the first point. Responses such as 'discovered the cause of the problem' and 'searched the Internet for information about the problem' were too general and too ambiguous to be credited.

#### ***Financial benefits of new technology to Nigerians***

This section was better attempted and a number of candidates gained the maximum of four marks for the section. Responses showed that candidates had understood the text and all five points were used, with 'huge foreign investments' and 'start new businesses' being the most popular. Candidates are reminded that although the requirement is for brief answers, the essential key details must be present for the mark to be awarded. For example, a number of candidates identified 'buy a card for next to nothing' and 'calls are now cheaper', but these could not be credited without 'SIM card' for the first and 'cellphone calls' for the second. Similarly, 'cheap messaging service' did not contain the key element 'text messaging', and therefore did not gain the mark.

Further errors were found in responses that itemised the cost of SIM cards and calls twenty years ago; the number of people who have access to the Internet and the number of subscribers. Such responses did not address the financial benefits and so could not be credited.

#### **Exercise 5**

The task of summary writing remains one of the most challenging and the marks awarded reflected this. Having said that, candidates showed considerable improvement in their ability to order their ideas; organise and sequence points and join simple sentences with different connecting words. The majority of candidates were able to achieve three marks or higher, and there were several excellent summaries that gained high marks.

Candidates must read the instructions to the exercise carefully, and not assume that the summary will only need the details from the notes to Exercise 4. The title of the summary will determine the content that is required. In this session, it was expected that candidates would look back at the text and select relevant information from there, in addition to their notes.

More able candidates wrote a cohesive paragraph which contained not only some of the details from their notes, but also further relevant detail from the text. A number of candidates would have scored in the top band if they had stayed within the stated limit of 80 words. Candidates are reminded that they must observe this word limit.

## **Exercises 6 and 7**

### **General comments**

In this session, candidates found the topics in both tasks accessible and they could write from their own experience. The majority of candidates engaged with the topics and produced work which went beyond the minimum word length required for these tasks. A small minority of candidates were unable to achieve satisfactory marks, due to time constraints, and a very small number made no attempt at one or both of the pieces of extended writing.

The tasks proved to be good differentiators and the full range of marks was awarded. There were a number of excellent responses from candidates who provided creative and thoughtful pieces of writing, attempting ambitious use of language, and developing their own ideas beyond those suggested in the prompts. The majority of candidates' work fell into the satisfactory band, with writing which had positive qualities but lacked the depth of development and linguistic control necessary for it to become effective.

### **Exercise 6**

#### **Film or play seen**

There were three written prompts in Exercise 6 as well as a visual stimulus. Candidates are expected to respond to each prompt, and are advised to use a separate paragraph for each. This provides a structure to the writing and enables candidates to develop each idea separately. The pictures are designed simply to stimulate candidates' imagination, and it is not expected that candidates should necessarily use the ideas contained in them.

The majority of candidates used the visual stimulus as the basis for their writing. The films most frequently seen were car movies, although romantic comedies also featured. In the theatre, Romeo and Juliet was popular and stand-up comedy was also mentioned. The first point was well answered, with candidates most frequently going with a girl/boyfriend or family member, and the choice of film or play was often at the other's request. Sometimes candidates wrote imaginatively about their first choice of film or play being sold out, and having to accept a second choice. Other responses were characterised by the omission of a reason for going to the cinema or theatre. The second point required considerable descriptive detail to access the marks in the higher band for content. The best responses included detailed description of what was enjoyable about the plot, the characters, the special effects or the music. Less developed responses were unadventurous, recounting mainly the plot and some detail of car chases. For the last point, candidates were asked to provide a reason for recommending or not recommending what they had seen. For some candidates, the second and third points were combined, with the reasons for recommending the film or play suggested implicitly in the details of what they had enjoyed. Many candidates urged their friends to go and see the performance, 'You must go and see it yourself!' without adequately giving reasons. It was encouraging to read that although many films or plays were recommended, some candidates showed initiative by writing about their disappointment at watching a bad one.

On the whole, candidates were successful in adopting an informal tone and engaging with the reader throughout their writing. There were a number of candidates whose responses were over-familiar, and Centres are asked to discourage candidates from the use of spoken slang and street language which is not appropriate in the context of a written examination.

More attention should be given to developing ideas within separate paragraphs, as this provides a structure and balance to the writing. Similar attention needs to be paid to consistency of verb tenses as many candidates frequently moved between present and past throughout their writing.

### **Exercise 7**

#### **Olympic Games**

There were four written prompts in this exercise, two supporting the topic and two providing opposing ideas. These prompts serve simply as a springboard for candidates to think about the topic and generate their own ideas. In this session, there was clear differentiation between the more able candidates who used additional ideas and offered a personal viewpoint, and those who simply reiterated the ideas provided in the prompts, with no clear decision in the final paragraph. Candidates will be more successful if they introduce the topic at the start, and finish with a decision that reflects their own opinion.

Some candidates responded with enthusiasm in favour of the idea of having the Olympic Games in their capital city, and provided the reasons that the buildings and infrastructure were already in place so it would be easy and inexpensive to prepare. Other candidates were more wishful in their thinking, recognising that it would be unrealistic and too expensive to hold such an event, but at the same time believing that it could be immensely important in raising the profile of their country on the global stage. A number of candidates were adamant that the amount of money required would be far better spent on raising the living standards of the poorer sections of society. Some even felt that it would be immoral of the government to consider spending such an amount on sport.

It was encouraging to note in this session that a good number of candidates responded to the topic by taking a standpoint in the first paragraph, and introduced and developed one or two ideas which were summarised in the concluding paragraph. This format appeared more persuasive and had greater effect than the responses which considered the topic from both sides.

Candidates should be encouraged to allow sufficient time to formulate ideas in a logical sequence and plan their writing. A number of responses appeared to be written in haste, with a range of ideas listed, but without a sense of order and cohesion. In addition, candidates are advised to continue to focus on the accurate use of linking words and phrases in order to gain higher marks. For example, the juxtaposition of the two sentences, 'The Olympic Games will create jobs for many people. However, this will increase the country's reputation.' creates a confusing and contradictory argument.

There were some candidates who produced a full length piece of writing of only one paragraph, with little or no punctuation. In order to be effective, candidates are reminded of the need to provide a paragraph structure for developing their ideas, and to include basic punctuation within the paragraphs.



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

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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 because total accuracy in spelling and punctuation is required for this exercise. Capital letters should be clearly formed.

In Exercise 4, centres should continue to prepare their candidates by using the brevity of the mark scheme as a guide to what would constitute minimal but successful answers.

In Exercise 5, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words.

In Exercises 6 and 7, candidates should allow themselves enough time to write pieces which contain sufficient depth and detail. In Exercise 6, in order to gain access to the higher mark bands for Content, candidates must address all three bullet points in the rubric. In Exercise 7, candidates may use the prompts but should develop them with their own ideas. In both exercises, candidates should attempt to write original and independent pieces. Candidates will not be given credit for using language which has been simply copied from the prompts.

Centres should continue to emphasise the importance of verb accuracy and paragraphing in extended writing.

## General comments

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

Overall, the standard of handwriting was good this session. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read.

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

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

## Exercise 1

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

- (a) This was very well attempted. On occasion, candidates wrote 'pray' instead of 'prey' and could not be credited.
- (b) This was very well answered and most candidates included both ideas of 'height' and 'speed'.
- (c) This was well attempted.
- (d) This was generally well answered with many candidates including the extra detail 'attached to the front of the boat'.
- (e) The question required two details from three possible options and candidates used them all in equal measure.
- (f) This proved to be a more discriminating question with many candidates overlooking the wording of 'cold weather'. Common incorrect answers were 'they have contributed to scientific research into flight' and also 'as a fishing aid in the South Sea Islands'.
- (g) Most candidates recognised the connection between 'gift' in the text and 'present' in the question. Some were careless with their reading of the text and answered 'Korea'.
- (h) This was well answered with the appropriate verb lifted from the text.

### **Exercise 2**

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

- (a) This question was very well attempted.
- (b) This proved to be challenging and a good discriminator. Many candidates were careless with their reading of the wording of the text and overlooked the key expression 'likely to change'. The answer required a future idea but very many candidates lifted the detail 'many of the world's languages have simply disappeared' and could not be credited.
- (c) This question was quite well attempted and all three possible options were used in equal measure.
- (d) This question proved to be a good discriminator. Most candidates supplied two details but many offered 'mark out territories' and 'draw boundaries' as two discrete items when they are, in fact, the same idea. A further detail was required for one mark. Other candidates could not be credited because the wording of their answer did not convey the correct sense. There was a full range of marks awarded here.
- (e) This was the graphical question and it proved challenging. Some candidates misunderstood the expression 'second highest' in the question. Consequently there were many who answered 'Papua New Guinea' and '100%'.
- (f) This was very well answered with the first two options proving the most popular answers.
- (g) Some candidates were careless with their reading of the question and overlooked the key word 'second'. Consequently, there were many incorrect answers of 'Mandarin'.
- (h) This was a very good discriminating question and was a challenge to many candidates. They needed to include both 'how' and 'when' respectively to precede the answers. Without these the answers did not follow the question and many candidates could not be credited as a result. Candidates also needed to provide the key details of 'genetically programmed' and 'through speech'.
- (i) This was well attempted and both 'traditions' and 'culture' were conveyed in most candidates' answers.

- (j) This question proved to be challenging and a good discriminator. Less able candidates conveyed details about languages generally when the question specifically referred to English. As such, they repeated some of the answers to the previous questions. More successful candidates recognised the need for precise details about the English language, but omitted key details such as 'leading' in bullet point three or 'fourth' in bullet point two. Some others wrote 'forth' which was not credited. However, there was a pleasing number of candidates who were awarded the maximum four marks here.

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

### **Exercise 3**

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially so in this exercise where correct spelling is crucial and where capital letters need to be clearly formed. It was encouraging to note that there was continued improvement in this area.

#### **'Lifebuild project: Meeting Attendance Form'**

##### **Section A**

The full name, home address and contact details of the applicant were well transcribed. Some candidates were careless with their reading of the text and wrote '18' for the age when the wording was 'her 18<sup>th</sup> birthday in two months' time'. It is permissible to use either the number '17' or the written form 'seventeen', but spelling of the latter must be correct. It was encouraging to note that fewer candidates were confused by the deletion task.

##### **Section B**

This section proved more challenging. Some candidates were careless with the reading of the text and chose 'Thursday 10 July' as their preferred date. Precise reading of the text was also required for the number of reserved places at the meeting, which included Rosie and her mother, thus making the correct answer '2'. Some candidates overlooked the presence of Rosie's mother and circled '1'. Finally, the spelling of 'Marianna' proved difficult for some candidates, with the omission of either an 'n' or the inclusion of a final 'e' instead of an 'a'.

##### **Section C**

This section was more demanding and very few candidates scored maximum marks here. For the first response, many candidates did not understand the word 'continent' and answered 'in an organisation which runs projects to help homeless people'. The second task was well answered with most candidates writing the brief but accurate 'six months'. For the final two tasks in this section, more detailed answers were required but complete sentences were not needed. It is better if candidates can convey the information in note form. Most candidates answered the detail about 'working in a shop' but either omitted the second item completely or failed to mention that the money was 'a present'. More successful candidates were able to convey the correct information to the final task in a single word, usually 'school'. Candidates who chose to write full sentences often overlooked the need to change from the third to the first person and wrote 'I heard about the projects from a talk given at her School' and could not be credited.

##### **Section D**

This section is more demanding and it was encouraging to note that more candidates were awarded maximum marks here.

Firstly, it must be stressed that if candidates are outside the prescribed word limits for the sentence, they automatically score zero as per the mark scheme. In this session, this requirement was much better

observed than in the past, but often candidates omitted prepositions or articles in order to comply with the requirements of length.

The challenge of the task is to convey all the information in one sentence with tight control of grammar and within the word limits. There were different errors which meant that full credit could not be given. The most common mistake was the omission of one element from the answer. The question required the candidate to select 'tasks' and some candidates referred either to 'housing' or 'shelters' when both were required. Occasionally, candidates began the sentence with 'because' which is not considered to be a proper sentence construction and scored zero as per the mark scheme. This aspect of grammar was, however, much better observed than in past sessions. There were other encouraging points also in this section, notably fewer candidates who used the third person. There was an improvement in the accuracy of the spelling, although typical errors were 'homless', 'comunity' and 'chose' for 'choose'.

#### **Exercise 4**

This exercise proved to be a good discriminating task and the full range of marks was awarded, with the majority of candidates achieving between four and seven. Many were able to show enough understanding of the text to score satisfactorily here. Many answers were brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers here.

#### **Museum policies**

For the first bullet point, candidates often overlooked the key word 'visitors'. This was an essential detail because otherwise the answer was not precise enough. Similarly, candidates often omitted 'wax' in front of 'celebrities'. Without this the answer conveyed a totally different idea. More successful candidates expressed the correct sense by using 'models' or 'figures' which did not require the extra detail of 'wax'. For bullet point three, the answer 'no digital technology' was imprecise since it should have referred to the repairs and the artistic team and not to the whole museum.

#### **Tasks of the artistic team**

This section was more satisfactorily answered with candidates generally credited with at least two marks. All five possible responses were used. Occasionally some candidates could not be credited because the answers were too brief and did not fully convey key detail. For example, 'check models' on its own without the idea of 'each day' and 'carry out repairs' without 'quickly' were not credited. Bullet points six, seven and eight were well recognised.

#### **Details of the laboratory**

This section was very well attempted by candidates. There was good recognition of the adjective 'massive' in bullet point nine. Many candidates offered both 'smells of paint' and 'smells of hair spray' as the answer to bullet point ten. On occasion, some candidates did not appreciate that bullet points nine and ten were indeed discrete items and included them both as one answer on one line. Under the marking guidelines only the first answer on each line can be considered. The final two bullet points were very well recognised and many candidates scored the maximum three marks for this section.

#### **Exercise 5**

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. Candidates needed to write a summary about the negative aspects of light pollution in our world. More able candidates conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify at least four details successfully.

There was a very pleasing improvement on previous sessions in the number of candidates who planned their summary well and were within the 110 - 120 word range. Those candidates who wrote in excess of the prescribed limit started copying from the first paragraph of the text without sufficient attention to the rubric requirements. There were also overlong descriptions about light pollution being the result of bad lighting design which were irrelevant to the requirements of the question. Consequently, such candidates often only supplied correct detail after the 120 word limit, and this could not be credited.

It was pleasing to note that a good number of candidates attempted to use their own words and expressions with success. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

Centres are reminded that higher marks of four and five for Language are available for those candidates who use appropriate linking words and conjunctions to improve the flow of the summary, and make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed 'disturbs' to 'affects negatively', 'unnatural hours' to 'unusual times' and 'wastes energy' to 'uses energy unnecessarily'. Some candidates were careless with their spelling and wrote 'lightning' for 'lighting' or 'walking and sleeping' for 'waking and sleeping' and these details could not be credited.

## **Exercise 6**

### **General comments**

Most candidates successfully covered all three bullet points and provided some development in each paragraph. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that the candidates needed to address. There was often a good attempt to supply a suitably brief introduction and concluding statement in an informal register.

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

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

Candidates who achieved marks in the higher content band conveyed a good sense of purpose and engaged the reader's interest.

## **Exercise 6**

### **Ticket for free entrance to an event**

Most candidates adopted a very good, informal tone for the letter which was most appropriate. For the first bullet point, Examiners were looking to credit candidates who described how they got the ticket for the event and some explanation of why it was free. There was a pleasing number of candidates who showed originality in their ideas, such as winning a competition or a lottery. On occasion the ticket was found outside the door with no further explanation of its origin or why it was free. Many less able candidates wrote an excessive amount about how they received the ticket and then only devoted one sentence to the details of the event and their feelings, which meant that higher content marks could not be awarded.

For the second bullet point, candidates had to describe where they went and what happened at the event. Many candidates chose a pop concert often featuring One Direction or Justin Bieber playing at the mall in their town or a football match involving their favourite team in the local stadium. These descriptions allowed the candidates to personally engage with their own interests and tastes, and the most enjoyable letters were those where the candidates added imaginative detail and gave themselves scope for development. Sometimes less able candidates wrote about 'an event' without giving any more specific detail than the fact that there was music and dancing.

The third bullet point was less well covered. The candidates were required to explain their feelings after the event. The time reference was often overlooked by many of the candidates and they wrote very briefly about how they felt. In some cases this was no more than 'I had a great time' or 'It was fun'. This brevity was in part due to the overlong coverage of the first bullet point which meant that little time and space was available to express their feelings. Centres should remind candidates that all three bullet points should be covered in some depth and that detail should be more evenly distributed across each requirement.

Several candidates ended the letter on a more personal note by wishing that their friend could have been at the event and by inviting them to be a part of a similar occasion in the future.

The majority remembered to write in paragraphs, although some did not. The quality of language used was, on the whole, very encouraging. Some candidates used tenses inconsistently, but it was pleasing to see a wide and varied range of vocabulary used along with attempts at complex sentence construction. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops and neglected to use capital letters throughout the whole piece. Common spelling errors were 'price' for 'prize', 'their' for 'there' and 'where' for 'were'. Most candidates used a letter format with the correct salutation and appropriate conclusion.

## **Exercise 7**

### **General comments**

There was a reduction in the number of prompts this session from four to two. This reduction had a positive effect in that it focused candidates on more independent thought and greater development of their own ideas. It was pleasing to note that fewer candidates used the prompts as 'quotes' from 'other candidates'. Less able candidates tended to stay very close to these cues with little development or personal contribution. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands for Content.

The topic was within the experience of candidates and many produced pieces which introduced wider issues as well as writing with some feeling about problems which affect them personally in their daily lives.

There were some examples of abbreviated 'text' language, particularly with the use of 'btw' for 'by the way' and the lower case 'i'. This is the accepted norm for writing SMS messages, but it is not appropriate in the format and context of this task and should be discouraged.

Word limits were well-observed and it appears as though time constraints at this stage of the paper were not a problem for the majority of candidates.

## **Exercise 7**

### **Advertisements. Are they a benefit or not?**

This proved to be a topic which provoked a good reaction from candidates and many wrote from personal experience. Most candidates were able to adopt a more formal tone and register for the final discursive exercise, and referred consistently to the target audience. Overall, there was a good balance of argument for and against the statement in the title.

Some responses featured the same stock introduction of blocks of pre-prepared sentences which are reproduced each session no matter what the topic.

More able candidates were able to introduce wider issues such as the environmental impact of billboards and the disposal of advertisement leaflets, as well their irritation with commercial breaks during films and 'pop-up' advertisements on Internet websites. Others stuck closely to the prompts and were unable to elaborate or develop the ideas and often repeated themselves. They wrote in very general terms about advertising, how advertisements are produced and for what purpose. As such, they did not address the basic idea of whether advertisements are a benefit or not. Examiners were looking for pieces which focused on the benefits or otherwise of advertisements rather than advertising per se.

More able candidates achieved some variety of style by, for example, the use of rhetorical questions. Paragraphs and linking words were generally used to good effect and provided a balance to both sides of the argument. There were some candidates who made no attempt to break the content into more reader-friendly sections and produced a full length piece with just one paragraph. The agreement of subject and verb was an issue for some candidates in particular 'advertisements is....'. Common spelling errors were 'though' for 'thought', 'by' for 'buy' and 'costumers' for 'customers'.

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

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

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Paper 0511/22

Reading and Writing (Extended)

## Key messages

It is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough for a successful answer. The omission of important detail, key words and ideas or the inclusion of incorrect rather than additional information can result in marks being lost. It is particularly in Exercises 1 to 5 that this lack of attention to detail is in evidence. Candidates should also consider the entire paper and divide the time available according to the difficulty and total marks for each exercise so that time is allocated appropriately.

Candidates should ensure that handwriting is clearly legible in terms of size and formation. In cases where letters or whole words are difficult to decipher, it may not be possible to achieve a mark. The blank final page of the question paper or additional sheets of paper are available for candidates' use, so handwriting does not need to be uncomfortably small in order for candidates to complete their responses.

Candidates should take great care not to misspell words taken from the texts. In Exercises 1, 2 and 4, incorrect spelling is only tolerated when it does not create a new word and change the meaning, or make meaning unclear. In Exercise 3, correct spelling throughout is essential. In Exercises 5, 6 and 7 frequent incorrect spelling may affect the overall mark awarded.

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 of words in the text for key information required in responses. Synonyms for words in the rubric should be sought in the text and recognised to enable candidates to locate appropriate responses. In these exercises more than one detail may be required and candidates must provide the specified number of details in order to gain a mark as no half marks are awarded. When required to make comparisons, candidates should ensure that they focus on the key aspect in the question, not what this is being compared to.

In Exercise 3, which requires the precise completion of a form, clear handwriting is particularly important. For example, where candidates fail to cross the letter 't' thus forming the letter 'l' or write 'a' as 'u', marks cannot be awarded since correct spelling is crucial. Similarly, capital letters must be positioned in relation to lower case letters and the tails of letters such as 'j' or 'p' should be appropriately placed. Candidates should also follow the conventions and tick, circle, underline or delete as instructed. The correct address format is required and prepositions such as 'in' or 'at' must not be used. In **Section D**, 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. 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. There should be one relevant point per bullet point and if candidates add extra bullet points, these cannot be credited. Points for each heading may be located in any part of the text.

In Exercise 5, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. Candidates are expected to include relevant ideas from the original text and should not lift irrelevant information or repeat 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 rephrase the content points without altering the meaning. 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 for the response to be awarded four or more content marks. Candidates should aim to make the content effective and include a range of 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. The prompts in the question should not be copied into the candidate's answer. The ideas expressed are there to help candidates and if used, should be communicated in the candidate's own words. In both exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through adequate paragraphing, and the message should be coherently and engagingly expressed. Grammar and spelling should be generally accurate and vocabulary choice appropriate.

### **General comments**

Most candidates were entered appropriately for the extended tier. A few candidates had difficulty at this level, so the core tier paper might have been more suitable for their linguistic ability. The paper provided a range of tasks over the seven exercises, requiring candidates to use a range of reading and writing skills. There were degrees of difficulty within each exercise and differentiation was successfully achieved in individual questions and across the paper as a whole.

There were some questions where a few candidates did not understand or misinterpreted the rubric, particularly in exercise 2. In some cases, handwriting was not easily legible either because it was inappropriately small, lacked control, or the letters were incorrectly formed. Candidates should be encouraged to use black ink as this is the preferred colour. They should avoid writing in the *For Examiner's Use* column to the right of each answer page. The blank pages at the end of the booklet are provided for candidates to continue their answers, especially for exercises 6 and 7, but it is important that they indicate clearly to the Examiner where extra work has been completed. Candidates should not use the question pages for this since Examiners do not necessarily see or mark writing on these pages. Regarding time management, most candidates were able to complete all the exercises in the paper, so for most of them this was not a significant problem. There was some evidence that a small minority could not complete a particular exercise satisfactorily because time was an issue.

### **Exercise 1**

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details. **Questions 1(c) and 1(h)** proved slightly difficult in this exercise, achieving differentiation. In general, it was well-attempted by most candidates, and there were some candidates who gained full marks.

- (a) This question was well answered. A small number of candidates wrote 'transforming airports' instead of 'transforming terminals'. Airport is not an acceptable synonym for terminal, so no marks could be awarded for this response.
- (b) This question was well answered. A very small number of candidates gave incorrect responses such as 'all around the city' or 'travelled throughout the world'.
- (c) This was quite well answered. Some candidates misunderstood 'unexpected items' and thought the question required them to provide information about what was unusual about the airport. Consequently, they gave incorrect answers such as 'roofline' or 'Korean temple', rather than referring to items in the airport. A few candidates wrote 'thousand year old objects', which could not be credited as the objects were 'thousands of years old'.



- (d) This was very well answered and nearly all candidates gave a correct response. Very occasionally a candidate wrote Haji instead of Hajj, which meant a change of meaning and was therefore incorrect.
- (e) This was very well answered with most candidates supplying two correct details. Occasionally, the same idea was repeated when 'glass walls' and 'light' were given as two separate details and no other correct detail was supplied.
- (f) This question was very well answered and two correct details were generally given. Occasionally candidates did not refer to aspects of the terminal that made it 'action packed' and provided features of the terminal such as the vertical garden or the butterfly roof although these variances were very rare.
- (g) This question was well attempted. A few candidates misspelt 'lighting' as 'lightning' and this change of meaning could not be credited. Others did not appear to understand the word 'effective' in the question, providing the incorrect response 'butterfly roof'.
- (h) This was quite well answered but a number of candidates did not refer to a custom, as required by the question. A typical response was 'wide open space', since in the text this was an enjoyable aspect of the airport. Candidates did not recognise 'tradition' as a synonym for 'custom', so took their response from the wrong section. Some candidates who were able to make this connection gave an incomplete response, 'meet family and friends'. Meeting family and friends *off the plane* was the key idea since from the text it can be inferred that in Uruguay people are still allowed on the tarmac and are by the plane waiting to greet people.

## **Exercise 2**

This exercise proved challenging, achieving differentiation. Some candidates had difficulty recognising the exact requirements of certain questions and were not always able to distinguish between reasons for university courses being taught online, why candidates would be able to easily access these and the benefits of universities cooperating with one another. Generally, candidates gave their responses concisely without including irrelevant information.

- (a) This question was very well answered by almost all candidates. The incorrect response 'more than 8 million' was very rare.
- (b) This question was generally well attempted. A few candidates gave the response 'potential benefits are enormous', which was not the reason why the authorities expected there to be more online university courses. Occasionally candidates gave imprecise or wrongly expressed responses such as 'impossible to build new universities' or 'impossible to afford so many universities'. It is important that key ideas are communicated and candidates do not change the meaning when attempting to express the answer in their own words.
- (c) This question was generally well answered. A few candidates referred to what they considered to be the practical benefits of online education such as 'candidates do not need to travel' or 'no need to go to a classroom' rather than the low cost of studying online, which is what makes online education easily available according to the text. Some incorrect answers did not answer the 'why' aspect of the question but gave answers that stated 'how' it would be of benefit. Examples of such responses are 'because some candidates need a large amount of money to cover the cost of tuition' and 'so they can cover the cost of tuition and living expenses'.
- (d) This question was quite well answered. A significant number of candidates made their own assumptions and offered responses such as 'universities must be prepared to change and cooperate closely' or 'teach more candidates' or 'accommodate more candidates'. Answers must be located in the text.
- (e) This question was well attempted. A few candidates did not respond to the word 'evidence' and referred to possible future changes, rather how people have already adapted. They provided answers such as 'we might not need to go to lecture halls' or 'the idea to learn from a teacher will disappear'.

- (f) This question was generally well attempted. A few candidates gave responses which suggested they did not understand the word 'challenging' in the question and also referred to future possibilities. For example they wrote, 'communication with people will be virtual' or 'because they like to spend time in groups'. Others offered answers that were not specific enough such as 'because of work' or 'difficult to take responsibilities'.
- (g) This question was very well answered. Very few candidates lost marks on this question. Rare incorrect responses occurred when only Italy was given or one of the other countries on the bar chart.
- (h) This question was generally well attempted with most candidates providing at least one correct detail and many gaining two marks. A few candidates referred to candidates being unable to survive financially instead of universities and others did not accurately express the idea that universities would only provide certificates. They gave answers such as 'providers of certificates', which did not convey the key idea that providing certificates would be the only role of universities.
- (i) This was well answered. Incorrect answers included responses that referred to offering online resources or learning things on the Internet, which did not provide correct information about what university lecturers might do. A few candidates were not specific enough and wrote 'more time for work'. This did not indicate that lecturers would be doing something different.
- (j) This question was fairly well attempted. A number of candidates did not provide a full enough response and omitted the key idea that candidates would pay fees to top universities for a qualification, stating only that they would pay for a qualification. Some suggested that candidates would pay for tuition or that they would not be happy to pay for tuition from a university with a poor reputation, indicating that some candidates did not understand specific information in the text.
- (k) This question was challenging for candidates and many misunderstood the rubric and provided information about candidates of the future, when they were asked to give details relating to a typical candidate of today. No marks could be awarded if the details referred to the future. Some candidates gave two details contrasting a typical candidate of today with candidates in the future. For example they wrote, 'candidates today like to spend time in groups but in future communication will be virtual' and seemed to think that such a response included two details. It is important that candidates recognise the requirements of a question where a contrast is involved and give answers which are relevant to the focus of the rubric.

### **Exercise 3**

The majority of candidates were aware of the requirements of this form-filling task. They need to use the conventions of form-filling; with total accuracy in spelling, the use of capital letters and punctuation, where appropriate. **Sections A, B and C** of the application form are designed to be completed with brief answers, and there are instructions to underline, circle, delete or tick as necessary. Legible handwriting is especially important in this exercise, and letters should be clearly formed and recognizable. Capital letters should be correctly formed and be noticeably bigger than lower case letters. There were candidates who lost marks because both lower case and capital letters were not formed correctly or could not be deciphered. There were also a few candidates who did not follow the instructions and underlined, deleted, circled or ticked inappropriately. Nearly all candidates completed the form as Andrzej Nowak.

### ***Science Scholarship Application Form***

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

Many candidates provided most of the necessary details accurately. They lost marks for various reasons. There were only a few typical misspellings in this section, indicating most candidates checked their spellings against those in the text. 'Andrzej' was occasionally spelt 'Andrej' or 'Andrezej' and there were some instances of the surname being omitted. 'Radom' was sometimes written as 'Random' or 'Ramdom'. Regarding nationality, the most common error consistently made was giving name of country, Poland, instead of the nationality, Polish. The use of a lower case 'p' for Polish, with the tail of the 'p' sitting below the line, also lost candidates marks. A few candidates included prepositions in the address, 'at 42 Aleje Nowe' or 'in Poland', which does not conform to the conventions of form-filling. The number '600' was sometimes given as '6000'. A number of candidates omitted the country, Poland, from the address. This was essential since Andrzej was not necessarily applying for a scholarship to organisations in Poland.

### **Section B: Education**

This section was generally well-answered. Occasionally, candidates omitted capital letters in the name of the School, circled the wrong level of English or underlined 'advanced'. For the number of predicted 'A' grades, a few wrote '4 grade(s)', which did not make sense as an answer, so could not be credited.

### **Section C: Proposed course of study**

This section proved the most difficult for candidates generally. Typical errors regarding the field of science included giving the occupation 'veterinary surgeon' instead of the area, or writing 'science-related' or 'wild animals'. The order of preference concerning the universities was sometimes incorrect and capital letters were not always used at the beginning of both the city and the word 'university'. The length of course was sometimes given as '5', omitting the word 'years'. For the source of information regarding the scholarship, a few candidates gave Andrzej's father, writing 'Mr Nowak' or 'my father'. Very few candidates deleted 'YES' instead of 'NO' but it is important that they understand that 'delete' means putting a line through the incorrect response. Occasionally 'YES' was underlined.

### **Section D**

In this section, 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. Many candidates gained one of the two available marks. Some wrote a fully correct and relevant sentence explaining why they wanted to study in the UK but many candidates made at least one error in the sentence. For example the definite article was frequently omitted before 'UK', and 'English' was sometimes begun with a lower case 'e' or a full stop was not given at the end of the sentence. A few candidates wrote two sentences or did not provide a main clause to the sentence or referred to the subject Andrzej wanted to study rather than why he wanted to study in the UK. In such cases, no marks could be awarded. Most sentences were of an appropriate length although a few candidates wrote sentences that were either under twelve or over twenty words.

### **Exercise 4**

Candidates responded very well to this note-taking exercise, with many of them providing at least seven correct notes and a significant number gaining the full nine marks available. Points tended to be lost when they were either repeated or were not accurately or precisely expressed, so key information was omitted.

#### *Advantages of texting*

This section was very well-attempted and many candidates made three correct notes. The vast majority of candidates included all essential information. There were a few examples of vague responses such as 'texting can be a really useful tool' and 'many advantages', and of imprecise responses such as 'enables teenagers to make arrangements', omitting the idea of 'easily', an essential part of the note. The point 'keeping contact' was sometimes given as a repeated point when candidates would write 'keep contact' and 'easy to communicate' as two separate bullet points.

#### *Disadvantages of texting*

This section was also generally very well-attempted with many candidates providing five or six correct bullet points. Some points were incorrectly expressed. For example, instead of referring to injury to thumbs caused by texting, some candidates mentioned hands and arms but not thumbs or stated that texting has 'an effect on thumbs', without stating specifically that texting causes injury or damage to the thumbs. There were also non-specific answers in relation to not listening in class such as 'use cellphone in class'. A few candidates made vague statements such as 'potential for great harm'. Some candidates felt that teenagers gaining independence from parents was a disadvantage, rather than something to be expected, so 'break free from parents' was incorrectly given as a disadvantage. A number of candidates stated that teenagers do not get enough sleep whereas in the text 'sleep problems' are connected to texting, not to lack of sleep. Candidates also lost marks because of misspelling the key words 'thumbs' and 'worse' as, for example, 'tums' and 'worst'. Some candidates repeated the idea of texting affecting development giving 'affects development' and 'hard to make decisions' as two separate points although they express the same idea. A few candidates attempted to use their own words, which resulted in ambiguity. For example 'hard to be alone' was not an acceptable rephrasing of 'hard to be independent' and similarly 'keep in mind' could not be credited for 'keep contact'.

## **Exercise 5**

Overall, candidates performed well on this exercise. They were expected to write a summary about the benefits of eating outdoors. Some candidates demonstrated a good awareness of the summary writing skills required, keeping within the 120 word limit and expressing content points to some extent in their own words whilst attempting to organise and sequence the points cohesively. When the word limit was exceeded, this was usually due to the inclusion of irrelevance or repetition.

There were nine possible content points in all and there were candidates who successfully located six or more of these, whilst most recorded at least four. In order to demonstrate a good summary style, candidates should take care not to repeat points and be aware that it is not necessary to give several examples of the same idea. When candidates use their own words to express points, these must communicate the original message. The most common content points included were 'feeling happy', 'food tastes better', 'the smell of food', 'being playful', and 'memories/reminder of holidays'. A number of candidates expressed the same point in several different ways and omitted other different relevant points. The most repeated points concerned the taste of food and eating outside being fun. When attempting to use their own words, some candidates excluded key details. For example, candidates mentioned how food can be more appealing, omitting any reference to the appearance of the food. There were also some who ascribed the playfulness of eating outside to children, whereas in the text, it is adults who experience this. The points summarised should have referred to the advantages of eating outdoors. A significant number of candidates included information about problems arising from this or general information. For example, difficulties cause by flies, the need for farmers to eat in the open air and how the temperature can change the taste of food (without reference to any improvement in the taste) were frequently mentioned. Such superfluous information detracts from the clarity of the summary.

Language marks were awarded across the whole range. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as provide a sense of organization throughout. Some candidates lifted the relevant points from the text and connected them with conjunctions without attempting to express these in their own words, which could only be awarded two or three language marks. However, there were also some candidates who attempted to use their own words, selected precise detail and wrote with a good sense of order thus gaining the 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.

## **Exercises 6 and 7**

### **General comments**

Most candidates produced letters and articles which were satisfactory or better in terms of language and content in Exercises 6 and 7. In a few cases, responses did not fulfil the minimum requirement concerning length. Candidates are not penalised for exceeding the number of words recommended and indeed may provide more fully developed pieces of writing, whereas significantly short answers are unlikely to be satisfactory in terms of content, and the language mark can also be affected since the range of language will be limited. Many candidates were able to organise their writing into paragraphs and provide an appropriate introduction and ending to the task. Good organisation is crucial for the response to be sufficiently coherent and cohesive, and for the message to be easily understood. The reader's attention should be held and the narrative or ideas should demonstrate the clarity and development needed to achieve this. Candidates receiving marks in the higher bands for content made their responses engaging and effective for the reader.

In terms of language, a significant number of candidates attempted to offer a range of grammatical structures and vocabulary. This was not always used appropriately or accurately but credit is given for ambitious use of language. Sometimes the wrong word class was chosen and verbs, nouns and adjectives were used incorrectly. More basic language sometimes included errors with tenses, prepositions and subject/verb agreement, which affected the language mark. A few candidates substituted commas for full stops, which could result in long, unclear sentences which made the text difficult to follow. There were candidates who successfully incorporated more sophisticated structures and vocabulary, for which they were awarded a language mark in one of the higher bands.

## **Exercise 6**

In this exercise, the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. If bullet points are not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should have a good sense of purpose whilst sustaining the reader's interest. Examiners are looking to reward candidates who write using an appropriate and consistent register, adopting a more engaging style with some imaginative detail.

*Changes on returning to your home country after being abroad for three years*

In terms of content, most candidates responded well to the requirements of the task, covering all three bullet points in their letter and including an appropriate beginning and ending. A small but significant percentage did not address one of the bullet points, which meant that the task was incomplete. The plans were most often omitted, but the feelings and even the changes were occasionally left out. Candidates expressed a range of emotions concerning their return home but happiness was the most common. It was the bullet point relating to changes that was generally the most developed and it was also noticeable that many candidates based their letter on the pictures illustrating the exercise and changes to parks and airports were frequently mentioned. Some referred to environmental changes, changes within their families and how they themselves had changed. A variety of plans featured and ranged from visiting a relative to working towards the betterment of the candidate's country.

With regard to language, a significant number of candidates provided a good range of language structures, vocabulary and a variety of appropriate idiomatic expressions, enabling them to access the higher bands. Paragraphs were often well constructed and cohesive with appropriate sentence starters such as: 'What really surprised me was...', 'If only they had not...', 'Surprisingly, things have changed a lot since my departure...', 'I know you would not believe this, but I have a baby brother now!'. Very few candidates failed to use paragraphs. Some candidates attempted more complex expressions, but errors intruded or they used simple structures and made grammatical errors when using complex expressions. Typical examples are: 'Although people's lives become better' and 'How dramatically have our country changed...' Spelling occasionally impaired communication when there were spelling errors such as 'compleseel' (completely), 'bhilt' (built) or 'I plane to go to teathre' (I plan to go to the theatre). There were errors with narrative tenses. Candidate's language marks were generally affected by the degree of accuracy regarding grammar, vocabulary, spelling and punctuation.

## **Exercise 7**

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

*Boys and girls attending separate Schools*

Candidates were expected to write an article for their School magazine giving their views on the best type of School; coeducational or single sex Schools. There was one prompt suggesting that competition between boys and girls is of benefit to their education and another claiming that concentration is easier when they are separated.

In terms of content, some candidates relied quite heavily on the ideas suggested by the prompts but there were others who introduced different views and discussed opinions of their own. Effective responses presented a clear opinion on the topic which was apparent throughout the article. In these responses, the writer's opinion was justified (such as using evidence from their own School experience), and effective counter arguments were presented to opposing opinions. Many candidates effectively discredited the idea that candidates in co-ed Schools cannot concentrate by suggesting that many teen couples actually drive each other to work harder, or by pointing out that candidates actually tend to be distracted more by members of the same gender and behave better when there are members of the opposite gender present. Sometimes, candidates attempted to cover too many points, which were listed rather than developed, so ideas were not necessarily justified or supported through examples. A few candidates discussed separating boys and girls with no or very little reference to education or Schools, which meant the article was only partly relevant and this kept the content mark in the lower bands.

Regarding language, the full range of marks was awarded and a number of candidates wrote with some sophistication of expression and vocabulary, expressing themselves well, but in some cases making mistakes with subject/verb agreement, tenses and word class. Errors sometimes intruded as in, *'So some advised that we should let them to separate School. I think it is necessary to do this. Because this can not let them be better and can not stop them fall in love.'* Some language was satisfactory and a wider range was attempted, though inaccurate. An example of this is, *'These competition makes them work harder than before and have more skills. These children will be more competitiveness in the future.'* Candidates who were awarded a language mark in the higher bands demonstrated a sustained level of accuracy, sophistication and confidence in sentences such as, *'Allowing co-education is always thought to enhance communication skills between a diverse variety of people, which can help candidates in the future.'* In general, most candidates demonstrated a standard of language that was satisfactory or above.

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

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Paper 0511/23

Reading and Writing (Extended)

## Key messages

In Exercises 1 and 2, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question and that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.

In Exercise 3, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. For full marks to be awarded in **Section C**, the sentence must be relevant, accurate and must not exceed the word count.

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

In Exercise 5, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words.

In Exercise 6, letter writing, candidates must recognise the need for informal register and should endeavour to provide enough depth and detail to sustain the reader's interest.

In Exercise 7, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts.

## General comments

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

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

Overall, the standard of handwriting was reasonably good, although sometimes very small, and poor handwriting occasionally adversely affected the interpretation of candidates' answers in Exercise 3. It is also important for handwriting to be legible in the extended pieces of writing required for Exercises 6 and 7. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. 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.

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

## Exercise 1

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

- (a) This was very well answered with the vast majority of candidates including the salient detail 'per hour'.
- (b) This was generally well answered with the majority of candidates offering both details as required to be credited with one mark.
- (c) This was generally well answered and proved to be an effective discriminating question with weaker candidates lifting 'Monday to Friday', an incorrect detail, from the text. Whilst spelling errors may be tolerated in this exercise, for this question, candidates could not be credited for writing Saturday and Sunday without capital letters. As a result, a proportion of candidates identified the correct detail, but could not be credited.
- (d) This was well answered with the vast majority of candidates providing 'reclining seats'.
- (e) This was generally very well answered with many candidates lifting from the text but including the salient detail.
- (f) This was very well answered.
- (g) This was very well answered.
- (h) This was generally well attempted, but the inclusion of incorrect superfluous details such as 'sweets and chocolate' negated a correct answer.
- (i) This was very well answered, with the majority of candidates identifying the salient detail and including the verb 'read'.

## **Exercise 2**

This exercise proved slightly more challenging for some candidates although there was evidence from responses that the text had been understood by the majority. More able candidates selected key detail from the text and provided brief and precise answers.

- (a) This was very well answered with the majority of candidates selecting the two key details required for one mark.
- (b) This was generally well answered with most candidates including the superlative 'most', which was required for the answer to be credited. Some candidates failed to locate the salient point and incorrect responses tended to be either 'each one has a different expression' or 'give impression of something or someone alive'.
- (c) This was generally well answered. Those candidates who did not fully understand the rubric tended to provide the incorrect detail 'they became master craftsmen themselves'.
- (d) This question required two details for two marks and precision was needed to avoid ambiguity. The vast majority of candidates identified the detail 'furniture', but 'doors' could not be credited without 'front' preceding it.
- (e) This was generally very well answered with the majority of candidates lifting from the text and including both versions of the salient detail i.e. 'the growth of new vegetation' and 'the start of spring'.
- (f) This question proved more challenging for many candidates who had difficulty locating the salient detail. Many candidates offered 'surrounded by bright green leaves' or 'faces of handsome young men', which were incorrect. Where both a correct and an incorrect answer are given, the latter negates the former.
- (g) This question required two details with a mark for each correct answer. It was generally well answered with most candidates identifying at least one of the salient points. Some candidates lost a mark with the lift 'local people thought of forests as unsafe places' which was a paraphrase of the question and, therefore, could not be credited.



- (h) This question required two details for one mark and was very well answered. A small minority of candidates misread the graph and provided '110 Green Men' rather than '100', and a very small proportion omitted this essential detail completely and, therefore, could not be credited.
- (i) This was very well answered. The majority of candidates identified the salient detail, but the omission of 'symbol' meant that credit could not be given.
- (j) This question proved to be a good discriminator. Many candidates achieved at least three of the four available marks and many provided all five of the possible options i.e. 'hair, crowns, nose, mouth, wrinkles'. Less able candidates were imprecise in their reading of the rubric and offered details relating to the 'appearance' of the Green Man, with no reference to 'leaves', or to the symbolism of the Green Man.

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

### **Exercise 3**

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

Candidates need to be reminded of the importance of good, clear handwriting throughout the paper. This is especially important in this exercise where correct spelling is crucial and where capital letters need to be clearly formed when introducing proper nouns in names and addresses. Candidates risk not being credited if they are careless with the formation of a letter or a word.

#### **'Commonwealth of Australia Visa Application Form'**

##### ***Section A***

###### ***Personal details***

This section was generally well answered. Most candidates correctly identified the name, address, telephone number, email address and passport number of the applicant. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was generally well observed with the most common error occurring in the address- 'Amristar' for 'Amritsar'. Errors were occasionally made with the applicant's age and the transcription '18<sup>th</sup>' could not be credited. The final question in this section required the deletion of 'Yes'. Many candidates selected the wrong option or provided more than one annotation; that is to say, they deleted one item and circled the other. In this circumstance, credit cannot be given.

##### ***Section B***

###### ***Details of visit to Australia***

This section asked for a range of information and was generally well attempted. Most candidates correctly identified the date, place of entry, flight number and sponsor with the application of the tick and circle also well observed. Errors tended to occur with the 'Purpose of visit' with many candidates opting for the more obvious 'International Girl Guide Tournament'. Closer reading was required to locate the salient details 'tourism and sport'. Many candidates correctly identified the event, but errors were made by some in the transcription of the dates.

##### ***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. The vast majority of candidates included relevant information and many were awarded the full two marks. A large proportion of candidates lost a mark, however, because of spelling and punctuation errors. Candidates should be reminded of the importance of accurate punctuation and spelling for this question. Credit could also not be given for

responses beginning e.g. 'Great Barrier Reef off the coast of.....' as this is not considered to be proper sentence construction.

#### **Exercise 4**

This exercise was generally well addressed. Many candidates were able to show enough understanding of the text and extract the relevant information to score very well. Overall, the exercise produced good differentiation with maximum marks being obtained by only a few of the more able candidates. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers.

#### **How technology helped a farmer in Kenya**

Key points were generally well recognised with many candidates credited with the maximum three marks. Credit could not be given for ambiguous responses which made no reference to 'potatoes' e.g. 'He contacted a local buyer', 'He discovered the reason of a disease', 'He also discovered the cure'.

#### **Financial benefits of new technology to Nigerians**

Four content points were required for this section and the majority of candidates correctly identified two or three of the five possible answers. There was good recognition of all possible details. Errors occurred with repetition of the idea that 'the high cost of communication reduced' without the inclusion of 'cheap text messaging' and missing salient details such as 'the SIM card is almost free'. Less able candidates lifted '31 million Nigerians now access the Internet with 30% or more doing so on their cellphone', or 'Quick and easy access to the Internet', neither of which is a financial benefit.

#### **How technology has affected life in other named African countries**

This section proved more challenging and often resulted in more inaccuracies, mainly due to lack of precision. There were three possible answers which were generally all well recognised. Key details were often omitted, however, leading to ambiguous answers which could not be credited. For example, in the first option 'website to find out global food prices', both 'global' and 'food' were salient points and, therefore, had to be included. Similarly, in the second option 'citizens report local problems' 'local' was a key detail.

#### **Exercise 5**

The summary proved to be a good discriminating exercise and there were a range of marks awarded. Candidates were required to summarise two aspects of the text - the reasons why numbers of red squirrels have declined and the actions being taken to keep this species safe. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all content points proved accessible, few candidates achieved full marks for content. There were a number of candidates whose summary exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, there were needlessly detailed descriptions of the following aspects: the background of the red squirrels' dilemma, grey squirrels generally and statistics relating to how the red squirrels are recovering. This meant that some candidates did not include some of the other relevant content points, or, indeed, address both aspects as required within 120 words. Marks were also lost as a result of repetition of key details.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and it was pleasing to see that a good number of candidates did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

## **Exercise 6**

### **General comments**

Generally, this exercise was successfully attempted. The rubric was 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 candidates 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 letter. The majority of candidates also adopted a style and register appropriate for a letter to a friend. The use of idiomatic expressions is acceptable in informal writing, but the context must be appropriate if they are to be used effectively.

Candidates must address and develop the three bullet prompts to achieve higher band marks for content. In addition, they should be encouraged to write a convincing piece which conveys a good sense of purpose and engages the reader's interest.

## **Exercise 6**

*You have recently seen a new film at the cinema or a play at the theatre.*

Most candidates successfully covered all three bullet points and provided some development in each paragraph. Of the two choices, the vast majority opted to write about a film they had recently seen. Many candidates responded to the visual prompt provided and described a film relating to cars or racing; the 'Fast and Furious' series was a very popular choice. However, romance, comedy and horror were also popular genres. Some candidates who opted to write about a play also responded to the visual prompt and selected from the works of Shakespeare, but there were also examples of musicals and more contemporary pieces.

In their letter, candidates were required to cover who they went with and why, what they enjoyed most about the film or the play and why they would/would not recommend it to a friend. Generally, responses showed some sense of purpose, and some were interesting to read. The candidates who achieved marks in the higher content band provided slightly more imaginative reasons why they went to see the film/play and provided more thoughtful emotional responses to the film/play/experience and why they would or would not recommend it.

The vast majority of candidates stayed on task throughout although some candidates did not respond to all three requirements of the rubric and therefore did not fulfil the task. The majority remembered to write in paragraphs, although some did not. The quality of language used was, on the whole, very encouraging. Some candidates used tenses inconsistently, but it was pleasing to see a wide and varied range of vocabulary used along with attempts at complex sentence construction. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the piece. Overall, the responses were generally competent and most candidates used a letter format with the correct salutation and appropriate conclusion.

## **Exercise 7**

### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. In contrast with previous sessions, this time, only two prompts were provided - one for and one against the proposal in the title. The majority of candidates responded to these prompts; however, the removal of two encouraged even the less able candidates to be more resourceful in both the development of those prompts and in the introduction of their own ideas. This resulted in more candidates demonstrating independence of thought and thus the possibility of achieving higher band marks. Only the very weak stayed close to the two cues, often using the prompts as 'quotes' from other 'citizens'. Word limits were well observed and it appears that time constraints were not a problem at this stage of the paper for the majority of candidates.

**Exercise 7**

*The government would like to hold the 2024 Olympic Games in your country's capital city.*

Candidates were required to write an article for a national newspaper expressing their views on the government's proposal to host the 2024 Olympic Games. There was one prompt in favour of hosting the Games and one against, to guide candidates. The vast majority of candidates appeared to hold a view on this issue. Whilst many responded to the prompts provided, these were generally well developed and expanded upon. Support for and against the proposal was expressed, quite passionately in some instances with many candidates using the article to rally support or plead with the citizens to reject the proposal. From a stylistic point of view, it was pleasing to see many candidates using counter-arguments to strengthen their own position resulting in some very persuasive pieces. There were also many commendable attempts to intersperse the writing with rhetorical devices and to provide an appropriate introduction and conclusion giving a sense of cohesion to the article.

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

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Paper 0511/31  
Listening (Core)

## Key Messages

This session, as last session, most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences or offer multiple details in answer to **Questions 1 – 6**. Candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error.

There were also few instances where candidates left spaces or tick boxes blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question, since there is no penalty for an incorrect answer. This is of course particularly pertinent for **Question 9** (True – False) for **Question 10** (multiple choice).

Candidates usually had an attempt at spelling the required word. Attempts which inadvertently created another word, e.g. *beech* for *beach*, were disallowed, since the vocabulary was not considered over-demanding.

Teachers should stress the importance of listening attentively to the initial and final sounds in words, especially in those which may be unfamiliar. For instance the final 't' sound of *aircraft* was required. Similarly the 'e' sound at the start of *engineer* was required.

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is recommended that teachers ensure candidates recognise and can write down numbers correctly, e.g. 360 often appeared as 30060. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain.

Teachers should ensure their candidates have considered how to approach the multiple choice questions. There was evidence that some candidates made first guesses, then amended their responses on the second listening. This is a fair tactic, but they must remember to make it quite clear to the Examiner which answer they intend to be taken as their final answer. There were some cases of candidates ticking two or even all three boxes; others scribbled over one or both ticks and thus made it unclear which was the final, required answer. Teachers should stress that in cases where there is any uncertainty, Examiners will mark the item as wrong.

The questions that proved the most challenging on this paper would again seem to be those requiring grammatical accuracy in **Questions 7 and 8**. It can only be suggested that teachers ensure their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as candidates of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. A common error is to offer singular words when the plural form is required, and vice versa. It is good practice for candidates always to read the answers through at the end of the examination. This can help eliminate errors in this section of the paper.

Finally, teachers should remind their candidates of the importance of clear handwriting. There were many cases where it was impossible to tell if the letter *e*, *o*, *i*, or *e* was intended. This is often of critical importance when deciding whether a spelling is an accurate phonetic attempt or not. In cases of uncertainty, the Examiners will not award a mark.

## **General Comments**

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

## **Comments on Specific Questions**

### **Questions 1 - 6**

Candidates generally responded well to this section of the paper. There were few omissions.

#### **Question 1**

This seemed an accessible opening question, with nearly everyone offering 'beach'. It was common to find candidates offering extra information which could usually be ignored, e.g. *on a beach in Spain*.

#### **Question 2**

This question was generally done well. Some failed to get the mark as they offered a range of items, including the required two. Candidates should ensure they read the question carefully and offer the required number of details.

#### **Question 3**

Again generally done satisfactorily, though a range of incorrect responses were seen, including *prime minister* and *mayor*. Close listening was required to ensure this was answered correctly.

#### **Question 4**

This question required candidates to listen closely to detail. Several gave additional but irrelevant information, e.g. *about a large family which is very interesting*. Quite a number offered extra information that was incorrect and which negated the mark, e.g. *about a large family in 2014*.

#### **Question 5**

A reasonably accessible question, this discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Marks were lost when candidates offered the wrong information, or when they spelt the words incorrectly, thereby changing the meaning. A common error was to offer *older number* or *odour number* instead of *order number*. Candidates should be reminded to check that their answer makes sense. Also candidates need to be urged to pay close attention to the detail of what they hear and what is required by the question.

#### **Question 6**

Again, candidates recognised the need to offer two pieces of information. Candidates often included the second part correctly, i.e. *dirty*, but failed to give the correct kind of shoes. *Black with heels* was often seen, (with *heels* spelt *hills*).

#### **Questions 7 and 8**

These gap-fill questions were answered well, with the weaker candidates still being able to attempt them. There were very few omissions. The need for close attention to grammatical accuracy must be stressed in answering gap-fill questions such as this. Reminding candidates to re-read and check their final responses within the context of the whole text would help them.

### Question 7

- (i) The spelling of *engineer* proved to be challenging for many candidates. Examiners accepted a range of phonetically accurate versions, e.g. *enjenears*.
- (ii) This question proved challenging for some candidates, although the required answers – *trains* and *aircraft* – are not low frequency vocabulary. A common error was to offer a singular *train*, which did not make grammatical sense in the context.
- (iii) As the context refers to the material ‘stone’, the plural form *stones* was not accepted.
- (iv) This question was answered well by most candidates. A common error was to offer the plural *plastics*, which was not accepted.
- (v) This question was also answered well by most candidates, though some offered the singular form *leaf*, while others offered a phonetically inaccurate plural form – *leafs*.

### Question 8

- (i) This question was generally answered well; the most common errors were to offer a year (*2008*) or the wrong season (*summer*).
- (ii) This question was answered well by most candidates.
- (iii) Again, the question was answered well by most candidates.
- (iv) This question proved quite challenging. The word *ramp* may have been unfamiliar. Many offered the alternative *slope*, which was accepted. However, there were many inaccurate phonetic attempts such as *rump*, *ram*, or *slop*.
- (v) This question was answered quite well, although *1000* was sometimes offered for *100*, and *42* for *32*. This kind of error can only be avoided by close listening.
- (vi) Two words were required, and this question proved a challenge for many candidates. The main error was a poor phonetic attempt at *waterproof* and a lack of attention to grammatical accuracy. *Sunglasses* often appeared as *glasses*, or was misspelt as *sunglases*.
- (vii) This question was found to be reasonably challenging. The word required here – *tickets* – is high frequency and Examiners accepted fuller answers, e.g. *to buy tickets* / *getting tickets* as long as grammatical accuracy was maintained. Many candidates offered the web address as their answer.

### Question 9

These questions, as in previous sessions, required candidates to indicate whether a statement is ‘True’ or ‘False’ by ticking the appropriate box. Candidates generally scored well. They showed themselves to be well-practised at the format, with very few making the error of ticking more than one box, or of leaving a large number of blank boxes. There were again a few instances of candidates not making their corrections clear, perhaps leaving both boxes ticked or both crossed out. Candidates should be reminded of the need to make their answers absolutely clear. The generally high level of success in this question suggests that most candidates found the listening text and the questions accessible.

### Question 10

Candidates showed themselves familiar with the format. There were few errors in presentation of answers, although a few ticked more than one box for each question, or made their deletions of unwanted ticks unclear. The question generally was fairly well done, with a good range of marks being achieved. It seemed to discriminate effectively between the candidates.

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

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Paper 0511/32  
Listening (Core)

## Key Messages

Candidates should be encouraged to keep their answers concise and relevant. In this examination series, the great majority gave the brief responses required, however, there were few who offered lengthy responses. Teachers should remind candidates that long answers waste valuable listening time and increase the risk of error.

Candidates should attempt answers even if they are unsure of the spelling or exact meaning of the word. An attempt at a phonetic spelling of the word can still gain credit, so long as it is considered a reasonable and clearly recognisable attempt e.g. *tomoro* for *tomorrow*. The mark cannot be awarded if another actual word is offered e.g. *export* for *expert*. Candidates should be reminded that the word or words expected will have been heard in the recording, so close listening is very important. Another approach that could be suggested to candidates when they come across a word they know but they cannot spell, is to offer the answer in their own words, perhaps offering a synonym or paraphrase e.g. *stores* for *shops* or *next day* for *tomorrow*. Teachers should continue to make candidates aware that leaving blank spaces is not recommended, especially with the True/False ticking questions, or the multiple choice questions.

As in previous series, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers teach candidates to recognise and write down numbers. Care is needed with numbers that sound similar e.g. 15 often appeared as 50, and 80 as 18. This kind of error can only be avoided by close listening, and practice with hearing and using numbers. Writing the number out in words is permissible.

Again this series, the gap-fill **Questions (7 and 8)** proved particularly challenging for some candidates. Teachers should stress that the word or phrase the candidate inserts into the space should make complete sense and be a grammatical fit within the context. This is necessary to show a full understanding of what has been heard. Practice should be given to the candidates in this skill, e.g. with past papers; preparation materials from textbooks; or materials generated by the teacher, using local resources relevant to the candidates.

As in the last examination series, candidates found the questions requiring vocabulary knowledge the most challenging. The word *injuries* proved unfamiliar to many. It can only be suggested that teachers ensure that their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as candidates of English. Centres are advised to provide a variety of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary.

Finally, candidates should be reminded to avoid unclear crossings-out and take care to form letters clearly. The word *promote* frequently appeared with the first *o* written so that it was unclear whether the intention was *promote* or *promote*. Teachers should stress that in cases where there is any uncertainty, a mark will not be awarded.

## General Comments

There was a wide distribution of marks, suggesting that the paper differentiated effectively between candidates. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared. Few questions were omitted.



## Comments on Specific Questions

### Questions 1 – 6

Candidates generally responded well to this section of the paper. There were very few omissions.

#### Question 1

This was a fairly accessible opening question. 212 was the required answer and the most common error was for candidates to put 292. Candidates should be reminded to both read the question carefully and listen carefully.

#### Question 2

This question was answered reasonably well and most gained the mark providing *promote* was spelled correctly. *Launch* was a suitable synonym. Some candidates referred to the *concert*, which was incorrect.

#### Question 3

This proved to be one of the most challenging questions in the section, and was dependant on candidates' understanding of *most*. Some common errors included references to *the bus being late/clothes getting wet/leaving his raincoat behind*.

#### Question 4

This was a straightforward question. There were frequent errors in the spelling of *volcanoes*. The *l* was often omitted and *velcanous* and *volcaners* were unacceptable, as were references to *sharks* or *marine biology*.

#### Question 5

This was a reasonably accessible question for most candidates, although some based their answer on the first thing they heard – *on the news*, instead of listening for the correct answer *her father*.

#### Question 6

This proved to be a challenging question as two pieces of information were required. Many offered a selection of times and places from the text they heard: those who gave multiple answers were not awarded a mark. A significant number of candidates thought that the *computer room* and *room 14* were the same. Candidates need to be urged to pay close attention to the detail of what is heard and what is required by the question.

### Questions 7 and 8

These questions discriminated very effectively overall between the candidates and there was a good spread of marks. The need for grammatical accuracy, including the need to use singular and plural forms correctly, was a challenge to some. However, there were very few omissions and most were able to attempt all questions.

#### Question 7

- (i) The number 5 was often correct for the first part, but a number of candidates did not know *experts*, many offering *exports* or references to *in the world* which did not fit grammatically. Singular *expert* was not acceptable. A minority left the space blank.
- (ii) The target answer was brief and straightforward; most candidates did well.
- (iii) This question, which required two elements, was accessible to most candidates. Those who put *45 million/m* and *80 million/m* were awarded the mark. Some candidates misheard *80* as *18*. Repeating the word *annually* or substituting *per year*, rendered the phrase ungrammatical and did not get the mark.

- (iv) This question was found to be the most challenging in the section. The accepted response was *drivers* or *a driver* but many wrote down the *driverless*, which did not make sense. *Driver* alone was not accepted. Common wrong answers included *divers* or phrases such as *walking no more than 100 metres*, which would not fit the space. Most able candidates gained the marks here, so this was a fair discriminator.
- (v) Most candidates correctly offered 400 for the first element but two elements were required for the mark. Few put the required *shops* (again the singular *shop* was unacceptable) instead attempting to write *to be precise*. The synonym *stores* was accepted, *shopes* was not.

### Question 8

- (i) This question proved fairly straightforward, although a number of candidates did not spell *background* correctly nor give an acceptable phonetic attempt. The *g* in the middle was often absent. Candidates should be reminded to listen carefully and write exactly what they hear. *Bugground* / *buckground* were common errors.
- (ii) This item proved quite difficult. Two elements were required – *three minutes* and *350 pounds* (£350 was acceptable). Both had to be plural.
- (iii) This question was answered well and several phonetic attempts for *cleaner* were credited e.g. *clina* / *cleanar*. However, some candidates, incorrectly answered *doctor* / *nurse* / *patient*.
- (iv) This proved to be the hardest question in the section. Both *15%* and *daily* were the answers required. *50%* was a common response and the second part frequently had responses such as *much higher* or *lower*. *Dayly* and *daly* were acceptable phonetic attempts.
- (v) This was reasonably well attempted with *injuries* being the correct answer. *Injury* did not achieve the mark but *injureys* / *indjureez* / *ingeries* were all accepted. *Injures* / *injured* not.
- (vi) This question was answered well with both elements *hair* and *rock* often correct. *Hairs* was not credited and candidates need to be reminded to take care with letter formation as *ruck* denied them the mark, as did the repetition of *stars*.
- (vii) Candidates dealt very well with this question. Acceptable phonetic attempts at *tennis* such as *tenis* and *tennice* were accepted but if the first vowel sound was changed as in *taness* or *tinnis* they were not. *Free* was sometimes misheard as *three*. Again, if *player* and *ticket* were repeated, the mark was not awarded.

### Question 9

These questions, as in previous examination series, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. This question was done reasonably well, with candidates generally showing themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving boxes blank. There were still a few instances of candidates not making their corrections clear, perhaps leaving both boxes ticked or both crossed out. Candidates should be reminded of the need to make their answers absolutely clear for the Examiners. There were very few, if any, instances of candidates cynically ticking all True or all False in order to gain an 'average' score.

### Question 10

Candidates performed reasonably well in this task, showing a good level of understanding of what they had heard. **Question 10(a)** proved to be the most challenging, demonstrating that candidates need to pay close attention details in the spoken text. A few ticked more than one box or did not make clear any changes they had made. Teachers should continue to review the multiple choice format and various strategies for approaching it.

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

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Paper 0511/33

Listening (Core)

## Key Messages

Most candidates kept their answers brief and avoided answering in full sentences. However, many candidates could afford to be even briefer, as most questions only require one or two word answers. Some candidates should be reminded that they should not write down everything they hear. Instead they should focus on listening for the specific detail required to answer the questions. This should enable them to give answers that are concise and relevant. Adding information to a correct answer often results in a loss of marks as it often contradicts the original answer.

Most candidates gave good, accurate answers to questions that used familiar vocabulary, such as responses involving numbers and other high frequency words. These words were, for the most part, correctly spelt. Where vocabulary is unfamiliar, making a phonetic attempt that is not the correct spelling, will nonetheless be awarded the marks. This is preferable to trying to think of a familiar word which is incorrect. For example, 'ramp' appeared unfamiliar and many candidates put 'round' which is not correct phonetically but was obviously a known word.

Candidates need to listen carefully for vowel sounds, particularly short and long vowels. There was confusion between 'leaves' and 'lives', for example. Candidates are awarded marks where the vowel sound is correct, even if the spelling is incorrect.

Candidates also need to listen carefully for the 's' sound. Many marks were lost as the 's' denoting plural was incorrect. One example was 'trains' which was often answered as 'train'. Most candidates did, however, respond accurately with 'stone' rather than assuming the more commonly used 'stones'.

Candidates need to pay attention to question words: which, when, where, etc. Identifying which question word is being used would help to locate the required information when listening to the text. Some candidates underlined or circled the question word to help themselves focus, and this did help their accurately answering questions.

## General Comments

There was a wide distribution of marks and, for the most part, every question was attempted. Some omissions appeared accidental, for example on the multiple choice question.

In order to maximise marks candidates need to pay close attention to the instructions, in order to know how much information they should give. Gap fill questions required one word in each gap. They also need to heed the questions which ask for a certain number of responses. When a question asks for two responses, giving more will automatically lose marks. Some questions ask for two different elements. It would help if candidates organise their answers clearly so it is obvious which part of the question they are answering and where. Where two lines are provided, each element can go on a different line.

Finally, care over handwriting would secure more marks. It can be very difficult to determine which vowels are intended, especially o/a, e/i, a/e, and o/u. Candidates risk losing marks where these are not clear. Confusion also sometimes comes over t and f. Where candidates write notes whilst listening to the text, they need to make it very clear which words are intended as the answer, and which are to be ignored by the Examiner.

## **Comments on Specific Questions**

### **Questions 1 – 6**

These were generally well answered showing that candidates were familiar with most of the vocabulary.

#### **Question 1**

Most candidates put the correct answer 'beach'. Some wrote 'beach in Spain' which was acceptable. 'The hotel beach', however, was not accepted as it refers to a specific beach. The text gave the non-specific 'beach'.

#### **Question 2**

Most candidates answered correctly 'milk' and 'bread'. Some also put 'carrots', 'potatoes' or 'sprite'. Marks were lost on this question when candidates added items to the correct answers.

#### **Question 3**

Most candidates answered correctly 'head teacher'. A common error was to write 'prime minister'.

#### **Question 4**

Many candidates answered 'modern' or 'funny' which are descriptions of the book. The question asked what the book is about. Very few candidates were comfortable with just putting 'large family' which was the required answer. A common response was 'part of a large family' which changes the meaning. Where candidates just stated the information required they avoid the risk of changing the meaning. To keep the meaning and expand on 'large family' they needed to say 'being part of a large family'.

#### **Question 5**

This was well answered. There were some variations on 'order number' such as 'older number', 'auto number' and 'biodata'.

#### **Question 6**

A lot of candidates were misled and put 'black shoes' with 'broken heels'. 'Heels' was often spelt as 'hills' which has a different vowel sound.

#### **Question 7**

This was mostly well answered. Sometimes they were not attempted but it was very rare that more than one or two responses were blank.

- (i) 'Engineer' was mostly phonetically accurate. Some candidates wrote a number of different versions before finalising their answer, showing that the spelling caused some difficulty. Some also put 'degeneer'.
- (ii) Candidates need to listen carefully for singular/plural. The correct answers were 'trains' and 'aircraft'. 'Aircraft' was a less familiar word than 'trains'. Candidates often put 'aircroft' or 'ecroft' or 'aircraf'.
- (iii) This question was answered well by most candidates. 'stone' was mostly accurate causing little difficulty. A few candidates put 'stones'.
- (iv) 'plastic', again, was mostly accurate, showing it to be a familiar word.
- (v) The required answer was 'leaves'. Most candidates recognised the meaning, as they put 'leafs'. It was the 'v' sound that caused confusion. The long vowel sound was also a problem as some candidates wrote 'lives'.

### Question 8

- (i) 'Winter' was the required response and most candidates answered accurately with 'winter' or 'in the winter'. The most common error was '2008', either on its own, or in addition to, 'winter'. This is an example of where marks were lost for giving inaccurate extra information.
- (ii) This was answered well.
- (iii) '360' was mostly answered accurately. Some candidate wrote '30060' which shows they had heard correctly, but they need to take care in writing the number down.
- (iv) A few candidates gave the required response 'ramp'. There were a lot of variations which included 'ran', and 'round' as attempts. Candidates who made a phonetic attempt did well. Most candidates attempted to write 'huge ramp' which was an acceptable response but, unfortunately, many responses simply said 'huge'.
- (v) '100' and '32' were mostly accurate.
- (vi) This answer required two words 'waterproof' and 'sunglasses'. 'Waterproof' appeared to be unfamiliar and there was a variety of attempts with 'waterprove' as the most common. Some candidates were distracted by the word 'stylish' which preceded 'sunglasses' in the text. Where they attempted 'stylish' inaccurately, they lost the mark for this part of the question. Other candidates just wrote 'glasses' rather than 'sunglasses'.
- (vii) Most candidates answered with the website address, rather than 'tickets' which was the required answer. This was most probably because, in the text, 'tickets' are mentioned before 'website'.

### Question 9

These questions, as in previous sessions, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. These questions were well answered on the whole, with a good proportion of candidates getting full marks. Weaker candidates were able to gain marks here. There were no attempts to tick all false or all true in the hopes of getting half the marks, so all marks awarded were genuine. There were very few unclear responses. Responses were made clear when candidates had changed their minds. Virtually no boxes were left blank. Candidates appeared quite comfortable with the format.

### Question 10

The multiple choice questions showed no specific trends. They were generally well answered. Again, some of the weaker candidates gained marks on this question. A small number of candidates made the mistake of ticking 2 boxes per question which gained them no marks. There was also a small number of candidates who did not make clear which box they had selected.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0511/41  
Listening (Extended)

## Key messages

The general ethos of this component is one of 'listening for understanding'. Synonyms are accepted.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it will be close enough to be pronounced as the target word. Spelling attempts that create a word with a different meaning are not accepted e.g. if the answer is 'wrist', 'rist' is acceptable but *rest* is not.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 6**. Of course, candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question.

Candidates usually had an attempt at spelling the required word. Another approach that could be suggested to candidates when they come across an unfamiliar word is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. *trainers* or *running shoes*, if they were unsure of 'sports shoes'.

Teachers should stress the importance of listening attentively to the initial and final consonant sounds in words, especially those which may be unfamiliar. For instance the final 't' sound of *aircraft* was required. Similarly *gungle* could not be awarded a mark as the initial 'j' sound was a requirement in 'jungle'. Internal vowel sounds were also critical in some answers, for example *sunglasses* and *footsteps*.

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, e.g. 360 often appeared as 30060 or 316. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain. However, it is time consuming and not to be encouraged.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in **Questions 7 and 8** or vocabulary knowledge in **Questions 9 and 10**. It can only be suggested that teachers ensure their candidates are exposed to a good range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as learners of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. It is good practice always to read the answers through in their entirety at the end of the examination.

## General comments

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Overall, the standard of handwriting was good, although poor handwriting occasionally adversely affected the interpretation of candidates' responses in some exercises. It is also important for handwriting to be legible - the difference between 'a' and 'e' can be crucial e.g. *tent and tant*, or between 't' and 'l' e.g. *feet and feel*.

Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of an answer required and they should try not to exceed this. Some candidates start to write answers in the middle of the line and this should be avoided as they continue their answer below the line.

Candidates should be reminded that the answer will be heard.

**Relevant exam practice activities could include:**

- (1) Predicting - information (e.g. number / name / date) /part of speech / grammar fit in gaps by paying attention to the context surrounding the gapped items (in **Questions 7 and 8**) i.e. what part of speech is required, is it plural or singular, does it fit the context and avoiding repetition of words before/after the gap.
- (2) Underlining key words (before listening) that help appreciate context, and focus candidates on related text in the recording.
- (3) Raising awareness of connected speech patterns / voiced and unvoiced consonants / weak vowel sounds and pronunciation / spelling of diphthongs.
- (4) Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.
- (5) Reminding candidates that re-reading and checking their final responses within the context of the whole text would help them.

**Comments on specific questions**

**Questions 1 – 6**

This exercise was very well attempted and provided a suitable introduction to the listening paper. There were very few omissions, and where it did happen, it was mainly **Question 1** that was un-attempted.

**Question 1**

This question required candidates to listen closely to detail. Several gave additional but irrelevant information, e.g. about a large family which is very interesting. Quite a number offered extra information that was incorrect and which negated the mark e.g. about a large family in 2014.

**Question 2**

A reasonably accessible question, this discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Marks were lost when candidates offered the wrong information, or when they spelt the words incorrectly, thereby changing the meaning. A common error was to offer 'older number' or 'odour number' instead of 'order number' while a few candidates wrote 'item number'. Some gave details of the sweatshirt itself. Candidates should be reminded to check that their answer makes sense. Also candidates need to be urged to pay close attention to the detail of what they hear and what is required by the question.

**Question 3**

Again, candidates recognised the need to offer two pieces of information. Second detail 'dirty' was more consistently correct than type of shoe.

**Question 4**

Candidates seemed to find this question difficult, with many unable to locate the second detail 'outside the bank'.

### Question 5

This was generally well answered, although some candidates gave the plural 'tents' or had a problem with reproducing vowel sounds, which led them to transcribe 'tint' or 'tant'.

### Question 6

Both parts of this question were well attempted by most candidates. Some problems occurred with transcription of short vowel sound in 'kicks' i.e. 'keeks'/'kieks'. 'Keep the ball' was a common mistake.

### Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some valuable marks.

- (i) The spelling of 'engineer' proved quite challenging for many candidates. A range of phonetically accurate versions were accepted.
- (ii) This question proved challenging for some candidates, although the required answers – 'trains' and 'aircraft' – were not obscure words. Again, this illustrates how candidates need to ensure they have a sound basic vocabulary.
- (iii) This question was well attempted by the majority of candidates. The required answer – 'stone' – was again a word that should be known by the candidates. As the context refers to the material 'stone', the plural form 'stones' was not accepted.
- (iv) This question was well answered by most candidates.
- (v) This was quite well attempted by a large number of candidates.
- (vi) This question was well answered by most candidates.
- (vii) This was very well attempted. Some candidates substituted 'sad' for 'angry', which was incorrect.

### Question 8

Good candidates did really well on this question but the less able found it quite challenging. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some valuable marks. Sometimes, one of the 2 parts to a section was incorrect.

- (i) This part was really well attempted; the most common errors were to offer the year '2008', 'annual' or the wrong season 'summer'.
- (ii) This was extremely well attempted and there were consistently accurate responses.
- (iii) This was generally well done by a large number of candidates.
- (iv) This was really well attempted. Some candidates incorrectly gave the number as '316', '3060' or '30060'.
- (v) This question proved quite challenging. Many offered the synonym 'slope', which was accepted.
- (vi) This question was answered quite well, although 1000 was sometimes offered for 100, and 42 for 32. This kind of error can only be avoided by listening carefully.
- (vii) There were multiple issues with the spelling of 'exhibitions' although most were phonetically acceptable. Some candidates wrote 'expeditions' which changed the meaning and could not be credited.
- (viii) Many candidates found this challenging. The word 'glasses' was not accepted as a synonym of 'sunglasses' as the meaning is different.



(ix) This question was found to be reasonably challenging.

### Question 9

This was a good discriminating question. There were difficulties with most parts of this question for some candidates

- (a) The more able candidates responded well to this question. Some answers incorrectly implied that the robot's whole body was moving.
- (b) The vast majority of candidates found this very challenging and failed to give two correct details. In many cases, the second detail was not specific enough.
- (c) A lot of good answers here. However, some made the general statements 'help people' or 'help people in life' and lost the mark.
- (d) This item was the best attempted in the whole question. Some candidates tended to leave out one or two words, which completely changed the meaning e.g. leaving out 'way' from the answer gives 'he makes his own battery charger'.
- (e) Here candidates frequently failed to reproduce both key nouns.
- (f) This was generally well answered but some imprecise and unacceptable paraphrasing lost marks for candidates e.g. 'competition' or 'question programme' for 'quiz'. Many just wrote 'a popular TV programme', which was too general.

### Question 10

There were difficulties with most parts of this question for some candidates.

- (a) A large number of candidates failed to offer the key word 'decide' or its implication in their response. Many candidates incorrectly thought that the site was given the title of 'world heritage committee'.
- (b) This was quite challenging and very few candidates were able to provide both details correctly.
- (c) A large number of candidates got one of the details wrong and lost the mark.
- (d) A large number of candidates were able to score a mark here.
- (e) A large number of candidates failed to provide 2 correct details. 'Acid rain' and 'global warming' were the most common incorrect responses.

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

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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.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' should be made aware of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to recreate the number of syllables in the word that has been heard, and also to try to recreate the vowel and consonant sounds accurately.
- 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 'price' and 'prize').
- Some questions involve transcribing various numbers and these should 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.
- In the gap-filling exercises candidates should be encouraged to predict the answers in the gap-filling exercises. When filling in the gaps, the answers need to be an accurate grammatical fit. This is a key feature of **Questions 7** and **8** on this paper.
- In the same questions (i.e. gap-filling – **Questions 7** and **8**), candidates should be reminded not to include words that are printed on the question paper after each gap as part of their answer. There should be no more than one or two words per gap.
- Candidates should try to establish what a longer question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. This applies to **Question 9** and **10**.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

### **General comments**

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

Successful responses were those which provided short, clear answers, often in note form. 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.

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

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

### **Comments on specific questions**

#### **Questions 1-6**

##### **Question 1**

This question was dealt with fairly well by most candidates. Where marks were lost this was due to poor phonetic attempts.

##### **Question 2**

Most candidates answered this question correctly. Weaker candidates tended to select the wrong information 'local transport news'.

##### **Question 3**

This question was reasonably answered.

##### **Question 4**

This question required candidates to provide two pieces of information. Most candidates answered this question well. Almost everybody provided the first detail 'waiting for 3 weeks'. Answers where candidates misheard 'pipe' and included 'pie' in 'waiting for pipe for 3 weeks' could not be credited.

The second detail 'to fix shower' was either omitted by weaker candidates or it included the wrong detail. e.g. 'fixed his shower', 'needed a shower', 'fix his shelf', 'needed to fix his bath'.

##### **Question 5**

This question provided a vast array of answers. Some answers demonstrated very successful paraphrasing and were given a mark. However, candidates should remember that a response which includes incorrect detail cannot be marked correct, even if it includes the detail required.

##### **Question 6**

Two items were required in this question. Most candidates only managed to secure one mark providing the second detail 'artwork' correctly. Most incorrect answers lacked the necessary detail (e.g. 'newspaper' or 'article' instead of 'newspaper article').

Some weaker candidates failed to provide the correct selection of the two items, listing all items mentioned in the script 'passport, artwork, newspaper article and visitor's badge'. Questions where two items are required, candidates need to be reminded that they are expected to provide the correct selection of the two items to show understanding and to gain a mark.

## Question 7

**Item 1** In this part, the first detail was supplied by most candidates. Weaker candidates, however, failed to provide 'experts', putting 'world' as the second detail. The phonetic attempts at 'experts' were not always successful – 'exports' could not be credited as this created a new meaning, nor could 'expert' as the singular form did not provide a grammatical fit.

**Item 2** was generally well answered. The phonetic attempts 'centrel' and 'centrol' were accepted. However, 'centre' was not as it did not fit the gap. Also, 'electronical' and 'electric' were not given a mark.

**Item 3** was also well answered by most candidates. Where marks were lost, the singular form 'kilometre' was offered.

**Item 4** Most candidates transcribed both numbers correctly. It is best to encourage candidates to present numbers as figures rather than words.

**Item 5** proved challenging for many candidates and provided very good differentiation. Most candidates failed to provide a secure grammatical fit (e.g. driver, to drive), however, some stronger candidates provided very successful alternatives to the expected answer (e.g. driving, to be driven, a driver).

**Item 6** was generally well answered. The alternative 'stores' for 'shops' was also accepted. However, weaker candidates tended to provide an incorrect second detail putting 'to be precised' instead of the expected answer 'shops'.

**Item 7** This item required two details and most candidates showed understanding but lost marks because of the wrong word form of 'enclosed' (e.g. closed, enclose) which did not fit the gap grammatically.

## Question 8

**Item 1** This was dealt with well by the vast majority of candidates. Where answers could not be credited this was due to poor phonetic attempts at 'background' (e.g. 'buckground', 'backgown').

**Item 2** This was generally well answered. However, marks were lost where candidates put the singular form 'pound' or transcribed 'pounds' as 'ponds'. Just as with numbers, candidates should be encouraged to transcribe units using the appropriate sign or abbreviation. Also, weaker candidates did not read the scaffolding text around the gap properly and put the name of the film 'Code Red' as the answer.

**Item 3** A correct answer was provided in most cases. Weaker candidates made a guess based on their prediction from the text in the question paper putting 'patient', 'nurse' or 'doctor' as their answer.

**Item 4** This question proved challenging for most candidates. Most candidates selected the wrong detail 'fit and healthy' as their answer. As this was the incorrect detail, answers that combined this detail with the correct answer could not be awarded a mark as candidates failed to demonstrate their understanding.

**Item 5** This question required candidates to listen for two details. Most candidates selected the wrong details supplying the wrong adjective for the rate (e.g. minor, lower) or the wrong detail altogether (e.g. £350). The first detail of '15%' was often misheard and transcribed wrongly as '50%'. This question provided good differentiation as only the strongest candidates managed to provide both details correctly.

**Item 6** This was mostly answered well, but some candidates left this gap blank. This answer produced most 'no responses'.

**Item 7** This was generally answered well. Marks were lost where a singular form 'injury' or a verb form 'injures' was given as these were not grammatical fits.

**Item 8** Most candidates dealt with this two detail question well. However, 'hairs' could not be given a mark as this answer did not fit grammatically. Also, some weaker candidates offered a guess for the second gap (e.g. 'pop', 'film') based on the common collocation with 'stars' which comes after the gap in the scaffolding.

**Item 9** This question was the best answered item in this part of the test. The majority of candidates selected the correct details and transcribed them correctly.

### Question 9

- (a) This question required candidates to select two places in which one of the speakers helped and most candidates did that. However, some weaker candidates provided three or all four places mentioned. As the correct selection was not made, these answers could not be credited.
- (b) Candidates were required to supply two details here. The details were supposed to refer to a crowd of clay figures. Strong candidates did just that and some answers included very successful paraphrasing/synonyms (e.g. 'faces the same direction', 'faces', 'packed them tightly together').
- (c) The question asked for 'how much the clay cost' and 'how many trips were made'. While the latter detail was frequently correct, most candidates selected the wrong detail of how much clay was needed '50 tonnes' rather than the cost.
- (d) Once again this answer required candidates to select the correct detail listed among other examples in the script. The detail required was in the context of the theatre. Weaker candidates included the first example given 'school assembly' missing the correct context in the question. This question highlights the importance of underlining key words in questions. Where a correct answer was given this was generally spelt correctly.
- (e) This question proved challenging for many. The vast majority of candidates merely included a lot of additional information as the two correct details. Candidates failed to recognise the reference to the figures rather than the additional information about the clay after the figures are broken into pieces. Also, answers with poor grammar could not be credited (e.g. 'they broke down') as this altered the meaning. The figures were broken or somebody broke them. Answers simply paraphrasing the question (e.g. 'exist for a short time'), also did not secure a mark.
- (f) Most candidates demonstrated understanding, but could not receive a mark due to lack of precision in their answers. This question required one detail only. However, many candidates chose to include both details present in the script. When this was the case, for candidates to secure a mark, both details had to be correct and complete. Most candidates lost marks for this very reason (e.g. 'a group of humans and want to know where the little people will sleep'). Marks could also not be awarded where the wrong question word was used (e.g. 'want to know how/when the little will sleep').

### Question 10

- (a) Most candidates understood the context of 'at home' and selected the two correct details. Weaker candidates missed the idea of 'at home' and added 'shopping centre' to their selection. These answers could not be credited.
- (b) The majority of candidates found this question challenging. The question asked for two concrete examples of health problems. Some answers were too general to secure a mark (e.g. 'mental and health problems'). Most candidates attempted the three expected answers, but their attempts were not accurate enough (e.g. 'obissity', 'ashma', 'shortsighting'). There were, however, some good paraphrases that were credited (e.g. 'becoming obese').
- (c) This was well answered by most candidates. Where mistakes occurred this was due to inaccurate phonetic attempts which created a new word (e.g. 'treat', 'thread' – instead of threat) or a change of meaning of the expected answer (e.g. 'frightened strangers').
- (d) Most candidates struggled with the concept 'what is the proof' and also when selecting the relevant detail. The only correct detail accepted was the idea of 'more hospital admissions'. Answers that included general examples of possible dangers in homes (e.g. 'boiling hot water', 'electric shock') therefore could not be credited.
- (e) This was also a challenging question for most candidates. The key idea in the question 'the greatest benefit' was missed by many candidates. Answers which mentioned 'teaches them to collaborate / work things out together' were not given a mark.
- (f) This question was reasonably dealt with by most candidates. Some answers, however, contained an incorrect detail in combination with the correct answer: '12 years before teenager' or a wrong preposition (e.g. 'after 12 years old'). These answers did not secure a mark.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0511/43  
Listening (Extended)

## Key messages

The general ethos of this component is one of 'listening for understanding'. Synonyms are accepted.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it will be close enough to be pronounced as the target word. Spelling attempts that create a word with a different meaning are not accepted e.g. if the answer is 'wrist', 'rist' is acceptable but *rest* is not.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 6**. Of course, candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question.

Candidates usually had an attempt at spelling the required word. Another approach that could be suggested to candidates when they come across an unfamiliar word is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. *trainers* or *running shoes*, if they were unsure of 'sports shoes'.

Teachers should stress the importance of listening attentively to the initial and final consonant sounds in words, especially those which may be unfamiliar. For instance the final 't' sound of *aircraft* was required. Similarly *gungle* could not be awarded a mark as the initial 'j' sound was a requirement in 'jungle'. Internal vowel sounds were also critical in some answers, for example *sunglasses* and *footsteps*.

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, e.g. 360 often appeared as 30060 or 316. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain. However, it is time consuming and not to be encouraged.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in **Questions 7 and 8** or vocabulary knowledge in **Questions 9 and 10**. It can only be suggested that teachers ensure their candidates are exposed to a good range of vocabulary in as many different contexts as possible. This will clearly be beneficial for all aspects of the candidates' development as learners of English. Extra practice at gap-fill exercises would also be helpful, where the teacher stresses the need for using the correct number of words and ensuring the answer makes clear grammatical sense in its context. It is good practice always to read the answers through in their entirety at the end of the examination.

## General comments

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Overall, the standard of handwriting was good, although poor handwriting occasionally adversely affected the interpretation of candidates' responses in some exercises. It is also important for handwriting to be legible - the difference between 'a' and 'e' can be crucial e.g. *tent and tant*, or between 't' and 'l' e.g. *feet and feel*.

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Candidates should be reminded that the answer will be heard.

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**Comments on specific questions**

**Questions 1 – 6**

This exercise was very well attempted and provided a suitable introduction to the listening paper. There were very few omissions, and where it did happen, it was mainly **Question 1** that was un-attempted.

**Question 1**

This question required candidates to listen closely to detail. Several gave additional but irrelevant information, e.g. about a large family which is very interesting. Quite a number offered extra information that was incorrect and which negated the mark e.g. about a large family in 2014.

**Question 2**

A reasonably accessible question, this discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Marks were lost when candidates offered the wrong information, or when they spelt the words incorrectly, thereby changing the meaning. A common error was to offer 'older number' or 'odour number' instead of 'order number' while a few candidates wrote 'item number'. Some gave details of the sweatshirt itself. Candidates should be reminded to check that their answer makes sense. Also candidates need to be urged to pay close attention to the detail of what they hear and what is required by the question.

**Question 3**

Again, candidates recognised the need to offer two pieces of information. Second detail 'dirty' was more consistently correct than type of shoe.

**Question 4**

Candidates seemed to find this question difficult, with many unable to locate the second detail 'outside the bank'.

### Question 5

This was generally well answered, although some candidates gave the plural 'tents' or had a problem with reproducing vowel sounds, which led them to transcribe 'tint' or 'tant'.

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- (iii) This question was well attempted by the majority of candidates. The required answer – 'stone' – was again a word that should be known by the candidates. As the context refers to the material 'stone', the plural form 'stones' was not accepted.
- (iv) This question was well answered by most candidates.
- (v) This was quite well attempted by a large number of candidates.
- (vi) This question was well answered by most candidates.
- (vii) This was very well attempted. Some candidates substituted 'sad' for 'angry', which was incorrect.

### Question 8

Good candidates did really well on this question but the less able found it quite challenging. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some valuable marks. Sometimes, one of the 2 parts to a section was incorrect.

- (i) This part was really well attempted; the most common errors were to offer the year '2008', 'annual' or the wrong season 'summer'.
- (ii) This was extremely well attempted and there were consistently accurate responses.
- (iii) This was generally well done by a large number of candidates.
- (iv) This was really well attempted. Some candidates incorrectly gave the number as '316', '3060' or '30060'.
- (v) This question proved quite challenging. Many offered the synonym 'slope', which was accepted.
- (vi) This question was answered quite well, although 1000 was sometimes offered for 100, and 42 for 32. This kind of error can only be avoided by listening carefully.
- (vii) There were multiple issues with the spelling of 'exhibitions' although most were phonetically acceptable. Some candidates wrote 'expeditions' which changed the meaning and could not be credited.
- (viii) Many candidates found this challenging. The word 'glasses' was not accepted as a synonym of 'sunglasses' as the meaning is different.



(ix) This question was found to be reasonably challenging.

### Question 9

This was a good discriminating question. There were difficulties with most parts of this question for some candidates

- (a) The more able candidates responded well to this question. Some answers incorrectly implied that the robot's whole body was moving.
- (b) The vast majority of candidates found this very challenging and failed to give two correct details. In many cases, the second detail was not specific enough.
- (c) A lot of good answers here. However, some made the general statements 'help people' or 'help people in life' and lost the mark.
- (d) This item was the best attempted in the whole question. Some candidates tended to leave out one or two words, which completely changed the meaning e.g. leaving out 'way' from the answer gives 'he makes his own battery charger'.
- (e) Here candidates frequently failed to reproduce both key nouns.
- (f) This was generally well answered but some imprecise and unacceptable paraphrasing lost marks for candidates e.g. 'competition' or 'question programme' for 'quiz'. Many just wrote 'a popular TV programme', which was too general.

### Question 10

There were difficulties with most parts of this question for some candidates.

- (a) A large number of candidates failed to offer the key word 'decide' or its implication in their response. Many candidates incorrectly thought that the site was given the title of 'world heritage committee'.
- (b) This was quite challenging and very few candidates were able to provide both details correctly.
- (c) A large number of candidates got one of the details wrong and lost the mark.
- (d) A large number of candidates were able to score a mark here.
- (e) A large number of candidates failed to provide 2 correct details. 'Acid rain' and 'global warming' were the most common incorrect responses.

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

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Paper 0511/05

Oral

## Key messages

- Please read and become familiar with the *Teacher's/examiner's Notes* booklet. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to Cambridge.
- Conduct Part **A** at the beginning of the test – so that candidates know the format of the whole test from the outset and are aware that only Part **D** is assessed.
- Please note that the Examiner chooses the topic card. Under no circumstances should a choice be offered to the candidate. This is maladministration of the test and will have serious consequences.
- Please begin Part **D** by using the prompts in sequence as indicated on the topic cards. This ensures that the flow of conversation remains focused on the topic and that all candidates are provided with equal opportunities to display their spoken language skills in the context of a developed conversation.
- Remain within the allowed timings: 2-3 minutes for Part **B** and 6-9 minutes for Part **D**. Tests which are too short and/or too long are always likely to be counter-productive. Regarding the timing for Part **D**, it is sensible not to finish 'early' - i.e. to have reached Prompt 5 before 6 minutes - and to then have to fill in with connected dialogue. Examiners should spread the prompts out efficiently over the 6 to 9 minutes allowed.
- Please do not allow candidates to deliver speeches or monologues. In such cases, it is unlikely that a mark above Band 4 for the Development and Fluency criterion would be acceptable, as little or no conversation has taken place.
- Please use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). It would be very helpful if the individual tracks on the CD could be re-named to the candidate number and name (instead of track 1, track 2, etc.).
- There is no need to use the blue 'cassette inserts' – a list of the candidates in the sample, their numbers, and the mark given to each, either on the CD cover (but not on the CD itself please) or on a separate sheet is fine.

## General comments

Continued improvements this session were noted in these areas:

- Accuracy of assessment.
- Internal moderation. It is essential that reliable internal moderation processes are undertaken at Centres where a larger candidate entry dictates the need to use more than one Examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed.

Centres are reminded of the following:

Thorough clerical checks should be carried out to ensure that the mark sheets provided are accurate and consistent with each other. The marks on the summary form should be identical to those presented to Cambridge as final marks. Centres need to check the addition of the criterion marks be checked at the Centre.

The summary forms must be included in the package. This is the form that records the marks, in addition to the total mark. The Examiner who conducts the tests is responsible for filling out the summary form. He or she should sign the form and date it. The form must also record the topic cards given to each candidate.

### ***Conducting the test***

In part **D**, the best discussions allow a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the topic card at appropriate times to ensure focus. Examiners should work through the five bullet points/prompts in the given order and should also remember to extend the discussions beyond the prompts to ensure a full (6-9 minutes) and rounded discussion takes place.

Examiners are reminded that development of the conversation is an integral part of the assessment. Examiners should guide candidates through the levels of the discussion. The supplied prompts on the topic cards move from the personal to the general; thereby allowing stronger candidates to illustrate higher level speaking skills. Less able candidates are not expected to engage fully or successfully with prompts 4 and 5, and Examiners will need to simplify the ideas in these prompts to accommodate and support these candidates.

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

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

### **Comments on specific questions**

#### *Card A: Electronic Games*

This was a popular choice. Candidates were usually able to respond to all five prompts at all levels of ability. Many had direct experience of the world of video gaming and could engage enthusiastically with the topic. Due to their interest in electronic games, many candidates knew a lot of subject-specific vocabulary, which enhanced their performance in the test. Thus, this proved to be a relevant and accessible topic.

#### *Card B: The Future*

This was a very popular choice and proved to be an accessible and generic topic that many candidates could relate to in all regions. It recognised candidates' personal and academic ambitions, but there were occasions where there was a tendency to concentrate more on the candidate's future rather than the future for all. There were some interesting debates, however, about humanity being destroyed and some higher level candidates offered sophisticated arguments to disagree with this statement. Predicting the future was more of a challenge and Examiners clearly worked hard to develop this part of the discussion.

#### *Card C: Secrets and Rumours*

This was also a popular choice and was an accessible topic for both genders. Girls tended to look at being good secret keepers and spent time talking about trust; whereas boys who were given this topic spent more time on the later ideas on the card - that the truth should always be told and that this is more important where countries are concerned. The topic worked well and generated some healthy and lively discussions.

#### *Card D: Keeping Fit*

This was a very popular choice and was accessible to most candidates. The early part of many discussions focused on sport and fitness, occasionally developing into conversations about healthy eating. Candidates were keen and able to talk about the effects it had on their physique and lifestyle, as well as the social

implications. Some candidates had difficulty in expanding the ideas implied in the more sophisticated prompts, where the topic was expected to be refined and the focus would be on fitness regimes and the fast-developing fitness industry. Only candidates with experience of attending gyms, and those with a more mature outlook relating to regular physical activity, were able to develop the discussion effectively.

*Card E: Wasting Time*

This topic was accessible to all candidates who were given it. Examiners and candidates found plenty to discuss, and there were some humorous discussions arising from the topic.

*Card F: Young children*

This was another popular topic and overall was successfully developed. The topic proved very accessible for less able candidates as the concept was well within the maturity and experience of these candidates. It produced some very interesting conversations, especially about childhood memories and sibling relationships, as well as allowing reflection on the skills needed by teachers. All five prompts were accessible to most candidates, but also allowed candidates of all levels to demonstrate their ability.

*Card G: Small shops and businesses*

This was the least popular topic and appealed to those candidates who had a background or keen interest in the business world (with perhaps their parents or extended family owning a business). Unfortunately, for those candidates who had no interest in business matters, the conversations were not successful as the candidates found it difficult to connect with the narrower focus of the topic.

*Card H: Fundraising*

This card was also not very popular, but was often well-chosen for higher level candidates who had expressed personal experience of raising money, and in these cases it generated some very good discussions. There were some very good examples of open-ended questions used by Examiners, which allowed higher ability candidates to vary their vocabulary and stretch themselves to achieve the higher assessment criteria. When selected for weaker candidates, however, this proved to be a very challenging topic. While many candidates could relate to the idea of raising money at School, for example to help other disadvantaged children, the idea of organisational fundraising proved to be more challenging.

*Card I: Memories*

This was a very popular choice. All candidates managed to access the prompts with some degree of success. Talking generally about their past was natural for candidates and they could often speak at length with good development. Paraphrasing by Examiners was done well.

*Card J: Extreme Weather*

This topic had to be carefully managed but made for well-focused conversations. Where candidates had not experienced extreme weather personally, they were aware of such occurrences happening and could talk about particular events, often relying on knowledge of current affairs and topical news.

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

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Paper 0511/06

Oral Communication (Coursework)

## Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken.
- If a teacher is not completely confident, however, in designing and implementing three different and productive activities comprising relevant tasks then it is advisable to opt for Component 05, the oral test.
- Please remember that the assessment criteria are designed to test language skills not presentational or performance skills.
- Centres should use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). There is no need to use the blue 'cassette inserts' – a list of the candidates in the sample, their numbers, and the mark given to each, either on the CD cover (but not on the CD itself please) or on a separate sheet is acceptable. It would be preferable if the individual tracks on the CD could be re-named to the candidate number and name (instead of track 1, track 2, etc.).

## Comments on specific tasks

This session saw a good range of coursework activities from Centres who recognised that coursework should form an integral part of the learners' programmes of study. Productive coursework included candidates making individual presentations, working with a partner, and then also taking part in small group discussions. A balance of role playing and authentic material was also seen.