

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/11  
Reading and Writing (Core)

## Key Messages

- In Exercises **1 and 2**, candidates should focus on the wording of the questions. Highlighting the key elements of a question and selecting relevant matching detail from the text is important to achieve success. Candidates are reminded that when reading a question, it is not only the first word of the question that is important, but they should always read the whole question carefully.
- **Exercise 3** requires total accuracy of grammar, spelling and punctuation. Teachers are asked to remind candidates of this requirement, as many marks were lost due to inattention to the formation of capital letters and the lack of punctuation. In addition, a number of candidates changed their mind after deleting or circling; teachers are asked to train candidates to write their answers in a clear and unambiguous format.
- In the final section of **Exercise 3**, candidates should write two sentences. Teachers are advised that full marks are not available if a candidate supplies just one sentence, even if the question is fully answered.
- Candidates should continue to be precise in their answers to **Exercise 4** and to address the task fully. In this series, marks were not awarded for responses which included the objects taken, but did not include the reason why they were taken.
- In **Exercise 5**, Centres should continue to encourage candidates to write a rounded and logical paragraph in which the points chosen are written in full sentences and linked together.
- In this series, a number of candidates were denied marks for Exercise 6, as the response did not completely address the question. It was clear that the candidate had read the bullet points, but had failed to read the context to the question. Teachers are asked to concentrate on ensuring that the context for this exercise is fully understood, in order for candidates to have access to marks in the top band.
- Unlike in Exercise 5, candidates should be aware that the word lengths in **Exercises 6 and 7** are guidelines only, and that candidates' entire responses will be assessed. In this series, a number of promising answers were clearly curtailed by candidates who felt the need to stop at 150 words. At times, such shortened responses did not fully develop the prompts and could not achieve marks in the top band.

## General Comments

Most candidates were entered correctly at this level and were able to complete the paper in time. Only a small number failed to manage the time successfully and had to leave one or more exercises unanswered. Some candidates left an exercise unanswered in order to write a response to Exercises 6 and 7.

The presentation of responses continues to improve across the exercises. Candidates should be reminded to write their answers in the Answer Booklet on the lines provided. These lines provide a guide to the length of response required, so there should be no need to write beyond or beneath the line.

### **Exercise 1**

This exercise was generally well-attempted.

- (a) This first question was generally well answered. A small number chose to answer with 'helping local communities', which on its own did not address the question.
- (b) This proved to be a challenging question for many. The most common incorrect answer was 'north'. The question had to be read carefully, because it asked where in South Africa the necklaces were made, not where the bottles were collected.
- (c) The majority answered this question correctly. Those whose response detailed the process, 'the bottles were first broken into small pieces...', rather than the difficulties experienced in the creation of the finished product (the dangers of working with heated glass and the time it took), did not gain the mark.
- (d) Many of those who correctly identified the final stage in the process gave an incomplete response 'attached to wire or string', omitting the subject, and thus no credit could be given. Others incorrectly chose an earlier stage in the process.
- (e) This question was well-answered.
- (f) A number of candidates missed the key phrase in the question, 'most of her work'.
- (g) Many found the correct response, which was that all members of the co-operative were able to share the profits. Incorrect answers came from those who misinterpreted the question and gave 'create jobs for people' as their response.

### **Exercise 2**

Candidates were able to respond well to the questions.

- (a) Most recognised that the concern of the governments was about the increasing number of collisions between aircraft and wildlife at airports and responded accordingly. Those whose response was limited to the take-off and landing of aircraft, without any mention of the ever increasing number of flights, could not be awarded the mark.
- (b) Here the cause of the increase in collisions was the key issue and so the correct response was that there are more flights leaving and arriving at airports, and therefore the number of collisions is increasing as a consequence.
- (d) This proved to be a challenging question for some candidates. The most regular incorrect answer focused on the rodents rather than the birds.
- (e) Both points were correctly identified by the majority of candidates.
- (f) Most understood the question and gave a correct answer. Occasionally, candidates provided the details of the way in which the birds were trapped and not what happened to them afterwards.
- (g) Incorrect answers to this question centred on Meg's job. Others addressed the question from the point of view of the human being and gave the incomplete response 'bushes too dense for vehicles' or 'wetlands too difficult to walk through'.
- (h) Many were able to give a correct answer.
- (i) Most candidates provided a correct answer.
- (j) Candidates clearly understood the chart. Those who added the percentage usually transposed both correctly.

### **Exercise 3**

#### ***Sections A, B and C***

Many performed well in this exercise. The selection of the key details from the text was usually accurate. Marks were occasionally lost through careless transposition of key detail, such as the name of the college and Alexia's address.

Candidates need to be aware that poor handwriting can often make it difficult to read the response and to be sure that the spelling of the words in the response is correct.

#### ***Section D***

Many candidates found the correct detail to respond in this section. Quite often marks were not gained as candidates did not write in full and complete sentences. Centres are asked to remind candidates to include punctuation. Centres should also remind candidates that two separate sentences are required in this exercise, not one sentence containing the two responses.

### **Exercise 4**

Generally, this was well-answered.

#### ***Facts about the race route***

All five points were used, although some candidates introduced the idea of the race being dangerous in this section, which was concerned only with the route the race took.

#### ***Problems during the race***

Again all points were used by the candidates. The most frequent error was to miss the fact that the race took place only in daylight. Any mention of the night, 'collisions with kangaroos at night', could not be credited. Other common errors included drivers not being allowed to do more than basic maintenance and having to set up camp for the night.

#### ***How solar power has been used by major car producers***

The responses in this section had to demonstrate clearly how solar power is being used now by car manufacturers round the world. Common errors here were 'recharge the battery' and 'provide solar panels for garage roofs'.

### **Exercise 5**

Candidates were expected to use the notes they had made in the previous exercise to create the summary. The summary should flow cohesively and logically, linking the points from Exercise 4 in a piece which explains the difficulties experienced by the participants in the race. Some candidates produced a list of the points without linking these points with connectives. Only when these points were described clearly, in a sequence and, where possible, in the candidate's own words, could marks in the higher band be given.

Candidates are required to write between 70 and 80 words. Marks in the higher band could only be awarded when the summary demonstrated a good understanding of the text on which it was based. The information can be paraphrased by the use of synonyms and by re-working the grammar of a sentence. The most successful summaries began with a brief description of the race and the route it took, thereafter moving on to the problems the drivers experienced and finally how the experiences helped major car manufacturers around the world.

### **Exercises 6 and 7**

#### **General Comments**

In this series, candidates showed a satisfactory level of engagement with the topics in both tasks. For many, the unexpected telephone call had already been experienced and many were able to develop ideas in Exercise 6 and present arguments in Exercise 7. Candidates are reminded to allow sufficient time to prepare these two exercises before starting writing.

Candidates were generally able to distinguish between the conversational, more personal tone required for the e-mail in Exercise 6 and the more formal, neutral style for the magazine article in Exercise 7.

### **Exercise 6**

#### **Email to a friend**

The most successful responses were those in which the writer kept contact with the friend throughout the email, using personal references to shared experiences from the past to highlight the events being described. Less successful responses lost this contact with the reader and often what emerged was the telling of a story which usually included the required information.

The majority of the candidates addressed all the prompts appropriately and developed their writing to the required length. Ideas were developed well and ranged from health emergencies and burglaries to car crashes and even kidnappings. Only occasionally would candidates become so involved in the narrative that they would forget to finish by writing how they felt when it was all over.

Centres should maintain their focus on grammatical accuracy. In particular an emphasis should be placed on consistency of verbs in complex or compound sentences to avoid errors such as, 'I was watching television in my house when suddenly my phone ring'.

### **Exercise 7**

#### **Magazine article**

In this exercise the candidates are instructed to give their own views on the topic. Successful responses were those which expressed an opinion in the opening paragraph and developed it in subsequent paragraphs, or offered an opinion in a concluding paragraph.

There is a clear distinction in style and register in this exercise from that required in the email in the previous exercise. In the article for the magazine, the ideas need to be expressed and developed in a persuasive manner.

Where candidates moved away somewhat from the prompts to introduce some ideas of their own, access to marks in the top band for Content could be considered, whereas those who only used the given prompts without developing them could only be awarded average marks. Teachers may consider the use of class discussions on topical themes to encourage candidates to consider views which may differ from their own.

Centres should continue to encourage the consistent use of paragraphs to bring about a sense of order to this extended piece of writing.

Candidates should continue to practise:

- (i) the effective use of linking and sequencing language
- (ii) the formation of nouns and adjectives
- (iii) accuracy with countable and uncountable nouns
- (iv) subject / verb agreement.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/12  
Reading and Writing (Core)

## Key Messages

- In Exercises **1 and 2**, candidates should focus on the wording of the questions. Highlighting the key elements of a question and selecting relevant matching detail from the text is important to achieve success. Candidates are reminded that when reading a question, it is not only the first word of the question that is important, but they should always read the whole question carefully.
- **Exercise 3** requires total accuracy of grammar, spelling and punctuation. Teachers are asked to remind candidates of this requirement, as many marks were lost due to inattention to the formation of capital letters and the lack of punctuation. In addition, a number of candidates changed their mind after deleting or circling; teachers are asked to train candidates to write their answers in a clear and unambiguous format.
- In the final section of **Exercise 3**, candidates should write two sentences. Teachers are advised that full marks are not available if a candidate supplies just one sentence, even if the question is fully answered.
- Candidates should continue to be precise in their answers to **Exercise 4** and to address the task fully. In this series, marks were not awarded for responses which included the objects taken, but did not include the reason why they were taken.
- In **Exercise 5**, Centres should continue to encourage candidates to write a rounded and logical paragraph in which the points chosen are written in full sentences and linked together.
- In this series, a number of candidates were denied marks for Exercise 6, as the response did not completely address the question. It was clear that the candidate had read the bullet points, but had failed to read the context to the question. Teachers are asked to concentrate on ensuring that the context for this exercise is fully understood, in order for candidates to have access to marks in the top band.
- Unlike in Exercise 5, candidates should be aware that the word lengths in **Exercises 6 and 7** are guidelines only, and that candidates' entire responses will be assessed. In this series, a number of promising answers were clearly curtailed by candidates who felt the need to stop at 150 words. At times, such shortened responses did not fully develop the prompts and could not achieve marks in the top band.

## General Comments

The majority of candidates were correctly entered at this level. There was evidence that a number of candidates were not able to manage their time efficiently, and omitted one or more of Exercises 5, 6 and 7. In addition, a small number of candidates made no attempt to answer individual questions in Exercises 1 and 2.

Presentation of answers showed improvement, although candidates should be reminded that the length of the line will give an indication as to the expected length of the answer required. A number of candidates continue to write over-long answers below or above the line. Centres are asked to encourage candidates to write answers which are brief and to the point, as the inclusion of extra incorrect information risks the loss of the mark.

### **Exercise 1**

This exercise was well attempted by most candidates.

- (a) Many candidates did not identify 'in the near future' in the question with 'looking forward to the day' in the text, and wrongly selected the need to be highly skilled at computers to enable candidates to get good jobs, rather than the idea of 'having a tablet of their own'.
- (b) More detailed reading of the question was required for candidates to be successful. Errors occurred when the key element 'access information' was not identified, and candidates responded that they could 'write their own music and record their own songs', rather than 'download a music history encyclopaedia'.
- (c) This was well-answered by many candidates, who found that 'play an instrument without buying it' was the easy way to save money, as the question demanded. Marks could not be awarded if candidates omitted the detail 'without buying it'.
- (d) This was well-answered by the majority, who correctly found that 'video connections' now replaced pen pal programmes. Responses which highlighted the fact that it is an 'affordable way to see the world' without the required key feature did not gain the mark.
- (e) Most candidates found one of the ideas required and gained one mark. Responses which included reference to 'parents' did not achieve the mark, and candidates who supplied the information that 'it's easy to lose a handwritten note', but did not progress to the further idea, could not be credited.
- (f) This was well-answered, and the two key facts that 'trees would be saved' and 'tablets do not use paper' were found by the majority of candidates. A number of candidates emphasised the idea of tablets being 'eco-friendly' as they made 'huge savings to the environment', but without the specific ways in which this could happen, were denied the mark.

### **Exercise 2**

This exercise required very careful reading of key phrases in both the questions and the text, most noticeably in (a), (b) and (c). Teachers are recommended to continue to provide classroom practice of the skills required in skimming, scanning, and selecting relevant details from a given context.

- (a) In order to be successful, candidates needed to make the connection between 'used for more things' in the question and 'new and different ways' in the text, and select 'when Europeans first went to America' as the answer. Instead, there were many candidates who highlighted the question word 'When', without reading further, and provided a number of incorrect time responses.
- (b) This question presented a challenge to candidates. In response to the question 'How long ago...?' a time phrase was required, but it was also important to find other key question words. Candidates who supplied the brief answer 'more than 5000 years' gained the mark. Answers which were incomplete, '5000 years ago', or too extensive and included incorrect details, 'more than 5000 years after ancient cultures began to mine..' did not gain the mark.
- (c) The majority of candidates were accurate in their choice of countries, 'Kazakhstan' as the highest and 'Iran' as the lowest. There were frequent errors, however, when candidates did not include the full details, 'million / troy ounces' of the amount produced. Teachers are reminded of the need for candidates to write full and complete answers, although brief.
- (d) Most candidates successfully found the information that people today associate silver with 'jewellery'. A smaller number also identified the second possible response, 'looking decorative'. A common error occurred when candidates identified the uses of silver in earlier times 'keeping bad spirits away', rather than today.
- (e) This was generally well-answered and many candidates recognised the need for the answer to include reference to an action, 'destroys....' or 'makes...'. Responses which did not include this reference, such as 'bacteria's ability to form chemical bonds' were not credited.
- (f) Many candidates understood and successfully selected one of the two possible reasons why silver is useful in treating skin injuries, 'promotes growth of new cells / increases rate of healing'.



Common incorrect responses did not explain the reason why, but described the use of silver in healing, 'bandages and ointment use silver / silver is valuable for treating burns and wounds'.

- (g) Most candidates were able to find two ways in which silver is useful in water purifiers, 'prevents bacteria from building up' and 'cleans the water', and gained two marks. Candidates who explained that 'other chemicals do not have to be used' although showing understanding, needed to provide the reasons fully in order to gain the mark. Other errors occurred when candidates went on to describe where silver is now being used, 'hospitals / swimming pools', which alone could not be awarded the mark.
- (h) Most candidates correctly connected the key phrase 'health problem' in the question with 'water-borne illness' in the text and gained the mark.
- (i) The majority of candidates supplied accurate answers which included all the necessary details. Responses which were too brief often omitted an essential detail, for example 'silver-coated' or 'special switch', and these did not gain the mark.
- (j) There were many good responses to this question. Candidates showed clear understanding of the way in which silver is used in the rear window of a car. This was expressed by the ideas that silver 'clears the window' or 'we can see clearly' or 'we can drive safely'.

### **Exercise 3**

Candidates continue to show improvement in their preparation for the specific demands of this exercise. **Sections A** and **B** of the candidate Profile Form should be completed with brief details. Candidates generally made a satisfactory attempt to answer all the items, and the form-filling conventions such as delete, underline and circle were well followed.

Teachers are asked to continue to emphasise to candidates the need for care with handwriting, not only in the formation of letters, both lower case and capitals, but also in the writing of numbers. In this series, there were many examples of numbers being written hurriedly and without care, in particular, the distinction between 7 and 2, which appeared frequently interchangeable. This is especially important in this exercise where complete accuracy is crucial to be successful.

### **Candidate Profile Form**

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

This section was generally well answered. Most candidates correctly identified the name and telephone number of the candidate. Transcription and spelling were fairly accurate and there were generally clearly recognisable capitals in the address. Candidates need to be reminded of the need to transcribe the individual parts of the address in the order that they appear in the text, even if this order seems to be unfamiliar. Changes in this order will result in the loss of marks.

Identifying the correct occupation was more of a problem for some candidates, and there were instances of candidates who indicated their answer with a circle or underline instead of deletion. Additionally, there were frequent examples of candidates who, having deleted one answer, then changed their mind and attempted to make the other answer their own. In these cases, candidates should re-write their chosen answer in the space nearby. Teachers are reminded that candidates who use two conventions to provide their answer, for example delete and underline, will not be awarded the mark.

Candidates were generally successful at identifying sailing as the hobby, but many lost marks through underlining both French and Spanish.

#### **Section B: Family details**

Many candidates found this section more demanding. The two lines on the form represented the two parents, and it was expected that candidates would write one parent's name and job on each line. A number of candidates supplied only one parent, and others gave only the names without the jobs. Errors in spelling and grammar were frequent and few candidates were successful with this item.

A large proportion of candidates failed to identify the key phrase, 'brothers living at home' in the next item in this section and attempted to create a number from imagination.

Many candidates correctly found the detail 'newspaper' for the last item in this section, although the mark was not awarded for responses which clearly showed 'news paper' written as two words.

### **Section C:**

More candidates attempted the sentences in the final section of the exercise, however, teachers are asked to remind candidates to include punctuation. Many candidates included greater detail than was necessary and so risked making more errors. Centres are advised that the information will always be found in the text.

Although more candidates are now writing from the point of view of the person in the text, it must be emphasised that two distinct sentences are needed for maximum marks to be awarded. A considerable number of candidates still write three or more sentences, and they should be aware that only the first two will be assessed.

### **Exercise 4**

There was a good attempt to write clear, brief notes and to stay within the limits of the lines. Marks were lost when candidates omitted a key part of an answer, for example 'charm' in the second point, and 'goddess' in the fourth, or the answer was placed under the wrong heading.

#### *Objects taken by the residents of Pompeii and possible reasons for their choice*

This first section was more successful than the second. An example response was provided for candidates to follow and all the key points on the mark scheme were recognised equally. More able candidates showed understanding of the text and could select all the required details for maximum marks. Weaker responses were characterised by frequent omission of the reasons for the choice of object, and stated only the objects taken by residents of Pompeii.

#### *Objects valued by modern disaster survivors and reasons for their choice*

Candidates found it considerably more challenging to extract the relevant details from the text for this second section, and very few were successful in gaining all three marks. The key ideas were often found, but there were many answers which were ambiguous or confused, and could not be credited. For example, many candidates combined two points, 'torch and first aid kit to light the way', which did not gain the mark. A further common error occurred when candidates described the cupboard where the emergency items were stored, responses which provided extra non-essential information, and without the required details, could not be credited.

### **Exercise 5**

Many candidates continue to find summary writing a challenge.

The majority of responses stayed within the word limit, and the maximum mark of 5 was available. Candidates are reminded that summaries which extend beyond 80 words are denied the maximum mark.

The most successful responses were those in which candidates started with a brief introduction and then made a comparison between the objects taken in ancient times and those in modern days, using some of the information from their notes in exercise 4 and at times drawing some conclusions about the similarities and differences. They showed clear understanding of the reasons for the difference and were able to express these in their own words.

Weaker responses were those in which candidates relied completely on their notes from the previous exercise, with little or no attempt to re-write the information in full sentences, or join the ideas in a logical sequence. Teachers should continue to practise the skill of summary writing, using short texts for locating information and class discussion about organising ideas and the appropriate use of linking phrases, followed up with paraphrasing exercises to express information in other words and a short written summary.



## **Exercises 6 and 7**

### **General comments**

In this series, candidates showed a satisfactory level of engagement with the topics in both tasks. A number of candidates did not manage their time sufficiently well and were unable to reach the minimum word length to achieve satisfactory marks, and a small number omitted one or both of the exercises.

Candidates should be encouraged to save enough time to write at length in these two exercises - it is important that sufficient time is allowed for ideas in Exercise 6 and planned responses in Exercise 7. It was clear in this series that some responses were curtailed rather abruptly, which led to a lack of depth of development of ideas, resulting in work which had positive qualities, but did not quite fulfil the task.

In general, candidates continue to show improvement in distinguishing between the more conversational tone required in Exercise 6, and the more discursive, objective style when presenting arguments in Exercise 7.

### **Exercise 6**

#### **Organising your brother's birthday party**

In this exercise, candidates are expected to write an informal piece of writing in response to three given bullet points. All three points need to be addressed for the writing to be considered at a satisfactory level.

There were a number of candidates who needed to read the rubric and instructions more carefully in order to be successful. Some candidates misinterpreted the question and wrote about their own party, and others planned for a future party. These responses were not satisfactory and were awarded marks for being only partly relevant.

For the first point, candidates had to explain their feelings about being asked to organise the party. The majority responded well, stating their feelings of anxiety at first, followed by excitement and enthusiasm, particularly if they asked other relatives for help. At times, there were so many details of the plans in this paragraph that the feelings were forgotten. More ambitious candidates wrote imaginatively of their plans - buying balloons, making a cake, inviting friends and other family members, decorating the house - others supplied details of buying a cake and a present.

For the second point, candidates had to explain what happened at the party, and the majority achieved a degree of success. Generally, candidates provided good depth of development, and supplied details of surprise parties where everyone hid behind furniture and jumped out singing Happy Birthday. Other details included the type of music used, dancing, singing, gifts from friends, and general enjoyment. There were a number of candidates who achieved marks in the top band for Content for the amount of detail supplied for the first two points.

The third point required candidates to reflect on whether the party had been a success. This was generally included, although not with the same amount of detail.

Most candidates were successful in using an informal style of writing, and many engaged with the target audience at the start and at the end. Some candidates went further and referred to the reader throughout. Marks in the top band for Content were awarded to those candidates who showed this awareness of audience in combination with considerable development of ideas.

From a language point of view, candidates are showing improvement in the formation of the past tense in irregular verbs. Teachers are asked to continue to encourage this accuracy, particularly in compound or complex sentences, where the second verb is not consistently accurate. Additionally, candidates need to remember that linking words such as 'furthermore' and 'moreover' should not form part of an informal piece of writing, but would be acceptable in the more neutral or formal register in Exercise 7.

## **Exercise 7**

### **The importance of homework**

Most candidates set out their answers according to a practised formula, with an introduction, one paragraph in support and one against, and a conclusion stating their own opinion. Teachers are asked to remind candidates that taking a standpoint in the first paragraph and introducing and developing supporting ideas is also effective and can be awarded marks in the top band.

In this series, there were a number of good responses from candidates who took the opportunity to demonstrate vocabulary for arguing and persuading. There were some effective accounts which contained a good range of language. Occasionally, candidates invented class surveys and statistics to support their views, usually to good effect.

The majority of candidates tended to rely on the given prompts, with some candidates attempting to re-word the prompts and add some development of their own. Less able candidates repeated the prompts, with the addition of 'however' or 'moreover' to give an element of organisation to their writing.

Candidates were divided in their opinions and could write from their own experience. The majority believed that homework was important for future educational success, and that homework gave candidates the chance to review the day's work and helped candidates to achieve their potential. A common counter-argument was that the day was already long, and candidates needed time to relax and socialise. A small number of candidates addressed their teachers directly, asking them to consider the problem from their side, and to liaise with other teachers to produce a homework timetable which was not too stressful.

From a language point of view, there was greater grammatical accuracy in this exercise than in Exercise 6, as candidates mainly used present tense and simple sentences.

Candidates should continue to practise

- (i) the effective use of linking and sequencing language
- (ii) the formation of nouns and adjectives, as in 'understand the important of homework..'
- (iii) accuracy with countable and uncountable nouns, in this series, frequently 'homeworks'
- (iv) subject / verb agreement, as in 'students does not like homework'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/13  
Reading and Writing  
(Core)

## Key messages

- In Exercises **1 and 2**, candidates should focus on the wording of the questions. Highlighting the key elements of a question and selecting relevant matching detail from the text is important to achieve success. Candidates are reminded that when reading a question, it is not only the first word of the question that is important, but they should always read the whole question carefully.
- **Exercise 3** requires total accuracy of grammar, spelling and punctuation. Teachers are asked to remind candidates of this requirement, as many marks were lost due to inattention to the formation of capital letters and the lack of punctuation. In addition, a number of candidates changed their mind after deleting or circling; teachers are asked to train candidates to write their answers in a clear and unambiguous format.
- In the final section of **Exercise 3**, candidates should write two sentences. Teachers are advised that full marks are not available if a candidate supplies just one sentence, even if the question is fully answered.
- Candidates should continue to be precise in their answers to **Exercise 4** and to address the task fully. In this series, marks were not awarded for responses which included the objects taken, but did not include the reason why they were taken.
- In **Exercise 5**, Centres should continue to encourage candidates to write a rounded and logical paragraph in which the points chosen are written in full sentences and linked together.
- In **Exercise 6**, email writing, candidates must recognise the need for informal register and should endeavour to provide enough detail to engage the reader's interest.
- In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.  
In this series, most candidates found the topics accessible and of interest and so were able to write at appropriate length.

## General Comments

Overall, the majority of candidates were correctly entered for the Core tier. There were a number of omissions across the paper, most notably in **Exercise 2** and **Exercises 6 and 7**, however, which would suggest that time management may have been a problem for some. A number of candidates achieved high marks and for these, the Extended tier paper may have been more suitable for their linguistic ability.

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 5, 6 and 7**. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

### **Exercise 1**

This exercise was generally very well attempted by candidates.

- (a) This was reasonably well-attempted with most candidates correctly identifying 'African grasslands'. This was often negated, however, by the inclusion of 'in dense forests'.
- (b) This was generally very well-answered with the majority of candidates identifying both of the key details, 'camel and leopard', required for one mark.
- (c) This was generally well-answered with many candidates identifying both of the key details required for one mark. The vast majority of candidates correctly supplied 'thick saliva' as the first key detail. 'Thick skin inside its mouth', the second key point, could only be credited, however, where 'inside its mouth' was included. This salient detail was omitted by some candidates and therefore the mark was lost.
- (d) This item was generally well-answered with the majority of candidates conveying the idea that the giraffes do this in order to 'watch out for danger' or 'look out for enemies'.
- (e) This was generally well-answered.
- (f) This item was also well-answered with the majority of candidates identifying 'stand up' as the key detail.
- (g) This final item was also generally well-answered. The most common incorrect response supplied was the lift 'making it difficult for predators to see them'.

### **Exercise 2**

This exercise proved more challenging. Although there was evidence from some responses that the text had been understood, there was also an indication that greater precision needed to be applied in the reading of the questions. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or failed to provide responses for some items.

- (a) This was reasonably well attempted, although there was some evidence that the rubric had not been read carefully. A number of responses supplied detail on *where* the boats were found and not *when*.
- (b) This was generally very well-answered.
- (c) This item proved slightly more challenging. Although many candidates answered this question correctly, some selected 'hunting' and 'farming' in error, and less able candidates lifted 'they learned how to adapt to this new environment', which did not answer the question.
- (d) This item was reasonably well-attempted, with many candidates locating the relevant information. However, if the key detail 'at one time' was omitted, the response could not be credited.
- (e) The majority of candidates correctly identified 'decorative carvings' as the key detail. Occasionally, candidates included 'handles', which negated the answer and therefore, could not be credited.
- (f) This was reasonably well-answered, although a number of candidates had difficulty locating the two details required for one mark. Many provided the lifts 'boats show sign of careful repairs' or 'people who originally owned them took good care of them/did not let them rot'.
- (g) This item was generally well answered with the majority of candidates correctly providing 'removal of a wooden board'.
- (h) This question required two details and was generally well-answered with most candidates achieving at least one of the two marks available. Occasionally, candidates lost a mark by providing 'offering to spirits' and 'offering to gods' as their two responses, which constituted

repetition. Others provided 'the owners left their boats at the bottom of the river', which does not answer the question.

- (i) This item proved more challenging. Some candidates were successful in locating two key details which were required for one mark. However, a number supplied 'kept in a cold atmosphere' as one detail, and, therefore, could not be credited as this was not considered part of the preparations.
- (j) Many candidates accurately interpreted the graph and identified the four details required for one mark. Some candidates, however, failed to supply the number of visitors and, therefore, could not be credited.

### **Exercise 3**

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

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

### **Lambeth Community Newsletter Subscription Form**

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

This section was generally well-answered. Most candidates correctly identified the name, address, telephone number and age of the subscriber. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters, with the exception of 'L' in 'London' for some candidates. Spelling was also generally well observed, as was the tick convention in the completion of the subscriber's age.

#### **Section B: Subscriber information**

Many candidates correctly identified 'hand delivered' as the first response in this section, although some failed to observe the delete convention and as result, the mark could not be credited. This was less of a problem for the next item which required the circling of 'supermarket'. A good proportion of candidates supplied 'Photos Are Us' as the name of the club, but sometimes lacked precision in transcription, particularly in the use of capital letters. Similarly, 'Bill's Café' required a capital 'C' for the candidate to be credited and this was not always distinct. The date and time item proved more challenging and many candidates correctly identified '10.00 am, but failed to include 'Saturdays'. 'Equipment required' was fairly well attempted, but with some instances of 'camara' for 'camera'.

#### **Section C**

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

This exercise continues to be a challenge for many candidates who are often unable to score more than half of the available marks. It is also unfortunate when no attempt is made to answer this question as the information required is always clearly stated in the source text.

Many candidates struggled to compose two sentences which fulfilled the criteria in terms of both relevance and accuracy. Of the two, however, the second sentence seemed to present fewer problems with many candidates successfully locating 'The club is not only about developing photographic techniques, but also about making friends.' Candidates should be discouraged from writing bullet point answers. Some identified relevant content but could not be credited because of incomplete sentence structure i.e. omitting the subject or starting the sentence with 'Because' and not completing the sentence with an independent clause. A number of candidates made no attempt to complete this section.

#### **Exercise 4**

This exercise was generally very well-attempted. Many candidates were able to show sufficient understanding of the text and extract the relevant information to score very well. 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. Marks could not be awarded when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus. Occasionally, relevant details were located, but were placed under the wrong headings and, therefore, could not be credited.

##### *Physical benefits of running*

All key points were generally well recognised with many candidates receiving the maximum two marks for this section. Marks tended to be lost for incomplete responses e.g. 'longer life' instead of 'longer life expectancy' and 'heart function' without 'improved'. The most frequent incorrect responses in this section were 'does not require gym membership and/or expensive equipment', which are not physical benefits.

##### *Aims of a running group*

Two content points were required for this section and many candidates correctly identified both. In this section, marks could not be awarded for repetition of points. Many candidates supplied 'bring people together' and 'overcome isolation' which is the same key detail. A number of candidates also provided the lift 'chatting as they run' which does not answer the question.

##### *Actions of a successful running group leader*

This section was also well-attempted. Three content points were required from a choice of five, with 'plan a range of activities', 'good communication' and 'gives encouragement' the most frequently used options. As with the previous section, marks tended to be lost as a result of repetition particularly with the point 'give encouragement/give motivation' and 'good communication/ explain where they are going'.

#### **Exercise 5**

Most candidates made a satisfactory attempt at this exercise, although relatively few managed to achieve full marks. Candidates were required to summarise a talk given to the school sports club about running. Information from all three sections of **Exercise 4** was relevant and could be used as a basis for the summary. More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence. The majority, however, relied on their notes from the previous task with varying attempts to connect them. Generally there was a good attempt to complete the summary within the prescribed word limit this series, and fewer candidates made no attempt at all.

#### **Exercise 6**

##### **General comments**

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

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

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

#### **Exercise 6**

**Recently, your school gave you the opportunity to experience work in two different workplaces. You spent one day in each place.**



Most candidates addressed all three bullet points and made some effort to develop them. The first and second points asked for a description of the work which was undertaken in each place, which they preferred and why. The third point asked for an explanation of what was learned from the experience. Although the concept of work experience was mostly understood, a number of candidates misinterpreted the rubric and wrote about completing schoolwork in two different parts of the school building. Others made reference to two instances of work experience, but did not clarify exactly what type of work was being undertaken or where.

Responses covered a range of work experience including retail, catering, teaching and office work. Some responses showed a sense of purpose, but many lacked an attempt to fully address and develop all prompts, which rendered content 'satisfactory' or only 'partly relevant'. This was often the case in respect of the first bullet point, which was often dealt with in as little as one sentence – 'I worked in an office/school/restaurant' – with no real development of the work undertaken there. The majority of candidates made an attempt to address the second bullet point, but again, development of ideas was generally lacking. In some cases, preference was implied rather than clearly stated and a number of candidates misunderstood the rubric completely and wrote about their preference to work on one particular day of the week rather than another. The third bullet point was addressed, but again, often lacking in detail with many candidates giving vague, generalised responses such as 'I learned many good things from this office job'. More able candidates reflected more thoughtfully on the experience with comments such as: 'It made me realise that work can be motivating and entertaining', 'I need to follow instructions' and 'I must accept when I have done something wrong'. Generally, more able candidates responded to all prompts with more detail, often providing a more thoughtful response.

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

## **Exercise 7**

### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided - two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, but fewer candidates used the prompts as 'quotes' from other 'students' in this session. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

## **Exercise 7**

*Some people think that family meals are important. Other people think that eating together does not matter for the modern family.*

There were two prompts in support of eating as a family and two against. Most candidates made an attempt to engage with the topic, but the majority relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. The most able candidates wrote with a greater sense of purpose and introduced greater development in terms of how family meals enhance our lives and the importance of upholding the tradition to keep families connected. Few candidates, however, produced pieces which tended towards the upper word limit.

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

Candidates should continue to practise:

- (i) the effective use of linking and sequencing language
- (ii) the formation of nouns and adjectives, as in 'understand the important of homework..'
- (iii) accuracy with countable and uncountable nouns, in this series, frequently 'homeworks'
- (iv) subject / verb agreement, as in 'students does not like homework'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

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. This exercise is a test of reading rather than writing skills.
- 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. The inclusion of lifted, irrelevant information or repetition of points should be avoided.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to 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

Most candidates were entered appropriately for the Extended tier.

In Exercises 1 and 2, each question must be read carefully for the requirements to be understood.

Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. Answers should be concise, containing all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary for candidates to use synonyms of words in the text for key information required in responses. Synonyms for words in the questions should be sought in the text and recognised to enable candidates to locate appropriate responses. If a pronoun is used in the response, candidates should check to ensure that this clearly refers to the noun it has replaced.

In Exercise 3, which requires the precise completion of a form, clear handwriting is particularly important. 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 C*, the word limit must be adhered to and only one sentence should be given. It is important that responses conform to all of the necessary

criteria, which are namely length, grammar, spelling, punctuation and relevance, in order to gain two marks. There must be a main clause in the sentence, so if only a subordinate clause is given, this cannot be credited. Candidates should be encouraged to recognise the kind of sentence required and to use the stimulus text as much as possible to ensure these criteria are fulfilled.

In Exercise 4, although notes should be brief, all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they need to be able to recognise the key words in the heading in order to locate relevant points. Notes made by each bullet point must make different points, which clearly and logically follow on from the heading. There should be one relevant note per bullet point. If candidates provide more than one correct note for a bullet point, only the first can be credited and if candidates add extra bullet points, these will be marked. 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 at least six relevant ideas from the original text and should avoid lifting irrelevant information or repeating points. When approaching this exercise, candidates are advised to read the instructions carefully to understand what information is to be summarised and skim the text to find relevant information. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language. Any content points given after the word limit cannot be credited and if there is a lengthy introduction, marked language might contain much irrelevant content.

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 five or more content marks. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In Exercise 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, expressing the message coherently and engagingly. Grammar and spelling should be generally accurate and the vocabulary choice appropriate.

### Exercise 1

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

- (a) This question was well answered. Some responses did not include the key information that the objects were made from rubbish or that recycling took place. For examples, 'making new and interesting objects' or 'it is made of rubbish' could not be credited.
- (b) This question was quite well attempted. Incorrect responses showed a misunderstanding of the text and gave 'in the north' where the bottles were found rather than 'the south' where, as required by the question, the necklaces were made.
- (c) This question was fairly well answered. For an acceptable response, it was necessary to give two correct details and to distinguish between the process of recycling the glass (breaking the bottles and heating the powder to a high temperature) and the two resulting disadvantages described (that it is dangerous and takes a long time). Responses such as 'heated to high temperature and broken into small pieces' that only referred to the process were incorrect.
- (d) In an appropriate answer, it was essential to specify that beads are attached to wire or string to make necklaces in the final stage. The question also focused candidates on the last stage of the process. Responses such as 'attached to wire' and 'they are attached to string' or 'the glass is shaped into beads, which are attached to wire', did not answer the question. The two former refer to necklaces, not beads and the latter includes an earlier stage.

- (e) There were responses that focused on aspects of the skateboards and trees rather than the wood itself. Answers such as 'top quality' and 'takes years to grow' did not refer to the key characteristic of maple wood required for making sunglasses and so did not answer the question. Responses that were correct mentioned the lightness of maple wood as this is the quality that is particularly appropriate for sunglasses.
- (f) This question was well answered. Some responses to this question omitted key details or were not sufficiently precise, only conveying the idea of having imagination
- (g) This question was quite well answered. It required candidates to focus on the most surprising thing about the buttons found in old boxes, which is that they were still attached to the original cards. Some incorrect responses referred to the appearance of the buttons (beautiful / many colours) or to when they were imported.
- (h) This question was quite well answered. The most frequent incorrect response to this question was 'France'. In order for candidates to provide a correct answer, they needed to link 'most of her work' in the question to 'her biggest orders, however ...' in the text. Selling 'large numbers of button rings' does not correspond to 'most of her work'. It is necessary for candidates to recognise the part of the text that contains an accurate response which relates precisely to the question.
- (i) This question was generally well answered. There were some responses that focused on jobs being created, which is not how people benefit from working in a co-operative as the jobs are at this stage already available. Answers which gave or included this idea could not be credited as it was incorrect information, and neither could those that suggested that working together was a benefit since this is what working in a co-operative means. The benefit is the sharing of profits, so imprecise answers such as 'profits' or 'gain profits' were also incorrect. All key aspects of a correct answer must be provided for the mark to be awarded.

## Exercise 2

This exercise proved more challenging. Although there was evidence from some responses that the text had been understood, there was also an indication that more detailed reading of the questions was required.

- (a) This question was generally well attempted. Some responses omitted the idea that collisions were increasing or they were not specific enough and referred to 'incidents', so answers such as 'there are many collisions' or 'steady rise in incidents' could not be credited. In the response 'collisions are increasing between them', 'them' in this context refers to wildlife and is therefore incorrect. Candidates should take care to ensure that pronouns relate appropriately to the requirements of the question.
- (b) This question was fairly well answered. The question requires candidates to specify what has definitely caused more wildlife incidents rather than a possible cause. When reading the text, candidates were expected to recognise that the phrase 'what is certain' indicates the definite cause of there being more incidents. Incorrect responses included 'aircraft are more powerful', a possible cause, and 'birds' which in terms of wildlife are the biggest threat to aircraft but do not account for the increased number of incidents.
- (c) This question was generally well answered. Some responses focused on how other birds instead of geese can be discouraged, offering 'removing ponds and lakes' or 'cutting down trees', which did not answer the question.
- (d) This question was fairly well answered. Some responses focused on how concrete areas affected rodents and did not include the consequential effect on birds required by the question. Answers like 'it does not give rodents a place to live' did not explain how birds are affected.
- (e) This question was quite well answered. Some responses only included one correct detail. The key information required was that staff need to check the guns and birds get used to the sound/guns. Some responses did not express these ideas clearly enough and responses such as 'create noise and cause problems' or 'member of airport staff has to go out' could not be credited.
- (f) This question was very well answered. A few responses like 'the stick collapses and the bird falls inside' focused on how the birds were trapped instead of what happened afterwards. It is important for candidates to read the question carefully.

- (g) This question was generally well answered and two correct details were often provided. 'Meg works seven days a week' and 'birds cannot predict her movements' were sometimes given incorrectly. These responses did not explain why she is more effective than humans. It is only her ability to access certain areas that enables her to easily do what is difficult for humans.
- (h) This question was well answered. There were a few responses such as 'birds can predict her movements' and 'birds cannot predict their movements' in which candidates lifted from the text but included inaccuracies, making the answer wrong. The response 'scares them away from the runway' echoes rather than answers the question, which requires information explaining why Meg can frighten birds well.
- (i) This question was quite well answered and often two correct details were provided. Some incorrect details referred to the effect the falcons had on the birds and not the responses of the birds. Answers like 'they scare the other birds and fly away' could not be credited as 'they' connects with 'birds' in the question, not falcons. Candidates should take care when using pronouns that they refer to the appropriate noun.
- (j) This question was generally very well answered. A few responses included misspellings of 'habitats' like 'habits' or 'habitants', which changed the meaning of the response and made it incorrect.
- (k) This question was generally well answered and some candidates were able to provide four correct examples of problems caused by types of wildlife. Responses that described the problems but did not specify the type of wildlife could not be credited as this was a key detail required in the question. Similarly, when the problem was not explained precisely as in 'deer jump over fences', no marks could be awarded as it was the presence of deer on the runway that caused the problem.

### Exercise 3

**Sections A, B and C** of this exercise were generally well attempted and 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. These sections 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 recognisable. Capital letters should be correctly formed and be noticeably bigger than lower case letters. There were a few candidates who lost marks because lower case or capital letters were not formed correctly, or could not be deciphered. There were also a few candidates who did not follow the instructions to delete, or circle correctly.

#### Section A

The majority of the candidates provided most of the necessary details accurately. The full name was accurately given, although a few candidates misspelt this. Regarding the address, some candidates did not sequence this correctly and there were also misspellings like 'Alexanderwag' or 'Hendorf'. A few candidates included prepositions such as 'in' or 'at', which is not appropriate on a form. Sometimes the age range 18-30 was circled, indicating that 'almost 18 years old' in the text had been misread. There were inaccuracies in the phone number, which often involved missing out one or more of the repeated numbers.

#### Section B

This section was generally well answered. 'Polkas and Marches' was occasionally given as the concert title. Even though the text informs the reader that Elisabeth likes the sound of this concert, her 'ideal choice' is 'Viennese Waltzes'. Sometimes marks were lost when the concert title did not start with upper case letters or was misspelt (Viennes/Vinnese). There were occasional misspellings of August (Agust) in the date, or the date and time were not specified (Wednesday afternoon). Picking up tickets at the box office was an incorrect response given when the text had not been read carefully and 45 euros was sometimes given instead of 50 euros for the total price.



### **Section C**

This section was fairly well answered. Some candidates misunderstood 'Other information' and provided details of the concert for which Elisabeth was applying (afternoon performance). There were some incomplete responses, 'Orchestra Performances' instead of 'Full Orchestra Performances'. There were also some incorrect spellings (orchestra/performances/Mozrat/Apperciation/soceity). Most candidates deleted NO with regard to Elisabeth's eligibility for free tickets. A few either circled or ticked; and a few crossed out YES instead of NO.

### **Section D**

A number of candidates produced relevant, accurate sentences in this section. Generally, for full marks candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these conventions are not maintained. Some candidates used the information from the text to provide a relevant, error-free sentence giving details of any information they required about the 2016 festival, gaining the two available marks.

There were responses that asked whether a discount was given for buying tickets in advance, information that Elisabeth already knew. In this case no marks could be awarded since it was not an appropriate request. Some candidates misunderstood what they were required to write about and provided statements of fact instead of requesting information as in, 'You can ask me anything you want to know about the festival.' A few candidates wrote two sentences. Occasionally, candidates wrote a phrase rather than a sentence, for example 'Information about dates and prices.' This could not be accepted as a sentence and was underlength. Some common linguistic errors were writing the singular form of 'dates' and 'prices' and the misspelling 'recieve'. Most sentences were of an appropriate length.

### **Exercise 4**

Candidates responded well to this note-taking exercise, with many of them providing six to eight correct notes and a few gaining the full nine marks available. Notes could not be credited when they were either repeated or inaccurately expressed. Occasionally, candidates confused the problems during the race with the facts about the race.

#### *Facts about the race route*

This section was well attempted and a significant number of candidates correctly provided all of the three notes required. Two of the notes, in particular, tended to be repeated. One of the notes was about the route passing across the outback or along dusty highways. A few candidates gave this idea as two separate bullet points when only one mark could be awarded. Occasionally responses were not specific enough. For example, 'goes on for days' should have been expressed as 'goes on for (about) four days'. The length of the race was, in a few instances, given as 300 km instead of 3000 km.

#### *Problems during the race*

This section was generally well attempted and some candidates correctly provided all four correct notes. In total there were six possible correct notes in the text. Any responses that referred to driving at night were incorrect since the race only took place during daylight hours. A few candidates gave not being allowed to drive at night as a problem, which is not what the text states. The presence of trucks on the road is the same idea as there being ordinary traffic. This was sometimes expressed as two different bullet points.

#### *How solar power has been used by major car producers*

A significant number of candidates provided correct notes for both bullet points out of three possible points. Some responses such as 'lights' did not specify how solar power has been used. This needed to be clear as in 'power lights' or 'for lights'. The heading requires candidates to give information about the use of solar power by major car manufacturers, so any details of how solar power is used in the race or how it has been used by other environmental companies was not relevant. For the note about using solar power to operate the ignition, responses like 'develop ignition' could not be credited as solar power has been used to work the ignition not develop it.

## Exercise 5

Overall, candidates performed quite well on this exercise. 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 irrelevance or repetition.

There were five possible content points relating to clothes choice and four possible negative effects. There were some candidates who successfully located six or more of these, whilst most recorded at least three. The most common content points include were: demonstrate opinions, the effect on communication, the effect on mood, being accepted, creating the wrong impression and overspending. Frequently omitted points were: demonstrating difference and focusing on brands. Some points were not always clearly expressed. For example, young people spending more than they can afford was sometimes expressed as wasting money or spending too much, which did not adequately communicate the point. Clothes affect one's mood was sometimes misinterpreted as reflecting one's mood, which is a different idea.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organizing the content points. There were also candidates who effectively used synonyms or paraphrased points, 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.

## 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.

*Leaving home in a hurry after a phone call*

### Content

Candidates responded well to this topic and some of the experiences were engaging. Responses were, in general, in an appropriate informal register and the bullet points were satisfactorily developed. A few candidates did not address the third bullet point concerning how they felt when they returned. Occasionally, the content was written merely as a narrative, making little or no connection with the friend, so the register was inappropriate. Candidates who achieved the higher bands were those who could write a very good, convincing account, with pace, strong purpose and appropriate register, sustaining interest throughout, conveying their feelings once the experience was over. Successful responses were logical in their description, including enough detail for the target reader to understand what happened at different stages, with some reference to cause and effect.

### Language

With regard to language, the vast majority of candidates gained marks in the 4-5 band or above. Language conveying an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. There were candidates who mixed informal with formal language, so the tone was inconsistent and where candidates introduced learned idiomatic language inappropriately and inaccurately, this also detracted from the quality of what was produced. Some candidates were able to construct sentences of different lengths, which included more complex structures, using an appropriate register.

Language deserving of the higher bands should be very natural, easy for the target reader to follow and grammatically correct. Some candidates attempted more complex language but could not produce this accurately in terms of tenses, punctuation and spelling. Some emails were constructed with very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were also candidates who produced long sentences, linked by simple conjunctions with little or no punctuation, which were difficult to understand. Occasionally, idiomatic language was overused, making the email stilted or difficult to follow. Candidates should ensure language is used effectively and does not overwhelm the reader and obscure the message.

## Exercise 7

### General comments

For a mark in one of the higher bands, candidates should develop the views in the prompts, expressing these in their own words and provide 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.

## Exercise 7

*Whether you learn more out of school than at school*

### Content

In terms of content, the majority of candidates fulfilled the task in an appropriate register and showed some sense of purpose and audience. They ensured that the task was directed at the targeted audience, fellow candidates, through the School magazine and attempted to give opinions in a persuasive manner. Most candidates developed their responses satisfactorily. A small number of candidates wrote less than the minimum number of words (150 words), limiting the engagement with the task and restricting the marks awarded for content. Candidates who gave a satisfactory response to the task generally relied on the two prompts provided, with some development. Responses were generally fairly logically structured with an introduction, followed by one or two paragraphs exploring the topic, and a brief conclusion. Typical developments were in the form of personal examples and those from the wider world with comparisons being made to these and different school situations. There were also responses which demonstrated insight into the broader meaning of education, exploring ideas about socialization or emotional health. There were less effective responses which made reference mainly to either the benefits of learning in School or of learning beyond school without considering both environments. A few articles were merely a discussion of why we need schools, so did not deal with the topic fully. Effective responses included a clear sense of debate, using a range of examples, and evidence to support views that resulted in a detailed and developed discussion that demonstrated a clear awareness of audience and purpose. Both learning situations were evaluated, and links were made between perspectives, explaining the benefits and limitations.

### Language

The full range of marks was awarded for language. Some candidates demonstrated a range of advanced structures and some appropriate idiomatic expressions, enabling them to access higher bands. They used varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary that was executed with a high degree of accuracy. In general, most candidates demonstrated a standard of language that was satisfactory or above.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/22

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. This exercise is a test of reading rather than writing skills.
- 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. The inclusion of lifted, irrelevant information or repetition of points should be avoided.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to 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 at this level.

The standard of handwriting was reasonably good, although sometimes very small, and in some cases, there was insufficient white space between words. Handwriting occasionally adversely affected the interpretation of candidates' answers in Exercise 3. It is also important for handwriting to be legible in writing tasks required for Exercises 6 and 7. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

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

### **Comments on Specific Questions**

#### **Exercise 1**

This exercise was well attempted by candidates.

- (a) This was well attempted by all candidates.
- (b) This was generally answered well, although some candidates overlooked the detail about 'leaving School' and wrote 'the world is run by computers', which was too general.
- (c) This was very well answered.
- (d) This question proved to be a good discriminator and required the candidates to supply both the idea of 'playing an instrument' and 'without buying it'. Many included the first detail but omitted the second.
- (e) This was very well attempted by all candidates.
- (f) This was well answered, although candidates occasionally did not supply the key word 'instant'.
- (g) Many candidates were credited with one mark only because their answer included references to parents monitoring work when the question asked for details about communication between Schools and candidates. The second detail about 'keeping candidates up-to-date' was well recognised but the first idea of 'harder to lose' was less common.
- (h) This was very well answered, although some candidates wrote over-long answers about the 'huge savings for the environment'.

#### **Exercise 2**

This exercise proved more challenging. Although there was evidence from the responses that the text had been generally understood, there was also an indication that greater precision needed to be applied in the reading of certain questions. More able candidates selected key detail from the text and provided brief and precise responses. Less able candidates copied an excessive amount of text which often negated the correct answer.

- (a) This question was generally well attempted, although '700BCE' featured regularly.
- (b) This question was more challenging and tested very precise understanding of the wording of the text. Many candidates omitted 'more than' in front of '5 000 years' or copied 'more than 5 000 years after ancient cultures' which conveyed the opposite meaning.
- (c) This was the graphical question and all candidates correctly identified the two countries, but a significant number wrote just '17' and '3' with no connection to 'troy ounces'.
- (d) This question was very well answered.
- (e) This question was generally well-attempted.
- (f) This question was well-answered although some candidates did not include the key word 'new'.
- (g) This question was very well attempted and almost all candidates were credited with two marks.
- (h) Some candidates misread the meaning of 'prevent' in the question and copied the incorrect detail 'produce clean drinking water'.
- (i) This question was well attempted.
- (j) This was generally well answered. However, many candidates copied a whole sentence from the text when the answer required was very brief.

- (k) The final question in this exercise is always more challenging and candidates must expect that the answers can appear anywhere in the text. The most successful candidates understood the key words 'in the past' in the question and were able to score maximum marks, often with very brief answers. Those who overlooked the reference to the past and included 'jewellery' and 'car windows' could not be credited.

Centres are reminded that for this final question in Exercise 2, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

### **Exercise 3**

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 Cruise Feedback Form were designed to be completed with brief details. Candidates generally attempted the first section very well.

Candidates should be reminded of the importance of good, clear handwriting throughout the paper, and this is especially so in Exercise 3 where correct spelling is crucial and where capital letters need to be clearly formed.

As a general comment, the texts for this exercise often contain distracting information. It is recommended that candidates read carefully beyond the initial details in a sentence or paragraph because subsequent wording may change what is first perceived.

#### ***Cruise Feedback Form***

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

The full name, email address and country of residence of the writer were very well answered. The 'circle' task to denote the age of the respondent was well observed. Most candidates were awarded maximum marks for this section.

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

This section proved more challenging and many candidates included too much detail. Candidates should look carefully at what is being asked and produce a short answer. Many included unnecessary details and made grammar or spelling errors, for example '4 member'. For the final task in this section, many candidates wrote a whole sentence with incorrect verb usage when the single word 'grandmother' would have fulfilled the requirements of the question.

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

The final section of this part of the form is challenging but still requires brief rather than full sentence answers. In this paper, most candidates selected the correct detail from the text but had difficulty with verb and subject agreement, for example, 'grandmother need'. There was also confusion between 'walk' and 'work' and misspelling of 'vegetarian'.

##### ***Section D***

This section is more demanding. One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of these limits continues to be an issue for some candidates. For maximum marks, candidates are also required to use proper sentence construction with correct grammar, spelling or punctuation. In this task, marks were lost most frequently as a result of starting the sentence with 'Because' or 'To', misspelling 'entertainment' and 'facilities' and omitting the full stop at the end of the sentence. Most candidates, however, included relevant information and the most popular recommendations were the food and services.



#### Exercise 4

This exercise was successfully answered by the majority of candidates. Many were able to show sufficient understanding of the text to score well and answers were generally brief and in note form. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers here.

*Objects taken by the residents of Pompeii, and possible reasons for their choice*

An example of a well-constructed answer was given at the beginning of the section and all candidates heeded this format. This section was very well answered with many candidates credited with maximum marks. All five possible responses were used. Occasionally, candidates omitted either the key word 'statuette' or 'goddess' from option four on the mark scheme.

*Objects valued by modern disaster survivors, and reasons for their choice*

This section was more challenging but well attempted by candidates. There was good recognition of the final three options. The first option on the mark scheme for this section was less well interpreted with confusion between the ideas of 'the parrot' and 'fire-fighters'. This emphasises the need for candidates to read the text with care and, where necessary, to re-arrange the wording to maintain meaning in the answer.

#### Exercise 5

More able candidates recognised and 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 candidates were able to identify and convey successfully key details from both parts of the question.

A number of candidates exceeded the prescribed word limit. This was largely due to imprecise reading of the wording of the task. In this exercise, the first requirement was to write about the problems that expatriate children face. This aspect was often addressed only after general overlong introductions with needlessly detailed descriptions about the advantages of global expatriate communities. The second requirement of the task was to summarise how parents can help their children overcome problems in their new environment and this was well attempted with the final three options selected most frequently.

Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and, in this series, 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 attention to style rather than in the form of a list.

#### Exercise 6

##### General comments

More able candidates used paragraphs to good purpose. There was often a good attempt to supply a suitably brief introduction and concluding statement, in informal register. There were, however, a significant number of candidates who wrote the whole piece without paragraphing.

It should be noted that prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, can be counter-productive. Some candidates use too many words at the start and finish of the email or 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 ambition.

Candidates must address and develop the three bullet prompts to achieve the higher bands on the grade criteria for Content. In addition, candidates should convey a good sense of purpose and engage the reader's interest.

The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

## Exercise 6

### *Organising a younger brother's birthday party*

Many answers were very imaginative, interesting to read and clearly developed.

Most candidates adopted a very good, informal tone for the letter which was appropriate. Many candidates conveyed passion through their choice of very descriptive vocabulary and expression. For the second bullet point, more able candidates were successful in writing about shopping expeditions and enlisting help from friends to organise the party. There were some convincing accounts of family birthday parties with details of special cakes and interesting ideas for activities at the event. Mishaps and concerns were well explained and provided a contrast to the parties that were problem-free. More able candidates also conveyed the excitement of the occasion through accurately used idioms. The third bullet point required thoughts and opinions on whether the party was a success and these were well incorporated into the storyline or given as a concluding statement on the whole experience. Less successful candidates produced pieces which lacked development, recalling the story with little detail, and these responses lacked a sense of what it was like to be there.

In terms of language, most candidates included paragraphs, although many did not and produced one continuous piece. Some used tenses inconsistently, mixing the past with the present, but the more able candidates showed good command of tenses and sentence construction. Basic punctuation was generally sound, although there were some essays which were competent in the content of the letter, but with commas instead of full stops or occasionally no punctuation at all. Overall, the responses were generally competent.

## Exercise 7

### General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise, and it proved to be a topic which provoked a varied reaction. More successful candidates were able to supplement their own opinions with wider ideas which went beyond the two prompts. Other candidates tended to stay very close to these cues with little or no development or independent contribution. There needs to be evidence that candidates can develop arguments and persuade the reader of their own convictions and opinions in order to gain access to the higher mark bands.

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

## Exercise 7

*Some candidates think that they should not have homework, but others believe that it is important.*

Overall, candidates were evenly divided for and against the statement in the title and this created a variety of ideas on the topic. These often included the suggestions in the prompts that the School day is already too long or that homework is necessary for better results. Less able candidates re-worked these two basic ideas and there was a certain amount of repetition rather than development. More able candidates probed more deeply and looked at various issues.

In the concluding statements, more successful candidates were able to summarise their arguments and often add a new dimension. Less able candidates repeated previous points and re-stated broad opinions that they had made in the body of the article, often using the same words.

Overall, 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.

In terms of language, more able candidates wrote in complex sentences and achieved some variety of style, often opening with a dramatic statement or injecting persuasive techniques into their article. Linking words were generally used to good effect and provided a balance to both sides of the argument. As with Exercise 6, there were a number of candidates who did not observe paragraphing conventions.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/23  
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. This exercise is a test of reading rather than writing skills.
- 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. The inclusion of lifted, irrelevant information or repetition of points should be avoided.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language.
- In the writing exercises of **Exercise 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to 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 entered appropriately for the Extended tier.

The standard of handwriting was reasonably good, although sometimes very small, and in some cases, there was insufficient white space between words. Handwriting occasionally adversely affected the interpretation of candidates' answers in Exercise 3. It is also important for handwriting to be legible in writing tasks required for Exercises 6 and 7. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

In this series, time management did not appear to be a major problem and there were few candidates who failed to complete the extended writing exercises. There were some candidates, however, who made no attempt to answer items in Exercise 2.

### **Comments on specific questions**

#### **Exercise 1**

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

- (a) This was generally well answered with most candidates identifying 'African grasslands'.
- (b) This was generally well answered with the majority of candidates identifying both of the key details required for one mark. Occasionally, candidates provided 'cattle and antelopes' rather than 'camel and leopard'.
- (c) This was generally well answered with many candidates identifying both of the key details required for one mark. The vast majority of candidates correctly supplied 'thick saliva' as the first key detail. 'Thick skin inside its mouth', the second key point, could only be credited, however, where 'inside its mouth' was included. This salient detail was omitted by some candidates and therefore the mark was lost.
- (d) This was generally very well answered with the majority of candidates correctly identifying the two details required for one mark.
- (e) This was very well answered.
- (f) This item was also generally well answered. Some candidates provided the paraphrase 'use their necks' and a number provided 'hitting their necks', both of which lacked sufficient detail. Others provided 'use their horns', which was an incorrect response.
- (g) This item was very well answered.
- (h) This item was also well answered with the majority of candidates identifying 'stand up' as the key detail.
- (i) This final item was also well answered. The most common incorrect response supplied was the lift 'making it difficult for predators to see them'.

#### **Exercise 2**

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

- (a) This was generally very well answered although there was some evidence that the rubric had not been read carefully. A number of responses supplied detail on *where* the boats were found and not *when*.
- (b) This item was very well answered.
- (c) Most candidates answered this question correctly, although some included 'hunting' and 'farming', which negated the answer.
- (d) This was reasonably well attempted, but a number of candidates omitted the key detail 'at one time' and, therefore, could not be credited.
- (e) The majority of candidates correctly identified 'decorative carvings' as the key detail. However, a number included 'handles', which could not be credited.

- (f) This was generally well answered with the majority of candidates identifying both of the key details required for one mark. There was evidence, however, that some candidates had difficulty locating the salient details and provided the lifts 'boats show sign of careful repairs' or 'people who originally owned them took good care of them', which did not answer the question.
- (g) This item was very well answered.
- (h) This question required two details and was generally well answered with most candidates achieving at least one of the two marks available. Occasionally, candidates lost a mark by providing 'offering to spirits' and 'offering to gods' as their two responses, which constituted repetition.
- (i) Most candidates read the graph accurately and identified the four details required for one mark. Some candidates, however, failed to supply the number of visitors and, therefore, could not be credited.
- (j) A reasonable number of candidates located two key details required for one mark, with many actually supplying three. However, a number of candidates supplied 'kept in a cold atmosphere' as one detail, and, therefore, could not be credited as this was not considered to be part of the preparations.
- (k) This item was reasonably well attempted and most candidates achieved two or three of the four available marks with all of the possible options proving accessible. The objects detailed on the graph were distracting to less able candidates, however, with 'fishing equipment, cooking utensils and rare books' being supplied in error by many.

Centres are reminded that this final question in Exercise 2 is more challenging. 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 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. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

### ***Library Questionnaire***

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

This section was generally well answered. Most candidates correctly identified the name, address, email address and library reference number of the member. There was a good degree of accuracy in transcription and generally clear distinction between upper and lower-case letters with the exception of the address, where the use of capitals in 'Kuala Lumpur' was not always distinct.

### **Section B**

This section was also generally well attempted. Most candidates identified that the first question was concerned with frequency of visits and correctly supplied 'twice a week', although some did confuse this with the next item which required details on the timing of the visits. Whilst the majority of candidates correctly identified '4.30 p.m. and 6.30 p.m.' as the times of arrival and departure, many lifted 'arrives' and 'leaves' from the text which, as third person singular verb forms, could not be credited. Most candidates correctly identified the reason for joining the library as 'internet access', although a number supplied 'to study' or 'to complete homework' which missed the salient detail and could not be credited. While the majority seemed to understand that Delia found the library staff helpful, many did not observe the delete convention and circled or underlined erroneously. The tick convention, in contrast, was very well observed in the next item with the majority of candidates correctly identifying 'DVD collection' and 'magazines' as the resources Delia used. Most candidates located the correct author and title of the book Delia would like added to the library along with the recommended website, although occasionally, the 's' was omitted from 'earthrocks' and this could not be credited.

### **Section C**

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of these limits continues to be a problem for some candidates. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. Generally, this task was less well answered with few candidates achieving the full two marks available. The question required candidates to say what they like about the library and how it could be improved. Marks were lost most frequently for the following reasons: candidates failed to address both points, responses were longer than 20 words and responses were written as two sentences instead of one. Marks were also lost where responses appeared to be a product of the candidate's imagination rather than based on the information given in the text.

### **Exercise 4**

This exercise was generally very well attempted. Many candidates were able to show sufficient understanding of the text and extract the relevant information. 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. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

#### *Physical benefits of running*

All key points were generally well recognised with many candidates receiving the maximum three marks for this section. Marks tended to be lost for incomplete responses e.g. 'longer life' instead of 'longer life expectancy' and 'heart function' without 'improved'. The most frequent incorrect responses in this section were 'does not require gym membership and/or expensive equipment', which are not physical benefits.

#### *Aims of a running group*

Two content points were required for this section and the majority of candidates correctly identified both. In this section, marks tended to be lost as a result of repetition. Many candidates supplied 'bring people together' and 'overcome isolation' which is the same key detail.

#### *Actions of a successful running group leader*

This section required more processing, but was also well attempted. Four content points were required from a choice of five, and once again, all of these were well recognised. As with the previous section, marks tended to be lost as a result of repetition particularly with the point 'give encouragement/give motivation' and 'good communication/ explain where they are going'. The most frequent incorrect response in this section was 'easily attract new members'.



## Exercise 5

Many candidates performed well, however, and appear to have been well prepared in the necessary summary skills. Candidates were required to summarise two aspects of the text – the negative effects of the writer's inability to read and how she learned to read. More able candidates covered both aspects, selected precise detail and wrote with a good sense of order.

Although all of the eleven possible content points proved accessible, few candidates achieved full marks for content and many produced summaries which exceeded the prescribed word limit. This generally occurred when candidates copied superfluous information from the text and/or where they provided lengthy general introductions to the difficulties arising from the inability to read. This meant that some candidates did not include some of the other relevant content points as required within 120 words and/or did not address both aspects of the task. A number of candidates also produced summaries which, although based on the general theme of inability to read, contained no relevant content points from the reading text.

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. One element of the task which did appear to present difficulties for some candidates was the fact that although the text was written in the first person, the summary should have been written from the third person perspective. As a result, some produced summaries with inconsistent use of subject pronouns. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and in this session, a number of candidates attempted to do so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions. Candidates are credited if they can convey the relevant content points with some cohesive style rather than in the form of a list.

## Exercise 6

### General comments

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

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

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

## Exercise 6

*Recently, your school gave you the opportunity to experience work in two different workplaces. You spent one day in each place.*

Most candidates addressed all three bullet points and made attempts to develop them. The first and second points asked for a description of the work which was undertaken in each place, which they preferred and why. The third point asked for an explanation of what was learned from the experience. Although the concept of work experience was mostly understood, a number of candidates wrote about doing a job as though they had already started work. Others wrote about different work roles they had undertaken at their school, which did not convey the sense of different workplaces, and some only mentioned one job.

Responses covered quite a range of work experience from journalism to medicine, hospitality to retail. A large proportion of candidates, however, chose to write about work experience in offices and schools. Generally, responses showed some sense of purpose, but some lacked an attempt to fully develop all prompts, which rendered content 'satisfactory' rather than 'effective'. This was often the case in respect of the first bullet point, which was often dealt with in as little as one sentence – *'I worked in an office/school/restaurant'* – with no real development of the work undertaken there. The majority of candidates made an attempt to address the second bullet point, but again, development of ideas was sometimes lacking. Candidates who achieved marks in the higher bands typically moved beyond *'the people were nicer'* and *'the first job was boring'* to produce more thoughtful reasons such as *'...was more productive and*

*challenging* or *'I felt that's how a "day in the office" would be if I were a lawyer'*. In some cases, preference was implied rather than clearly stated and a number of candidates misunderstood the rubric completely and wrote about their preference to work on one particular day of the week rather than another. The third bullet point was generally well addressed, although again, sometimes implied rather than stated. Many candidates reflected on what the experience had taught them about themselves, and what they would like to do with their lives in the future. Generally, more able candidates responded to all prompts with more detail and expansion, often providing a well-developed piece of writing.

In terms of language, the majority remembered to write in paragraphs, although many did not. Some candidates used tenses inconsistently, but the more able showed good command of more complex tenses and sentence construction. Basic punctuation was generally sound, and there were few problems with the use of commas instead of full stops this series. While idiomatic expressions can be effective in informal writing, they should not be overused and must be appropriate to the context. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

### **Exercise 7**

#### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided - one for and one against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as 'quotes' from other 'students'. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. They also need to demonstrate the ability to persuade the reader of their convictions by supporting their ideas with evidence and examples. Word limits were generally well observed and it appears that time constraints were not a problem at this stage of the paper for the majority of candidates.

### **Exercise 7**

*Some people think that family meals are important. Other people think that eating together does not matter for the modern family.*

Most candidates demonstrated a standard of content and language that was satisfactory or above; the majority, however, relied heavily on the arguments put forward in the prompts and less able candidates struggled to develop their ideas much beyond these. More able candidates moved beyond the prompts to explore the nature and lifestyle of modern families, such as the effect of technology and longer working hours, and how these impact on family eating arrangements, or the psychological effects of eating alone. A small number of candidates appeared to misunderstand the rubric or digressed and focused on the importance of 'family' rather than the specific act of eating together. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. The vast majority wrote in favour of family meals, although only the more able produced impassioned responses which fully explained and supported their opinion. There was some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/31  
Listening (Core)

## Key messages

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

Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- Candidates were required to use a specified number of words for **Questions 1 – 4, Question 5** and **Question 8**. A large number of candidates, although with correct answers, lost marks as they exceeded the correct number of words allowed.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Learners need to be reminded of the importance of clear handwriting.

### **Comments on specific questions**

#### **Questions 1 – 4**

Overall this section was well-answered. There were few omissions, but candidates lost marks by writing more than the required number of words.

#### **Question 1**

- (a) There was a mixed level of response here. Many candidates picked up the distractor – 'ocean club' – and others wrote 'around the corner'. A large number of candidates missed out 'ba' at the beginning and wrote 'nana' for 'banana'. 'leaf' was sometimes written as 'lif' or 'leave'. There were other responses such as 'mona leaf', 'normal leaf' and 'nama leaf'.
- (b) This was consistently well-answered by the vast majority of the candidates. Some candidates could not be credited for writing 'India', 'Indi' or 'Chinese'.

#### **Question 2**

- (a) This was quite well-attempted. The majority of candidates identified 'basket'.
- (b) The vast majority of candidates were credited here. Some candidates picked up the distractor - 'craft shop'. Other answers that could not be credited were 'market shop', 'Sunday market' and the plural 'markets'.

#### **Question 3**

- (a) There was a mixed response here. Many candidates wrote 'children growing up' or 'grow up' and could not be credited. Other incorrect responses included 'my time' and 'politics'.
- (b) A large number of candidates could not be credited as they answered 'chief' instead of 'chef'.

#### **Question 4**

- (a) The majority of candidates gave the correct answer but many made inaccurate phonetic attempts and were not credited.
- (b) This was consistently well-answered by the vast majority of candidates, although a few candidates wrote 'School centre' and 'spot centre'.

### Question 5

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

- (a) This question was quite well attempted. The most common incorrect response was '650' while some wrote '4'.
- (b) The most common incorrect response was 'event report' or the plural 'reports'.
- (c) Some candidates were unable to write the correct response 'music' and wrote 'mousic' or 'neese'.
- (d) This question was quite well-attempted. The most common incorrect response was 'jass' for 'jaz' while others wrote 'gazz', 'just' and 'chase'.
- (e) This question was generally well-answered. 'Sound' was sometimes spelt as 'sond' and there were many instances of the singular form 'sound effect'. 'Sound defects' and 'sound effets' appeared on several occasions.
- (f) Most candidates identified the correct answer but some candidates wrote 'the score' and 'beat it'.
- (g) This question was very well-answered.
- (h) There was a mixed level of success here. Some candidates wrote 'have fun' or 'work hard'.

### Question 6

This was very well-answered, with many candidates scoring 5 - 6 marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box.

### Question 7

On the whole, this question was extremely well attempted with candidates scoring 7 - 8 marks.

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

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/32  
Listening (Core)

## Key messages

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



Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- There was evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially **Question 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Learners need to be reminded of the importance of clear handwriting.

### **Comments on specific questions**

#### **Questions 1-4**

Overall, this section was well answered.

#### **Question 1**

- (a) This question was answered well by the majority of candidates. Inaccurate phonetic attempts could not be credited (e.g. cosin, cousion).
- (b) Most candidates identify the correct detail 'concert'. Marks were lost due to inaccurate phonetic attempts, some of which changed the meaning of the intended answer (e.g. consart, content).

#### **Question 2**

- (a) The correct detail, provided by the vast majority of candidates, was 'restaurant'. Other common alternatives that were also credited included 'café' and 'canteen' etc. Inaccurate phonetic attempts such as 'restraunt', 'retuarant', were not credited.
- (b) This answer was attempted reasonably well by many candidates. The correct detail was 'chicken salad'. Most incorrect answers only included 'salad' or contained incorrect detail, for example, 'chip and salad'.

#### **Question 3**

- (a) This question was answered well by many candidates supplying the correct detail 'architecture'. Phonetic attempts that gained a mark retained the same consonant and vowel sounds, e.g. 'arcitechture'. Phonetic attempts that were not credited included 'arcitacture', 'artitechture' and 'achitechure'.
- (b) This question was answered reasonably well by candidates. The intended detail was required in the plural form – 'head teachers'. Where this was not the case (i.e. head teacher), or the answer was incomplete (e.g. teachers) marks were lost.

#### **Question 4**

- (a) Answered reasonably well by most candidates who selected the correct detail 'lake'. Marks were not awarded where the correct detail was provided together with the distracting detail 'mountains'.
- (b) Answered well by the vast majority of candidates. Marks were lost due to inaccurate phonetic attempts which in most cases changed the meaning of the intended answer, e.g. 'wing surfing', 'wind serving', etc.

### Question 5

This question was well answered by most candidates. For item **(a)** other alternative answers that gained marks included 'city centre' and 'middle'. For item **(b)**, 'sculpture' was also accepted as a correct alternative. Where marks were lost, this was due to an incorrect grammatical fit (e.g. sculptor – item b, marbles – item g, nature – item h,) and inaccurate phonetic attempts (e.g. jeket – item c, umberalla – item f). Marks were also lost where candidates inserted the correct detail but in an incorrect gapped statement, especially for items **(e)** and **(f)**. Most candidates struggled with item **(b)** providing the incorrect phonetic attempt that also changed the intended meaning 'cloth line'.

### Question 6

There was a mixed level of success overall in this question. On average, candidates matched 3-4 speakers correctly. Occasionally, some candidates provided the same letter twice which could not be credited.

### Question 7

This question was well answered by most candidates. Candidates were especially successful in answering items b, c, e and f. On some occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/33  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, Thai/tie, tail/tale etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'raicing' and 'raising').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important now that there is a word limit, as stated in the main rubric for each applicable section, which must be adhered to in **Questions 1 to 4 and 5**.
- Responses in **Questions 5** must fit grammatically in the gaps provided on the question paper.
- In **Questions 1 to 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates 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. Their responses must also remain within word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same questions (i.e. gap-filling – **Questions 5** and **8 A/B**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners. It needs to be emphasised that where crossing out of a rejected

selection is not clear that this will be seen as ambiguous by an Examiner and if there is any uncertainty it will be marked as incorrect. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in **Question 7**, if two boxes are ticked rather than one then no marks can be given.

- 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**

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.
- Where candidates offered an alternative phonetic transcription comprising 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 1-4**

Overall this section was fairly well answered. However marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly. Where marks were lost this was mostly due to the distracting detail from the recording: 'hotel' being provided in error. As the expected answer was 'airport', this could not be credited.
- (b) Many candidates answered this question correctly with the expected answer: 'April'. Some candidates picked up the distracting information and wrote 'May', which could not be credited. In some cases, points were lost due to the incorrect spelling of the key as 'Abril'. This could not be credited as the consonant 'b' here created an inaccurate phonetic attempt.

#### **Question 2**

- (a) Successful candidates selected the expected detail '4.20'. Responses which could not be credited were those that gave the incorrect time/distracting detail: '3.30', did not provide any specific time e.g. 'last week' or were phonetically inaccurate e.g. 'four twenty'.
- (b) Very well answered by many candidates. However, marks were occasionally lost when candidates transcribed the key in a way that was not phonetically accurate e.g. 'reest'.

#### **Question 3**

- (a) Successful responses provided the intended key 'storm' or acceptable paraphrases of it, such as 'stormy weather'. Responses which were too generalised/not strong enough in meaning, such as

'bad weather' could not be credited as it was 'a storm', specifically, that delayed planes from the west coast.

- (b) A reasonable number of candidates offered the expected response '18B'. Responses which offered '11B' could not be credited - as this distracting detail from the recording referred to the gate prior to the announcement changing the location to gate 18B. Some marks were lost due to incomplete responses (omitting B) e.g. just '18'. This type of response was not specific enough to be credited.

#### Question 4

- (a) A number of candidates provided the key 'by the window' or acceptable paraphrases such as 'beside the window'. In many cases, however, responses could not be credited as the location given was not synonymous with the key e.g. 'in the window' or the plural form was given in error 'by the windows'.
- (b) Generally well answered. The expected response here '£3.50' / 'three pounds fifty' was provided by most candidates. Responses such as 'three ponds fifty', 'three pounds fity' were also not credited, as they were not phonetically accurate.

#### Question 5

Overall this section was answered with a mixed level of success. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item 5i** – generally well answered. The vast majority of candidates provided the expected response: 'transportation'.

**Item 5ii** – generally well answered. The majority of candidates provided the correct response: '7300 kilometres' here as expected. In some cases, the unit of length was omitted e.g. '7300' - so the response was not specific enough to be credited. Several candidates gave the distracting information '12000' kilometres, so could not be credited.

**Item 5iii** – the expected response here was 'mountain pass'. 'Mountain path' was also credited when given. 'Mountain passage' could not be credited. Several responses lacked the necessary detail e.g. just 'mountain' or provided the distracting / incorrect detail 'small village'.

**Item 5iv** – very well answered by the vast majority candidates who provided the expected key '28' / 'twenty eight'.

**Item 5v** – this question was answered well by some candidates, who offered the expected response 'web page'. However, a significant number of responses could not be credited as the phonetically inaccurate transcription 'wep page' was given as a response.

**Item 5vi** – a mixed level of success here. A fair number of candidates provided the expected key 'cloudy'. However, marks were often lost as candidates offered the distracting detail from the recording: 'sunny'. Responses such as 'claudy' and 'clody' could not be credited, as they were not phonetically accurate.

**Item 5vii** – a mixed level of success here. While the key was often given correctly 'swimming', frequent spelling errors such as 'swimieng' could not be credited as they were not phonetically accurate responses.

**Item 5viii** – as in 5vii, a mixed level of success was apparent here. The expected key here was 'mud'. Answers which were too generalised such as 'a problem', 'an incident' etc. could not be credited as they were not specific enough. Other responses which could not be credited included inaccurate phonetic attempts at the expected answer e.g. 'moud', 'mued'.

#### Question 6

A mixed level of success was apparent here. The majority of candidates matched, on average, 4 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered 2 alternative letters for one speaker but did not clearly cross out the answer they did not want to be considered as definitive.

### Question 7

Generally candidates did well, in the multiple choice **Questions 7(a), 7(c) and 7 (d)**. The correct responses to **7(e)** and **7 (f)** were slightly less well answered. The least successfully answered question was **7(b)**.

Sometimes, it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.



# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/41  
Listening (Extended)

## Key messages

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

Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- Candidates were required to use a specified number of words for **Questions 1 – 4, Question 5** and **Question 8**. A large number of candidates, although with correct answers, lost marks as they exceeded the correct number of words allowed.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Learners need to be reminded of the importance of clear handwriting.

### **Comments on specific questions**

#### **Questions 1 – 4**

Overall this section was well-answered. There were few omissions, but candidates lost marks by writing more than the required number of words.

#### **Question 1**

- (a) There was a mixed level of response here. Many candidates picked up the distractor – 'ocean club' – and others wrote 'around the corner'. A large number of candidates missed out 'ba' at the beginning and wrote 'nana' for 'banana'. 'leaf' was sometimes written as 'lif' or 'leave'. There were other responses such as 'mona leaf', 'normal leaf' and 'nama leaf'.
- (b) This was consistently well-answered by the vast majority of the candidates. Some candidates could not be credited for writing 'India', 'Indi' or 'Chinese'.

#### **Question 2**

- (a) This was quite well-attempted. The majority of candidates identified 'basket'.
- (b) The vast majority of candidates were credited here. Some candidates picked up the distractor - 'craft shop'. Other answers that could not be credited were 'market shop', 'Sunday market' and the plural 'markets'.

#### **Question 3**

- (a) There was a mixed response here. Many candidates wrote 'children growing up' or 'grow up' and could not be credited. Other incorrect responses included 'my time' and 'politics'.
- (b) A large number of candidates could not be credited as they answered 'chief' instead of 'chef'.

#### **Question 4**

- (a) The majority of candidates gave the correct answer but many made inaccurate phonetic attempts and were not credited.
- (b) This was consistently well-answered by the vast majority of candidates, although a few candidates wrote 'School centre' and 'spot centre'.

### Question 5

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

- (a) This question was quite well attempted. The most common incorrect response was '650' while some wrote '4'.
- (b) The most common incorrect response was 'event report' or the plural 'reports'.
- (c) Some candidates were unable to write the correct response 'music' and wrote 'mousic' or 'neese'.
- (d) This question was quite well-attempted. The most common incorrect response was 'jass' for 'jaz' while others wrote 'gazz', 'just' and 'chase'.
- (e) This question was generally well-answered. 'Sound' was sometimes spelt as 'sond' and there were many instances of the singular form 'sound effect'. 'Sound defects' and 'sound effets' appeared on several occasions.
- (f) Most candidates identified the correct answer but some candidates wrote 'the score' and 'beat it'.
- (g) This question was very well-answered.
- (h) There was a mixed level of success here. Some candidates wrote 'have fun' or 'work hard'.

### Question 6

This was very well-answered, with many candidates scoring 5 - 6 marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box.

### Question 7

On the whole, this question was extremely well attempted with candidates scoring 7 - 8 marks.

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

### Question 8

This was reasonably well-answered. However, some responses provided were not always an accurate grammatical fit.

#### Part A

- (a) This was generally well-answered.
- (b) This question was generally well answered. Common errors were 'mails', 'neils' and 'snails'. Some candidates offered the singular 'nail' and others wrote 'tobacco'.
- (c) This was very well-attempted.
- (d) This was generally well-answered.
- (e) This was fairly well-answered. Many candidates gave the singular 'silver certificate'. Some candidates wrote 'solid', 'sliver', 'solder', 'silve', 'gold' and 'soldier' instead of 'silver'. Quite a large number of candidates had problems with the spelling of 'certificates' and wrote 'certificants', 'certificts' and 'centrificants'.

**Part B**

- (a) This was quite well-attempted. The candidates picked out the correct detail but could not spell 'painting' correctly.
- (b) This was reasonably well-attempted.
- (c) This was fairly well-answered. Some of the incorrect answers were 'dollar sing' 'dollar sight', 'dollar bill', and 'British pound'.
- (d) This question was very well-attempted with most candidates giving the correct response 'blank'.
- (e) This was fairly well-answered.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/42  
Listening (Extended)

## Key messages

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

Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

- There was evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.) and candidates coped well with the new format, especially **Question 7**.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Learners need to be reminded of the importance of clear handwriting.

### **Comments on specific questions**

#### **Questions 1-4**

Overall, this section was well answered.

#### **Question 1**

- (a) This question was answered well by the majority of candidates. Inaccurate phonetic attempts could not be credited (e.g. cosin, cousion).
- (b) Most candidates identify the correct detail 'concert'. Marks were lost due to inaccurate phonetic attempts, some of which changed the meaning of the intended answer (e.g. consart, content).

#### **Question 2**

- (a) The correct detail, provided by the vast majority of candidates, was 'restaurant'. Other common alternatives that were also credited included 'café' and 'canteen' etc. Inaccurate phonetic attempts such as 'restraunt', 'retuarant', were not credited.
- (b) This answer was attempted reasonably well by many candidates. The correct detail was 'chicken salad'. Most incorrect answers only included 'salad' or contained incorrect detail, for example, 'chip and salad'.

#### **Question 3**

- (a) This question was answered well by many candidates supplying the correct detail 'architecture'. Phonetic attempts that gained a mark retained the same consonant and vowel sounds, e.g. 'arcitechture'. Phonetic attempts that were not credited included 'arcitacture', 'artitechture' and 'achitechure'.
- (b) This question was answered reasonably well by candidates. The intended detail was required in the plural form – 'head teachers'. Where this was not the case (i.e. head teacher), or the answer was incomplete (e.g. teachers) marks were lost.

#### **Question 4**

- (a) Answered reasonably well by most candidates who selected the correct detail 'lake'. Marks were not awarded where the correct detail was provided together with the distracting detail 'mountains'.
- (b) Answered well by the vast majority of candidates. Marks were lost due to inaccurate phonetic attempts which in most cases changed the meaning of the intended answer, e.g. 'wing surfing', 'wind serving', etc.



### Question 5

This question was well answered by most candidates. For item **(a)** other alternative answers that gained marks included 'city centre' and 'middle'. For item **(b)**, 'sculpture' was also accepted as a correct alternative. Where marks were lost, this was due to an incorrect grammatical fit (e.g. sculptor – item b, marbles – item g, nature – item h,) and inaccurate phonetic attempts (e.g. jeket – item c, umberalla – item f). Marks were also lost where candidates inserted the correct detail but in an incorrect gapped statement, especially for items **(e)** and **(f)**. Most candidates struggled with item **(b)** providing the incorrect phonetic attempt that also changed the intended meaning 'cloth line'.

### Question 6

There was a mixed level of success overall in this question. On average, candidates matched 3-4 speakers correctly. Occasionally, some candidates provided the same letter twice which could not be credited.

### Question 7

This question was well answered by most candidates. Candidates were especially successful in answering items b, c, e and f. On some occasions more than one box was ticked, or it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind.

### Question 8A

This question was fairly well answered by most candidates. Apart from item **(a)**, candidates tended to provide the correct expected details for the remaining 4 items. When answered in error, marks were usually lost on item **(a)** due to an inaccurate phonetic attempt that also changed the meaning 'bold'.

### Question 8B

Reasonably well answered by most candidates. On average, candidates provided the correct detail for items **(d)** and **(e)**. Alternative answers that secured marks were 'attention' – item **(a)**, 'programme' – item **(c)** and 'charity work', 'volunteering' – item **(d)**. Where marks could not be given, this was due to selecting the wrong detail, e.g. 'documentary' – item **(c)**, incorrect grammatical fit, e.g. 'voluntary works' – item **(d)** or incomplete detail, e.g. 'chemistry' – item **(e)**. Most candidates found item **(b)** challenging.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/43  
Listening (Extended)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. weak/week, Thai/tie, tail/tale etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'raicing' and 'raising').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important now that there is a word limit, as stated in the main rubric for each applicable section, which must be adhered to in **Questions 1 to 4** and **5**.
- Responses in **Questions 5** must fit grammatically in the gaps provided on the question paper.
- In **Questions 1 to 4** candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates 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. Their responses must also remain within word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises, candidates should be encouraged to predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same questions (i.e. gap-filling – **Questions 5** and **8 A/B**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Question 6**) and the multiple choice questions (**Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as

their final selection by Examiners. It needs to be emphasised that where crossing out of a rejected selection is not clear that this will be seen as ambiguous by an Examiner and if there is any uncertainty it will be marked as incorrect. It is also important to emphasise that if two boxes are filled in with the same letter in **Question 6** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in **Question 7**, if two boxes are ticked rather than one then no marks can be given.

- 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**

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.
- Where candidates offered an alternative phonetic transcription comprising 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 1-4**

Overall this section was fairly well answered. However marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly. Where marks were lost this was mostly due to the distracting detail from the recording: 'hotel' being provided in error. As the expected answer was 'airport', this could not be credited.
- (b) Many candidates answered this question correctly with the expected answer: 'April'. Some candidates picked up the distracting information and wrote 'May', which could not be credited. In some cases, points were lost due to the incorrect spelling of the key as 'Abril'. This could not be credited as the consonant 'b' here created an inaccurate phonetic attempt.

#### **Question 2**

- (a) Successful candidates selected the expected detail '4.20'. Responses which could not be credited were those that gave the incorrect time/distracting detail: '3.30', did not provide any specific time e.g. 'last week' or were phonetically inaccurate e.g. 'four twenty'.
- (b) Very well answered by many candidates. However, marks were occasionally lost when candidates transcribed the key in a way that was not phonetically accurate e.g. 'reest'.

#### **Question 3**

- (a) Successful responses provided the intended key 'storm' or acceptable paraphrases of it, such as 'stormy weather'. Responses which were too generalised/not strong enough in meaning, such as

'bad weather' could not be credited as it was 'a storm', specifically, that delayed planes from the west coast.

- (b) A reasonable number of candidates offered the expected response '18B'. Responses which offered '11B' could not be credited - as this distracting detail from the recording referred to the gate prior to the announcement changing the location to gate 18B. Some marks were lost due to incomplete responses (omitting B) e.g. just '18'. This type of response was not specific enough to be credited.

#### Question 4

- (a) A number of candidates provided the key 'by the window' or acceptable paraphrases such as 'beside the window'. In many cases, however, responses could not be credited as the location given was not synonymous with the key e.g. 'in the window' or the plural form was given in error 'by the windows'.
- (b) Generally well answered. The expected response here '£3.50' / 'three pounds fifty' was provided by most candidates. Responses such as 'three ponds fifty', 'three pounds fity' were also not credited, as they were not phonetically accurate.

#### Question 5

Overall this section was answered with a mixed level of success. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item 5i** – generally well answered. The vast majority of candidates provided the expected response: 'transportation'.

**Item 5ii** – generally well answered. The majority of candidates provided the correct response: '7300 kilometres' here as expected. In some cases, the unit of length was omitted e.g. '7300' - so the response was not specific enough to be credited. Several candidates gave the distracting information '12000' kilometres, so could not be credited.

**Item 5iii** – the expected response here was 'mountain pass'. 'Mountain path' was also credited when given. 'Mountain passage' could not be credited. Several responses lacked the necessary detail e.g. just 'mountain' or provided the distracting / incorrect detail 'small village'.

**Item 5iv** – very well answered by the vast majority candidates who provided the expected key '28' / 'twenty eight'.

**Item 5v** – this question was answered well by some candidates, who offered the expected response 'web page'. However, a significant number of responses could not be credited as the phonetically inaccurate transcription 'wep page' was given as a response.

**Item 5vi** – a mixed level of success here. A fair number of candidates provided the expected key 'cloudy'. However, marks were often lost as candidates offered the distracting detail from the recording: 'sunny'. Responses such as 'claudy' and 'clody' could not be credited, as they were not phonetically accurate.

**Item 5vii** – a mixed level of success here. While the key was often given correctly 'swimming', frequent spelling errors such as 'swimieng' could not be credited as they were not phonetically accurate responses.

**Item 5viii** – as in 5vii, a mixed level of success was apparent here. The expected key here was 'mud'. Answers which were too generalised such as 'a problem', 'an incident' etc. could not be credited as they were not specific enough. Other responses which could not be credited included inaccurate phonetic attempts at the expected answer e.g. 'moud', 'mued'.

#### Question 6

A mixed level of success was apparent here. The majority of candidates matched, on average, 4 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered 2 alternative letters for one speaker but did not clearly cross out the answer they did not want to be considered as definitive.

### Question 7

Generally candidates did well, in the multiple choice **Questions 7(a), 7(c) and 7 (d)**. The correct responses to **7(e) and 7 (f)** were slightly less well answered. The least successfully answered question was **7(b)**.

Sometimes, it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.

### Question 8A

This was generally well-answered. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item 8Ai** – fairly well answered. Some responses could not be credited as they provided the wrong detail ‘scientist’. Other answers could not be credited as they were not acceptable phonetic attempts e.g. ‘biologeest’. The wrong word form was sometimes given ‘biology’ which was not an accurate grammar fit and so could not be credited.

**Item 8Aii** – The expected answer here was ‘on foot’. Common instances of the grammatically incorrect response ‘by foot’ could not be credited. ‘foot’ on its own could also not be given a mark as it was not a grammar fit in the gap on the question paper.

**Item 8Aiii** – The expected response here was ‘mapped’. A reasonable number of candidates provided this answer correctly. However, marks were often lost due to inaccurate phonetic attempts such as ‘maped’ and ‘mapit’.

**Item 8Aiv** – very well answered by the majority of candidates, who provided the expected response ‘March’.

**Item 8Av** – a mixed level of success here. Some candidates may have been unfamiliar with the lexical item ‘logging’ here, which was the expected answer. Answers which could not be credited often provided the response ‘logging in’ which changed the meaning completely. In many instances phonetically inaccurate responses were given which could not be credited e.g. ‘loggin’, ‘logan’. Another common incorrect response encountered was ‘hunting’.

### Question 8B

Overall, this section was slightly less well answered than 8A. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for loss of marks are outlined in the descriptions of individual responses below.

**Item 8Bi** – ‘insect’ (singular form) was the expected response here. A fair number of candidates offered this response correctly. The commonly encountered response ‘insects’ (plural) could not be credited, however, as this altered the intended meaning. Responses which offered incorrect distracting details ‘plants’ or ‘animals’ could not be credited.

**Item 8Bii** – The expected key here was ‘tail’ and this was provided by a fair number of candidates. However, ‘tale’, which was often given as a response, could not be credited - as it altered the meaning of the statement.

**Item 8Biii** – The expected response here was ‘headaches’. Distracting details from the recording: ‘stress’ or ‘tiredness’ could not be credited.

**Item 8Biv** – this item was generally well answered. Successful responses avoided any excess detail providing just the expected answer ‘ice’. Some responses which included extra detail could be credited as they were still a grammar fit e.g. ‘ice decrease’, ‘decreasing ice’. However, it was more often the case that when extra detail was provided it created a response which was no longer a grammar fit and could, therefore, not be credited e.g. ‘ice amount’.

**Item 8Bv** – A mixed level of success here. The expected key here was ‘tourists’. A plural form was required here for a grammar fit, so ‘tourist’ (singular) could not be credited. Some common misspellings that could not

be credited were: 'turists' and 'tarists', as they were not phonetically successful attempts. The response 'people' could not be given a mark as it was not specific enough.

# ENGLISH AS A SECOND LANGUAGE

---

Paper 0511/51  
Speaking

Most tests were competently administered and conducted in ways that brought out the best in the candidates. Most Examiners were sensitive to balancing the need to encourage a discussion with candidates and allowing candidates to express themselves fully.

## Key messages

- During the test the Examiner needs to be organised and be able to manage the choice and delivery of topic cards efficiently. Please follow guidance for timing.
- Examiners must familiarise themselves with the Teacher's/Examiner's Notes and topic cards in advance of conducting the tests.
- Have a "dummy run" with the recording equipment to check recording levels – especially those of the candidates.
- Run mock tests in class, reminding candidates that they can lead the conversation.
- Use a new disc to ensure good recording quality.
- Have a clock/timer in view.
- Ensure the room is quiet as befits a formal examination.
- Ask the candidate to speak up.
- Listen to the candidate, remembering that it is a conversation.
- Label the tracks with the candidate's name and number.
- Do not stick labels on the CD as these could either come off while being played or damage the disc itself.
- Part **A** should not be included in the 2-3 minutes allowed for Part **B**.
- 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. When internal moderation has resulted in a mark being changed, it would be useful if all categories were changed on the Summary Form.

## General comments

### **Part A**

This part was carried out more effectively than in the last series. To make further improvements, many Examiners needed to conduct this part of the test at the outset, whilst others needed to give a complete account of the structure. The most commonly omitted information is that it is only Part **D** that is to be assessed.

An efficient way of handling Part **A** may be to decide on a set statement about the structure and purpose of each part of the test which can be read to each candidate, while still giving the candidates the opportunity to ask questions if they are still not sure about anything.

### **Part B**

These were occasionally perfunctory or too short. Often Examiners who did try to use this part to select an appropriate topic would end the warm-up when they had found a suitable topic and go straight to Part **C**, however long Part **B** had been, so ignoring its function of putting candidates at ease.

In a few cases the Examiner was too keen to test the suitability of the topic and strayed into the topic area using questions similar to those on the card. Many Examiners found it hard to reconcile the two aims of setting candidates at their ease and establishing which topic card would be most suitable for a candidate, while at the same time adhering to the times stipulated. Some Examiners asked candidates to speak about



themselves without asking questions intended to identify a suitable topic for the candidate in Part D. This was not supportive to candidates and introduced them to the idea of giving monologues which would not be appropriate for Part D.

### Part C

In most cases, the topic card was announced prior to the preparation period and correct procedures were followed. In some cases, there was no connection between the warm up and Topic Card chosen and they appeared to have been chosen randomly in an attempt to use a wide variety. In other cases, the Centre chose cards in alphabetical order. The candidate should be clear that the prompts will be used in a conversation and that they keep the card until the end of the test.

The preparation period ranged from non-existent to over 3 minutes. Examiners should make sure all candidates are given at least 2 minutes and not encourage an earlier start by asking the candidate if he/she is ready. Equally, candidates should be encouraged to use the whole 2-3 minutes even if they feel ready to begin the test early.

Questions that candidates asked about the prompts on the topic cards were generally handled well by the Examiners. Some candidates waited quite a long time to ask about something they did not understand, including significant vocabulary, so in a sense they wasted some of their preparation time.

### Part D

Timing of this part of the test was usually within the 6-9 minutes suggested. There were quite a few Examiners who were keen to keep this section close to the minimum 6 minutes. Where this part was concluded in less than 6 minutes, it was often because the Examiner had not expanded on the prompts, and had conducted the conversation more or less as a question-and-answer session. Where this part of the test went on for more than 9 minutes, it was usually the result of the Examiner taking up too much of the speaking time.

The majority of Examiners were sympathetic listeners and managed the conversations well, guiding the candidate through the prompts. In a few Centres, the Examiner read the introductory statement and asked the candidate to comment before the first prompt. This caused problems for weaker candidates who had possibly only prepared responses to the prompts.

Monologues were less evident than in previous series and in most cases, the long turns were discouraged.

A few higher ability candidates felt confident enough to respond in kind by asking questions of the Examiner, or trying to elicit their opinions on the topic. This certainly added a different dimension to the discussion.

### Comments on specific topic cards

#### A – Studying abroad

This was by far the most popular and accessible topic in the pack, especially since many candidates were already in fact studying away from home so they had no trouble identifying with the topic; they were able to speak at length using the prompts. Popular places for study were UK and USA. During Part C, clarification for “reasons” and “challenges” was sought. The intention to travel/study abroad often occurred naturally in the warm up.

#### B – Insects

This was the least popular choice of card, mostly given to boys. Many candidates focused on a couple of insects and barely ventured beyond basic vocabulary. Bees and ants were popular choices. Some candidates expanded their comments to explain why people have negative reactions to insects. Some talked about the different insects in rural versus more urban situations. Prompt 5 generated some negative, but humorous, responses in which candidates felt that eating insects would be unthinkable.

#### C – A second chance

This was a popular topic where candidates were able to draw upon their personal experience. The introduction generated a lot of exciting discussions about different second chances the candidates gave, from forgiving friends to second chances at new schools. Prompt 3 generated some interesting vocabulary about people being given second chances. Prompt 4 was amusing as candidates predominantly discussed parents and grandparents attempting to learn new technologies and the problems it posed for them. Prompt 5 allowed Examiners to change the direction of the topic and candidates responded well to discussions about crime.

#### **D – Cheating**

This card led to some honest responses from the candidates, all of whom understood the concept of cheating and where it might apply. Candidates recalled people cheating in exams, and to a lesser extent, sport. They had strong views on people who cheat. They said it would be difficult to stop someone from cheating if you did not have any proof. Candidates spoke well of the pressures of life that can put people in a position where they feel the need to cheat – for example forging documents to get a job. Stronger candidates went on to discuss the involvement of Examiners in cheating and broadened this to include bribery and corruption in governments.

#### **E – Real and virtual friendships**

This was an accessible topic for most candidates and well chosen for candidates who had appropriate topic-specific vocabulary to deal with the prompts. It gave the opportunity to recount specific experiences for both types of friendship and many candidates seemed to be aware of the dangers and risks connected with online fraud and identity theft. Virtual friends were able to help with study problems while real friends were appreciated for all manner of reasons. Several candidates asked for clarification of “virtual” during part C.

#### **F – Wasting money**

This topic was popular with the Examiners, and most candidates seemed familiar with the ideas suggested by the prompts. If they did not know of anyone personally, then they spoke hypothetically about other people wasting money. They were clear about the temptations – the amount of choice and peer pressure – they faced when trying to spend money wisely. Where candidates were aware of government spending, they agreed that governments need to spend money wisely and not waste it. Some more able candidates talked about the financial crisis and used vocabulary such as ‘squander’ and ‘lavish’.

#### **G – Learning English**

This was a popular and accessible topic card. Candidates often talked about the length of time that they had been studying English and how successful or otherwise they had been and whether they had found it difficult or enjoyable. They were clear about why they were learning English and the ways that it would benefit them in the future. They believed that older people found it difficult to learn a new language and that it was better to start learning a language when you were younger.

#### **H – Behaviour**

The interpretation of ‘behaviour’ was varied and required some input from Examiners to steer candidates. All 5 prompts were covered well by most candidates and some were able to offer very sophisticated ideas. Some Examiners were inclined to spend too long on the first 3 prompts. The first prompt elicited a wide variety of areas of good behaviour from table manners to speaking to parents and teachers. In the third prompt many candidates admitted that their behaviour was not always good at school or with younger siblings, whilst others talked about the behaviour of friends or peers. In prompt 4, candidates talked about the influence of their peers and following the crowd while others talked about cultural differences in terms of manners. Small children not knowing how to behave or getting bored when shopping were often mentioned in conversation. Finally, stronger candidates were able to criticise leaders for their poor behaviour in public in spite of their prominent roles.

#### **I – Teenagers**

This was an accessible and productive topic with all candidates. Most answers included going out with friends and having a good time while you can. Candidates liked being a teenager and not having to make big

decisions in their lives, aware that their parents took all the big decisions and they only had to worry about school work. They disliked several things about being a teenager, including growing up, changing bodies or spending a lot of their time at school. They believed that most teenagers they knew felt the same way. In contrast, adulthood meant dealing with more responsibility, problems and financial security. Prompt 5 evoked some strong responses, both defending and criticising teenagers.

## **J – Times of the year**

This topic was a less popular choice. Most candidates discussed seasons, particularly summer. Weaker candidates focused mainly on going to the beach, swimming, and holidays. Some struggled with the ideas in prompts 4 and 5 and only a few seemed to have a range of ideas that they could develop. Some candidates overlooked the notion of seeing 'fewer differences between hot and cold times of the year' and the conversation revolved around global warming in general and its effects on the weather.

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

On the whole, there was a sound rank order of candidates within Centres and judgements were quite secure.

*Structure* – Some Examiners who focused too much on errors rather than on what the candidates could do successfully, assessed a little too severely. Where Examiners were a little too lenient, they awarded Band 1 scores for language which was fluent, but did not demonstrate sufficient variety. Examiners should be certain that 'a variety of structures' is being used 'accurately and consistently'.

*Vocabulary* – When Examiners were sometimes too lenient, they were awarding Band 1 for repeated use of the same few technical or academic terms. Where Band 1 scores were genuinely achieved, it was often because candidates were able to show greater precision or shades of meaning, rather than simply having an academic or technical vocabulary which was not always used appropriately in the context. These candidates were able to communicate 'sophisticated ideas'.

*Development and Fluency* - Confident-sounding candidates were generally rewarded highly in this category, although not all candidates in Band 1 were put to the test of responding to a change in the direction of the conversation by their Examiner. Sometimes, fluent or confident sounding candidates or candidates who spoke quickly and who relied too much on the recycling of some conversational elements were too leniently marked. On the other hand, some Examiners focused perhaps too much on those occasions when the candidate struggled to sustain the conversation. Examiners also need to take care not to be too severe with candidates who speak with deliberation and choose their vocabulary and structures with care.

### **Administration**

#### *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. When internal moderation has resulted in a mark being changed, it would be useful if all categories were changed on the Summary Form.

# ENGLISH AS A SECOND LANGUAGE

---

Paper 0511/52  
Speaking

Most tests were competently administered and conducted in ways that brought out the best in the candidates. Most Examiners were sensitive to balancing the need to encourage a discussion with candidates and allowing candidates to express themselves fully.

## Key messages

- Many Centres are now conducting the tests efficiently by following the guidance in the Teacher's/Examiner's Notes. Parts **A** and **B** are probably the areas where most variability still occurs.
- Before testing begins, Examiners need to familiarise themselves thoroughly with the range of assessment topics available for conversation in Part **D**, so that they can match the most appropriate topic to the candidate in Part **B**.
- Examiners should avoid rushing through the prompts in Part **D** and be aware of how the prompts for Part **D** are structured to elicit a conversation that develops from the personal to the more general and abstract.
- Examiners should also respond to what the candidates say about the prompts and develop a conversation from this.
- Some Centres need to pay more attention to checking the quality not only of the recordings on the CDs, but also of the CDs themselves, before sending them off.
- Centres should check carefully that they are submitting the correct number of samples for moderation.
- Centres where there is more than one Examiner must be internally moderated. It would help in the moderation to know which criterion has been altered to achieve the final internally moderated mark.
- Part **A** should not be included in the 2-3 minutes allowed for Part **B**.

## General comments

### **Part A**

In general, most Examiners did this well, following the procedures as requested, and clearly explaining what was going to happen during the test. The most common omission is any reference to the fact that it is only Part **D** of the test that will be assessed.

### **Part B**

Some Examiners timed Part **B** from the very beginning of the test, including Part **A**, and so in these cases it was too short. Generally this part was well conducted and most candidates felt at ease answering questions about their hobbies and interests. However, some Examiners were not aware that this part is not only to put candidates at ease but also to elicit the most suitable topics based on learners' hobbies and interests. There were some missed opportunities when selecting topic cards and the choice of cards did not always seem appropriate.

### **Part C**

There is still a tendency at some Centres to allow the candidate to dictate how long this section lasts; so that Part **D** begins when the candidate declares that they are 'ready'. However, most Examiners inform the candidate of the time remaining to them, and encourage them to continue with their preparation, thus sticking to the timing indicated in the Teacher's/Examiner's Notes.

On the whole, Examiners used a reasonably wide range of topics and all topics were used to some extent. Most Examiners are now announcing the topic prior to the preparation period. All Centres now record the preparation time.

### **Part D**

Most conversations developed well. Examiners gave more able candidates the opportunity to develop their answers and extended these by asking relevant questions. For weaker candidates Examiners tried hard to encourage responses by rewording questions and simplifying language.

Some Examiners talked too much during Part **D**. This often took the form of repeating a prompt or rephrasing it in a variety of ways when they did not get an immediate response from the candidate, or interrupting the candidate to finish their remarks for them

Overall, the most common concern about Part **D** is the degree to which Examiners respond to what the candidates say in order to develop the conversation, rather than moving on to the next prompt.

Where a truly natural conversation was achieved in Part **D**, stronger candidates were able to take more of the initiative and actively maintain the conversation, perhaps by asking their own questions of the Examiner.

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

#### **A – Emotions**

This was an accessible topic for all candidates, although prompts 3 and 4 often needed to be explained by Examiners during Part **C**. The term 'leaders' in the final prompt was usually interpreted to mean 'political leaders', which was a bit limiting, although some Examiners opened it to a wider interpretation, including bosses and the like.

#### **B – Customer satisfaction**

The opening two prompts often gave the discussion overall direction, depending on the candidate's choice of commodities. Candidates often seemed to find the third and the fourth prompts harder to respond to than the last one. There were some well developed responses from candidates who wanted to go into business and knew what they would want from their customers.

#### **C – Outdoor activities**

This topic was very accessible to all but was often chosen by Examiners for male candidates who expressed a liking for football. There was sometimes difficulty in defining the scope of 'outdoor', and some candidates were allowed to include any activity that they do outside the home, such as walking to the mall to hang out with their friends. It was noted that the final prompt rarely elicited much of a response even from stronger candidates, and many candidates restricted what they said to talking about litter.

#### **D – Dramas**

This card was very accessible for candidates who had a special interest in this. It was relatively easy for Examiners to identify those candidates during Part **B**. It was felt that when this topic was well-matched to the candidate, it often elicited a strong response.

## **E – Product design**

Although not a popular choice, when this topic was matched appropriately to the candidate, it produced some strong performances. The term ‘well-designed’ was difficult for some candidates, and Examiners sometimes struggled to re-phrase it. Candidates often found more to say about the final prompt than the preceding one, perhaps because it touches on an issue that concerns them as consumers.

## **F – Creating an impression**

This was an accessible card and quite popular. However, the focus on clothes and accessories in the first prompt narrowed a potentially interesting topic down considerably, and the emphasis on appearance in the following three prompts did not do much to broaden it. Those Examiners who were aware of this had to work quite hard to widen the discussion in the later stages, and there were few candidates who responded well overall.

## **G – Fitting in**

Candidates often needed explanation or examples from the Examiner about the meaning of ‘fitting in’. Prompts 3 and 5 were particularly challenging, possibly because this topic deals with an abstract idea. Few candidates were able to explore the issues related to peer pressure.

## **H – Advice**

This topic caused quite some linguistic difficulties for candidates (and even some Examiners), few of them being able to handle the uncountable noun in the title with consistent competence. Once past these obstacles, however, this topic was an accessible one for candidates, and often led to a conversation which developed smoothly, and in which candidates participated with some confidence.

## **I – Progress**

This was quite a popular choice which was reasonably well developed but some candidates needed help with Prompts 3-5. Some candidates restricted themselves in their response to the first three prompts to talking about the progress they made in their school work, and some Examiners found it difficult to move them beyond this relatively narrow focus. The final prompt often seemed to elicit a stronger response than the one preceding it, as it focuses on specific, concrete examples of progress or the lack of it.

## **J – Fact and fiction**

This was quite popular and often chosen depending on how candidates answered the enquiry ‘Do you read books?’ in Part **B**. However, that was not necessarily the best guide as to whether a candidate could handle this topic. Some candidates were not clear about what ‘fiction’ means and some were not sure about ‘media’, some were allowed to just tell the story of a book they had read. Candidates who had a real interest in reading could answer well, but this topic was quite demanding for some candidates in terms of vocabulary.

## **Application of the marking criteria**

It was generally felt that Centres applied the criteria consistently and accurately. However, where moderators were at variance with the Centre’s Examiners, it was noted that there was often a tendency for those Centres to mark on the severe side, particularly when it came to Structure. This might be accounted for by Examiners placing undue emphasis on errors, rather than crediting candidates for what they could achieve.

In 7-8 band and 9-10 band there were some problems with applying the criteria accurately, especially with the Vocabulary and Development and Fluency sections. Candidates were sometimes marked too leniently in Vocabulary and put into Band 9-10, even though ‘respond with precision’ and ‘shades of meaning’ were not evident. With Development and Fluency some candidates were put into Band 9-10 as their pronunciation and fluency were very good but the development was not strong enough and there was no ‘change in direction’.

Some problems of consistency also arose when Centres that were using more than one Examiner did not undertake any internal moderation of their candidates’ scores.

### **Administration**

On the whole, the tests were well conducted with very few administration problems. Some Centres had sent unplayable CDs which required replacing. In some case, too many samples were sent which is problematic if the sampled candidates are not asterisked on the Oral Summary Sheet.



# ENGLISH AS A SECOND LANGUAGE

---

**Paper 0511/53**

**Speaking**

This series, the tests were largely well conducted with few administrative errors, generally accurate marking and audible/playable CDs.

## Key messages

- Read and become familiar with the Teacher's/Examiner's Notes booklet in advance of the session, and refer to it during the session. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to CIE. It is important to read the notes every session to become aware of any changes in procedure.
- Centres should ensure that mobile phones are not present or are switched off during the examination.
- Tests should be conducted in a suitably quiet location.
- Candidates must be listed on the summary sheet in candidate number order.
- Audio tracks should be re-named with the candidate's name and number.
- It is not appropriate to discuss the examination topics during the warm up phase.
- One Examiner should conduct at least 30 tests. If more than one Examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates.
- 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. When internal moderation has resulted in a mark being changed, it would be useful if all categories were changed on the Summary Form.
- Part **A** should not be included in the 2-3 minutes allowed for Part **B**.
- Parts **B** and **C** should take the full 2-3 minutes to avoid disadvantaging the candidates. In Part **C**, candidates should be encouraged to take the full time, even if they say they are ready to start before the end of this part.
- Do not take the topic card back at the end of Part **C**.

## General comments

### **Part A**

This part was generally well conducted; the most common omission being that only part **D** is assessed.

### **Part B**

This part was generally well conducted, although sometimes too short. Some Examiners had difficulty in using this part to reconcile the two aims of setting candidates at their ease and establishing which topic card would be most suitable for a candidate. The topic card was not always announced at the end of Part **B**.

### **Part C**

Most Centres allowed the full 2-3 minutes preparation period and answered questions asked during this time. However, some Examiners were guided by the candidate and ended this part early. Examiners should answer the candidates' questions and not take the topic card back at the end of the preparation period.

## **Part D**

This part was generally well conducted. However, not all Examiners are making full use of the warm up phase to select an appropriate topic. Where this part was closer to 6 minutes, the prompts tended to be rushed through and not developed into a conversation. Although it can be helpful to paraphrase prompts, this was sometimes done unnecessarily which led to some confusion on the part of the candidate. More relevant open questions should have been used to fully develop a conversation and use all time available.

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

#### **A – Having fun**

This was a fairly well used topic card and was chosen even when the topic had not been raised in the warm up. Some candidates struggled with prompt 4, not really grasping the risks to future careers. However, most candidates found the topic prompts very accessible and spoke well about each prompt, giving lots of anecdotes.

#### **B – Cleaning**

This was a fairly popular topic, mainly given to girls. Most candidates had plenty to say on this and were able to move from their personal experience through to the more general and abstract prompts 4 and 5.

#### **C – Studying new technologies**

This topic was very popular and was carefully chosen for candidates who had talked about being interested in technology in the warm up.

#### **D – Paper books and e-books**

This was a fairly well used topic and was mainly chosen when it came up in the warm up. There seemed to be some lack of awareness of libraries (which were confused with book shops) and a lot of candidates struggled with the phrase 'for granted', which some Examiners also found difficult to explain.

#### **E – Good planning**

This topic was fairly popular and was carefully chosen for candidates who had talked about being organised as a result of being involved in many different activities in the warm up.

#### **F – Getting involved**

This topic was very popular and was carefully chosen for candidates who had talked about being a member of a group in the warm up and had therefore got plenty of examples to draw upon.

#### **G – Indoor and outdoor activities**

This was by far the most commonly used topic card. It was a popular choice as it fits well with the candidates' experiences and they could speak well on this topic and use many personal examples in the conversation. Some candidates struggled with the words 'banned' and 'challenges'.

#### **H – Looking good**

This topic was less popular and did not often come up in the warm up. This topic may have been chosen in order to use the full range of topics and with those candidates who the Examiner knew would be able to develop the ideas in the prompts.

#### **I – Compromise**

This was the least used topic card. This topic was carefully selected for a small number of candidates.

### **J – Expensive presents**

This was a fairly well used topic card. Some candidates spoke very well about the prompts whilst others struggled to give detailed examples and opinions. Some Examiners gave, as an example, buying an expensive present for a teacher, and some candidates felt awkward in responding to this. Some candidates also struggled found it difficult to develop the idea that 'the thought ...is more important than the cost'.

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

On the whole, there was a sound rank order of candidates within a Centre and judgements were quite secure. Where adjustments were required this tended towards leniency across all criteria.

### **Administration**

There were very few administrative problems this series.

# ENGLISH AS A SECOND LANGUAGE

---

Paper 0511/06  
Speaking Coursework

## Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion.
- 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 51, 52 or 53, the speaking test.
- Please remember that the assessment criteria are designed to test language skills, not presentational or performance skills.
- Centres should use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. The tracks on the CD should be re-named with the candidate number and name.
- Centres should submit samples of paired discussions as well as the individual tasks.
- The individual candidate record cards should be submitted to Cambridge with the oral coursework summary forms.

## General comments

There was a good range of coursework activities from Centres who recognised that coursework should form an integral part of the learners' programme of study. Productive coursework included individual presentations, group discussions and paired discussions.