

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/11
Reading and Writing (Core)

Key messages

- In **Exercises 1 and 2** candidates should highlight the key elements of each question and pay particular attention to those where two details are needed for one or two marks. In **Exercise 2 (i)**, the graphical question, some candidates needed to focus more carefully on the wording of the question, in order to be able to select precise and accurate information. It is recommended that teachers continue to provide practice in the interpretation of information in graphs and charts and the accurate transcription of this information, in order to encourage candidates.
- Before filling in the form in **Exercise 3**, candidates should read the text carefully and highlight or underline the information they need. In this way, candidates can see clearly what they have to copy and reduce the potential for copying errors. This year, a distinct improvement in handwriting was noted.

In Section C, it is important that candidates write two sentences, each one in answer to a different aspect of the question. Candidates who supply all the information in just one sentence or who write three sentences do not have access to full marks.

- In **Exercise 4**, it is recommended that candidates use the wording of the individual headings as a guide to the level of detail required. Teachers are asked to remind candidates that unlike **Exercise 5**, there is no need to paraphrase in this exercise and that the text language is all that is required.
- In **Exercise 5**, an improvement in writing within the word limit was noted. The best responses addressed the specific question asked, using details from **Exercise 4**, as well as information from the text, to present ideas linked into a cohesive paragraph.

The instruction in this exercise is to write a summary, in this series for the school website, and a number of candidates prepared a piece intended to be a spoken presentation. This is not effective or successful as a written summary and should be avoided.

- To be successful in **Exercise 6**, candidates must read the context to the question carefully and address all parts of the question fully. In this series, some candidates did not take into account the precise details of the context, which led to responses which could not achieve high marks. Teachers are asked to encourage candidates to spend some time on ensuring that the context is fully understood, in order for candidates to have access to marks in the top band. Also, candidates should be aware of the need for an informal tone when writing to a friend, and choose vocabulary and phrases which reflect this informality.

When starting to write the email, it is not necessary for candidates to take up too much space on the page with providing introductory information including the recipient's name, email addresses and the subject of the email. Candidates are asked to use most of the page for the body of their email.

- In **Exercise 7**, most candidates use the prompts given in the question and debate both sides of the argument. Candidates are reminded of the need to include their own opinion, and that without it, the response appears incomplete. In this series, many candidates chose the alternative format to considering both sides of a topic, and presented an opinion-based piece of writing, supported by well-developed ideas.

General comments

In this series, the majority of candidates were able to finish the paper in the time allowed, indicating that they had managed their time well and had left sufficient time to complete **Exercises 6 and 7** fully. There were few instances of omission of the last two exercises or of writing pieces which did not reach the minimum required word length.

A variety of tasks was included in the paper, requiring candidates to demonstrate different practical skills. These ranged from selecting short relevant details from texts, accurately completing a form and making notes, to the more challenging skills of summary writing and extended writing for a specific purpose and different audiences.

An improvement in the presentation of answers was evident, and in general, handwriting continues to be more legible. Centres are asked to encourage candidates to focus on paragraphing and punctuation when writing the longer answers in **Exercises 6 and 7**.

Comments on specific questions

Exercise 1

In reading comprehension exercises, answers need to be precise. It is important to distinguish between relevant and incorrect details. In general, this exercise was well-attempted by many candidates. **Questions 1a, 1b and 1g** proved to be challenging.

- (a) Many candidates correctly selected 'library' as the place for students to collect their ID cards. Some were less precise in their reading and incorrectly chose 'Information Centre', which was the place where students had to apply for their card.
- (b) Candidates needed to include exact information in their answer. Incomplete responses such as 'open a bank account' or 'how to open a bank' did not gain the mark.
- (c) There were many accurate responses. A number of candidates incorrectly selected 'Garden Room' and the misspellings 'Greet Room' and 'Grate Room' were not credited, as these created words with a different meaning which were not suitable in the context. It should be emphasised that candidates need to exercise care when copying names from the text.
- (d) This was well attempted by many candidates. The key question word 'Where' indicated that a place, 'medical centre' should be part of the response. Answers which omitted the place and referred only to people, 'see a nurse or doctor' did not gain the mark.
- (e) The majority of candidates correctly recognised 'online' or 'via the website' as the best way to apply for college accommodation. Including the extra information 'by post' negated the answer and denied the mark.
- (f) This question was well answered by the majority of candidates who usually offered the text detail 'those who are going to study part-time'. Occasionally the detail in the text was misinterpreted and 'those who don't apply early' was incorrectly suggested.
- (g) Candidates had to identify two ways in which the college helped students to find somewhere to live, for one mark. Some correctly matched the key question words 'How...college...help...' with 'provide assistance' in the final paragraph of the text, and provided 'StudentHouse website' and 'house-hunting days' as their answer. A number of candidates misunderstood the question and provided descriptions of the different types of accommodation available.

Exercise 2

There was evidence that candidates understood the general themes outlined in the text, but many needed to read both the questions and the section of the text which provided the answer with greater precision. There were some instances where candidates included extra information which negated the correct answer. Teachers are recommended to continue to practise isolating key sections of text in response to the demands of particular questions.

- (a) In order to be successful, candidates needed to distinguish between the writer's feeling when first asked to write about BMX, and their feeling on realising that practical experience was necessary. Many candidates correctly made this distinction, providing 'anxious' as their answer. Weaker responses tended to focus on the first adjective in the paragraph to describe a feeling, 'excited', which did not merit a mark. A number of candidates offered answers, 'anxious and excited', a response which lacked the required precision.
- (b) This was well-answered by candidates, many of whom correctly identified 'racing' and 'freestyle' as two types of BMX riding. A number of candidates offered the description of freestyle, 'performing tricks', which gained credit. The generalised description 'riding a bicycle on small tracks' was imprecise and did not receive a mark.
- (c) This question asked candidates to name the sport which was the inspiration for BMX, and more able candidates correctly selected 'cross-country motor bike racing'. All elements of this answer were required for the mark. Errors were commonly found in responses which were prefixed with 'stars of' or the information that 'they started racing their bikes on dirt tracks', neither of which fulfilled the demands of the question.
- (d) In this question candidates should identify 'make of bicycle' as the key element and select the corresponding detail 'type of bicycle' in the text. Many candidates were successful in selecting 'Sting-Ray' as the name of the type, but responses which also included 'off-road' did not achieve the mark. Teachers are asked to emphasise to candidates the need for exact information in answer to factual questions.
- (e) In general, candidates were successful in recognising that a time phrase was required in response to 'When...' in the question. It was also important to highlight 'first international' as key question words in order to select the correct year, '1982'. Some candidates incorrectly interpreted 'international' as meaning 'Olympic' and offered '2008'. Another common error was '1981', the year when the International BMX Federation was founded. It should be emphasised that when a few of possible responses are given in the text, candidates should look for other key question words to lead them to the correct information.
- (f) This was well answered by the majority of candidates.
- (g) There was generally a successful response to this question, and many candidates correctly selected 'lifted their front wheel'. Candidates who additionally copied the detail 'then their back wheel' could also be credited, although it should be recommended to candidates that this extra detail was superfluous. Some candidates provided 'lift their front wheel and their back wheel', which did not accurately answer the question. Emphasis should be placed on the need for brief answers and the potential risk when including extra details which could lead to the loss of the mark.
- (h) This was a challenging question and one where candidates had to demonstrate depth of understanding of the text. The requirement was to name the trick which the writer managed to do. Three tricks were named in the text, and to find the correct answer, candidates had to eliminate two of the tricks: 'bunnyhop...this was too challenging'; 'glider...I couldn't take my hands off the handlebars'. This left the truck stand: 'First I tried to perfect the first...I managed to get my balance...'. Frequent incorrect answers named another trick, 'glider' or described another trick, 'keep your feet on the wheel peg'.
- (i) Candidates had to read the question with care and highlight the two key aspects 'as dangerous as BMX' and 'injuries...1000 basketball players' which would lead them to the accurate selection of detail from the chart. These gave the answers 'skateboarding' and '1.9'. It was important for candidates to understand the grammar in the question in order to find these details and to

transcribe them with total accuracy. Many candidates supplied other named sports, which showed that grammatical understanding was not secure, and the unfamiliarity of numbers which were not whole numbers led some candidates to respond with 'nearly 2', 'between 1 and 2' or simply '2'. Teachers are asked to continue to provide classroom practice in this type of exercise in order to promote confidence and accuracy.

- (j) This question required candidates to name the two tracks at the centre, 'amateur' and 'elite', with one mark for each correct answer. There was a good response and the majority achieved both marks. Errors occurred when candidates described parts of the tracks, 'five-metre start hill' and 'higher start hill', instead of simply providing their names.

Exercise 3

There is evidence that candidates show considerably greater success in Sections A and B of this exercise than in the final Section C. In this series, the continued improvement in addressing the requirements of form-filling was noted. The vast majority of candidates made a good attempt at accuracy in filling in the competition entry form, and in general, handwriting control was better than in the previous series. Candidates should be reminded that capital letters need to be clearly formed, and candidates should pay particular attention to the difference between capital and small letters. For example on this form, the distinction between 'F/f' was unclear. Where the difference in formation of a capital or small letter is one of size, as in this exercise, 'W/w' and 'S/s', this too must be readily identifiable.

Section A

Many candidates successfully completed this section and accurately transferred the name and address. For some candidates, the address was problematic, with marks lost due to the inclusion of prepositions 'at 142' and 'in Wexford'. The email address was well written, as was the teacher's name. Some candidates were inaccurate with writing the name of the school, remembering the first capital letter in 'Barnford', but without the second capital in 'High', the mark could not be awarded.

Section B

Most candidates correctly identified 'jewellery' with a tick. There was some confusion about the name of the design, with a number of candidates incorrectly choosing 'Done Up', the first name suggested in the text, rather than the final choice, 'Collection in Blue'. Identifying what the jewellery was made from was also problematic, with many candidates incorrectly suggesting 'old clothes', rather than the required answer, 'buttons'. Greater care with spelling accuracy was needed throughout this section.

Section C

In this section candidates are required to write two sentences, one in answer to each separate aspect of the question. Sentences must contain relevant information from the text and be grammatically accurate. In order to be relevant, candidates should ensure that they are addressing the questions directly. Candidates need to write grammatically correct complete sentences, using correct spelling and punctuation.

In this series, the second sentence was more successful. Many candidates wrote effectively to the point, and demonstrated accuracy in content, spelling, grammar and punctuation. The first sentence was more problematic. Many candidates felt that two sentences were needed in order to include all the necessary details. This led to a loss of marks as only the first sentence was assessed. There were many long compound sentences which, without punctuation, were less successful.

Exercise 4

This exercise was generally well attempted. Candidates showed sufficient understanding of the text to be able to identify the relevant details and enter them under the correct heading. Many candidates scored well and maximum marks were achieved by the more able candidates. Answers were suitably brief and frequently written in note form. Key points were well found, and there was little evidence of repetition of ideas. Marks were lost when candidates attempted to paraphrase the text language, for example in point five, 'pipes have been built' for 'pipes have been laid'. This resulted in a change of meaning which denied the mark. When

completing this exercise, candidates should avoid using their own words, as there is a potential risk of changing the meaning and losing the mark.

Why clean water is important

Candidates achieved some success in recognising the key ideas, with many receiving the maximum two marks for this section. Marks were lost by some candidates who overlooked the fact that having clean water allowed children the 'time' to go to school. Some candidates also needed to be more precise in reading the text information concerning 'diseases' - 'fewer people suffer diseases' was at times interpreted as 'fewer diseases', which was not credited.

What WaterAid has done to help provide clean water

All key points were recognised in this section, and stronger candidates provided full details in their answers to obtain the maximum three marks. The omission of certain key details, for example in point four, 'dug wells' without the idea of 'worked with villagers', and in point five, 'pipes carry fresh water' without the ideas of 'pipes laid' for this purpose, prevented answers from gaining full credit.

How WaterAid gets money to pay for projects

Two answers were required from a choice of four, and the majority of candidates were successful in selecting the correct information from the text. Most candidates understood that WaterAid receives money through regular 'donations' and 'events to raise funds', and these were the most popular responses. A number of candidates gave examples of fund raising events, which were equally credited. Occasionally, two examples were supplied as separate points, for example 'marathons' and 'concerts', and this repetition of the same idea could not be credited twice.

Exercise 5

There was generally a satisfactory response to the requirements of this task. Many candidates showed a clear understanding of the theme of the text and re-used their notes from **Exercise 4**, adding connectives and extra clauses. There was clear evidence that candidates were aware of the 80 word limit, and many counted words and edited their work in order to keep within this limit. At times this led to an unnatural flow of ideas and prevented these responses from gaining full marks.

Some candidates used not only their notes, but also included other details from the text, and there were a number of summaries which reversed the order of the notes in **Exercise 4**. These started with a brief introduction about the WaterAid charity and the ways in which it raises money, followed by the examples of providing clean water to people, and concluding with a final sentence on the importance of clean water.

Weaker responses were characterised by a simple repetition of the notes from the previous exercise, with little attempt to connect ideas into a cohesive paragraph. At times expression and linguistic control were lost when candidates tried to find synonyms or re-work the grammar of a sentence.

Exercises 6 and 7

In this series, candidates showed a satisfactory level of engagement with the topics in both tasks. The majority of candidates had allowed sufficient time to produce responses which went beyond the minimum word length and only a small number made no attempt at either exercise.

There were some well constructed responses to both tasks, where candidates demonstrated a clear understanding of the different genres and the tone and register required in each. A number of candidates did not take into account the context of **Exercise 6**, and the exercise was not adequately addressed, and similarly in **Exercise 7**, there were a number of vague responses about the benefits of music, which were not entirely relevant to the question.

Many candidates wrote organised and structured responses, with a series of paragraphs which provided a clear framework and a sense of balance to their writing.

Exercise 6

Email

In this exercise, candidates should write an informal email to a friend and respond to three given bullet points. There are also two picture prompts which are intended to encourage candidates to think about the topic. To achieve satisfactory or higher marks, all three points need to be addressed and the writing should be suitably informal and conversational as the task demands. The best responses addressed the specific context set, considered all required aspects of the bullet points, and provided some depth of development, while engaging with the target audience.

There were a number of candidates who needed to read the rubric more carefully. It was important that candidates were being asked to look after the house in the absence of the owners. Some candidates misinterpreted this context and invited the friend to stay while the parents were away, and others merely issued an invitation to stay for a few days. These responses were not satisfactory and were awarded marks for being only partly relevant.

For the first point, candidates had to identify where the important items in the house were. There were many successful ideas here, ranging from the door key under the mat; jewellery in the mother's bedroom; money in the safe, through to the necessary everyday items, such as the microwave next to the sink, and cleaning things in the cupboard.

The second point required candidates to ask their friend to do something for them, and the majority achieved a degree of success. Many candidates had a list of requests, most of which involved cleaning part of the house; watering the plants, and feeding the cat, fish, dog or parrot. Other requests involved repairing the computer, taking the dog out for a walk or checking on an elderly neighbour. In addition, a small number of candidates needed their friend's help with their school projects!

In less successful responses, candidates combined the first two bullet points, for example 'this is important - please feed the dog twice a day - you'll find the dog food in the cupboard in the kitchen.' Without further development and other ideas, marks could not be awarded in the top band for Content.

The third point asked candidates to make a suggestion about something to do in the local area. The best responses gave information about nearby cafes, the cinema, a park or a shopping mall. There were considerable instances where candidates misinterpreted the phrase 'the area', and suggested activities to do in the house, most frequently, play video games, watch films, read a book in the garden, or bake a cake in the kitchen. This third point was generally included, although often as a single closing sentence and without the same depth of development as the first two.

Overall, this exercise was completed with a considerable amount of imaginative detail. Many candidates engaged with the target audience at the start and at the end of the email, and some candidates referred to the reader throughout. From a language point of view, some candidates were too forceful in tone when asking for a favour, with the frequent use of 'mustn't, don't', and at times candidates wrote in a rather informative style, using essay-style discourse markers, such as 'firstly, furthermore, finally', which are not suited to an informal piece of writing. This formality was often combined with conversational informality, as in 'I don't need to tell you where things are - you've been here so many times before' and 'You're my best friend - I know I can ask you a favour', which frequently resulted in a rather mixed and confusing overall impression. Teachers are advised to encourage candidates to use formal phrases to connect paragraphs only in **Exercise 7**.

Exercise 7

Article

In this final exercise, candidates were required to write an article for their school magazine and give their views on getting free music from the internet. There were four written prompts provided - two in support of the topic in the title and two suggesting arguments against it. The majority of candidates found the topic accessible and wrote from their own knowledge and experience.

There were successful responses which showed a consistent argument and outlined the benefits and drawbacks of getting music from free sites as opposed to paying for it online, buying CDs or paying for tickets to see a concert. Opinion was fairly divided, but overall most candidates felt that it was more ethical to pay for music and some considered obtaining free music as another form of stealing. Further original ideas considered the risks of introducing virus problems when downloading from the internet. Weaker answers were characterised by a tendency to rely heavily on the prompts provided, and were less well supported by further examples, reasons and opinions. In order to achieve marks in the top band, candidates need to introduce their own ideas and convictions, and to demonstrate an ability to persuade the reader of their point of view.

Most candidates were able to employ a neutral or more formal tone and register, suitable for this type of discursive writing and in this series many adopted a standpoint on one side of the debate in their introduction and supported their opinion throughout.

Many candidates used paragraphs to provide a framework for their writing and attempted to link ideas and paragraphs through the use of connecting devices such as 'in addition' and 'on the other hand'. Some candidates tend to write without paragraphs and with little punctuation. Teachers are asked to continue to promote these, as a way to provide better organisation and coherence to longer pieces of writing.

Sometimes the topic was not adequately addressed, and candidates wrote about the merits of music itself in our lives, without taking into account the essential idea of paying to obtain music. These responses did not adequately fulfil the requirements of the task and were considered to be only partly relevant.

From a language point of view, many candidates were successful in using vocabulary suited to the topic, for example 'upload, remix, album, iPod'. Candidates are reminded of the unsuitability of extreme flowery language, such as 'Which voice will succumb to the staggering strength of the other?' and the inappropriate use of idioms, which frequently obscure meaning and which can result in lower marks being awarded. Candidates should continue to practise:

- (i) subject/verb agreement - 'musicians doesn't need money'
- (ii) dependent prepositions - 'apologise for'
- (iii) the use of pronouns, 'it' and 'them' in order to avoid repetition of a noun in a sentence.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/12
Reading and Writing (Core)

Key messages

- In **Exercises 1 and 2** candidates need to seek out key words in the questions, so that they will be able to find the relevant sentence in the text which corresponds to these words. The key word may be the first word in the question, such as 'When..?' or 'Where..?', but may also be a verb or a noun later in the sentence. Candidates should always read each question at least twice before looking for their response in the text. Answers should always be short phrases, since any extra information copied from the text may negate the response and result in the mark being lost.
- **Exercise 3AB.** Good work is being done by Centres to prepare their students for this exercise, but close attention to detail and complete accuracy in transferring the information to the form from the text is essential, if high marks are to be achieved. Clear handwriting especially to distinguish between upper and lower case letters is most important.
- **Exercise 3C.** Candidates must read the questions very carefully to ensure that they know what they have to look for in the text. In this exercise two complete sentences on two separate facts are required by way of response. Those who write one sentence to cover both of the required facts can only achieve half of the available marks.
- **Exercise 4.** In the first section two pieces of information were required on each line and an example was given to assist the candidates with their answers. Candidates need to read the example carefully to understand the requirements of the task.
- **Exercise 5.** Candidates need to be reminded that this exercise tests their ability to write a summary based on the facts given in the text. Some wrote as if they were giving a spoken presentation. Such a direct approach to the reader is not effective for this type of question and should be avoided.
- **Exercises 6 and 7.** Candidates found the topics accessible and there were many good attempts to differentiate the registers for the two exercises. Most candidates remembered to organise their response into paragraphs.

General comments

The paper offered a range of tasks through the seven exercises which required candidates to demonstrate a variety of practical skills, from identifying and selecting relevant contextual information, completing forms and making notes, to the challenge of writing for a particular audience.

Each exercise contained questions of varying degrees of difficulty and differentiation was achieved in individual questions and across the paper. The full range of marks was used.

Most candidates managed their time well and were able to complete all the exercises in the time allowed. Some could not manage their time efficiently and omitted some exercises, typically one or more of **Exercises 5, 6 or 7**. Additionally, a number of candidates made no attempt to respond to individual questions in **Exercises 1 and 2**, intending, possibly, to return to these after they had completed **Exercises 6 and 7**.

Presentation of answers continues to improve across the exercises, with most candidates using black or dark blue ink to write their answers as requested by Cambridge. Candidates should be advised to use the length of each response line as a guide to their answer. There should be no need to write below the line in **Exercises 1 and 2**.

Exercise 1

This exercise was generally well done and proved to be a very satisfactory opening exercise.

- (a) The question was generally understood and well answered. Some candidates misspelled 'quiet', writing 'quite' instead, others gave 'iPod and headphones' as their answer. Those who copied 'a colouring book, a toy car, or an action figure' directly from the text could not be awarded the mark.
- (b) Most candidates were able to answer correctly, but too many lifted the whole relevant sentence, when a one word answer would have sufficed – 'upset'. The key word in the question was 'feel', so the response could be limited to just one word.
- (c) Incorrect answers included naming the individual drinks offered in the restaurant or simply writing 'milk and water', when the question asked 'Which food choices should parents make..?'.
(d) Most responses comprised a lift of the whole relevant sentence from the text. The most common incorrect answer came from the final sentence in the paragraph, 'choose a less formal place'. Some candidates gave only one detail where two were required for the mark.
- (e) Most candidates understood the phrase 'childproof the table' and used it to give their answer to this question. Those who lifted the first sentence in the paragraph – 'There are all kinds of items on a restaurant table that are not suitable for young children' had clearly not understood that the advice to parents was when they reached the table with their child.
- (f) There were many good responses to this question. Candidates who gave correct responses identified specific advice given in the text. Responses which included more general comments such as 'It is important that children learn how to behave in different situations' or 'Children should be taught...' could not be rewarded.

Exercise 2

This exercise was generally well-attempted. Some candidates spent too long on questions a) to e) which did not leave them enough time to respond to the remaining questions.

- (a) Two long answers were needed here and many were able to provide them.
- (b) Careful reading of this question was required to realise that 'cities' in the question was plural and that consequently two cities gained more votes in the second round, both Rio de Janeiro and Madrid. The third fact was that Chicago had the lowest score in any round – 18 in Round 1.
- (c) Many wrong answers were given usually where candidates selected '7 years before' as their answer. They had missed the two key words in the question - 'submit' and 'application' to lead them to find that it is 9 years before the Games take place.
- (d) Most understood the need to find financial details for their answer and were able to select the two correct answers. A wrong answer was often 'not have a stable economy'.
- (e) Candidates found the relevant sentence in the text by matching 'Who is responsible...?' in the question with 'That responsibility falls on...' in the text.
- (g) The majority could not find the example given in the text and wrote in general terms - 'promising to increase participation in and practice of sports' without any specific reference to Doha, the capital of Qatar.

- (h) Many gave the answer to (g) here perhaps interpreting the idea of increasing women's participation in sport as being unusual. Incorrect answers cited 'extreme weather/temperatures' with no mention that the summer games might be held in the autumn, in October.
- (l) This question was generally well understood and was answered correctly by many.

Exercise 3

Most candidates performed well in this exercise.

Section A

Incorrect responses to the nationality were usually the name of a country, Egypt or The United Arab Emirates. The address was usually correctly transposed, but occasionally 'Road' was omitted, 'Dubai' was wrongly added or there was a lower case 'b' on 'Building'.

Section B

Some put the start of volunteering in the month of November, while others copied 'until the beginning of February', which changed the meaning and could not be rewarded. For the response to 'outstanding achievements', common mistakes were to put 'He won...', 'price' instead of 'prize', 'english' for 'English' or to omit English altogether.

Section C

Very few candidates scored full marks for this section.

Sentence 1 - Few were able to relate volunteering to going to university and explain how this would boost their chances when they were ready to apply. Most focussed their attention on the volunteering they were engaged in up to this point, such as helping 'students in the Language Induction Unit' or translating 'English documents into Arabic'.

Sentence 2 - The question specifically asked for any 'past experiences that may help'. Since his ambition is to work in an international school after university, his travels abroad and his many friends in other countries were deemed to be the most valuable past experiences.

As in past papers the most common reasons for not achieving full marks, even when the answer was correct, were incomplete sentences and often the omission of the full stop at the end of the sentence.

Exercise 4

Candidates often did not score high marks on this exercise. Although all points were found, they were usually incomplete.

Different types of artists and the main task of each

All too frequently either the task or the type of special-effects artist was omitted. Candidates had not taken note of the example given beside the first bullet point 'CG special-effects artists - create characters and sets'. This was designed to show candidates how to complete the exercise, so those whose answer was 'pyrotechnic artists' without any detail of the tasks that they performed, could not be given the mark. The same was the case with those who added 'trained in safety precautions', without the addition of their specific tasks, such as 'large-scale explosions, fire, bullet shots and small scale explosive devices'. Similar omissions were made when listing the other three types and their roles.

What can you do if you want to become a special-effects artist

Candidates usually earned more marks in this section, but again marks were lost through omissions, for example putting 'search online video-sharing sites' without the key reason - 'for free tutorials', or 'play with different moulding and sculpture' without adding 'compounds'.

Exercise 5

Many candidates were aware of the need to present an organised, coherent report using the details from the text and their notes from **Exercise 4**. The most effective summaries began with how to become a special-effects artist followed by the various jobs available when qualified. Less effective responses were written as an oral presentation. The candidates were, however, asked in the rubric to follow the oral presentation with a short written report.

Candidates were required to write a summary using mostly their own words. The most successful responses were written using candidates' own words and the technical terminology contained in the text.

Exercise 6

Email

The topic and the prompts engaged a large majority of the candidates and there were many excellent responses. The best responses included additional details beyond the prompts often making comparisons between the friend's house or family and their own. Such detail served to give greater depth to the e-mail and also gave the candidate access to marks in the top band for Content.

Occasionally marks were lost for Content through omission of key details in the prompts, most notably by forgetting to include how they felt on their return home or not mentioning what they might do when the friend comes to stay with them.

Most candidates used the prompts well to create a sound paragraph structure to the e-mail, giving it a cohesive organisation. There was also good evidence of interaction with the reader making the e-mail more engaging. Comments such as 'Now it's my turn to invite you' or 'You can't imagine how I felt when I got home' served to give a personal touch for the reader.

It was important here to use both past and present tenses. Where there were errors and confusion in the use of tenses there could be no marks in the top band for Language.

Exercise 7

Article

In this final exercise candidates needed to use the prompts by rephrasing them and adding their own opinions. Those who introduced ideas of their own to support the arguments expressed in the prompts gave themselves access to marks in the top band for Content. Where there was good organisation and cohesive argument throughout the article concluding with the candidate's own opinion, marks in the top band could be awarded.

Most candidates who expressed an opinion preferred to live in a house and found plenty to write beyond the prompts, such as 'it's bigger than an apartment', 'there's a garden for games', 'there is no monthly rent', or 'it is usually in a rural position'. There were also some good counter-arguments, 'it is often isolated' and 'it could be hard for older people to climb the stairs'.

Those who preferred to live in an apartment tended to follow the prompts more closely, adding some development in the form of advantages, such as 'the view from the top', 'help from neighbours', 'the central position in the city, so that transport is easy'. There were also some good counter-balancing arguments, for

example, 'the monthly rent can be expensive', 'there is often noise from neighbours', and 'the lift often breaks down, so older members of the family may have to climb many stairs'.

This was clearly a topic on which many candidates could write at length. The best responses read like an article for a magazine, using a more formal style of presentation. In order to give their article a cohesive argument throughout, the use of paragraphs was most important. Using paragraph devices such as, 'firstly', 'another point is' or 'to sum up', among many others, will help the candidate to present an article which flows persuasively from one point to the next.

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Paper 0511/13
Reading and Writing (Core)

Key messages

- In **Exercises 1** and **2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates handled **Exercises 1** and **2** reasonably well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of extra information which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required; this was fairly well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section D**, the two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the task proved challenging for some.
- In **Exercise 5**, candidates need to focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this although there were also a number of candidates who made no attempt to complete the task.
- 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.

General comments

In this series, most candidates found the topics accessible and of interest and so were able to write at appropriate length. Although there were omissions, time management did not present a problem for the majority; a number of candidates achieved high marks and for these, the extended tier paper may have been more suitable for their linguistic ability.

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

Overall, the standard of handwriting was reasonably good, which is particularly important 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**. Candidates should not make notes in pencil in the answer space and then write over these in ink as this

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

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 'desert' or 'mountains'. Candidates who included details which were unrelated to 'landscape', such as 'architecture' or 'markets', however, could not be credited.
- (b) This was very well answered with the vast majority of candidates providing 'Hassan II Mosque' or 'tallest minaret in the world'.
- (c) This was well answered, although candidates providing 'in a hotel' without the key detail 'Marrakech', could not be credited.
- (d) This item proved more challenging. A good proportion of candidates located 'walk in the shade' as the relevant detail, with many including the superfluous 'past refreshing streams and pools.' Some candidates lacked precision in their responses resulting in the idea that the hot sun could be avoided by walking 'in the streams and pools'. A number of candidates located the word 'heat' which led them to supply the incorrect detail 'the garden offers a calming retreat'.
- (e) This was very well answered with the majority of candidates providing 'fountains' and 'seating areas'.
- (f) This was extremely well answered with the majority of candidates identifying both of the details required.
- (g) This was very well answered with the vast majority of candidates locating 'pastries' and 'mint tea'.

Exercise 2

This exercise proved slightly more challenging, but was also well attempted. Although there was evidence that the text had been understood by some, there was also an indication that more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting questions and/or did not provide responses for some items.

- (a) This was generally very well answered with a variety of expressions used to convey the idea of 'greater activity' or 'less sitting'.
- (b) The vast majority of candidates located the two relevant details 'obesity' and 'diabetes'.
- (c) This item was very well answered.
- (d) This was well answered. Occasionally candidates could not be credited when their responses suggested that 'it was easier to supervise' when the employers, rather than employees were seated.
- (e) This was well answered with the majority of candidates locating the salient detail that the desks were 'higher'.
- (f) This item was also very well answered with most candidates supplying the two details required and many supplying all three.

- (g) This item proved more challenging with many candidates failing to locate the key detail 'high chairs'.
- (h) The majority of candidates read the pie chart accurately and provided the correct response.
- (i) This item was generally well answered with most candidates supplying 'after-school events' or 'experience a lesson'. Lack of precision occasionally resulted in responses suggesting that parents organised the events, which 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, B and C** 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.

Section A

This section was generally well answered. Most candidates correctly identified the name and gender of the candidate. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was also generally well observed. The address was problematic for many candidates. A large proportion could not be credited because of the inclusion of the word 'in' before 'Central and Western District'. Candidates need to be reminded that the inappropriate inclusion of prepositions in addresses and dates, for example, will result in lost marks. Identifying the correct gender was also a problem for some candidates and occasionally, this question was not attempted or the answer, though given, was circled rather than deleted.

Section B

Most candidates identified the correct date of arrival and used the circle and tick conventions respectively to indicate the type of accommodation required and the number of rental weeks preferred. The majority of candidates also located '£150' as the maximum weekly rent amount although this could not be credited where the currency was not provided.

Section C

This section was also generally well attempted with the majority of candidates accurately providing the title of the course and details of Deshi's interests and the activity he dislikes. Errors tended to occur where superfluous information was provided.

Section D

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 full and complete sentences with correct spelling and punctuation.

In this series, most candidates wrote from the first person perspective and composed sentences which contained relevant content. Full marks could seldom be given, however, due to imprecision resulting in errors of spelling or punctuation. Candidates should be discouraged from writing bullet point answers and should ensure that they provide complete sentences and not dependent clauses. It does appear, however, that this exercise continues to be a challenge for some candidates who make no attempt to answer the question. For future series they should perhaps be reminded that the information required is always clearly stated in the source text, and no imaginative thought is required.

Exercise 4

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

Details about the Chilean fossil site

All key points appeared to be accessible with some candidates receiving the maximum three marks for this section. There was some repetition of details, but the most frequently occurring errors were the inclusion of the following two ideas: 'researchers were given only two weeks to study the fossils' and 'the team making 3D digital models of the skeletal remains'. These details, which refer to the team rather than the site, could not be credited.

Reasons why marine mammals become stranded

This section also proved challenging for some candidates. Four content points were required, and once again, most proved accessible to the more able candidates. Key details were occasionally omitted, however, such as the idea that whales were 'responding to a call for help'. There was also some repetition of the point 'swimming too close to land/searching for food'. There was evidence that less able candidates had misinterpreted the rubric with the identification of details such as 'become stuck in coastal areas' and 'they are unable to escape and eventually die' which indicate what happened to the mammals rather than the reasons why they became stranded.

Exercise 5

Most candidates made a satisfactory attempt at this exercise, although a number made no attempt at all and relatively few managed to achieve full marks. Candidates were required to summarise a talk given to a youth group about the discovery of whale and other marine mammal fossils in Chile. Information from both sections of **Exercise 4** was relevant and could be used as a basis for the summary. More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence. The majority, however, relied on their notes from the previous task with varying attempts to connect them. It was clear that a good proportion of candidates made an attempt to complete the summary within the prescribed word limit this series.

Exercise 6

Email

Generally, candidates engaged well with this exercise. 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 candidates in their selection of content. It must be emphasised, however, that candidates are always free to select their own material and those who do so often produce pieces with greater originality and ambition.

In the most successful responses 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.

Most candidates attempted to address all three bullet points, but few took the opportunity to develop them. The three prompts required candidates to explain why the sibling was unable to go on holiday, describe the destination and what they planned to do there and suggest why the friend should come along instead.

The visual stimuli were fairly ambiguous and this resulted in quite a range of ideas. Generally, responses showed some sense of purpose, and more able candidates made an attempt to develop all prompts. The first bullet point prompted a variety of explanations ranging from medical issues, such as broken arms or legs, to work/study commitments or other prior engagements. For the second bullet point, a range of holiday destinations were presented. Many candidates chose beach destinations, others chose well-known cities or theme parks and some wrote about holiday destinations in their locality. While there was an attempt by many to provide something of an itinerary, some chose simply to list activities such as swimming, sunbathing and shopping. Stronger candidates expanded on these points with more original ideas. The final bullet point was typically the least developed of the three with a number of candidates offering little more than 'you are my best friend' as a reason why he or she should go on the holiday. However, a good proportion also offered slightly more with responses which included ideas such as 'I know you've always wanted to.....' or 'my parents really like you....' Generally, stronger candidates responded to all prompts with more detail and expansion, often providing a more thoughtful piece.

In terms of language, the majority remembered to write in paragraphs, although some responses were not organised in paragraphs. The language was generally satisfactory and the register appropriate. There was some inconsistency in the use of tenses for less able candidates, but there were also attempts at more ambition. More successful responses were characterised by greater complexity of expression 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 good, and most candidates used an email format with an appropriate salutation and conclusion.

Exercise 7

Article

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

Candidates were required to write an article for their local newspaper expressing their views on whether a cinema or a sports centre should be built in the town centre. Four prompts were provided; two which presented arguments in favour of the cinema and two in favour of the sports centre. Most candidates made an attempt to engage with the topic, and while many relied on the arguments put forward in the prompts, a number of candidates attempted to develop their ideas beyond these. Many candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. The building of a cinema and sports centre were probably equally well supported with a range of ideas being presented on both sides. For the cinema, arguments were often related to the potential income a cinema could generate for the town and the importance of providing a recreational amenity which could be enjoyed by people of all ages. Arguments in favour of a sports centre were overwhelmingly related to the health benefits it could offer. There was some effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses. Few candidates, however, produced pieces which tended towards the upper word limit. Language was generally satisfactory with errors most commonly made when greater complexity was attempted.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/21
Reading and Writing (Extended)

Key messages

- In **Exercises 1 and 2**, responses should be as brief as possible. Precise reading is required to identify the key point of each question. Too much information lifted from the text may well include incorrect details which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. This was generally well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the sentence must be relevant, accurate and must not exceed the specified word count.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.
- In **Exercise 5**, candidates should 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, and the inclusion of lifted, irrelevant information or repetition of points should be avoided.
- In **Exercises 6 and 7**, responses should be of an appropriate length demonstrating imaginative content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent ideas in both tasks. They should also provide enough depth to sustain the reader's interest. Candidates will not be given credit for using language which has been copied from the prompts.
- 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. These tasks were generally well attempted with many responses achieving marks in the 'effective' band or higher.

General comments

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

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

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

Comments on specific questions

Exercise 1

This exercise was well attempted by candidates.

- (a) Some candidates overlooked the key detail 'collect later at the library' in the text and answered 'Information Centre'.
- (b) This was generally well answered, although some candidates overlooked the key expression 'how to' and wrote 'open a bank account', which gave a different meaning.
- (c) This was generally well attempted.
- (d) This was well answered.
- (e) This was well answered with candidates supplying both required details.
- (f) This was well attempted.
- (g) This was very well answered with brief responses.
- (h) Successful responses included the names of 'Simson Court' and 'The Lakeside' or mentioned one only but with specific detail added. Many candidates incorrectly answered 'Patterson House', overlooking the fact that it was 'three kilometres from the college'.
- (i) Most candidates answered correctly with two details, but some copied the final two sentences from the text without analysing the question. Those candidates wrote too much and included detail about the 'accommodation agencies' which negated the correct answer.

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 successful responses contained key detail from the text which was brief and precise.

- (a) This item was generally well attempted, although some candidates did not select salient detail, and wrote 'excited' which did not follow the precise wording of the question.
- (b) This was well answered.
- (c) All details of 'cross-country motorbike racing' were required for a successful response and many candidates omitted the first part of the answer.
- (d) This item was answered less successfully. Many candidates included 'off-road' which indicated that a more detailed reading of the text would have been beneficial.
- (e) This item was very well answered.
- (f) This item was well attempted, although some candidates confused 'nationality' with 'name'.
- (g) This item was well answered although many candidates could have been briefer with their response by omitting the irrelevant detail 'then their back wheel'.
- (h) This item question was a good discriminator with the correct answer to be found amongst distracting detail in the text. Many selected the incorrect trick, either 'glider' or 'bunnyhop'.
- (i) This item required the candidate to interpret the bar chart detail. Most candidates correctly identified the sport as 'skateboarding' but automatically linked it with '0.8' instead of referring to the basketball data stated in the question.
- (j) This was very well answered and candidates successfully identified both details.

- (k) The most successful candidates understood the key word 'nowadays' in the question and were able to score at least three marks, often with very brief answers. Most candidates included 'many places to ride' and 'cool' but the detail about the 'challenge' was less well recognised. Some candidates also omitted the key detail that it was the bikes which were cheap and not the sport in general.

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 very 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** and **B** of the ScotCamp Application Form were designed to be completed with brief details. Candidates generally attempted the first section very well but occasionally wrote too much in **Section B**.

Candidates need to 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. Candidates risk not being credited if they are careless with the formation of a letter or a word. Candidates should also be reminded that they are required to complete the information asked for on the form from the first person perspective.

Section A

All aspects of this section were well answered. Occasionally, candidates re-arranged the order of the address or misunderstood the meaning of nationality and wrote 'Italy'. Many candidates were awarded maximum marks for this section.

Section B

This section proved more challenging, especially the first item. The single name 'Harris' was sufficient for the mark but many tried to add more detail, placing the island 'near Thurso', or 'on the west coast of Scotland'. Candidates should read the precise details in the text and produce the shortest possible answer. For the task where candidates were required to tick two boxes indicating their preferred sports, many were distracted by the mention of football and only identified one correct detail. Finally, many candidates wrote the date in its spoken form rather than its written form and included the word 'of'.

Section C

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It was encouraging to note that the majority of candidates were able to convey the information within these limits. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, many candidates wrote a well-constructed sentence. Responses could not be credited if the sentence began with 'Because' or 'To', using the lower case 'e' for 'English' or referring to 'UK' rather than 'the UK'. Most candidates, however, included the key information about improving English language skills and the task was generally well attempted.

Exercise 4

A range of marks were awarded for this exercise. Most candidates attempted to answer briefly and in note form. The most successful candidates were able to show enough understanding of the precise detail in the text. Less successful candidates omitted key words in certain answers meaning that those notes were not factually correct. The bullet points and the length of the lines are always a guide to candidates as to how to present their responses here.

Why clean water is important

Most candidates successfully conveyed the idea of point one on the mark scheme, but many omitted either the key word 'child' or the idea of 'time' in point two. In point three, many were factually incorrect with the answer 'fewer diseases' rather than 'fewer people suffer diseases'.

What WaterAid has done to help provide clean water

Overall, this was well attempted by candidates. There was good recognition of points five to eight on the mark scheme. Point four was less well interpreted with many candidates omitting the key idea of 'working with villagers'. Occasionally candidates were careless with transcribing the detail of point seven, and wrote 'pipes' instead of 'pumps'.

How WaterAid gets money to pay for projects

A maximum of three marks was available for this section. It was well answered overall by the majority of candidates and the only consistent error was the omission of any mention of 'fund-raising' in point ten where answers such as 'arranges a variety of events' were not precise enough to be credited.

Exercise 5

A full range of marks awarded. 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 most candidates were able to identify and convey successfully at least four key details.

Fewer candidates exceeded the prescribed word limit in this series. When this occurred, it was largely due to overlong introductions before the rubric requirements were addressed. In this exercise, the task was to write about the ways in which designers are attempting to control anti-social behaviour in public spaces in towns and cities. Candidates needed to identify the main design innovations which are being introduced to discourage such behaviour. Less successful responses took the opposite view from the rubric by supporting the skateboarders and other people who behave anti-socially and criticized the designers for making life less comfortable for them. Candidates are reminded that in this task they should summarize key factual detail and not offer opinions on the content.

With regard to the language mark, higher marks are available for those candidates who make an attempt to paraphrase the wording of the text and, in this series, a good number of candidates were successful. More successful responses featured the salient points succinctly, using candidates' own words, with appropriate conjunctions. This gave the summary a natural flow.

Exercise 6

Generally, this exercise was successfully attempted. Successful responses featured a brief introduction and concluding statement, written in a suitably informal register. There were, however, a significant number of candidates who wrote the whole piece without paragraphing or punctuation, which affected the language mark awarded.

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 an inordinate number of words at the start and finish of the email or letter which would be better employed developing the requirements of the prompts. It should be emphasized that candidates should try to develop their own ideas and those that do often produce pieces which have greater originality and ambition.

Candidates must address and develop the three prompts to achieve the higher bands on the grade criteria for Content. In addition, responses should convey a good sense of purpose and engage the reader's interest. The use of idiomatic expressions can be effective in informal writing, but the context must be appropriate if they are to be used convincingly.

Email

Many successful responses addressed all three were imaginative, interesting to read and with clearly developed detail.

Most candidates adopted an appropriately informal register for the email. Generally, responses showed a good sense of purpose, and in many cases, there was an attempt to develop all prompts. The first content point prompted a variety of content about the location of important items in the house, ideas about safe boxes and valuable items and documents as well as warnings about areas of the house that were off-limits. A large number of candidates used the ideas provided by the visual prompts and wrote about watering the plants in the house and ensuring that the doors were locked at all times. The third content point required candidates to suggest what the friend could do in the area, and most candidates developed this effectively.

There were some candidates who did not address this content point and so did not fulfil the requirements of the exercise in terms of content.

In terms of language, most candidates included paragraphs. Punctuation was generally sound, although there were some responses which contained good content but used commas instead of full stops throughout or even included no punctuation at all. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise and it proved to be a topic which provoked a strong reaction on both sides of the argument. Many candidates showed considerable knowledge of the technology involved in downloading music from the internet, but sometimes their essays were too technically concentrated and they omitted the main idea of the argument, which was whether music should be available free. Other candidates tended to stay very close to the two prompts 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.

Article

Candidates were evenly divided for and against the statement and this created a variety and range of ideas on the topic. These often included the suggestions in the prompts that CDs are too expensive in the shops and that musicians would find it hard to survive if all music could be downloaded for free. Less successful responses remained close to these two basic ideas and there was a certain amount of repetition rather than development. There were also many responses where candidates wrote about the wonder of music generally and the different genres. They did not address the specific idea in the title and so could not be awarded high content marks. More successful responses were able to supplement these prompts with their own opinions. They included discussion of the legality of downloading free music and the moral issues involved. Some offered the opinion that if CDs were cheaper then much of the problem could be solved. However, many concluded that technology was the driving factor in this argument and that all forms of listening in the future would be dictated by rapid technological progress.

In the concluding paragraph, more successful candidates were able to summarize 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 forceful statement or using persuasive techniques, such as rhetorical questions, 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 (COUNT-IN SPEAKING)

Paper 0511/22
Reading and Writing (Extended)

Key messages

- It is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough to be successful. Candidates should locate the 'signposts' in the text which direct them to the required response. These may be in the form of synonyms or paraphrasing of language in the questions. Any response should follow on logically from the question and care should be taken when pronouns are used to ensure that the response answers the question. Language taken from the text should include the required key information. The inclusion of key detail, words and ideas is important. Candidates should be reminded that for **Exercises 1 and 2**, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In order to avoid the repetition of ideas or details, candidates should be encouraged to recognise different examples of the same key ideas or expressions with similar meaning. This applies in any exercises where more than one detail is required and to **Exercises 4 and 5**, where marks are awarded for different notes and content points. When there are two aspects to a question, or more than one detail is required, candidates should ensure that they provide a complete response and do not address only one part of the question.
- In exercises where there is a specified word range, this should be adhered to.
- Candidates should take care not to misspell words taken from the texts. In **Exercises 1, 2 and 4**, incorrect spelling is only accepted when it does not create a new word and change the meaning, or make meaning unclear. In **Exercise 3**, correct spelling throughout is essential. In **Exercises 5, 6 and 7** frequent incorrect spelling may affect the overall mark awarded.
- In the **Exercises 6 and 7**, responses should be of an appropriate length demonstrating effective content and a range of language. All aspects of the three content points in **Exercise 6** should be addressed and expanded upon. The prompts in **Exercise 7** are to guide the candidate but can be developed and candidates are encouraged to introduce their own topic-related ideas. For both exercises, the content should be relevant to the task.

General comments

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

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

Overall, the standard of handwriting was reasonably good, although sometimes very small. Handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**.

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

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates.

- (a) This item was very well answered. A few candidates misspelt 'quiet', writing 'quite', which changed the meaning, so could not be credited. Occasionally, examples of suitable toys were given as the response, such as 'colouring book, a toy car or an action figure'. These responses could not be credited.
- (b) This item was very well-attempted. Responses which could not be credited gave reasons why children might be upset in restaurants, as in 'if the restaurant menu offers a variety of options', which was the cause given in the question. Others gave the idea of limiting options, which focused on solving the problem of too many options rather than how children might feel if faced with them.
- (c) This item was reasonably well-answered.
- (d) A significant number of responses only provided one correct detail in answer to this question when two correct details were required for the mark. Incorrect details tended to refer to characteristics of suitable restaurants, for example 'a less formal place', 'cheap restaurants'. Such responses did not address the 'how can you find out' aspect of the question.
- (e) For this item, many candidates supplied one correct reason for why parents should avoid taking children to stylish restaurants. Sometimes the second reason gave the same key idea, so could not be credited. For example, 'expensive waste of money', 'don't finish meal' and 'leave quickly' are all connected, so convey very similar ideas. A few candidates gave 'expensive' as a reason but it is the wasting of money, rather than the cost that is significant. Other candidates provided reasons that responded more to 1f or 1g such as 'make sure you childproof it' or 'children learn what is expected of them at a restaurant'. Some candidates gave two different valid reasons, gaining both available marks.
- (f) This question was well answered. There were candidates whose responses were imprecise and omitted the key idea of making the table safe and taking away dangerous items, writing for example, 'the table must be suitable for children' or 'move items from children's reach'. Such answers could not be credited.
- (g) This question was quite well answered.

Exercise 2

This exercise was generally well attempted. As for Exercise 1, precise answers are required for this second comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding. More successful responses interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This question was generally well attempted. A few responses omitted key details and failed to include any reference to hosting, the Olympics or South America. Responses such as 'won their bid' or 'first city to be chosen' could not be credited unless qualified by the key ideas.
- (b) This question was fairly well answered.
- (c) This question was well answered. The most frequent unsuccessful response was '7 years before', Other responses which could not be credited included 'on 2nd October 2009', 'at the end of the year' and 'when they were invited by the IOC'.

- (d) This question was generally well answered and many candidates gained at least one of the two available marks. Some incorrect details referred to financial or economic reasons why cities might not be chosen to host the games at the time of bidding rather than a post-olympic situation, for example 'don't have a stable economy' or 'cities must explain how they will be able to fund the Games'.
- (e) This question was well answered and many responses included two correct details. A few candidates did not include key details and responses such as 'financial supporters' and 'the city' could not be credited as it is '*private* financial supporters' and 'the *host* city' that are responsible for funding the Games.
- (f) This question was quite well answered. Most unsuccessful responses omitted the key idea of 'suitable' for the detail 'suitable venues' giving instead 'existing venues', or referred to presenting a range of plans, which was not specific to having the right locations, rather than to 'design proposals'.
- (g) A significant number of candidates either gave responses that did not respond to the question or omitted key aspects of the required response and only referred generally to increasing participation in sport. Successful responses were required to include the key ideas of there being a centre to increase women's participation (in sport) as a result of an application.
- (h) A significant number of candidates gave responses referring to temperature or weather, which suggests a lack of precise reading of the question.
- (i) This question was very well attempted. A minority of candidates referred to holding the games in October, which was what Doha offered to do when presenting its bid. The question asked about the action a city can take if their bid fails not about what can be done to support a bid.
- (j) This question was generally well answered and successful candidates were able to provide four details of problems that could prevent a city from being chosen. There were candidates who specified what a city needed to do to be chosen instead of the problems that could prevent this. Details such as 'will have suitable weather', 'plans have to be up to standard' or 'they need to have a stable economy' were related to requirements not problems, so could not be credited.

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

Sections A and B of this exercise were generally well attempted. A significant number of candidates did not supply sufficiently precise information in **section C**, however. Overall most candidates gained at least 4 of the available 6 marks. 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. Candidates generally answered these sections well, with the conventions of ticks and circles generally well observed. The majority of candidates completed the form as Ayesha Nahyan.

Section A

The majority of the candidates provided most of the necessary details accurately. The full name was usually accurately given, although a few candidates misspelt this, omitting one of the letters. Ayesha's nationality was sometimes given incorrectly as 'Emirate', Arabian or 'Abu Dhabi'. Regarding the address, some candidates did not sequence this appropriately and there were also misspellings like 'apartment'. Capital letters were sometimes written as lower case, particularly 'Street' and 'Heights', which was also written in the singular form. A few candidates omitted 'Abu Dhabi'.

Section B

This section was well answered. Unsuccessful responses included misspellings of 'friend', 'traditional' and 'desert', writing 'fried', 'tradional' and 'dessert'. A few candidates used the pronoun 'her' instead of 'my'. The mark could not be awarded as the form had to be completed as if the candidate was Ayesha. A few candidates wrote that they had heard about the company on the internet instead of from a friend. For the event that was organised, some candidates gave 'indoors' instead of 'outdoors' or 'party' without writing the kind of party. As the company only organised parties, 'party' had to be qualified.

Section C

This section was fairly well answered. Most candidates deleted NO with regard to how pleased they were with the services overall. A few either circled or ticked, and a few crossed out YES instead of NO. The service of staff was occasionally rated 'satisfactory', when the successful response was either 'good' or 'excellent'. A few candidates circled this response instead of underlining it. A significant number of candidates misunderstood the question 'What could we do better' and gave responses about what should have happened at the party such as 'should know that my grandmother couldn't eat sweets'. Candidates were required either to refer to the need to provide pictures of the venue or to the need to act on the requirements of guests generally. Specific references to giving sugar or to what happened at the Ayesha's grandmother's party could not be credited. Most candidates gave an appropriate answer to the question about what the main guest enjoyed. A few referred to the children singing a traditional song or to the service, which was not what Ayesha's grandmother enjoyed the most.

Section D

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. A number of successful responses were seen in this section. For maximum marks, candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Some candidates used information based on the text to provide details of and reasons for any concerns during the event, gaining the two available marks. The only acceptable concern regarded Ayesha's grandmother being offered sweets, the reason being she was diabetic or could not eat anything with sugar in it.

Exercise 4

Generally, 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 omitted key information.

Different types of artists and the main task of each

This section was well attempted and many candidates were able to show understanding of the text and extract relevant information. A few candidates did not include or accurately specify the types of artist. For example, some understood these as being 'character animation' and 'mathematical algorithm'. Some candidates did not correctly identify the main task, writing for example 'special effects make up - make mouldable materials that are safe with the skin'. This only enabled the artist to carry out the main task of creating masks or special effects make up, so could not be credited. Similarly, creating safety precautions was not the main task of the pyrotechnic effects artists, whose main task was to create effects such as explosions or fireworks that involved safety precautions.

What you can do if you want to become a special-effects artist

This section was very well attempted and the majority of candidates accurately provided the required five of the six possible correct notes. Some responses could not be credited when they repeated points. For example 'learn to mix chemicals' and 'make own compounds' express the same idea. Certain key details were sometimes omitted as in 'degree from university', which does not specify that the degree should be in special effects. Occasionally, candidates' notes referred to going to ballet performances or the zoo without providing the reason for doing this, studying movement, which was the key detail needed in the notes.

Exercise 5

Candidates were required to write a summary about the importance of the Japanese Kodo ceremony in the past. A significant number of candidates wrote more than the 120 word limit, which in some cases affected the final Content and Language marks. The inclusion of initial irrelevant detail meant that the summary was unnecessarily long and that correct content points came at the end and could not be credited as 120 words had already been written. Successful responses 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.

There were eight possible content points. There were some candidates who successfully located six or more of these, whilst most recorded at least three. Certain points in particular tended to lack the required precision or key details. For example, 'people used it to pass the time' omitted the salient point that it was *rich people* who used the ceremony for this purpose. The ceremony did not help reading and writing skills generally, as some candidates wrote, but helped in the reading and writing of *poetry*. Key details must be focused on the relevant points as imprecise attempts at points cannot be credited. Some candidates also included a detailed description of the ceremony itself, rather than its importance in the past. This meant that such summaries contained considerable irrelevance, frequently affecting both Content and Language marks. Candidates must adhere to the topic of the summary, ensuring that only information related to this is included.

Language marks were awarded across the range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organise the content points. A significant number of candidates relied mainly on the key words in the text, lifting the relevant points from the text and connecting them with common discourse markers without expressing points in their own words. Such responses could only be awarded two or three language marks. Successful responses effectively used synonyms or paraphrased points, and featured appropriate conjunctions. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

Exercise 6

In this exercise, candidates complete a task based on fulfilling the requirements of three content points. The extent to which all of these are addressed and developed will determine the band achieved for content. If content 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.

Email

Content: Candidates responded well to this topic and the vast majority provided relevant content. Some fulfilled the task quite effectively. Responses were, in general, in an appropriate informal register and the content points were satisfactorily developed. Candidates were generally successful in accomplishing the task. For the first content point, almost all candidates thanked their friend with varying degrees of gratitude. They often described their feelings on arriving home implicitly through their recounting of the weekend. There were candidates who described how they felt explicitly and very effectively. The most common feelings were a sense of sadness, loneliness or nostalgia about the weekend, or feelings of revitalization, happiness and enjoyment in remembering what they had done.

The second content point, referring to what they enjoyed most about their stay, was often the most developed. Some candidates referred directly to specific activities they enjoyed most, and others provided a more general narrative of the weekend. The majority of the candidates relied on the pictures in the task and, as a result, a number of responses described eating popcorn while watching a movie or a TV show. Others presented a more varied range of activities including hiking, attempts at cooking and completing household chores. The third content point was generally successfully dealt with although some presented this in a list-like form.

Candidates who gained marks in the higher band often did so through skillful integration of information concerning the three content points, resulting in effective development. For example, their feelings now they were home were carefully developed with reference to their reflections on the things they did together with their friend. Similarly, suggested activities were convincing and well developed because the guest was

inspired by activities done at the friend's house. Often a contrast between the home of the writer and of the friend, such as a town/country contrast, resulted in good development.

Language: The vast majority of candidates used language that was satisfactory or competent. Language conveying an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. Occasionally, candidates mixed informal with formal language. Some candidates were able to construct sentences of different lengths, which included more complex structures, using an appropriate register.

Some responses featured more complex language and others included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were a few candidates who produced long sentences, which were difficult to understand, often inaccurate punctuation. Candidates should try to ensure language used is accurate and demonstrates a range of structures and vocabulary.

Exercise 7

Successful responses featured development of the views in the prompts, expressed in candidates' own words with a more formal tone and register suitable for a discursive exercise.

Article

Content: Candidates were expected to write an article for their school magazine comparing living in an apartment to living in a house. It was a topic they could often relate to their personal experience, facilitating the expression of opinions. There was one prompt suggesting that apartments offer a more modern, convenient life-style and another suggesting that a house is more conducive to family life. Some 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 students, through the school magazine and attempted to expound upon the topic. There were those who wrote more in the style of a discursive essay, rather than addressing the target reader, which detracted from the sense of purpose and audience. Most candidates developed their responses satisfactorily, generally relying on the two prompts provided. Most responses were logically structured with an introduction, followed by one or two paragraphs exploring the topic, and a brief conclusion. When discussing the benefits of apartments, candidates introduced ideas such as the proximity of leisure, shopping and transport facilities, along with the beautiful views. They also mentioned the sense of community in an apartment block, the security measures and the relatively lower cost of such accommodation. Houses were seen as providing more space and privacy, having gardens and being better suited to older people. The maintenance, cost and distance from city centres were viewed as problems. The most successful responses evaluated the different types of accommodation, clearly considering a range of ideas related to the discussion.

Language: The full range of marks was awarded for language. Some candidates demonstrated a range of advanced structures, with very few errors, enabling them to access higher bands. They used varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. There was also a high level of accuracy. This quality of language is exemplified in 'In spite of all this, my opinion is that living in a house is the best option for those who can afford to do so. This is because the life in an area where there are houses is much more peaceful than life in a polluted locality with tall buildings, jam-packed roads and loud car horns.' In general, the majority of candidates used language that was either satisfactory or competent.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/23

Reading and Writing (Extended)

Key messages

- In **Exercises 1 and 2**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, **Exercises 1 and 2** proved accessible to the majority of candidates, although candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also be precise in following the conventions and tick, underline or circle as required. This was generally well observed in this series. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section C**, the sentence must be relevant, accurate and must not exceed the specified word count.
- In **Exercise 4**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the text was generally well understood and the task was well attempted.
- In **Exercise 5**, candidates should 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, and the inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, while some candidates successfully located the majority of the content points, many provided superfluous background information which impacted the number of content details available to them within the constraints of the word limit.
- 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 majority of candidates were entered appropriately for the extended tier.

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

Overall, the standard of handwriting was reasonably good, although sometimes very small. Handwriting occasionally adversely affected the interpretation of candidates' answers in **Exercise 3**.

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

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates.

- (a) This was well answered with most candidates identifying 'desert' or 'mountains'. Responses which included details unrelated to 'landscape', such as 'architecture' or 'markets', however, could not be credited.
- (b) This was very well answered with the vast majority of candidates providing 'Hassan II Mosque' or 'tallest minaret in the world'.
- (c) This was well answered, although a number of candidates provided 'in a hotel' without 'Marrakech', which could not be credited.
- (d) This item proved more challenging. A good proportion of candidates located 'walk in the shade' as the salient detail, with many including the superfluous 'past refreshing streams and pools.' Some candidates lacked precision in their responses resulting in the idea that the hot sun could be avoided by walking 'in the streams and pools'. A number of candidates located the word 'heat' which led them to supply the incorrect detail 'the garden offers a calming retreat'.
- (e) This was generally well answered with the majority of candidates providing 'fountains' and 'seating areas'.
- (f) This was answered correctly by the majority of candidates, although some incorrectly provided 50 dirhams and responses which omitted the salient detail 'no more than' could not be credited.
- (g) This was extremely well answered with the majority of candidates identifying both of the details required.
- (h) This was generally well answered with the majority of candidates identifying both of the details required for two marks. The most frequently occurring incorrect response was 'soft mattresses'.
- (i) This was very well answered with the vast majority of candidates locating 'pastries' and 'mint tea'.

Exercise 2

This exercise was generally well attempted although some items proved more challenging. There was evidence from many responses that the text had been understood; however, there was also an indication that, at times, greater precision needed to be applied in the reading of the questions. More successful responses interpreted the rubric, selected key detail from the text and provided brief and precise responses for all items.

- (a) This was generally very well answered with a variety of expressions used to convey the idea of 'greater activity' or 'less sitting'.
- (b) Very few candidates failed to locate the two salient details 'obesity' and 'diabetes'.
- (c) This item was very well answered.
- (d) This was well answered. Occasionally candidates could not be credited when their responses suggested that 'it was easier to supervise' when the employers, rather than employees were seated.
- (e) This was well answered with the vast majority of candidates locating the salient detail that the desks were 'higher'.
- (f) This item was also very well answered with most candidates supplying the two details required and many supplying all three.
- (g) This item proved more challenging with many candidates unsuccessfully locating the key detail 'high chairs'.

- (h) The vast majority of candidates read the pie chart accurately and provided the correct response.
- (i) This item was generally well answered with most candidates supplying 'after-School events' or 'experience a lesson'. A lack of precision occasionally resulted in responses suggesting that parents organised the events, which could not be credited.
- (j) Successful responses included at least two of the four available marks and all of the possible options proved accessible. There was some repetition of the content point 'difficult to change teenage habits'/'teenagers don't want to do things differently' and a recurring incorrect answer was 'they should be allowed to choose whether to stand or sit'.

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 the conventions of ticks and circles 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.

Section A

This section was generally very well answered. Most candidates correctly identified the name and age of the finalist and the name and relationship of the family contact, although occasionally the latter detail was omitted or supplied as 'her/Dinah's father'. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters.

Section B

Although this section was generally well attempted, the address of the School proved challenging for a large proportion of candidates. Although many correctly identified the name of the School, they could not be credited where the address included the word 'in' before 'Greece'. Candidates need to be reminded that the inappropriate inclusion of prepositions in addresses and dates, for example, will result in lost marks. Most candidates supplied the correct phone and email contact details and a good proportion identified 'Miss Demetriou' and 'teacher' as the accompanying adult. The majority of candidates provided the salient details for the item 'Brief details of your competition entry' although a number misinterpreted the rubric and supplied incorrect details, most notably 'entries will be displayed at the Institute of Technology Exhibition'. Most candidates identified 'laptop' as the extra equipment required and 'Plants under the Microscope' as the 'Choice of project', applying a tick as required.

Section C

This section was also generally well attempted. Most candidates circled the correct option for 'Accommodation preference', as required, and identified the 'Number of nights' as '6'. The majority also located 'Bern Airport' and '19.30' as the 'place and time of arrival', although this could not be credited when capital letters were not used.

Section D

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 appeared to be less problematic this series. For maximum marks, candidates are also required to use proper sentence construction with accurate grammar, spelling or punctuation. In this task, marks could not be

awarded most frequently due to the inclusion of content not retrieved from the text and the production of sentences from the third person rather than first person perspective.

Exercise 4

This exercise was reasonably well attempted. Many candidates were able to show sufficient understanding of the text and extract 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. Responses could not be credited when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

Details about the Chilean fossil site

All key points were generally well recognised with many candidates receiving the maximum three marks for this section. There was some repetition of details, but the most frequently occurring errors were the inclusion of the following two ideas: 'researchers were given only two weeks to study the fossils' and 'the team making 3D digital models of the skeletal remains'. These details, which refer to the team rather than the site, could not be credited.

Range of fossils found

Two content points were required for this section and the majority of candidates correctly identified at least one of the four possible answers. There was reasonably good recognition of all possible details although the first point, 'whales', was by far the most frequently selected. There was some evidence that the rubric had not been fully understood, however, with the inclusion of the detail 'preserved more than five million years ago'.

Reasons why marine mammals become stranded

This section was generally well attempted. Four content points were required, and once again, all of these were well recognised. Key details were occasionally omitted, however, such as the idea that whales were 'responding to a call **for help**'. There was also some repetition of the point 'swimming too close to land/searching for food'.

Exercise 5

Candidates were required to summarise only one aspect of the text – how restaurants are changing to make people who are eating out alone feel more welcome. Many candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all of the nine possible content points proved accessible, few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, many candidates provided needlessly lengthy and detailed information relating to the rise in the number of people living alone and how they would traditionally dine. This meant that often candidates did not include some of the other relevant content points as required within 120 words, and occasionally, no content points were included resulting in a mark of zero. There was also omission of key details at times. For example, a number of candidates referred to the idea of customers being seated near the kitchen to enjoy a performance, but neglected to include the salient detail that it was a performance by the chef. Others referred to the idea that some restaurants offer 'a free lunch to guests who have booked a table for two' but without the key detail 'but find themselves alone'

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and in this series; a good number of candidates did so. Many candidates attempted to express the salient points succinctly, using their own words, with appropriate conjunctions giving the summary a natural flow.

Exercise 6

Generally, this exercise was successfully attempted. 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 candidates in their selection of content. It must be emphasised, however, that candidates are always free to select their own material and those who do so often produce pieces with greater originality and ambition.

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

Email

The vast majority of candidates addressed all three content points, and made some effort to develop them. The three prompts required candidates to explain why the sibling was unable to go on holiday, describe the destination and what they planned to do there, and suggest why the friend should come along instead.

The visual stimuli were fairly ambiguous which resulted in a range of ideas. Generally, responses showed a good sense of purpose, and in many cases, there was an attempt to develop all prompts. The first content point prompted a variety of explanations ranging from medical issues, such as broken arms or legs, to work/study commitments or other prior engagements. For the second point, a wide range of holiday destinations were presented. Many candidates chose beach destinations, others chose well-known cities or theme parks and a good proportion wrote about holiday destinations in their locality. While the vast majority of candidates attempted to provide something of an itinerary, some chose simply to list activities such as swimming, sunbathing and shopping. Many candidates expanded on these points with original ideas.

The majority of candidates wrote in paragraphs. Successful responses demonstrated generally good control of tenses and sentence structure with some attempting greater complexity and demonstrating ease of style. 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 competent and most candidates used an email format with the correct brief salutation and appropriate conclusion.

Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided – one for and one against the proposal in the title. Less successful responses tended to stay very close to these cues, 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 support their ideas with evidence and examples. Word limits were generally well observed.

Article

Candidates were required to write an article for their local newspaper expressing their views on whether a cinema or a sports centre should be built in the town centre. Two prompts were provided; one which presented an argument in favour of the cinema and one in favour of the sports centre. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, many relied heavily on the arguments put forward in the prompts and less successful responses struggled to develop ideas much beyond these. Some candidates focused on the different types of museums and what you can do there rather than on their value to society. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion. The building of a cinema and sports centre were equally well supported with a range of ideas being presented on both sides. For the cinema, arguments were often related to the potential income a cinema could generate for the town and the importance of providing a recreational amenity which could be enjoyed by people of all ages. Arguments in favour of a sports centre were overwhelmingly related to the health benefits it could offer. Although this was a valid point, some candidates lost focus by concentrating too heavily on the health aspect which caused them to digress from the question set. Other candidates, however, produced often impassioned responses which fully explored the pros and/or cons of both options. 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 where a word limit must be adhered to. This applies to **Questions 1 to 4, and 5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Questions 1 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 exercise **Questions 5**, candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Question 5** 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** 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 set number of words for **Questions 1-4**, and **Question 5**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.

Comments on specific questions

Questions 1–4

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

Question 1

- (a) The majority of candidates identified the correct response 'Blue Water'. Some of the incorrect responses that could not be credited were 'Blue Whale', 'Bloom Water', 'Bio Water', and 'bule water'. A small number of candidates lost the mark by writing 'Empty Room'.
- (b) This was generally well answered. A large number of candidates had problems spelling 'July' and wrote 'Jily', 'Jaly', 'Yuly', 'Julay' and 'Juli'.

Question 2

- (a) This was quite well attempted. The majority of the candidates identified 'bees' but had problems spelling it. The following words could not be credited: 'bays', 'pees', 'peace', 'piece', 'beans', 'bies', 'biss', 'bizz', 'beast' and 'bays'. 'Honey' was sometimes written as 'holly', 'hone', 'humming', 'army' and 'hopping'.
- (b) The vast majority of candidates were awarded a mark here. There were a few inaccurate phonetic attempts including: 'camer'; 'comora' and 'water' was sometimes written as 'woter', 'wate' and 'wather'.

Question 3

- (a) Many candidates were credited here as a large number of phonetic attempts were accepted for 'conference'. However, the following could not be credited: 'confreness', 'confernence', 'comfrence' and 'conferince'. A few candidates incorrectly selected the distractor 'meeting'.
- (b) The majority of candidates selected the correct response 'finance director'. Responses that could not be credited included: 'fainance', 'finas', 'finace', 'fianance', 'finaster', 'final' and 'finest'.

Question 4

- (a) The majority of the candidates wrote 'lost tourist' but a large number wrote 'last tourist'. Many phonetic attempts for 'tourist' were accepted e.g. 'turist', 'torrist' and 'forest'. Some responses which could not be credited included 'touriest', 'turits', 'tourerest' and 'torisit'. Some candidates incorrectly selected the distractor 'Deep Water'.
- (b) This question was very well attempted by the vast majority of candidates.

Question 5

This question was challenging for 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 meant that candidates were not awarded marks.

- (i) Some candidates found this question challenging. The most common incorrect attempts were 'island' and 'Irland'. Other responses that could not be credited were 'sinnabol', 'Irleand', 'Singapore' and 'Iceland'.
- (ii) This was challenging for many candidates. Many candidates selected incorrect information, e.g. 'narrowness', 'narrowing', 'widening' and 'shape'. Other responses that could not be credited were 'use', 'vieu' and 'fuse'.
- (iii) This item was well attempted by the vast majority of candidates. Some candidates could not spell 'learning' correctly while others had issues with 'café'. 'Learning' was written as 'loaning', 'loning', 'lonely', 'leaning', 'learing' and 'lawning'. 'Café' was sometimes spelt as 'cafeay', 'cofe', 'caffee' or even 'coffee'.
- (iv) This item was quite well attempted. Some candidates wrote the plural 'shows' while others wrote 'radio showing' or just 'radio' which could not be credited.
- (v) The majority of the candidates were credited here as a large number of phonetic attempts were accepted for 'performance'. The following words could not be credited: 'preformance', 'proformance', 'performes', 'performet' and 'perfor'.
- (vi) Most candidates correctly identified 'bricks'.
- (vii) This question was very well attempted. However, some candidates wrote the plural 'woods' and others wrote 'panel' or 'concrete'.
- (viii) Almost all candidates identified 'flags' but sometimes, the singular 'flag' was offered.

Question 6

This was fairly challenging too, with few full mark responses.

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

Question 7

This question was answered with varying success and there was no apparent pattern.

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 very 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 1–4 and 5**.
- Candidates should be made aware of distracting information in listening texts and practise their listening for specific detail which is required as the intended answer.
- In **questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, where, 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 exercise (i.e. **question 5**) candidates should be encouraged to try and 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 **question 5**, 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 **question 5** 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 (i.e. **question 6**) and the multiple choice questions (i.e. **question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.
- 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 right 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. 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 'race' and 'raise', or 'code' and 'coat').

- 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 fifty and fifteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'km' for kilometres).
- Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.
- Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

General comments

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.).
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.
- Candidates need to be reminded of the importance of clear handwriting and clearly indicating their final answer.

Comments on specific questions

Questions 1–4

Overall, this section was answered reasonably well.

Question 1

- (a) This question was answered reasonably well. Some answers did not gain a mark as the distracting information was given as the answer (e.g. spicy curries, rice, dishes from India). Some answers could not be credited as the extra information changed the meaning of the intended answer (e.g. special seafood).
- (b) Most candidates made a good attempt at this answer. The date was recorded in a variety of ways by candidates (e.g. 14/7, 14 July, 14th in July) and all of these were accepted. Less successful answers included the wrong detail (e.g. 11am to 9pm, any day) and consequently did not gain any marks.

Question 2

- (a) This question was answered extremely well. Where marks were lost this was due to a poor phonetic attempt at the answer (e.g. Firday, Frieday, Fridy). Also, The plural form 'Fridays' could not be credited as the question asks for one particular day.
- (b) Most candidates selected the correct detail 'take photos'. A wide range of answers were credited (e.g. taking photos, will take photos, takes photos). These grammatical attempts did not alter the intended meaning. Also, the phonetic attempt 'take photoes' gained marks – as this did not alter the pronunciation of the intended answer. Some other alternatives that gained marks included 'click photos' or 'take pictures'. Answers that contained the singular form 'take a photo' were not awarded a mark, as the meaning was changed. Marks were also lost where candidates selected the distracting detail 'collect leaves'.

Question 3

- (a) This question was reasonably well answered. However, marks were often lost due to poor phonetic or grammatical attempts (e.g. lost is space, loss in space, losing in space, lost in spaces, lose his face, etc.).
- (b) This question was answered reasonably well by more than a half of all candidates. A wide range of phonetic attempts at 'café' were credited (e.g. caffe, cafae, kafe) Candidates often provided extra information accompanying the intended answer 'café' and this attempt was credited as long as it did not exceed the word limit or did not change the meaning (e.g. café near cinema, café beside cinema). Other alternatives that were credited included 'coffee shop' and 'café bar'. However, answers which changed the intended meaning (e.g. café in the cinema, cinema's café, café besides cinema) did not secure any marks – nor did poor phonetic attempts at 'café' (e.g. cofe, caffee, cafa, etc.).

Question 4

- (a) This question was successfully attempted by only half of the candidates. Most candidates did not select the correct detail '3 kilometre race'. Instead their answers included the distracting information 'running' or 'high jump'. Other answers did not secure any marks as they did not include all the necessary detail (e.g. race, running race). However, alternative answers, such as '3 km competition' or '3000 metre race', were accepted.
- (b) This question was not well attempted on the whole. Most candidates selected the distracting information 'camera'. This answer could not be credited on its own, or in conjunction with the correct answer: 'suitable shoes and camera'. Some candidates did not provide all the necessary detail or their grammatical attempt changed the meaning (e.g. shoes, suitable shoe). Poor phonetic attempts (e.g. suitable shouse, suitable shose, etc.) were also not awarded any marks. However, alternatives that were given a mark included 'sports shoes', 'proper shoes', and 'suitable footwear'.

Question 5

This question was challenging. On average, candidates scored between 3 and 5 marks. The more successful attempts were for items (a), (d) and (e). Most candidates also coped reasonably well with items (b) and (c). Candidates performed less well in items (f), (g) and (h). Marks were often lost due to selecting distracting information. For example: 'birds' or 'crabs' instead of 'humans' in item (d), 'seaweed' instead of 'jellyfish' in item (e), 'fences' instead of 'screens' in item (g) and 'surfers' instead of 'school children' in item (h). Marks were also lost due to poor phonetic attempts (e.g. fedding/fitting in item (b), coats in item (c), jennyfish in item (e), screams in item (g)) or inaccurate grammatical fits (e.g. human in item (d), volunteer/don't stay/leave to in item (f)). Some answers contained an omitted detail (e.g. students/school in item (h)) and could not, therefore, be credited. However, marks were awarded where the phonetic attempt at the intended answer was accurate. For example, 'coad' in item (c), or 'screanse/screnes' in item (g). Other alternatives that were also credited included 'they don't/no turtles' in item (f) or 'school students' in item (h).

Question 6

This question was attempted fairly well. On average, candidates matched 3–4 speakers correctly. Most candidates coped better with speakers 1, 3, 5 and 6. Occasionally, some candidates provided the same letter twice and so were unable to be credited.

Question 7

Overall, there was a mixed level of success in this question. Candidates were especially successful in answering items (a) and (b). Items (c), (d) and (f) were answered reasonably well by most candidates. However, candidates were less successful with items (e), (g) and (h). On some rare 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. Some candidates left all three boxes blank for some of the questions.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0511/33
Listening (Extended)

Key messages

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

- 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 wrong. 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.).
- Successful responses were those which provided short, clear answers.
- 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 1–6

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 as why responses could not be credited are outlined below.

Question 1

- (a) A large number of candidates answered this question correctly. Where marks were lost this was mostly due to inaccurate phonetic attempts – most typically ‘Thrusday’ and ‘Tuesday’. Neither of which could be credited.
- (b) A mixed level of success here. Many candidates answered this question correctly with the expected answer. In some cases, marks were lost due to the incorrect spelling of the response: ‘cheper’, ‘chepear’ or ‘sheaper’. These responses could not be credited.

Question 2

- (a) A mixed level of success here. Successful candidates selected the expected detail ‘£16.30’. Responses which could not be credited were those that gave the wrong amount/distracting detail: ‘£3.50’.
- (b) Very well answered by many candidates. However, marks were occasionally lost when additional negating information was added. For this reason answers such as: ‘jackets and flip-flops’ could not be credited as it was not possible to determine, from a combination of an incorrect detail and the correct answer, which of the given nouns was the candidates definitive answer. Several phonetically accurate variants of ‘jackets’ could be credited, e.g. ‘jackits’, ‘jakits’, ‘jakets’.

Question 3

- (a) A mixed level of success here. Successful responses provided the intended answer: 'headphones' or acceptable paraphrases of it, such as 'earphones'. Some candidates gave the main distracting detail 'smartphone'.
- (b) The correct response '(have a) refund' was given by several candidates. However, a larger number of candidates appeared unfamiliar with this particular word, and failed to reproduce it with phonetical accuracy, most commonly writing: 'refound' – which could not be credited.

Question 4

- (a) A mixed level of success here. A fair number of candidates provided the answer 'traffic' and, when given, it was usually spelt correctly. In many cases, however, the principal distracting information from the recording 'weather' was given in error, which could not be credited.

Responses which listed several nouns from the recording could also not be credited as the candidate was required to select one specific detail only. A typical example of this error was 'traffic, weather, book'.

- (b) A mixed level of success. The expected response here was 'her next tour'. The pronoun her was required here and answers which lacked this specific detail e.g. 'tour', 'next tour' could not be credited. Some candidates picked up the distracting detail 'new album' or 'her book', which could not be credited. Several responses were over the word limit e.g. 'ask her about her next tour' or 'find out about her next tour', so credit could not be given.

Question 5

Overall this section was answered with a mixed level of success. Some instances of items being omitted/unanswered were encountered at times in items (c) to (g). Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section. Other reasons for responses being unable to be credited are outlined below.

- Item 5(a)** fairly well answered. Many candidates provided the correct response: 'longest' here as expected. Several, however, provide the incorrect distracting detail 'first' from the recording or wrote 'expedition'.
- Item 5(b)** generally well answered. The majority of candidates provided the correct response: '(high) school' here as expected. Several candidates, however, gave the distracting information 'university', so lost the mark here.
- Item 5(c)** a mixed level of success here. The expected response here was '(July) 2003'. Many candidates, however, gave the distracting information 'October 2013', so lost the mark here. Answers which lacked the specific year, providing the month *July* only, could also not be credited.
- Item 5(d)** a mixed level of success here. A fair number of candidates provided the expected response 'island'. However, many candidates offered 'sea' as a response, which was the incorrect detail, so could not be credited.
- Item 5(e)** this question was answered well by some candidates, who offered the expected response 'labels'. However, a significant number of responses could not be credited as various incorrect objects were transcribed, in error, from the recording e.g. 'toothbrushes', 'handles', 'shirts', 'trousers'.
- Item 5(f)** fairly well answered. Many candidates provided the expected response 'tents'. Where marks were lost it was usually due to inaccurate phonetic attempts at the answer – most typically 'tends'. Some candidates wrote down the incorrect detail 'laptops' in error here.
- Item 5(g)** generally well answered. While the key was often given correctly 'batteries', spelling errors, such as 'buttries' could not be credited as they were not phonetically accurate responses. Some candidates misheard the intended answer and wrote 'batches' in error.
- Item 5(h)** The majority of candidates provided the intended answer '6000' and were successful here. Only a very small number of candidates wrote '600' or '60,000' in error.

Question 6

A very varied level of success was apparent here. Roughly half of all candidates matched 1 to 3 speakers correctly and the other half matched 4 to 5 speakers correctly. 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 performed well in the multiple choice **questions 7(b), 7(c) and 7(d) and (h)**. The correct responses to **7(a), 7(e), 7(f) and 7(g)** were slightly less consistently encountered.

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 where a word limit 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, 8A and 8B**, 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, 8A and 8B**, 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 'race' and 'raise', or 'code' and 'coat').

- 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 set number of words for **Questions 1-4, Question 5** and **Question 8**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates need to be reminded of the importance of clear handwriting and clearly indicating their final answer.

Comments on specific questions

Questions 1–4

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

Question 1

- (a) The majority of candidates identified the correct response 'Blue Water'. Some of the incorrect responses that could not be credited were 'Blue Whale', 'Bloom Water', 'Bio Water', and 'bule water'. A small number of candidates lost the mark by writing 'Empty Room'.
- (b) This was generally well answered. A large number of candidates had problems spelling 'July' and wrote 'Jily', 'Jaly', 'Yuly', 'Julay' and 'Juli'.

Question 2

- (a) This was quite well attempted. The majority of the candidates identified 'bees' but had problems spelling it. The following words could not be credited: 'bays', 'pees', 'peace', 'piece', 'beans', 'bies', 'biss', 'bizz', 'beast' and 'bays'. 'Honey' was sometimes written as 'holly', 'hone', 'humming', 'army' and 'hopping'.
- (b) The vast majority of candidates were awarded a mark here. There were a few inaccurate phonetic attempts including: 'camer'; 'comora' and 'water' was sometimes written as 'woter', 'wate' and 'wather'.

Question 3

- (a) Many candidates were credited here as a large number of phonetic attempts were accepted for 'conference'. However, the following could not be credited: 'confreness', 'confernence', 'comfrence' and 'conferince'. A few candidates incorrectly selected the distractor 'meeting'.
- (b) The majority of candidates selected the correct response 'finance director'. Responses that could not be credited included: 'fainance', 'finas', 'finace', 'fianance', 'finaster', 'final' and 'finest'.

Question 4

- (a) The majority of the candidates wrote 'lost tourist' but a large number wrote 'last tourist'. Many phonetic attempts for 'tourist' were accepted e.g. 'turist', 'torrist' and 'forest'. Some responses which could not be credited included 'touriest', 'turits', 'tourerest' and 'torisit'. Some candidates incorrectly selected the distractor 'Deep Water'.
- (b) This question was very well attempted by the vast majority of candidates.

Question 5

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

- (i) Some candidates found this question challenging. The most common incorrect attempts were 'island' and 'Ireland'. Other responses that could not be credited were 'sinnabol', 'Irleand', 'Singapore' and 'Iceland'.
- (ii) This was challenging for many candidates and was not well attempted. Many candidates selected incorrect information, e.g. 'narrowness', 'narrowing', 'widening' and 'shape'. Other responses that could not be credited were 'use', 'vieu' and 'fuse'.
- (iii) This item was well attempted by the vast majority of candidates. Some candidates could not spell 'learning' correctly while others had issues with 'café'. 'Learning' was written as 'loaning', 'loning', 'lonely', 'leaning', 'learing' and 'lawning'. 'Café' was sometimes spelt as 'cafeay', 'cofe', 'caffee' or even 'coffee'.
- (iv) This item was quite well attempted. Some candidates wrote the plural 'shows' while others wrote 'radio showing' or just 'radio' which could not be credited.
- (v) The majority of the candidates were credited here as a large number of phonetic attempts were accepted for 'performance'. The following words could not be credited: 'preformance', 'proformance', 'performes', 'performet' and 'perfor'.
- (vi) Most candidates correctly identified 'bricks'.
- (vii) This question was very well attempted. However, some candidates wrote the plural 'woods' and others wrote 'panel' or 'concrete'.
- (viii) Almost all candidates identified 'flags' but sometimes, the singular 'flag' was offered.

Question 6

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

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

Question 7

Generally, candidates responded very well to this question.

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

Question 8

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

Part A

- (i) This was generally well answered. Quite a number of candidates wrote 'environmentally friendly' while others wrote 'safe' instead of 'safer'. Some candidates wrote 'safier' and 'saffer' which could not be credited
- (ii) This item proved challenging for some candidates. Spelling 'error' was an issue for many candidates who wrote words like 'aira', 'ara', 'ero' and 'era'.
- (iii) This was answered very well.
- (iv) This was consistently well answered by the vast majority of candidates.
- (v) This was quite well attempted. Many candidates spelt 'shut' incorrectly and wrote 'shout', 'shat', 'sut' and 'shabbed'. 'Down' was sometimes spelt as 'dawn'. Other responses that could not be credited were 'float', 'stop', 'shute down', 'shock down' and 'shut out'.

Part B

- (i) This was reasonably answered. A large number of candidates picked out the distractor '50 per cent'. Others wrote '15 per cent' or '13 per cent'.
- (ii) This was well attempted by the majority of candidates. 'Heaters', 'hitting' and 'beating' could not be credited. Some other responses appeared here, e.g. 'crew', 'painting', 'pealing' and 'captains' which were not credited.
- (iii) This item was a challenge for many candidates.
- (iv) A large number of phonetic attempts were accepted here. However, the following words could not be credited: 'pilot(s)', 'pilates', 'piritse', 'pireats', 'parrots', 'pireits', 'paires' and 'pairots'.
- (v) This question was answered reasonably well by many candidates.

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 very 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 their listening for specific detail which is required as the intended answer.
- In **Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, where, 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 exercise (i.e. **Questions 5, 8A and 8B**) candidates should be encouraged to try and 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, 8A and 8B**, 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, 8A and 8B** 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 (i.e. **Question 6**) and the multiple choice questions (i.e. **Question 7**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by examiners. Candidates should be encouraged not to leave any blank boxes.
- 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 right 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. 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 'race' and 'raise', or 'code' and 'coat').

- 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 fifty and fifteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'km' for kilometres).
- Candidates should be encouraged to check their answers after they have heard each listening section the first time and correct their answers while they are listening for the second time. During the pauses between each listening section candidates should familiarise themselves with the next section and read the questions for that section carefully before the recording starts.
- Learners should practise a range of listening skills (e.g. listening for gist/opinion, listening for specific information, listening for a grammatical/lexical/phonetic detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

General comments

- There was good evidence of exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.).
- Successful responses were those which provided short, clear answers and which adhered to the word limit required. The majority of candidates adhered to the correct word limit.
- Candidates need to be reminded of the importance of clear handwriting and clearly indicating their final answer.

Comments on specific questions

Questions 1–4

Overall, this section was answered well.

Question 1

- (a) This question was answered very well. However, some responses did not gain a mark as the distracting information was given as the answer (e.g. spicy curries, rice, dishes from India). Some responses could not be credited as the extra information changed the meaning of the intended answer (e.g. special seafood).
- (b) The vast majority of candidates made a very good attempt at this answer. The date was recorded in a variety of ways by candidates (e.g. 14/7, 14 July, 14th in July) and all of these were accepted. Some candidates used a preposition which changed the meaning of the intended answer (e.g. before 14th July, from 14th July) and these answers could not be credited as the question asks for 'When is the last date you can book the two-for-one offer?'

Question 2

- (a) This question was answered extremely well. Where marks were not credited, this was due to poor phonetic attempts at the answer (e.g. Firday, Frieday, Fridy). Also, The plural form 'Fridays' could not be credited as the question asks for one particular day.
- (b) Most candidates selected the correct detail 'take photos'. A wide range of answers were credited (e.g. taking photos, will take photos, takes photos) as these grammatical attempts did not alter the intended meaning. Also, the phonetic attempt 'take photoes' gained marks as this did not alter the pronunciation of the intended answer. Some other alternatives that gained marks included 'click photos', 'phototaking' or 'take pictures'. Answers that contained the singular form 'take a photo' were not awarded a mark, as the meaning was changed.

Question 3

- (a) This question was answered fairly well. However, marks were sometimes lost due to poor phonetic or grammatical attempts (e.g. lost is space, loss in space, losing in space, lost in spaces, lose his face, etc.).
- (b) This question was answered reasonably well by most candidates. A wide range of phonetic attempts at 'café' were credited (e.g. caffe, cafae, kafe). Candidates often provided extra information accompanying the intended answer 'café' and this attempt was credited as long as it did not exceed the word limit or did not change the meaning (e.g. café near cinema, café beside cinema, café nearby cinema). Other alternatives that were credited included 'coffee shop' and 'café bar'. However, answers which changed the intended meaning (e.g. café in the cinema, cinema's café, café besides cinema) or contained the wrong detail (e.g. café in park) did not secure any marks – nor did poor phonetic attempts at 'café' (e.g. cofe, caffee, cafa, etc.).

Question 4

- (a) This question was successfully attempted by most candidates. Alternative answers which were credited included '3km competition', '3 kilometre racing' or '3000 metre race'. Most responses that could not be credited included the distracting information 'running' or 'high jump'. Other responses did not secure any marks as they did not include all the necessary detail (e.g. race, running race, competition, racing event). The plural form '3km races' was not accepted as this answer altered the intended meaning.
- (b) This question was not well attempted on the whole. Most candidates selected the distracting information 'camera' or wrote 'family' as their answer. These answers were not credited on their own or in conjunction with the correct answer (e.g. suitable shoes and camera). Some candidates did not provide all the necessary detail – or their grammatical attempt changed the meaning (e.g. shoes, suitable shoe). Poor phonetic attempts (e.g. suitable shouse, suitable shose, suitble shoes, etc.) were also not awarded any marks. However, alternatives that were credited included 'sports shoes', 'trainers', 'proper shoes', and 'suitable footwear'.

Question 5

This question was reasonably well attempted by candidates. On average, candidates scored between 5 and 7 marks. The more successful attempts were for items (a), (c), (d) and (e). Most candidates also coped reasonably well with items (b) and (f). Candidates performed less well in items (g) and (h). Marks were often lost due to selecting distracting information. For example: 'data' instead of 'code' in item (c), 'fences' instead of 'screens' in item (g) and 'surfers' instead of 'school children' in item (h). Marks were also lost due to poor phonetic attempts (e.g. fedding/fitting in item (b), jennyfish in item (e), screams in item (g)) or inaccurate grammatical fits (e.g. human in item (d), volunteer/don't stay/leave to in item (f)).

Some responses contained an omitted detail (e.g. students/school in item (h)) and could not, therefore, be credited. Some candidates provided an answer which contained a detail already paraphrased in the statement. For example, 'feeding grounds' in item (b), where the idea of 'grounds' is paraphrased, in the statement, as 'places'. Answers like these, therefore, could not be credited. However, marks were awarded where the phonetic attempt at the intended answer was accurate. For example, 'coad' in item (c), or 'screanse/screnes' in item (g). Other alternatives that were also credited included 'they don't/no turtles' in item (f) or 'school students' in item (h).

Question 6

This question was attempted very well by most candidates. On average, candidates matched 5 speakers correctly. Most candidates coped better with speakers 1, 3, 5 and 6. Occasionally, candidates provided the same letter twice and so were unable to be credited.

Question 7

Overall, candidates performed relatively well in this question. Candidates were especially successful in answering items **(a)**, **(b)**, **(c)**, **(d)** and **(f)**. There was a mixed level of success in items **(g)** and **(h)**. However, candidates were less successful with item **(e)**. On some rare 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 8, Part A

Most candidates found this question challenging. On average, candidates scored between 2 and 3 marks. The most successful attempts were for items **(b)** and **(e)**. Candidates dealt less successfully with items **(c)** and **(d)**, with item **(a)** being the least successfully answered. Candidates tended to select the wrong detail. For example, 'early start' and 'alarm clocks' for item **(a)**, 'jet lag' for item **(b)**, 'digestive problems' for item **(c)** and 'part-time job' for item **(e)**. Poor grammatical attempts could not be given a mark as these did not fit the gap grammatically (e.g. 'regular schedule' for item **(a)**, 'dream' for item **(c)**), or/and changed the meaning (e.g. memories' for item **(d)**). Many candidates chose to paraphrase the intended answer. Most of these attempts were unsuccessful and could not be credited. For example, 'regular patterns' for item **(a)**, 'natural/internal clock' for item **(b)**, or 'sociable life' for item **(e)**. However, the alternative answers that gained marks included 'regular times/regular routines' for item **(a)** or 'social activity/social event' for item **(e)**.

Question 8, Part B

Candidates answered this question fairly well, gaining, on average, between 3 and 5 marks. Most candidates provided the correct detail for items **(a)**, **(b)** and **(c)**. Where marks were lost this was due to selecting distracting detail (e.g. 'one third' in item **(a)**, 'accidents/napping/exhaustion' in item **(d)** or 'fox/noise/loud neighbours' in item **(e)**). Marks were also lost due to inaccurate phonetic attempts. For example, '6 moths/6 mounths' in item **(a)**, 'life expactancy/life expentancy' in item **(b)**, or 'lake of' in item **(c)**. However, alternative answers that secured a mark were: 'life span/life time' in item **(b)**, 'not enough/less/lacking' in item **(c)** and 'efficiency/performance' in item **(d)**. Accurate phonetic attempts (e.g. 'life expectancy' in item **(b)** and 'lak of' in item **(c)**) were credited.

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 right singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. hours/ours).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper. 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, 5, 8A and 8B**.
- The responses in **questions 5, 8A and 8B** must fit grammatically in the gaps provided on the question paper.
- In **questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. Their responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same questions (i.e. gap-filling – **questions 5 and 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
- Responses in **questions 5 and 8A/B** must also stay within the word limits as stated in the main rubric for each applicable section

- 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 wrong. 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 **section 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.
- 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 inaccurate phonetic attempts – most typically ‘Thrusday’ and ‘Tuesday’. Neither of which could be credited.
- (b) Many candidates answered this question correctly with the expected answer. In some cases, marks could not be credited due to the incorrect spelling of the answer as ‘cheper’ or ‘chepear’. A comparative form was required here so answers such as ‘cheap’ could not be credited.

Question 2

- (a) A mixed level of success here. Successful candidates selected the expected detail ‘£16.30’. Responses which could not be credited were those that gave the wrong amount/distracting detail: ‘£3.50’.
- (b) Very well answered by many candidates. However, marks were occasionally lost when additional negating information was added. For this reason answers such as: ‘jackets and flip-flops’ could not be credited as it was not possible to determine, from a combination of an incorrect detail and the correct answer, which of the given nouns was the candidates definitive answer. Several phonetically accurate variants of ‘jackets’ could be credited: eg. ‘jackits’, ‘jakits’, ‘jakets’.

Question 3

- (a) A mixed level of success here. Successful responses provided the intended answer: 'headphones' or acceptable paraphrases of it, such as 'earphones'. Some candidates gave the main distracting detail 'smartphone'.
- (b) The correct response '(have a) refund' was given by several candidates. However, a larger number of candidates appeared unfamiliar with this particular word, and failed to reproduce it with phonetical accuracy, most commonly writing: 'refound' – which could not be credited.

Question 4

- (a) A mixed level of success here. A fair number of candidates provided the key 'traffic' and, when given, it was usually spelt correctly. In many cases, however, the principal distracting information from the recording 'weather' was given in error, which could not be credited.

Responses which listed several nouns from the recording could also not be credited as the candidate was required to select one specific detail only. A typical example of this error was 'traffic, weather, book'.

- (b) Generally well answered. The expected response here was 'her next tour'. The pronoun her was required here and answers which lacked this specific detail e.g. 'tour', 'next tour' could not be credited. Some candidates picked up the distracting detail 'new album', which could not be credited.

Question 5

Overall this question 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 responses being unable to be credited are outlined below.

- Item 5(a)** generally well answered. Many candidates provided the correct response: 'longest' here as expected. Several, however, provide the incorrect distracting detail 'first' from the recording.
- Item 5(b)** generally well answered. The majority of candidates provided the correct response: '(high) school' here as expected. Several candidates, however, gave the distracting information 'university', so could not be credited.
- Item 5(c)** a mixed level of success here. The expected response here was '(July) 2003'. Many candidates, however, gave the distracting information 'October 2013', so lost the mark here. Answers which lacked the specific year, providing the month July only, could also not be credited.
- Item 5(d)** a mixed level of success here. A fair number of candidates provided the expected response 'island'. However, many candidates offered 'sea' as a response, which was the incorrect detail, so could not be credited.
- Item 5 (e)** this question was answered well by some candidates, who offered the expected response 'labels'. However, a significant number of responses could not be credited as various incorrect objects were transcribed, in error, from the recording e.g. 'toothbrushes', 'handles', 'shirts', 'trousers'.
- Item 5(f)** generally well answered. Many candidates provided the expected response 'tents'. Where marks were lost it was usually due to inaccurate phonetic attempts at the answer – most typically 'tends'
- Item 5(g)** generally well answered. While the key was often given correctly 'batteries', spelling errors, such as 'buttries' could not be credited as they were not phonetically accurate responses. Some candidates misheard the intended answer and wrote 'batches' in error.
- Item 5(h)** the vast majority of candidates provided the intended answer '6000' and were successful here. Only a very small number of candidates wrote '600' or '60,000' in error.

Question 6

This was well answered. The majority of candidates matched, on average, 4–5 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. Candidates were least successful in the matching of speaker one to the appropriate letter, often giving ‘C’ rather than the correct letter ‘E’.

Question 7

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

A clear, and fairly even, divide was evident overall between the successful and less successful candidates in this question. 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 8A(a)** a mixed level of success here. Around half of all candidates provided the intended response ‘seals’. Some responses could not be credited as they provided the wrong additional detail in addition to the expected response e.g. ‘seals and dolphins.’ Other answers could not be credited as they were not acceptable phonetic attempts e.g. ‘selz’.
- Item 8A(b)** the expected answer, ‘waterfalls’, here was not often seen. Many candidates provided the incorrect detail(s) from the recording in error, most typically: ‘wave machines’ or ‘cameras’.
- Item 8A(c)** Many candidates failed to provide accurate phonetic attempts at the answer – ‘car engine’ e.g. ‘cargeen’, ‘cargen’ and ‘cargin’.
- Item 8A(d)** very well answered by the majority of candidates, who provided the expected response ‘general’. Marks were sometimes lost when responses were given that were not phonetically accurate attempts at the answer e.g. ‘genuel’ and ‘genval’.
- Item 8A(e)** very well answered by the vast majority of candidates, who provided the expected answer ‘birds’.

Question 8B

Overall this section was better answered than **8A**. There was a high level of success overall in this particular section. 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 8B(a)** very well answered by most candidates who provided the answer as ‘5 hours’ as expected. Marks were sometimes lost when ‘hours’ was not reproduced with phonetic accuracy e.g. ‘5 orrs’ or ‘5 owes’.
- Item 8B(b)** well answered by many candidates who provided the answer as ‘lions’ as expected. Several candidates, however, provided the wrong distracting detail from the recording – most typically, ‘penguins’ or ‘giraffes’.
- Item 8B(c)** the expected response here, ‘(blood) circulation’, was provided by most candidates, who also spelt the answer with a high degree of accuracy. However, the distracting detail from the recording ‘necks’ was given by a fairly large number of candidates.

- Item 8B(d)** this item was generally well answered. Successful responses avoided any excess detail providing just the expected answer 'temperature'. Marks were sometimes lost when the plural form 'temperatures' was offered by candidates, as this response does not represent an acceptable grammar fit in the gap.
- Item 8B(e)** this item was generally well answered. The expected answer here was 'trees'. A plural form was required here for a grammar fit, so 'tree' (singular) could not be credited. Some common misspellings that could not be credited were: 'thres' and 'tris', as they were not phonetically successful attempts, or formed different words e.g. 'threes'. Some candidates also lost the mark here by providing incorrect additional detail e.g. 'trees and nests', which could not be credited as the latter noun, 'nests', was an example of distracting detail from the recording.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/51
Speaking

Key messages

Most Centres performed well, recognising both the requirements and the spirit of the exam. Most examiners should be commended for administering the tests competently, and for conducting them in ways that brought out the best in their candidates. Overall, there has been an improvement in how Centres conduct the tests compared to last June.

- Make sure that the room is quiet.
- Asterisk the sampled candidates on the Coursework Assessment Summary Form.
- List candidates in the same order on the summary form (candidate numerical order) as on the MS1.
- Name the tracks with the candidate's name and number.
- Don't stick labels on the CD as these can damage the disc.
- Only put candidates in the sample onto the disc (not all candidates).
- Check quality of recordings/equipment before the tests and make necessary adjustments.
- Make sure candidates can be clearly heard and ask them to speak up.
- Use one examiner for 30 candidates or more.
- Where internal moderation has changed the mark of a candidate, it is useful for the moderator to know where the change has been made (structure, vocabulary or development and fluency). The changes should be clearly shown on the Coursework Assessment Summary Form.
- Before the test, examiners should read through the test procedure and familiarise themselves with timings and the range of topics available. If possible, have a 'dummy run' with the recording equipment to check recording levels – especially those of the candidates. If examining in a large Centre using more than one examiner, check the instructions together so all examiners follow the correct procedure. It helps when candidates have a good idea of the procedure prior to the test – examiners can run mock tests or explain the procedures to candidates in class and peers could conduct mock tests.
- Examiners need to give candidates an overview of the exam at the outset, explaining all the parts and informing them that only **Part D** is assessed.
- Have a clock/timer in view.
- Examiners must ensure that they engage the candidates in meaningful conversation and listen to the candidates' responses and react accordingly.

General comments

Part A

Candidates on the whole were welcomed and put at ease by the examiner. A number of Centres did not outline the format of the test at the beginning, or only did so in part; for example not informing candidates that only **Part D** is assessed. Some Centres conducted **Part A** after **Part B**. The forthcoming use of a script should help to eradicate this problem.

Part B

Many examiners conducted this area very well and enquired about extra-curricular activities, and most were appropriate in length and style. Many candidates were allowed to develop the conversation as they wished and often examiners used follow-up open questions judiciously to enable candidates to develop a flow of language. This enabled the examiner to select relevant topics which would be possible for the candidates to optimise their vocabulary and achieve the grades they deserved. There are still some examiners who are not

using this phase to elicit a suitable card. Although there were fewer instances of exam/school chat, some examiners asked irrelevant questions and wasted this opportunity; hence there were some real missed opportunities when selecting topic cards. There were a few occasions where examiners used the assessment card topics as a basis for their questions here, but no evidence that this was used to select a card. Timings of this phase improved, with most at least 2 minutes.

Part C

This part varied widely across Centres. In some cases there was very little or no preparation time and in others much longer than 3 minutes. Overall however, it was mostly carried out correctly, although very often examiners omitted to add that notes may not be made. It would be useful to remind candidates of this and the time allowed at the beginning of **Part C** even if they have been covered in **Part A**. 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.

In many cases the examiner asked the candidate if they were ready or the candidate themselves announced that they were ready, so candidates did not use the whole 3 minutes allocated. Questions asked by candidates were generally dealt with effectively although occasionally examiners struggled to help, often indicating that they were not familiar with the topic cards themselves. Candidates need to be encouraged to ask questions if they are unsure of certain language.

Assessment cards were generally selected appropriately although it appeared that the topic of hobbies (card J) was overused as a fall-back option when other cards might have been equally appropriate. In general, the cards were chosen randomly in larger Centres in an attempt to ensure that they were using a wide variety of the cards. Many discussed weather and hobbies in their warm-up and went on to talk further about Heat or Hobbies. It is not advisable to discuss the same ideas in the warm-up as in **Part D**. On some occasions, examiners chose cards which bore no or little connection to what the candidate was interested in.

Part D

There were far fewer monologues and more discussions. Although some examiners ran through the bullet points without expanding on the ideas raised, very few gave little or no input at all. All five prompts were being used, in the correct order. A few examiners expected the candidates to take the lead rather too much, allowing them to run through the points rather than intervening to move the conversation on. Timings were mostly accurate; where it was not the case; the tendency was for shorter tests rather than longer ones.

Many examiners were sympathetic listeners and steered the conversations very well, encouraging and guiding the candidates. It was useful for the candidates when examiners used the prompts with approximately equal amounts of time, giving candidates more time on the final prompt as this is where they were attempting the most advanced language and ideas. Some examiners needed to spend more time on each of the prompts whilst others encouraged long turns. Those who were less fluent were encouraged and supported by the examiner who elicited additional information. It is important that the Examiner expands the prompts by asking open questions. A rise in the number of closed questions used was noticed, particularly with lower ability candidates. On the whole, examiners worked hard to promote a conversation with the candidates. Some examiners skilfully paraphrased the prompts but in a few cases the examiner made the prompts far more complex and put the candidates at a disadvantage.

Comments on specific topic cards

A – Making things

This card elicited interesting responses from all levels of candidates. Candidates who had said they liked cooking were often asked this question. Conversations varied in terms of topics and items being created – from robots to art to furniture making and home-grown vegetables. They discussed items they themselves or their families made. Reasonable answers were given for homemade versus shop-bought food with stronger candidates being able to make some sophisticated points about recycling and self-sufficiency.

B – Heat

This card was not used frequently but provoked good engagement, especially on prompt 4 which allowed a lot of freedom to really express a point of view and argue a case. This was also the prompt where most asked in **Part C** what was meant by ‘passionate and hot-headed’. Prompt 3 was also interesting in that it was interpreted literally by most and then steered by examiners to talk about metaphorical warmth too.

Candidates from hotter countries had more to say on prompts 2 and 5, whereas those from cooler climates could relate more to prompts 1 and 3.

C – Speed

This was of similar popularity to card B, often given to male candidates, who offered a variety of responses. There were a lot of conversations about rushing classwork, homework or housework, or driving too fast. Stronger candidates were able to discuss the importance of accuracy versus speed. Candidates discussed old age and its effects sometimes amusingly. This prompt offered candidates the opportunity to show off their knowledge about the various physical and mental effects. Many idioms were elicited during this phase such as 'over the hill' and 'getting on in age'. Candidates responded particularly well to the view that technology is developing too fast. Examiners needed to support candidates into developing ideas around the concept of life being better in communities where life is slower. There were some interesting responses linking the pace and quality of life to religions such as Buddhism. Stronger candidates were able to expand on their opinions and some really interesting conversations were developed around this card.

D – Poems and songs

This topic was mainly used with female candidates who mentioned they enjoyed music, writing or literature in **part B**, although sometimes selected randomly. The broad nature of the topic made it mostly a successful choice. Candidates discussed a wide variety of cultural songs and music genres. Most candidates opted to talk about songs rather than poems. Stronger candidates could name nursery rhymes in English and many candidates translated titles of poems from their cultures and proceeded to describe the poem or song using a wide variety of subject specific vocabulary, such as 'lyrics' and 'rhythm'. Candidates talked about a variety of reasons for writing poetry and songs from sorrow at funerals to comedy, with many developing ideas around self-expression. The conversation easily flowed from poems or songs being remembered into talks about political restrictions on poetry and songs in countries. Many candidates were in favour of governments having some control over the content of poems and songs.

E – Uniforms

This card was a popular choice with some examiners, mainly focusing on school uniforms and not exploring other areas of life where uniforms are needed. Stronger candidates were aware of lots of types of people who wear uniforms and this formed a good basis for the entire conversation. Candidates explored many advantages including: lack of bullying, professional appearance, identification and absence of early morning decision-making. When discussing the colour and design of uniforms, this generally focused on uniforms relating to hospitals, the police and military personnel, and that it makes it possible to identify staff / job roles. Many candidates felt that school uniform restricted identity and self-expression whilst others used some interesting vocabulary to express that uniform created equality. Stronger candidates were able to talk about having to conform to expected ways of behaving, e.g. when representing the school or a sports team, or in a job.

F – Meeting people

This was a very popular and accessible topic which gave the candidates plenty of opportunity to speak from first-hand experience. Weaker candidates here tended to repeat their answers to the first prompt into the second, instead of thinking specifically about meeting someone new. Not many candidates had met famous people, but they came up with a variety of reasons why meeting a famous person could be disappointing, ranging from having a bad personality to being shy or avoiding fans. Most candidates agreed that social media made us more isolated and there were very mixed reactions to the idea of having robots as friends. Clarification of 'disappointing' and 'isolated' was sought during **part C**. Overall, candidates were able to expand on all areas of this topic.

G – Working together

A popular topic which few candidates had problems with overall, though in the last prompt weaker candidates often seemed to feel they 'had to' agree with the view expressed. Prompts 1–4 produced very successful conversations with candidates mostly focusing on their group work at school or sometimes in a sporting capacity. As several candidates were actually working for their parents' businesses they had a lot of pertinent things to say in response to prompt 3. There were a lot of advantages of working with other people, allowing candidates to use a wide variety of clauses of contrast and interesting sentence starters – 'on the other hand', 'in contrast'. Examiners occasionally led candidates into areas of leadership and management

allowing stronger candidates to use a wide variety of business style vocabulary, common business idioms and phrasal verbs.

H – Hospitality

This topic generated a lot of discussion, with most candidates talking freely about being a guest in someone's home and expressing a variety of advantages and disadvantages. All of the prompts proved effective in eliciting discussion. International students talked about personal experiences related to being visitors in other countries. Interesting conversations developed as candidates gave examples of situations when they greeted visitors to their home. In responding prompt 3, stronger candidates could use a wide variety of idioms such as 'litterbug' whilst weaker candidates used a wide variety of lexis to express types of people such as 'criminals' or 'unpleasant people'. Many of the candidates had participated in a student exchange so they could draw on this experience. Candidates talked freely about learning more about other countries, cultures, religions and languages. Prompt 5 produced some excellent responses covering refugees, people running away from war, Muslim women wearing traditional clothes and women in mosques.

I – Documentaries

This topic was often selected for candidates who had shown strong interests during the warm-up (eg in science or current affairs). Many candidates spoke in great detail and clarity about documentaries they had seen. Where it was chosen at random, it did prove daunting for weaker candidates or those who had no special interest in it. When given to candidates who are interested in documentaries their conversation tended to be mostly about nature programmes. In discussing prompt 3, there were some animated responses. A lot of technical vocabulary was elicited, particularly relating to different jobs within the industry. Candidates expressed a vast array of convincing opinions and used sophisticated vocabulary to express bias when discussing the view that documentaries do not always give a truthful picture. There was a strong view that documentaries could change society, making people think about the environment as well as using documentaries to stir political change.

J – Hobbies

This was the most popular topic. All candidates were able to discuss the first three prompts, often in detail. A variety of hobbies were discussed, including several sports, music, photography, art/crafts, computer games and reading. A lot of subject specific vocabulary was elicited. Many candidates mentioned reading or football as a response to prompt 3. When discussing prompt 4 candidates mentioned a variety of unusual hobbies. The meaning of 'irresponsible' was often clarified. Candidates were able to give clear reasons for their opinions; discussing the issue of responsibility with regard to other people, e.g. friends and family members and the rescue services, as well as the safety of the participants themselves. Many candidates were able to speculate about people's free time in the future, considering the impact of technology. Many felt they would have less time for hobbies when they had families in the future, interpreting this prompt to mean 'when I'm older' rather than referring to the general future, but while this simplified the topic, it also generated varied answers.

Application of the marking criteria

Assessment was fairly accurate although it was noticeable that examiners whose own English is limited are sometimes rather lenient, especially on Structure. On the whole, there was a sound rank order of candidates within a Centre.

Structure

When this was assessed leniently it was usually because Band 1 had been given without a variety of structures being present or extended complex sentences being used. When assessed severely it was sometimes felt that the examiner was looking for a greater absence of errors or a native speaker standard in order to award top marks.

Vocabulary

Where marking was lenient it was often due to a lack of precision or shades of meaning. Examiners tended to award Band 1 for repeated use of a few technical or academic terms, or idiomatic phrases which were not always accurately deployed. Where Band 1 scores were genuinely achieved, it was because candidates used idiomatic lexical chunks that achieved greater precision or shades of meaning. Severe marking occurred most frequently between band 2 and 3 where examiners perhaps did not recognise the accurate use of phrasal verbs or spoken expressions that link ideas or give the candidate time to formulate their answer. For lenient marking the examiner may have been drawn towards a candidate's confidence in presentation.

Development and Fluency

Lenient marking was most commonly noticed where candidates could talk fluently but were not necessarily developing their ideas or indeed responding to a change in the conversation. Severe marking was sometimes because the candidate was slow or quiet in speaking but no less fluent. There were instances in which the candidate could have been more fluent but was not given the opportunity to develop their ideas by the examiner talking over them. Where possible candidates should be allowed to have stretches of language where they are not interrupted or asked supplementary questions.

There were more instances of near-native speakers taking the test. In terms of these native speakers or near-native speakers, they may appear to be 'beyond the criteria', but many of these candidates did not display the range of structures or vocabulary required for a high Band 1 mark. Neither were they always fluent, and examiners did not encourage extended responses. Examiners need to be reminded to look for 'shades' of meaning and 'some sophisticated ideas' for a Band 1 mark.

There was a tendency to mark severely in the lower marks range. Examiners should be reminded to give credit for what candidates can do, not penalising them for what they cannot do.

Administration

Many Centres clearly followed the guidance. Often there was at least one aspect of administration that could be improved, particularly recordings as the audio tracks often required candidates' names and numbers. Almost all the recordings submitted worked and were of a good recording quality. There were very few arithmetical and transcription errors compared to last year.

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 are changed on the Coursework Assessment Summary Form.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/52
Speaking

Most Centres used the format of the test effectively to get the best performance out of their candidates.

Key messages

- Examiners should try to choose a topic card that will work well for the candidate and that they will be able to discuss without too much prompting and explanation. **Part B** should be used to choose the best card possible.
- Internal moderation must be carried with Centres where multiple examiners are used.
- Examiners must fully inform the candidate about the structure of the test in **Part A**.
- Examiners should not allow candidates to begin **Part D** without having given them sufficient time in **Part C** to prepare adequately for the discussion.
- Examiners should not proceed too quickly through the prompts in **Part D**, without allowing the conversation to develop.
- Centres should provide a sufficiently quiet room in which the test can take place.
- Examiners should ensure that the candidate is sitting near to the microphone.
- Examiners should keep their speaking to a minimum during **Part D** and not interrupt the candidate when they are speaking.
- Centres should check the quality of the recording on the CD before sending it to Cambridge.

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. Although it did seem to be better than in previous series, there is still considerable variability in how this phase is handled by Centres. Best practice would appear to be the use of a scripted introduction which can be read to each of the candidates.

Sometimes the explanations were too brief, e.g. examiners told candidates that they would be doing a warm-up/discussion but did not explain the time limits or informed which part of the test would be assessed. On other occasions, examiners gave a brief introduction before each part rather than a complete one at the outset. Some instructions were delivered too fast.

Part B

Most candidates felt at ease in this part; questions were generally about their hobbies and interests. This phase works best when examiners treat it as an informal conversation between themselves and the candidate which is designed to put the candidate at their ease, and to allow the examiner to develop insights into the candidate's interests and experiences. Some examiners still approach it as if they have a checklist of the speaking assessment topics in their mind, and ask a series of unrelated questions in an attempt to match the candidate with a topic. Others have a set pattern to their conversation, which allows little room for any reaction to the candidate's responses. In far too many cases, the choice of topic card still appears completely unrelated to anything that has been said by the candidate in **Part B**. The mitigating circumstance here is that, as their teacher, an examiner may have prior knowledge of a candidate's interests. Most warm ups were the correct length, but there were a few Centres where they were too short.

Part C

The preparation period ranged from non-existent to over 3 minutes. Many examiners told the candidate that they still had time to prepare, even when the candidate said they were ready to start **Part D**. However, a significant number still allowed the candidate to dictate when the discussion began and did not announce the topic card before the preparation time. Candidates should be encouraged to use the whole 2-3 minutes even if they feel ready to begin the test early. 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..

Most examiners tended to discuss the procedure for this part here, either for the first time or to go over again for a second time. There were still some cases of the recording being paused.

Part D

Examiners should use open questions and try not to relate all the prompts to the candidates' personal life. Candidates should be encouraged to talk in a more abstract way about more general ideas with the final three points. Examiners should avoid giving their own opinion too much; although it is a conversation the main focus should be on the candidates' ideas and thoughts and these are usually less developed when the examiner has a strong viewpoint of their own.

One recurrent issue is still that of examiners running too quickly through the prompts, particularly when reacting to the reticence of weaker candidates.

Some examiners left long pauses when they wanted a candidate to speak, but this tactic seemed to make the candidate much more nervous, intimidated by the situation. Also, some examiners struggled to think of questions to ask, as there were pauses while the examiner worked to form a question or elected to use a question, which would result in yes/no response from the candidate.

Comments on specific topic cards

A – Responsibility

This was a popular topic, and related well to family responsibility in particular. In their responses candidates were able to draw upon their personal experience. It was generally given to middle to high range candidates who were able to develop the ideas in the prompts. Prompt 4 gave the stronger candidates the opportunity to express their views on the responsibilities that are placed on those who have power.

B – Speaking and listening

This topic was chosen when the candidates did not reveal any hobbies or interests during **Part B**. It was often given to weaker candidates who were able to respond to all the prompts. A number of candidates asked about the meaning of 'digital communication' in the final prompt. As language learners, most candidates had quite a lot to say on this topic, and some had interesting insights into the skills involved.

C – Adventures

This topic was interpreted in several different ways and the responses seemed to cover anything from camping in a forest to Disneyland. Several candidates asked for help with the meaning of prompt 5 and particularly 'the best time in life' but this was generally well answered. This topic elicited successful responses when given to candidates who expressed interest in it during **Part B**.

D – Autobiographies

This was the least used topic this series. The distinction between autobiography and biography was not always made clear to the candidate, and the confusion between the two could often put the examiner and candidate at cross-purposes when it came to the later prompts.

E – Rules

This was a popular choice of card which generally started well, but the responses to the later prompts were less successful. Examiners were often asked for clarification of the meaning of prompts 4 and 5, which enabled candidates to develop the points effectively.

F – Sports training

This topic was very accessible to all but was often chosen by examiners for male candidates. Several candidates asked for clarification of the meaning of 'pros and cons'. Prompts 4 and 5 were answered well even by weaker candidates who had some experience of sports training. When this topic was given out randomly and the candidates were not interested in sport, they were less engaged in the discussion and their responses were not fully developed. The phrase 'no natural ability' in the final prompt was often misinterpreted as meaning 'disability', although this misunderstanding often led to some interesting discussion about topics like the Paralympics.

G – Stars, planets and space

This was probably the least popular of the topics in terms of how often it was chosen. When this card was matched appropriately with a candidate's interests, this resulted in some interesting discussion.

H – Television

This topic was chosen most often when the examiner was unable to identify anything more distinctive about a candidate's interests in **Part B**. Most candidates were able to develop ideas provided by the prompts. There was often difficulty in understanding 'advertisements' in the fourth prompt. It was a good general topic though, but several examiners spent too long on the first two prompts. Some good discussion was developed out of prompts 4 and 5 with the higher level candidates.

I – Crowds

Most candidates seemed familiar with issues connected with urban living and were able to engage in some interesting discussion based on the prompts. Prompts 4 and 5 were usually answered very well, with candidates being able to draw on personal experience.

J – Children's safety

This topic was usually given to female candidates who had younger siblings. Most candidates were able to respond well to the prompts although some struggled with ideas for the third prompt, 'the disadvantages for children being kept safe all the time'. Candidates interpreted being 'safe' in a number of ways from avoiding being kidnapped to simply locking the door. Prompt 4 was sometimes misunderstood, and often was just a discussion of life before the internet.

Application of the marking criteria

Generally, examiners applied the marking criteria well. Most moderators felt that on the whole the candidates were ranked correctly within the Centre and the assessment of the candidates was fair. However, there was some extremely lenient marking at times, especially in Structure, and Development and Fluency.

It is perhaps still possible to say that some candidates who give the appearance of being able to say a lot by deploying their relatively limited language resources to good effect in conversation (while never, for example, shifting out of the present tense) are being rewarded more than they should be in Structure and Vocabulary, when their real strength is in Development and Fluency.

As a general pattern, weaker candidates' performance was more likely to be assessed more severely. Examiners should be aware of this.

Administration

Recordings

Most Centres provided well-prepared samples with recordings on CDs. Centres should ensure that they submit the required number of recordings in their sample and that each track is renamed with candidate's name and number. The names of candidates whose tests are included in the sample should be asterisked on the Coursework Assessment Summary Form. CDs should be packaged in rigid containers to minimise damage.

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 are changed on the Coursework Assessment Summary Form.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

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

- Examiners must inform the candidate about the structure of the test in **Part A**.
- The full 2–3 minutes should be allowed for **Part B** in order to put candidates at their ease, or to select the most appropriate topic for **Part D**.
- Candidates should not be allowed to begin **Part D** without giving them sufficient time in **Part C** to prepare adequately for the discussion.
- Examiners should not proceed too quickly through the prompts in **Part D**, without allowing the conversation to develop.
- Centres must provide a sufficiently quiet environment in which the test can take place.
- 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 Coursework Assessment Summary Form.

General comments

Part A

There is still considerable variability in how this phase is handled by Centres. Best practice would appear to be the use of a scripted introduction which can be read to each of the candidates.

Part B

This phase works best when examiners treat it as an informal conversation between themselves and the candidate which is designed to put the candidate at their ease, and to allow the examiner to develop insights into the candidate's interests and experiences. There are still some examiners who are not using this phase to elicit a suitable card. Others approach it as if they have a checklist of the speaking assessment topics in their mind, and ask a series of unrelated questions in an attempt to match the candidate with a topic. In far too many cases, the choice of topic card still appears completely unrelated to anything that has been said by the candidate in **Part B**.

Part C

Many examiners are now telling a candidate that they still have time to prepare, even when the candidate signals that they are ready to start **Part D**. However, a significant number still allow the candidate to dictate when the discussion begins.

Part D

A few examiners still expect the candidate to initiate the discussion and work their way through the prompts, only intervening when they sense that the candidate is about to dry up. However, most are well aware of how to use the prompts to structure the discussion, and the best are prepared to ask supplementary questions to

draw more out of the candidate. One recurrent issue is that of examiners running too quickly through the prompts, particularly when reacting to the reticence of weaker candidates.

Comments on specific topic cards

A – Singing

This topic required the examiner to have established in **Part B** that the candidate has a background (or at least a strong interest) relating to the topic. However, when this had been established (and sometimes only on the basis that the candidate played a musical instrument) the topic worked well. In fact, it elicited some of the strongest performances of all from candidates.

B – Collecting things

This was not a popular choice, as very few candidates admitted to being collectors when asked in **Part B** by examiners. The topic did not elicit many strong performances. On a few occasions, the final prompt, regarding museums and galleries, generated the most interesting part of the discussion.

C – Heroes and villains

This was one of the most successful topics, and very popular, especially with male candidates. Most discussion focused on superheroes (Batman, Spiderman, etc.) and the villains associated with them, but Harry Potter also received a lot of mentions. The responses developed very naturally following the prompts, and the candidates often spoke with obvious enthusiasm, even passion, regarding their preferences.

D – Watching TV

In most instances, this card was selected when the examiner was not able to establish a topic more suitable for the candidate (that is, when the discussion in **Part B** produced no obvious connection to any of the other topics). In their responses most of the candidates have moved on from traditional TV viewing habits (the family gathered round the set) and the prompts were quite effective in exploiting this trend. Some candidates struggled to explain with why they watched TV programmes in different ways.

E – Helping others

On most occasions, this topic card produced discussion about peer relationships in the school context, or the dynamics of family life. Only a few candidates were able to broaden the context by talking about their experience of charity work or volunteering.

F – Hot and cold

Examiners often seemed to choose this topic for weaker candidates, perhaps assuming that it would enable them to talk more about their personal experience. Most prompts elicited some interesting responses, though some candidates struggled with the idea of prompt 3.

G – Extreme speed

This was not a very popular choice, and more often chosen for male candidates than female candidates. Examiners may have been put off by the third prompt, which had a narrow focus. Some examiners side-stepped this by substituting whatever the candidate had described from their own experience (e.g. driving a car) for 'cycling and skiing'.

H – Being lucky

This was one of the less popular choices, possibly because it verged on the realm of superstition. When chosen, this topic provoked some good discussion, particularly from candidates with a more developed social conscience.

I – Punctuality

This was a very popular topic as it is obviously one that is hotly debated in society. Most candidates were able to speak at length from their personal experience, and coped effectively with all of the prompts. The topic produced some particularly strong performances.

J – Making mistakes

This topic was quite a popular choice, allowing candidates to go into confessional mode when it came to talking about their own mistakes, but also to be magnanimous when it came to discussing the mistakes of others. The prompts were effective in developing the discussion from the personal to the general, and generated some excellent responses.

Application of the marking criteria

This was generally applied consistently and with a good degree of accuracy. However, some candidates who give the appearance of being able to say a lot by deploying their relatively limited language resources to good effect in conversation (while never, for example, shifting out of the present tense) are being rewarded more than they strictly should be in Structure and Vocabulary, when their real strength is in Development and Fluency.

Administration

Recordings

In a number of Centres, background noise and disturbance during the test were issues that may have had a negative impact on candidates. This also has an impact on the quality of the recordings that the Centre provides, although this is at times a separate issue.

Internal moderation

Internal moderation continues to throw up a number of issues. In some cases where more than one examiner is used, it is not done at all. In others, only those candidates who appeared in the sample had their scores internally moderated. Sometimes, when two examiners were used, one examiner (presumably the senior of the two) had internally moderated the other examiner's candidates' scores, but had not allowed any reciprocity. Centres did not indicate how the candidate's scores had been adjusted during internal moderation (i.e. whether it is the score for Structure, Vocabulary or Development and Fluency that has been changed).

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/06
Speaking Coursework

Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the individual candidate record cards, which should contain full descriptions of the activities and tasks undertaken. At least one of these tasks must be unscripted in order to give candidates the opportunity to demonstrate their fluency in the language and their ability to develop a discussion. It is not appropriate to use topic cards from past oral tests.
- 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 renamed 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 Coursework Assessment Summary Forms.

General comments

This session saw 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, paired discussions, telephone conversations and mock interviews. Where there was one or two candidates, the Centres successfully used other students to participate in the coursework activities.

Some Centres entered as component 06, but conducted the test as component 51, 52 or 53. Centres must ensure they enter their candidates for the correct component.