

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 speaking tests.
- If a teacher is not completely confident in designing and implementing three different and productive activities comprising relevant tasks, then it is advisable to opt for Component 51, 52 or 53, the speaking test.
- Please remember that the assessment criteria are designed to test language skills not presentational or performance skills.
- Centres should submit samples of paired discussions as well as the individual tasks.
- It would be useful if the candidates' names were frequently used in paired and group discussions in order to identify them.
- The Individual Candidate Record Cards for all candidates should be submitted to Cambridge International with the Coursework Summary Forms.

General comments

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

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

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

Interpretation and application of assessment criteria

The marking tended to be slightly severe in Structure and Vocabulary.

Administration

Recordings submitted by some Centres were difficult to hear. Please ensure that all audio files are checked for quality before sending to Cambridge International.

ENGLISH AS A SECOND LANGUAGE

Paper 0511/11
Reading and Writing (Core)

Key messages

- In **Exercises 1 and 2** candidates should be encouraged to read the questions carefully with the intention of seeking out the key word(s), which will lead them to the appropriate section in the text.
- **Exercise 3** requires accuracy in grammar, spelling and punctuation. Emphasis should also be placed on handwriting, as illegible writing can result in responses not being credited.
- In **Exercise 4** incomplete responses or placing the response in the wrong section meant that responses could not be credited.
- The topic for the summary in **Exercise 5** was The Lion Encounter Project, which meant that careful application of the notes to the previous exercise and good use of linking words would lead to a good mark. This proved to be the case here, for many good answers were seen.
- **Exercises 6 and 7**, candidates need to be aware that there is a difference between the recipient of the informal, more personal email to a friend/relative and the reader of the more formal article in the school magazine.

General comments

Most candidates were able to complete all exercises in the time allowed. There were just a few who omitted one or two exercises to allow time to write responses to **Exercises 6 and 7**.

The paper includes several different tasks requiring the candidates to demonstrate a variety of practical skills, ranging from choosing relevant details from a text, accurately completing a form and making notes, to the more demanding skills of summary writing and extended writing for a defined purpose and for different audiences.

Candidate handwriting this series was generally legible.

Comments on specific questions

Exercise 1

This opening exercise was of an appropriate level for all candidates with **1(c)** and **1(d)** proving more challenging.

- (a) This was generally well answered. Candidates who overlooked the superlative in the question responded with various incorrect lifts from the text, such as 'having an unusual family holiday' or 'to see if archaeology would be an interesting career', neither of which was the most popular reason given in the text.
- (b) Most candidates correctly identified the key information.
- (c) Some candidates listed all three associations mentioned in the text, perhaps due to the plural form 'organisations' in the question. The correct response, also plural, was found in the text – 'your best chance is with universities'.
- (d) What prevented archaeologists from accepting late or unexpected volunteers was the fact that there were laws governing the use of volunteers, which they had to obey. Incorrect answers, also

taken from the fourth paragraph included 'paying for accommodation, food and travel' and 'you need a strong pair of boots, good work gloves and a sun-hat for outside work'.

- (e) This question was well answered.
- (f) This question was well answered. Most correctly identified 'the tool talk'.

Exercise 2

This exercise required more careful reading of both questions and the corresponding sections of the text. At times candidates selected the most obvious details, where more precise reading was required.

- (a) The correct response here was, not just that there was rainwater in holes high up in the trunk of the tree, but that Pete Douglas knew that wildlife would be attracted to it there. Responses which lifted the list of types of wildlife from an earlier sentence could not be credited.
- (b) The correct answer was that the trunk changed colour in wet weather.
- (c) The majority of candidates correctly identified the answer here.
- (d) This was relatively well answered.
- (e) Most candidates offered acceptable responses to this question.
- (f) What surprises Laura is the size of the leaves – that they are 'quite large'. It is not the height of the tree, as many responses indicated.
- (g) This question was reasonably well answered.
- (h) Some candidates inaccurately identified 'cutting down huge areas of mountain ash forest' as the answer.
- (i) Many candidates correctly answered this question.

Exercise 3

There was evidence that candidates had understood the requirements of the task and carried out the instructions with a degree of accuracy. In general, candidates showed much greater success in Sections A and B than in Section C, and continued practice of sentence writing is to be encouraged.

Sections A and B

The importance of good, clear handwriting must be emphasised throughout the paper and especially in this exercise where correct spelling is a key element. Capital letters need to be easily recognisable when forming part of a proper noun, as in a name, address and title, and where the upper case letter is formed in the same way as the lower case. Candidates should pay particular attention to the difference in size and make this clear and obvious. Candidates are reminded that all the information required to complete the form is to be found on the question paper.

Common issues with responses this series were as follows: adding the address of the school when only the name was required, the omission of 'England' in the home address, because the competition was worldwide, and the regular writing of lowercase letters to start proper names, for example – 'ellie donaldson' and 'Young Writer award'.

Section C

The requirement here is for two full and complete sentences containing the correct details as required by the rubric. Centres are encouraged to ensure candidates know what constitutes a complete sentence.

Exercise 4

There were some creditable attempts at this exercise. The topic was generally well understood.

The young lions – some physical facts

Many were able to identify the key features concerned with the lions' physical abilities, but those who gave as their answer the age of the lions or their delight at being let out into the open could not be credited.

Rules for visitors going on lion walks

There were six acceptable answers in the Mark Scheme for this section, and many scored two marks. The most common correct answers were 'carry a stick' and 'touch only from the neck down'. The 1.5 metre size restriction referred to the visitors and not to the lions.

Arguments supporting the Lion Encounter project

This section was reasonably well answered. Incorrect answers from the text were critical of the project – 'close contact with humans is unnatural for wild animals' and 'animals in the park can never be returned to the wild'.

Exercise 5

Candidates approached this summary exercise reasonably well. The notes from the previous exercise were relevant and in addition, candidates could select key details from the text.

Exercise 6

Most candidates made attempts to address all three bullet points, many with successful development of ideas. The prompts are given to provide a framework to the email and should all be used. Candidates would commonly save up for mobile phones, PlayStations – even bicycles, motor bicycles or cars. The money was acquired in many different ways, usually through a part-time job or saving pocket money for jobs done around the home. Some emails used only a single paragraph lacking an introduction and conclusion.

Exercise 7

The majority of candidates, even those who stayed close to the prompts, successfully completed this task. Where candidates could develop the prompts with examples, such as the emergence of atomic and nuclear bombs or harmful drugs on the negative side or on the positive side the advances made in technology, marks in the top two bands were awarded.

Those who wrote about science as a concept, rather than about the possible value gained by studying science at school and beyond, could only be awarded a mark in the lower bands.

From a language point of view, there were some effective responses which contained a good range of language. Many candidates achieved a degree of grammatical accuracy in this exercise, and used appropriate vocabulary to express their ideas and opinions.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/12
Reading and Writing (Core)

Key messages

- In **Exercises 1 and 2**, candidates are required to identify the key elements of each question. Answers should be brief and should avoid including extra details which are not relevant.
- **Exercise 3** requires accuracy in grammar, spelling and punctuation. Emphasis should also be placed on handwriting, as illegible writing can result in the loss of a mark. In this series, it was generally observed that presentation of answers did not continue the improvement noticed in the last series, and a number of responses could not be credited due to handwriting that was difficult to read.
- In **Exercise 4**, candidates need to make sure that their note-form responses are placed under the correct heading. In this series, it was noticed that a number of candidates selected the correct details for the first section, but entered them under the second heading, so could not be credited.
- In the summary **Exercise 5**, the majority of candidates successfully kept within the word requirement of 70 to 80 words. However, it was observed that a number of candidates did not know how to answer this item, and either listed their notes verbatim from the previous exercise or copied sections from the text. Summary writing skills such as paraphrasing, ordering and linking remain an ongoing area for improvement in candidate preparation.
- Candidates were considerably more successful in their response to **Exercise 7** than to **Exercise 6**. Most candidates answered within or beyond the required word length, and a number of stronger candidates offered responses which provided sufficient depth of detail for marks in the highest band to be awarded.
- In **Exercise 6**, although it was generally observed that candidates were well prepared for this task type, many candidates did not fully understand the idea of a 'visitor attraction', which led to some low marks for Content. This would seem to indicate a need to increase candidates' lexical resources by continuing to practise vocabulary enrichment.
- In **Exercise 7**, although most candidates stayed within the limits of the prompts provided, they were more successful in responding to the requirements of the task, producing writing with a more formal framework, suitable for a magazine article. For marks in the highest band to be awarded for Content, the response should include opinions and ideas which are the candidate's own and beyond those provided by the prompts. Candidates who attributed the given comments to their classmates were rarely successful, as this generally involved copying with little further development. The layout presented by some candidates in which they wrote in columns to replicate a magazine article is unnecessary and at times led to difficulties in deciphering the writing.

General comments

The paper presents a range of tasks to be completed within the seven exercises, and requires candidates to demonstrate a variety of practical skills.

It was evident this series that a number of candidates appeared not to be able to manage their time efficiently. Some candidates made no attempt at **Exercise 5**, despite completing **Exercise 4** successfully, indicating that this was perhaps due to time constraints, rather than a lack of comprehension. Other candidates appeared to run out of time on **Exercise 6** or **7**, exercises which carry the highest marks. In

addition, a number of candidates omitted individual questions in **Exercises 1** and **2**. Candidates should be encouraged to attempt every question in the first two exercises.

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

Comments on specific questions

Exercise 1

In general, this exercise was well attempted by many candidates. Short phrases from the text were required and candidates lost marks through adding too much information, some of which negated an otherwise correct response, noticeably in **(a)** and **(b)**, or through trying to use their own words, not always successfully.

- (a)** Many candidates correctly identified 'cleaning' or 'repainting'. Responses which also included people dressing in 'new clothes' were not credited, as the question only required reference to preparing houses.
- (b)** This was considerably more challenging. Candidates were expected to locate the detail in the text which corresponded to 'what children like most' in the question. Correct responses detailed 'gifts of money'. Answers which included 'enjoy sweet treats' were not credited without an indication of preference for the gifts of money.
- (c)** The key word 'pancakes' in the question led many candidates to correctly select 'the arrival of the warm sun'. Responses which mentioned the 'passing of winter and the return of the light' were not credited, as these did not explain the symbolism of the pancakes, as the question demanded.
- (d)** The range of acceptable responses indicated on the mark scheme enabled many candidates to score well. Some candidates misinterpreted 'Where' in the question for 'When' and supplied 'late January', which was not credited.
- (e)** Most candidates correctly identified that 'news reports' provided the information about the appearance of the cherry blossom. Inaccurate copying, as in the response 'new reports', meant that the response could not be credited.
- (f)** Most candidates scored well on the second part of the question with the response 'hope for a new start', gaining one mark. The first part was more challenging, with marks lost through incomplete responses, 'the end of school' or 'the end of the year'. A number of candidates supplied two correct answers, but in reverse order, which was not credited. Candidates should be advised to read carefully questions which require two pieces of information for two marks, and to accurately copy details from the text - responses such as 'hop for a new start' and 'hope for a new star' did not gain a mark.

Exercise 2

This exercise required more careful reading of both questions and the corresponding sections of the text. At times candidates selected the most obvious details, where more precise reading was required. This was most noticeable in **(a)**, **(e)** and **(i)**.

- (a)** This first question presented a challenge to many candidates, some of whom misinterpreted the text phrase 'Unlike most beachcombers...'. Candidates needed to understand that Sarah is not like others in that she collects plastic objects, whereas they are interested in 'shells and fossils'. Responses which also included 'plastic objects' were not credited, as candidates had not demonstrated understanding of the difference between Sarah and the other beachcombers.
- (b)** This was generally well answered, with most candidates correctly selecting the name of the ship, 'Singapore Rose'. A number of candidates appeared to need to read the question more carefully, as they provided the name of the captain of the ship, or the description, 'container ship'.
- (c)** The majority of candidates were accurate in their answers and supplied two of the three options on the mark scheme for maximum marks. Responses which recorded that 'the captain feared the ship would sink' were not credited, as this did not answer the question, and attempts by candidates to use their own words, in responses such as 'the ship turned to the side' were considered inaccurate.

Centres are asked to remind candidates that selecting phrases from the text for their answer is sufficient in this exercise.

- (d) There was generally a satisfactory response to the question 'Who first found...'. Although some candidates incorrectly selected the idea that 'tourists quickly joined the hunt...', it was the 'schoolchildren' who 'initially' discovered the pieces. Responses which included both 'tourists' and 'schoolchildren' could not be credited, as the additional detail was incorrect.
- (e) There was a mixed response to this question. A number of candidates incorrectly chose the first named pieces in the paragraph, 'life jackets, divers and pirates', while others overlooked the phrase 'rather than...' and opted for 'fishing nets and scuba equipment'. More precise reading of this section of the paragraph was needed to find 'rare octopuses' and gain the mark.
- (f) This was a challenging question in that candidates had to differentiate between what 'many people might think' and the real situation. Lack of precise reading of the corresponding section of the text led many candidates to choose 'after a high tide', rather than the correct response, 'after a bad storm'. Responses which included both details were not credited, as these showed that candidates had not demonstrated clear understanding of the difference between relevant and irrelevant information.
- (g) This was well answered by the majority of candidates, who successfully selected from the table the two pieces found in the same quantity, 'life jackets' and 'ship sails'.
- (h) This question was a challenge for many candidates who were required to demonstrate a deeper understanding of ideas. In general, candidates made a reasonable attempt and many found one idea, 'plastic is a threat to marine wildlife', gaining one mark. The second idea, 'plastic takes centuries to degrade', although occurring earlier in the paragraph, was frequently overlooked, with many candidates selecting the more general statement, 'it's an important environmental issue' or 'it's a worry to beachlovers', which did not contain the detail required for the mark.
- (i) There was a mixed response to this question. More able candidates correctly identified '53', and in some instances offered '53 out of 8763', which was credited. Less successful responses appeared to confuse the total number of plastic pieces, '8763' with the number of Playgo pieces, a detail which, on its own did not answer the question.

Exercise 3

There was evidence that candidates had understood the application form and carried out the instructions to circle and delete with a degree of accuracy. In general, candidates showed much greater success in Sections A, B and C than in Section D, and continued practice of sentence writing is to be encouraged.

Despite some excellent attempts by stronger candidates, some of whom achieved full marks for the first three sections, there were a number of responses which lacked clarity and legibility. The importance of good, clear handwriting must be emphasised throughout the paper and especially in this exercise where correct spelling is a key element. Capital letters need to be easily recognisable when forming part of a proper noun, as in a name, address and title, and where the capital letter is formed in the same way as the small letter, candidates should pay particular attention to the difference in size and make this clear and obvious.

Section A

There were many successful responses to this section, with the accurate transfer of the name, address and contact details. Some candidates supplied 11 or 18 as the age, however, which indicated a lack of clear understanding of the text information.

Section B

Most candidates were successful in indicating the length of time, 3–4 years. However, it should be emphasised to candidates that writing too much information can risk error, as was noticed in the second item in this section. The requirement was to provide details of a previous achievement in gymnastics, 'national champion' which was well identified.

Section C

This was the most challenging of the three sections on the first part of the form. Candidates identified 'Wednesday', but frequently with a lower case 'w', or offered 'Monday or Wednesday', which was not credited. The instruction to delete was quite well observed, often with an accompanying underline as reinforcement of their choice.

Section D

The first sentence was well answered, with many candidates supplying details of becoming an international gymnast, or competing in the Olympic Games. The second sentence presented more of a challenge, and many candidates repeated information that corresponded to the first sentence. Many grammatical errors arose from the lack of transfer from third to first person, often in the second verb in the sentence, as in 'I want to become an international gymnast and dreams of competing in the Olympics.' Continued practice of accuracy of grammar in sentences containing more than one verb is recommended.

Candidates are reminded that all the required information can be found in the text, and that they are not required to answer from their own experience or imagination.

Exercise 4

There were some creditable attempts at this exercise. Candidates achieved greater success at selecting details for the first two headings than the third, and a number of stronger candidates scored quite highly. Weaker responses were characterised by a lack of understanding of the first heading, 'behaviour of lions', preferring characteristics rather than behaviour, and marks were also lost through placing the right details in the wrong section.

Behaviour of lions

Of the three key points available, the first two were commonly selected, 'live in groups called prides' and 'affectionate towards each other', for two marks. There was some misinterpretation, and responses detailing physical characteristics, such as their life expectancy, weight and appearance were not credited.

Threats to the survival of lions

All key points for this heading were recognised, the most popular being 'loss of natural environment' and 'shortage of food'. Marks were lost if the response did not contain a key element, for example, 'catching diseases', which without 'from village animals' was too general and did not gain the mark.

Work being done by conservationists

In this section it was important that the candidates' notes reflected the point of view of the conservationists and included a verb to this effect. There were five key ideas for three marks and all were selected equally. More successful responses recognised the need for each answer to contain a specific detail, for example, 'movements' in the response 'study lion movements', whereas weaker responses frequently omitted these specifics and supplied vague or incomplete notes. Examples included 'train local people,' which without 'to monitor lions' lacked sufficient detail for the mark.

Exercise 5

Candidates continue to find this exercise a challenge. Despite this, there was evidence that candidates are making a positive attempt, and a number of candidates achieved four or five marks for the exercise. However, there are still some candidates who make no attempt at summary writing although they have successfully completed **Exercise 4**. The notes from the previous exercise were relevant and in addition, candidates could select key details from the text.

Stronger candidates were able to use some of their own words to describe the way lions live and the problems they face in the wild. Such responses were often presented in a structured and logical way, making appropriate use of cohesive devices such as 'also', 'as well as' and 'although'. The majority of candidates however, relied on copying their notes from the previous exercise and connected them with linking words such as 'and' 'but' and 'so' in an attempt at cohesion.

Unsuccessful responses simply listed the notes from **Exercise 4**, with no attempt to link the ideas together into a rounded paragraph.

Exercises 6 and 7: general comments

Most candidates continue to show improvement in recognising the different styles and registers although it was evident that many were more comfortable writing in the slightly more formal way. This was at times noticeable in the inappropriate use of formal linking expressions, such as 'moreover', 'finally' and 'whereas' in the email, where these were more suited to **Exercise 7**.

The majority of candidates successfully used paragraphs to create a structure to their writing and to provide a framework to support their separate ideas. In this series, although a number of candidates at times included somewhat contradictory ideas within the same paragraph, there were fewer candidates who wrote in an unstructured way.

Email

To achieve satisfactory or higher marks, candidates should write an email to a friend, in which the three bullet points are addressed, with a degree of development. The response should be suitably informal and, as required by the task type, the candidate should show awareness of both the target audience and the purpose.

In this series, most candidates used the prompts, with a greater or lesser degree of amplification. Many recognised the genre and stronger candidates showed good development of ideas, appropriateness of register and naturalness of tone. Less successful responses were characterised by a more formal narrative style, with little or no reference to audience apart from a generic beginning and ending to the email. Candidates are reminded to engage with the target audience in the email.

Some successful responses provided details of a permanent place, such as a new shopping mall, a park or museum, a new statue or bridge, and demonstrated good development of ideas. There was a good response to the second bullet point, and most candidates were able to include details of the entertainment provided on the day. Examples of different musical instruments played by the band in a parade, types of street food available, traditional dancing and fireworks, as well as free tickets issued all presented a positive atmosphere to the occasion. Some candidates also provided more negative details, such as the difficulties parking, the huge crowds in the street, and waiting in long queues, all of which helped to build a description of the day.

Responses which had correctly addressed the first point often engaged well here, providing development of ideas, such as the new attraction would encourage visitors from other countries. Although many addressed this point and indicated that the day had been a great success, this was not satisfactory, and candidates could not achieve high marks. Centres are asked to raise candidate awareness of the importance of responding to each bullet point.

From a language point of view, candidates should continue to focus on accuracy of verb formation, particularly in sentences with more than one verb, and other complex sentences, in order to avoid slips such as, 'When I went there, they already start' and 'There's many people stand up.' Additionally, many candidates could not achieve high marks by writing in the present tense. Practice of the past tense in regular and irregular verbs is recommended.

Exercise 7

Extended writing

Responses were generally relevant and many achieved marks that were satisfactory. Successful responses engaged well with the task, and developed ideas beyond the limits of the prompts provided. Many candidates felt that as teenagers were young adults, they should be given opportunities to make decisions on small things themselves. A number felt that it was good for them to have the chance to decide about schoolwork or daily tasks, as this would enable them to manage better when they left home. It was generally thought that it was better to leave the important decisions to parents or older family members, as they had more life experience and more wisdom. However, a number believed that parents should trust

teenagers to make their own decisions, and be there to help when they made the wrong ones. In contrast, some candidates felt that young people were too immature and were likely to get into trouble if they were allowed to decide for themselves, so parents should be responsible for all the decision-making.

Less successful responses relied heavily on the prompts provided, sometimes with little more than 'however' or 'moreover' added. A number of candidates contradicted themselves by linking opposing comments or by agreeing with all four comments, which meant that opinions were confused and repetitive. At times responses digressed into reasons for studying hard or candidates' hopes for the future, without reference to the parent/teenager relationship and others focused too specifically on trust issues or the dangers of making the wrong choices.

Many candidates responded well to the requirement for a more neutral register and tone. Most relied on the structure of a balanced argument, with an introduction, one paragraph on each side and a conclusion. Most effective were those which adopted a standpoint on one side, expressing a strong opinion at the start and supporting this through the use of examples and reasons.

From a language point of view, there were some effective responses which contained a good range of language. Many candidates achieved a degree of grammatical accuracy in this exercise, and used appropriate vocabulary to express their ideas and opinions.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/13
Reading and Writing (Core)

Key messages

- In **Exercises 1** and **2**, it should be emphasised that precise reading is required to identify the key point of each question. In this series, the majority of candidates responded to **Exercises 1** and **2** reasonably well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates must also ensure that answers requiring a tick, underline or circle are clearly indicated. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in Section 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 attempts to paraphrase the main ideas. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner. In this series, more candidates attempted this 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.
- In **Exercise 7**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.
- In this series, most candidates found the topics accessible and were able to write at appropriate length.

General comments

Overall, the majority of candidates were correctly entered for the core tier. There were a number of omissions, however, and time management appeared to be a problem for some.

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

Overall, the standard of handwriting was reasonably good, and although sometimes very small, it rarely had an adverse effect on the interpretation of candidates' answers in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 5, 6 and 7**. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates.

- (a) This was generally well attempted, although candidates who provided 'surf' rather than 'surfing' could not be credited.
- (b) This was reasonably well attempted with many candidates correctly identifying 'both sides of the board'. Marks tended to be lost where salient details, e.g. 'the board', were omitted.
- (c) While some candidates provided the key detail 'look at the horizon', many lacked precision in their reading and provided 'place your feet hip-width apart' or 'keep your hips steady', which were not the most important pieces of advice.
- (d) For this item, the majority of candidates correctly identified 'lose control' or 'lose balance' as the salient detail.
- (e) Most candidates identified 'four or five' as the correct answer, although some were distracted by other details in the text and provided 'six times' or 'once or twice'.
- (f) This was also reasonably well attempted, although a number of candidates incorrectly provided 'Hawaii' or misinterpreted 'where' for 'what' and supplied 'canoes'.
- (g) This was reasonably well attempted, although many lacked precision in their reading providing '2007', and a number appeared to confuse the question word 'when' with 'where' and, thus, provided a location instead of a date.

Exercise 2

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

- (a) This item was very well attempted with the majority of candidates correctly identifying 'Aids to Scouting' as the name of the book.
- (b) This was also well attempted, although lack of precision in reading led some candidates to supply 'London, Poole and Bournemouth' which could not be credited.
- (c) This item demonstrated a lack of understanding for some candidates, who incorrectly supplied 'Gibraltar' instead of 'Chile'.
- (d) This was also somewhat challenging with a number of candidates providing 'Girl Guides' or 'Brownies' instead of the correct response 'Rosebuds'.
- (e) This was reasonably well attempted, although a number of candidates supplied '100%' instead of the correct 'two-thirds'.
- (f) For this item, the majority read the table accurately and identified 'Indonesia' as the salient detail.
- (g) The key detail, 'One world, one promise', was identified by the majority of candidates. Occasionally, carelessness in transcription, e.g. 'word' for 'world' meant that responses could not

be credited, and the inclusion of 'images of doves and a globe' negated an otherwise correct response.

- (h) This item proved more challenging for many candidates. Unsuccessful responses included incorrect superfluous information such as 'the flame was carried through several countries'.
- (i) This item was generally well attempted with the majority of candidates correctly identifying 'Chelmsford'.
- (j) While this item was accessible for some candidates, the precise location 'Mont Blanc' was required and many provided responses which were unacceptably ambiguous e.g. 'France'.
- (k) This was generally well attempted with many candidates correctly identifying 'Troop Beverly Hills'.

Exercise 3

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

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, address and age of the applicant. Transcription was fairly accurate and there was clear distinction between lower and upper-case letters, with the exception of 'L' in 'Lane' and 'S' for 'Scotland' seen on some responses. Spelling was also generally well observed. Many candidates correctly identified 'Alistair Holmes' as the name of the person required to sign the permission form. A considerable proportion of candidates, however, failed to respond to the item 'How would you like me to contact you?' although many did successfully supply an accurate email address as the applicant's contact details.

Section B

This section proved more challenging for some candidates. There was some confusion with the first two items, which asked about the computer-gaming habits of the applicant. While the majority of candidates correctly identified 'Hero 3' as the preferred game, the inclusion of 'Space Rescue' negated the response for some. The item 'Which session would you prefer to attend?' required a date. This appeared to be misunderstood by a number of candidates.

Section C

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

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

A greater proportion of candidates attempted this section than in previous series, which is encouraging. However, while many selected relevant detail, they often struggled to compose two grammatically accurate sentences. Candidates should be discouraged from writing bullet point answers. Some identified relevant

content but could not be credited because of incomplete sentence structure i.e. omitting the subject or starting the sentence with 'Because' and not completing the sentence with an independent clause.

Exercise 4

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

How to guide a group discussion on art

This section was generally well attempted with a number of candidates scoring maximum marks. It did, however, present a challenge for some. Four content points from a total of six available were required. Whilst all of these proved accessible, some failed to supply enough detail to fully convey the point to be made. Responses could not be credited when the verb or the indirect object 'people/them' were omitted when required, resulting in answers which did not accurately convey the idea presented in the text.

Examples of follow-up activities to do with your art club

Three content points were required for this section and again, it was reasonably well attempted with many candidates correctly identifying at least two of the five possible answers. There was good recognition of all possible options. However, as in the previous section, marks were frequently lost where candidates supplied incomplete answers such as 'write a story' without 'about a character in a painting', or 'leaflet advertising' without 'produce'.

Exercise 5

Most candidates made a satisfactory attempt at this exercise, although relatively few managed to achieve full marks. Candidates were required to summarise a talk given to an art club about making the most out of a gallery or museum visit. 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. Generally, there was a very good attempt to complete the summary within the prescribed word limit this series, although a number made no attempt at all.

Exercise 6: General comments

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

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

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

Exercise 6

Email

The majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to tell the friend what he/she enjoyed about the stay, describe what was left behind and why it was important, and finally, what he/she would like the friend to do with the item.

The visual stimuli were fairly ambiguous and this resulted in a range of ideas, although in many responses, the item had been left in the bedroom. Generally, responses showed at least a satisfactory sense of purpose, and in some cases, there was an attempt to develop the prompts. For the first bullet point, candidates typically enjoyed the food, meeting new people, and playing games or talking with the friend. A number of candidates, however, failed to mention explicitly what they enjoyed about the visit. The second bullet point was often the more developed of the three, although not particularly ambitious in scope. Many candidates wrote of leaving behind an item of sentimental value, such as a piece of jewellery given by a relative who had passed away. A similar number mentioned leaving behind a laptop which contained important documents such as schoolwork, or another electronic device such as a mobile phone or charger often, in this case, without explaining the importance of the item. For the third bullet point, it was clear from the responses that a large proportion of candidates had disregarded the 'week abroad' detail mentioned in the rubric. While some candidates requested that the item be sent by the friend or looked after until their next meeting, many asked the friend to bring the item to school the next day or said that they would call on the friend to collect the item. This prompt was typically not developed much beyond this. Generally, stronger candidates responded to all prompts with more detail, resulting in slightly more thoughtful responses.

The language produced was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and only the more able candidates attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were few problems with the use of commas instead of full stops this series. Overall, the responses were generally acceptable, and most candidates used an email format with an appropriate salutation and conclusion. In this series, relatively few candidates made no attempt to complete the task.

Exercise 7: General comments

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

Exercise 7

Extended writing

Most candidates made an attempt to engage with the topic, but the majority relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. The most able candidates wrote with a greater sense of purpose and introduced greater development in terms of the benefits afforded by holidaying either abroad or at home.

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

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/21
Reading and Writing (Extended)

Key messages

- In **Exercises 1** and **2** 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. Any response should follow on logically from the question. The inclusion of key details, words and ideas is important. Candidates should take care not to add incorrect information which could negate a response.
- In **Exercise 3**, candidates should make handwriting especially clear, and use capitalisation exactly as it is in the stimulus text. Some candidates did not use capital letters when required and responses could not be credited. For **3D**, the sentence must contain a main clause. It is also important not to use capital letters incorrectly within the sentence, and to ensure the sentence ends with a full stop.
- In **Exercise 4**, candidates should not repeat points, and should ensure they provide the required number of discrete bullet points under the relevant heading.
- In **Exercise 5**, a significant number of candidates were unable to gain all available marks as they wrote more than 120 words, often due to repetition. This meant that some relevant content points were made after the word limit had been reached.
- In **Exercises 6** and **7**, it is vital that candidates read the tasks carefully and include all aspects to ensure the task requirements are fully covered. It is also important that candidates develop the task to demonstrate sufficient content and a range of language. Candidates should write at least 150 words, otherwise this can impact on the mark awarded. In **Exercise 6** all the bullet points must be covered for content marks to be awarded in the higher bands. Credit is not given for using language which has been simply copied from the prompts.

General comments

In **Exercises 1** and **2**, responses must connect to the question, and candidates should be reminded to identify the question word ('how', 'what', 'which', 'who', 'when', 'why' or 'where') in order to guide them to the correct response. Answers should be concise, but contain all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary for candidates to use synonyms of words in the text for key information required in responses. Synonyms for key words in the questions should be sought in the text to enable candidates to locate key details. If a pronoun is used in the response, candidates should check to ensure that this clearly refers to the noun it has replaced.

In **Exercise 3D**, Candidates should be encouraged to recognise the kind of sentence required and to use the stimulus text as much as possible to ensure criteria are fulfilled.

In **Exercise 4**, although notes should be brief all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they need to be able to recognise the key words in the heading in order to locate relevant points. Notes made by each bullet point must make different points, which clearly and logically follow on from the heading. There should be one relevant note per bullet point. If candidates provide more than one correct note for a bullet point, only the first can be credited and if candidates add extra bullet points, these will not be considered. Points for each heading may be located in any part of the text.

In **Exercise 5**, a good summary should be expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language. Any content points given after the word limit cannot be credited, so if there is a lengthy introduction, assessed language might contain much irrelevant content.

In **Exercises 6 and 7**, the extended writing tasks, candidates must follow the instructions regarding the task requirements to ensure that what they write is relevant. In **Exercise 6**, all three bullet points must be addressed for the response to be awarded five or more content marks. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified in the rubric are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In **Exercise 6**, effective answers develop the three bullet points, maintaining correct register and tone. In **Exercise 7**, a topic is discussed, so clear and well-supported views should be in evidence. The prompts in the question are provided to support candidates and if used, should be communicated in the candidate's own words.

Comments on specific questions

Exercise 1

This was generally well attempted by candidates. Candidates should be reminded to focus on key details in both the question and the text.

- (a) This question was very well answered. A few candidates did not provide the most common reason as required by the question, and responded with distracting information.
- (b) This question was very well attempted and many candidates provided two correct details. A few gave answers that were more relevant to 1(a), referring to learning about the past, or archaeology being an interesting career.
- (c) This question was quite well answered. Most candidates located the correct information, but a few added an incorrect detail, mentioning museums or archaeological associations. The question required candidates to recognise the organisations offering the most work to volunteers, and some candidates overlooked this detail.
- (d) This question was quite well answered. Some candidates located the appropriate part of the text when looking for the answer but gave responses such as 'if you turn up unexpectedly' or 'arrange volunteer work in advance' indicating an apparent lack of understanding.
- (d) Many candidates provided a correct response for this question. A few candidates did not link the response appropriately to the question and wrote 'physically ready'. This did not address the 'what' in the question.
- (e) This question was quite well attempted. Some incorrect responses referred to the work taking place in summer. This meant work would start early (the correct response) but was not the difficult aspect of the timetable.
- (f) This question was very well answered.
- (g) This question was fairly well attempted. A significant number of candidates appeared not to connect the 'most common object' seen in the question with the relevant phrase in the text.

Exercise 2

This exercise was generally well attempted although some items proved 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 able candidates successfully interpreted the rubric, selected key detail from the text and provided precise responses for all items.

- (a) This question was very well answered by the majority of candidates.
- (b) This question was very well answered.
- (c) This question was fairly well answered. A significant number of responses, however, did not demonstrate close reading of the question. Some gave the inaccurate response '90 m', or '100 m' and a few gave the type of mountain ash and its location instead of the height.
- (d) This question was quite well answered. Some candidates had difficulty following the stages of the mountain ash tree's growth in terms of causes and effects. They did not connect 'they find it difficult to go any further up' in the text with 'stop getting taller' in the question. Instead, they focused on what leads to the lack of growth, giving responses such as 'they capture less energy from the sun'. This is a cause not the effect required by the question, which is to grow wider.
- (e) This question was quite well answered.
- (f) This question was well attempted. A few candidates focused on the tree not having reached its peak height whereas it was the size of the leaves that caused the surprise, not what they indicated.
- (g) This question was fairly well attempted. A number of candidates did not give the most serious danger and mentioned other dangers such as disease or forest fires.
- (h) This question was quite well answered. A few candidates did not appear to understand 'preserve' and gave responses such as 'provide wood'.
- (i) This question was quite well attempted.
- (j) This question was generally well attempted. In their responses, a number of candidates did not make it clear which tree the information referred to, so marks could not be credited. A few candidates gave details not supported by the text.

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

Exercise 3

All sections of this exercise were very well attempted. Overall, many candidates gained between 6 to 8 of the available 8 marks, with a significant number being awarded full marks.

Candidates should 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.

Nearly all candidates completed the form in the required third person form.

Section A

The majority of the candidates provided most of the necessary details accurately. In nearly all cases, the full name was correct, although a few candidates gave the name as 'Domino.' The vast majority of candidates provided the correct age. A few candidates misspelt 'Belgium'. Most candidates provided 'guitar' as Dominic's interest, with a few misspelling this item, or incorrectly giving Dominic's interests in Australia.

Section B

Most candidates provided the correct response for how long Dominic had been playing video games. The most common in accurate responses were the omission of 'years' and incorrectly expressed responses such as 'since 8 years' or '8 years old'. Some candidates gave in accurate reasons for liking the game so much, referring to the unusual graphics and characters, which was not why it appealed most to Domino according to the text. A few candidates did not provide a specific enough answer, giving 'challenges' or 'complicated challenge' when complicated challenges was the key detail.

Section C

Most candidates supplied the correct personal qualities. A significant number of candidates wrote that they had found out about the training from a friend, which was distracting information. Most candidates correctly indicated the programme they would like to do.

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.

This section was very well attempted this series. Many candidates used the information from the text to provide a relevant, error-free sentence giving details of the kind of work they hoped to do in the future and why, gaining the two available marks.

Exercise 4

Candidates responded well to this note-taking exercise, often providing six to eight correct notes, some gaining the full nine marks available. Notes could not be credited when they were either repeated or omitted key information. Candidates should be reminded to check that each point they make has a different focus.

The young lions – some physical facts

This section was very well attempted and many candidates correctly provided all three key details. A few candidates appeared not to understand the heading. They gave responses such as 'excited to be let out into the landscape' or 'their mothers have abandoned them, which suggests a misunderstanding of what constitutes a 'physical fact'.

Rules for visitors going on lion walks

This section was generally very well attempted and many candidates provided two or three of the required three notes. Responses which not include the key idea could not be credited. For example, giving points such as 'do not take photos' when the rule referred to not lying down to take photos.

Arguments supporting the Lion Encounter project

This section was fairly well answered. There were four possible correct points. Some inaccurate points referred to the counter arguments, or did not refer specifically to the benefits of the Lion Encounter project.

Exercise 5

Overall, candidates performed well in this exercise. Many candidates demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and linking points skilfully, whilst attempting to express this to some extent in their own words. Some candidates did not attempt major paraphrasing and relied on language from the text with some slight changes.

Some candidates successfully located six or more of the content points whilst a significant number offered four or five. Content points were sometimes expressed as dos instead of don'ts. One reason for this was because candidates had lifted part of the point without completing it. For example, they mentioned traditional grammar books and a certain kind of language providing something special, but did not communicate the idea that incorrect grammar is acceptable. There was some repetition or elaboration of points; 'practising writing' and 'writing as much as possible' were sometimes both given whilst conveying the same idea.

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 organizing the content points. A significant number of responses paraphrased points, and some successfully used synonyms and wrote with a good sense of order, thus gaining these higher language marks.

Exercise 6

The vast majority of candidates addressed all three bullet points and made varying attempts to develop them. Generally candidates dealt with the topic successfully, and many provided satisfactorily developed, relevant content. Some fulfilled the task quite effectively. Some of the candidates scoring lower marks for content gave shorter responses (below 150 words) that therefore lacked development. Responses were, in general, in an appropriate informal register, addressing all three bullet points. The most consistently well-developed bullet point often concerned how the money had been acquired. A few candidates did not address one of the bullet points, most commonly why they wanted what they had bought, although this was sometimes inferred by a description of whatever it was and its qualities.

Candidates wrote about a range of purchases, often connected with technology or fashion items but sometimes more ambitious things such as holidays or houses. They generally acquired what they wanted through part-time work or the generosity of relatives. The most effective emails were not just narratives but an account addressed directly to the friend and responses attempting to include them in the experience by providing a purpose to the sharing of what had happened. Such emails were also cohesive in how the three bullet points were integrated.

With regard to language, the vast majority of candidates used language that was satisfactory or competent. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. Idiomatic language tended to be used quite sparingly and appropriately, which made it more effective. Some candidates were able to construct sentences of different lengths, which included more complex structures, using an appropriate register.

Some examples of language in the higher mark ranges included, 'Last summer when you visited me, I spotted a-one-of-a-kind gold necklace at the local boutique. I hope you remember me showing it to you?' There were candidates who attempted more complex structures but could not produce this accurately in terms of tenses, punctuation and spelling. Some emails included mainly very short simple sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands.

Exercise 7

Responses for this final discursive question generally used an appropriate register with a sense of purpose and audience. Most candidates addressed their fellow students using pronouns like 'we/us', and posed rhetorical questions, which served to include the reader in the discussion. Some candidates wrote more in the style of a discursive essay, rather than specifically for the target reader. This tended to detract from the sense of purpose and audience. Generally, responses were fairly logically structured with an introduction, followed by one or two paragraphs exploring the topic, and a brief conclusion.

Many candidates argued that science has enabled us to find cures for diseases, provided us with useful appliances in the home and made us aware of the world around us. The most frequent argument against scientific study was that it can lead to the creation of weapons of mass destruction. Effective responses considered the topic from several angles. The content of most articles was relevant. Occasionally candidates focused on technology or even the value of television, rather than discussing the contribution of science.

A range of marks was awarded for language. There were candidates who demonstrated a range of advanced structures, with very few errors, enabling them to achieve marks in the higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. Some candidates attempted more complex language but which lacked accuracy as in 'Does since make our lives better or it makes people do the wrong thing what is science valued for you'. In general, the majority of candidates used language that was either satisfactory or competent.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/22
Reading and Writing (Extended)

Key messages

- In **Exercises 1** and **2** 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. Any response should follow on logically from the question. The inclusion of key details, words and ideas is important. Candidates should take care not to add incorrect information which could negate a response.
- In **Exercise 3**, candidates should make handwriting especially clear, and use capitalisation exactly as it is in the stimulus text. Some candidates did not use capital letters when required and responses could not be credited. For **3D**, the sentence must contain a main clause. It is also important not to use capital letters incorrectly within the sentence, and to ensure the sentence ends with a full stop.
- In **Exercise 4**, candidates should not repeat points, and should ensure they provide the required number of discrete bullet points under the relevant heading.
- In **Exercise 5**, candidates should ensure they keep to the word range provided.
- In **Exercises 6** and **7**, it is vital that candidates read the tasks carefully and include all aspects to ensure the task requirements are fully covered. It is also important that candidates develop the task to demonstrate sufficient content and a range of language. Candidates should write at least 150 words, otherwise this can impact on the mark awarded. In **Exercise 6** all the bullet points must be covered for content marks to be awarded in the higher bands. Credit is not given for using language which has been simply copied from the prompts.

General comments

Overall, candidates were correctly entered at this level.

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

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

Comments on Specific Questions

Exercise 1

This exercise was well attempted by candidates.

- (a) This was well answered.
- (b) This was well attempted, although some candidates could not be credited for adding additional information about 'visiting relatives' or 'eating traditional meals'.
- (c) This was generally well answered, but there was some evidence of candidates not having closely read the question as they responded with 'sweet treats'.
- (d) This was well attempted.
- (e) This proved to be a more challenging question. Many candidates could not be credited because they omitted the key word 'ashes' from their answer. The response 'encourage growth of new crops' was incomplete because it made no reference to 'fires' in the question.
- (f) This was very well attempted.
- (g) This was very well answered.
- (h) Most candidates were awarded two marks here. Some candidates lifted incorrect details from the text and wrote about 'meeting together to listen to music and enjoy food' and 'buying a cherry blossom burger'.

Exercise 2

This exercise was generally well attempted, although some items proved challenging. The text was generally well understood and more able candidates selected key details, and provided brief and precise responses. Some candidates copied an excessive amount of text which often negated the correct answer.

- (a) This was generally well answered with both details provided.
- (b) This was very well attempted.
- (c) This was generally well answered and candidates were careful to lift exact details from the text. Most candidates were credited with two marks here.
- (d) This was well attempted although some candidates overlooked the connection between the wording 'first people' in the question and 'initially' in the text and responded with 'tourists'.
- (e) This was well answered, although some candidates wrote 'fishing nets and scuba equipment'.
- (f) This was generally well attempted although some candidates overlooked 'best time' in the question. This referred to 'after a bad storm' in the text rather than 'after a high tide'.
- (g) This question required the candidate to interpret the detail in the box chart and was very successfully answered.
- (h) This was generally well attempted. On occasion, candidates misread the reference to the concern of the environmentalists in the question and selected the incorrect detail of 'teaching us a great deal about ocean currents'. The majority of candidates were awarded two marks here.

- (i) This proved to be a good discriminator. The key words in the question were 'pieces of Playgo' and many candidates lacked precision in their reading of this, and answered '8763 pieces' which referred to plastic generally.
- (j) The final question in this exercise is always more challenging and candidates must expect the answers to occur anywhere in the text. Most candidates appeared to have understood the rubric and attempted to supply answers about how the website was useful. More successful candidates were aware of the importance to include full details for each point. For example, in the first detail on the mark scheme, the key word 'collectors' had to be included, and in the second detail there had to be a reference to the 'discoveries'. Many candidates omitted these details and could not be credited. For the final item on the mark scheme, some candidates lifted the expression 'raise awareness of it' from the text but needed to explain that 'it' referred to environmental issues. The third detail on the mark scheme, about the ocean currents, was well identified.

Centres are reminded that for this final question in **Exercise 2**, candidates should be prepared to review the text 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 application of the conventions of form-filling and total accuracy in spelling. The first two sections of the Holiday Request form were generally completed very well.

Candidates need to be reminded of the importance of 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.

Section A

The first four tasks of this section were well answered. Occasionally, candidates misspelt the family name and wrote 'Brigs'. Some candidates circled 'journalist' rather than 'student' but the deletion task was more successfully completed than in previous series.

Section B

This section proved more challenging. Most candidates supplied the names of both parents but in the 'Under 18' section overlooked the wording of the rubric which only required the names of 'other people' who were travelling. Responses which included 'Dominic Briggs' as well as 'Rebecca Briggs' could not be credited. A few candidates wrote 'train' for the means of travel but most were able to successfully convey the idea of 'flight'. For the outdoor interests, 'hiking' was well identified, but 'near the sea' was often selected instead of 'swimming'. Recognition of the indoor interests proved more challenging with 'vegetarian food' often incorrectly chosen. The final detail about the climate was very well answered.

Section C

Most candidates were able to convey the information within the required word limits. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. In this series, a large number of candidates wrote a well-constructed sentence and were awarded the maximum two marks. For this task, candidates could either give information about the requirement for vegetarian food or the need to travel in the school holidays. The most frequent misunderstanding of the rubric instruction resulted in the sentence being worded as a request, 'I want to know...', rather than as giving information.

Exercise 4

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

Behaviour of lions

A maximum of two marks was available for this section. The first two options on the mark scheme and 'live in large groups' was commonly identified. Less successful candidates did not discriminate between the options in point one and there was repetition of 'social' and 'live in prides'.

Threats to the survival of lions

A maximum of three marks was available for this section. Overall, candidates were very successful here. Most candidates identified points four, five and six on the mark scheme and appreciated the importance of including all key detail. Less able candidates were imprecise with their choice of 'a rise in human population' which was too general to constitute a threat to the survival of lions. Similarly, the answer 'catching diseases' was incomplete without the key detail of 'from village animals'.

Work being done by conservationists

In order to comply with the wording of the heading, candidates needed to begin each detail with a suitable verb. For example, the answer 'local people to monitor lions' without the verb 'train' did not convey the idea of the work done from the point of view of the conservationists. More successful candidates supplied verbs and were successful in this section. Point ten on the mark scheme was well recognised but unsuccessful responses did not include the verb 'fit'. There was some repetition of the two ideas in point twelve and only one mark could be awarded.

Exercise 5

A range of marks was awarded. More able candidates recognised and conveyed key details, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify and successfully convey at least four main details.

It was encouraging that compared to previous series, fewer candidates exceeded the 120 word limit. When this occurred, it was largely due to writing overlong introductions about the shipwreck itself and the location of the ship when it sank. Similarly, the summary often concluded with irrelevant detail about Poon Lim's rescue and the time that he spent in hospital. Candidates needed to select only those details which described what Poon Lim did to survive. More successful candidates included key detail from the moment that he grabbed a life jacket to the point where he repaired his life raft and worked through the details chronologically with a good sense of order. Less successful responses contained excessive detail about the provisions on board and how Poon Lim caught the rain water and made the fish hook. More precise selection would have reduced the number of words used enabling more content points to have been included within the 120 word limit.

With regard to language, 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. The more able candidates expressed the key details in their own words without losing accuracy and with appropriate conjunctions, which added to the cohesion of the writing.

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

Exercise 6: General comments

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

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

The use of idiomatic expressions can be effective in informal writing, but they must be appropriate in order to be convincing. Some candidates include an excessive number of poorly-chosen idioms, which tend to affect the language mark adversely rather than positively.

Email

Many responses contained clearly developed ideas with a suitable register. Some candidates wrote in an appropriately informal tone and referred back to the recipient of the email consistently. Successful candidates chose theme parks, malls, museums and libraries and included information about the main features that visitors would find particularly attractive. For the second bullet point, more able candidates were inventive and imaginative, writing about incidents which happened to them personally rather than general details of the events of the day. Many candidates included information about the impact of the day on them and their friends and some were able to write amusing anecdotes about things that had gone wrong. They also expressed feelings about the event.

The third bullet point required the candidate to give an opinion on whether the attraction would be a success or not. There were some candidates who did not address this and so did not fulfill all the requirements of the task. More able candidates supported their opinion by giving a reason which was original and not just a repetition of feelings expressed earlier in the email. Most candidates were positive with their thoughts that the attraction would be successful but, again, some of the most effective responses took the opposite view.

Most candidates included paragraphs, although some did not and produced one continuous piece with commas and lower case letters instead of full stops and capital letters. More successful candidates used ambitious and sophisticated words and expressions in their narrative. Less successful responses lacked depth and range of vocabulary and tended to feature simple sentences. There were some inaccuracies in the use of past and present tenses as well as non-agreement of subject and verb.

Exercise 7: General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise and it proved to be a topic which provoked a good reaction on both sides of the argument. Most candidates presented a balanced view about the rubric statement. A number of candidates tended to stay very close to the two prompts with little development. Successful responses included a clear and well-supported argument together with judicious use of linking words and paragraphing. In order to gain access to the higher mark bands, arguments should show evidence of development.

There are many candidates who feel that they have to invent titles as a heading for the article. It could be argued that this helps them to focus their ideas but in reality many supply their own version which does not match the rubric. As a result, the content is not always focused correctly and tends to follow the direction chosen by the candidate rather than the specific requirements of the topic.

It appears as though time constraints at this stage of the paper were not a problem for the majority of candidates and the articles were generally of a suitable length.

Extended writing

More successful candidates argued convincingly with a range of ideas that went well beyond the two prompts. Their point of view on the topic was not always the same but they all supported their particular opinion with solid ideas and developed them rather than just listing disconnected points. Some candidates took the view that teenagers should make the decisions since issues such as school subjects, university

studies and career choices were closely linked to their own experiences. Some candidates widened this to a discussion of a future life of independence from parents, the choice of a partner and married life. Many took a balanced view and discussed the need for teenagers to take decisions in order to gain experience even if those decisions turned out to be a mistake. A number of candidates advocated a pragmatic approach with teenagers making the final decision, but based on advice from wiser and more experienced adults. Some candidates put forward the opposite approach suggesting that the older generation should make the decisions because teenagers are too immature and too heavily influenced by advice from irresponsible friends and peers which could lead to anti-social behaviour or even crime. Some responses remained close to the two basic ideas expressed in the rubric prompts. This narrow approach resulted in a certain amount of repetition of the rubric statement throughout the piece rather than developing it and adding original ideas. More successful candidates created a final paragraph where they were able to summarise their arguments with a clear and definite conclusion, and often add a new dimension. Less successful responses 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 added to the cohesion of many responses

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. More successful candidates also used linking words to good effect which helped to provide balance to their argument and made for a more cohesive response when different points of view were offered.

In both Exercises 6 and 7, the impact of an argument was sometimes lost due to excessive deleting of whole sentences or phrases. This meant that what remained often did not make sense and reduced the piece to a series of disconnected ideas. It is recommended that candidates make a basic plan of their ideas and the general format of the article before committing the final version to paper.

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 session, **Exercises 1** and **2** proved accessible to the majority of candidates, although candidates should be reminded that for these tasks, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 3**, form-filling, it is essential that handwriting and presentation are clear as total accuracy in spelling and punctuation is required. Candidates should also be encouraged to adhere to form-filling conventions by providing minimal responses without adding unnecessary extra detail which can increase the potential for error. For full marks to be awarded in **Section D**, one sentence only is required which must be relevant, accurate and must not exceed the word count.

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

In **Exercise 5**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, while most candidates interpreted the rubric correctly and successfully located the majority of the content points, many did not do so and provided a summary of details relating to the character in the article rather than a summary of the difficulties mentioned. A number of candidates provided a mix of the two resulting in the inclusion of superfluous background information which impacted the number of content details available to them within the constraints of the word limit.

In the extended writing exercises of **Exercise 6** and **7**, responses should be of an appropriate length demonstrating effective content and a range of language. In **Exercise 6**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to 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. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were reasonably well attempted with the majority of responses achieving marks in the 'satisfactory' or 'effective' bands.

General comments

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

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

Overall, the standard of handwriting was reasonably good, although sometimes very small. In this series, handwriting seemed to be less of an issue in **Exercise 3**. It is also important for handwriting to be legible in the extended pieces of writing required for **Exercises 6** and **7**. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

In this series, time management did not appear to be a major problem with relatively few omissions and nearly all candidates managing to complete the extended writing exercises.

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates.

- (a) This was generally well attempted, although candidates who provided 'surf' rather than 'surfing' could not be credited.
- (b) This was generally very well answered with the majority of candidates correctly identifying 'both sides of the board'. Responses which did not include salient details, e.g. 'the board', were not credited.
- (c) This item was also generally well answered with the majority of candidates providing 'look at the horizon'. Some, however, lacked precision in their reading and provided 'place your feet hip-width apart' or 'keep your hips steady', which were not the most important pieces of advice.
- (d) For this item, the majority of candidates correctly identified 'lose control' or 'lose balance' as the salient detail.
- (e) Most candidates identified 'four or five' as the correct answer, although some were distracted by other details in the text and provided 'six times' or 'once or twice'.
- (f) This was generally well attempted although a number of candidates incorrectly provided 'Hawaii' or misinterpreted 'where' for 'what' and supplied 'canoes'.
- (g) This item proved more challenging with a fair proportion of candidates failing to achieve the two marks available. While many correctly identified 'to get a better view of incoming waves' as one key detail, the majority provided incomplete responses for the second option, most notably 'local surfers realised the benefit of standing', which does not answer the question.
- (h) This was reasonably well attempted, although a fair proportion lacked precision in their reading providing '2007' in error, and a number appeared to confuse the question word 'when' with 'where' and, thus, provided a location instead of a date.

Exercise 2

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

- (a) This item was very well attempted with the vast majority of candidates correctly identifying 'Aids to Scouting' as the name of the book.
- (b) This was also well attempted, although lack of precision in reading led some candidates to supply 'London, Poole and Bournemouth' erroneously.
- (c) This item demonstrated a lack of understanding for some candidates, who incorrectly supplied 'Gibraltar' instead of 'Chile'. A number of candidates also provided 'China', indicating misreading of the text.

- (d) This was reasonably well attempted, although a number of candidates provided 'Girl Guides' or 'Brownies' instead of the correct response 'Rosebuds'.
- (e) This was generally well attempted with the majority of candidates correctly supplying 'two-thirds'.
- (f) For this item, the vast majority read the table accurately and identified 'Indonesia' as the salient detail.
- (g) The key detail for this item, 'One world, one promise', was identified by the majority of candidates. Occasionally, carelessness in transcription, e.g. 'word' for 'world' resulted in lost marks and the inclusion of 'images of doves and a globe' negated an otherwise correct response.
- (h) This item proved more challenging for a number of candidates. Incorrect answers tended to be either incomplete, i.e. 'a flame was lit' without the salient detail 'at Baden-Powell's grave' or include incorrect superfluous information such as 'the flame was carried through several countries'.
- (i) This item was very well attempted with the vast majority of candidates correctly identifying 'Chelmsford'.
- (j) While this item was accessible for a good proportion of candidates, the precise location 'Mont Blanc' was required and many provided responses which were unacceptably ambiguous, e.g. 'France'.
- (k) This item was extremely well answered with the vast majority of candidates correctly identifying 'Troop Beverly Hills'.
- (l) This item was generally well attempted with many candidates achieving three of the four available marks. All of the five possible options proved accessible, although 'achieve world peace' was supplied by very few candidates.

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

Exercise 3

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

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, age and address of the applicant, although a number omitted 'Netherlands'. There was a good degree of accuracy in transcription and generally clear distinction between upper and lower-case letters.

Section B

This section was also well attempted. Most candidates correctly identified 'digital' as the type of camera used, although some included 'SLR', which could not be credited. A good proportion also located the salient detail 'architecture' as the preferred type of photography, although many supplied 'landscapes' indicating a lack of precision in reading. A good proportion correctly identified that the applicant had attended a photography course before and were able to supply the name of the course. 'Creative colour' and 'Experiment with light' were also selected as the two preferred topics by the majority of candidates.

Section C

The first item in this section required a date, 'February 2–3', which the majority of candidates successfully indicated. The second item, 'Do you require accommodation?' proved somewhat more challenging with a number of candidates incorrectly opting for 'No'. Whilst most candidates correctly selected 'credit card' as the method of payment, imprecision in reading led many to opt for 'cheque' in error.

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 word limits and the requirement to produce one sentence appeared to be less of a problem this series. For maximum marks, candidates are also required to use proper sentence construction with no grammar, spelling or punctuation errors. Candidates were required to explain the applicant's future plans relating to photography. The majority produced sentences from the first person perspective as required. However, marks were frequently lost due to the inclusion of content not retrieved from the text. The majority of candidates did not achieve full marks for this item and many received a mark of zero.

Exercise 4

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

How to guide a group discussion on art

This section was generally well attempted with a number of candidates scoring maximum marks. It did, however, present a challenge for some. Five content points from a total of six available were required. Whilst all of these proved accessible, some candidates failed to supply enough detail to fully convey the point to be made. Marks were most frequently lost where candidates omitted the verb or the indirect object 'people/them', when required, resulting in answers which did not accurately convey the idea presented in the text.

Examples of follow-up activities to do with your art club

Four content points were required for this section and again, it was well attempted with many candidates correctly identifying at least three of the five possible answers. There was good recognition of all possible options. However, as with the previous section, marks were frequently lost where candidates supplied incomplete answers such as 'write a story' without 'about a character in a painting', or 'role-play an interview' without 'with an artist'.

Exercise 5

Candidates were required to summarise only one aspect of the text – the difficulties experienced by open water swimmers. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. Many candidates, however, performed less well and appear to have been under-prepared in the necessary summary skills.

Although all of the possible content points proved accessible, relatively few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. In this series, many candidates copied information from the text without sufficient care as to the rubric requirements. As a result, many summarised the life and career of Jane Bolton, often failing to express the challenges associated with open water swimming. This quite frequently resulted in a complete lack of content points and, thus, a mark of zero, impacting also on the mark available for language, as detailed in the mark scheme.

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. This was a particular problem for those candidates who wrote with a focus on Jane Bolton rather than the difficulties faced by open water swimmers generally. Candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, candidates should also make an attempt to paraphrase and in this series, a good number did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions giving the summary a natural flow.

Exercise 6: General comments

This exercise was reasonably well attempted. The rubric was largely understood and the word limit was generally well observed, although very few produced pieces towards the upper limit in this series and a number, in fact, fell somewhat short of the lower limit.

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

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 bullet points and made varying efforts to develop them. The three prompts required candidates to tell the friend what he/she enjoyed about the stay, describe what was left behind and why it was important, and finally, what he/she would like the friend to do with the item.

Responses featured a range of ideas. Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the prompts. For the first bullet point, candidates typically enjoyed the food, meeting new people, and playing games or talking with the friend. A number of candidates, however, failed to mention explicitly what they enjoyed about the visit. The second bullet point was often the most developed of the three, although not particularly ambitious in scope. Many candidates wrote of leaving behind an item of sentimental value, such as a piece of jewellery given by a relative who had passed away. A similar number mentioned leaving behind a laptop which contained important documents, such as schoolwork, or another electronic device such as a mobile phone or charger often, in this case, without explaining the importance of the item. For the third bullet point, it was clear from the responses that a large proportion of candidates had disregarded the 'week abroad' detail mentioned in the rubric. While some candidates requested that the item be sent by the friend or looked after until their next meeting, many asked the friend to bring the item to school the next day or said that they would call on the friend to collect the item. This prompt was typically not developed much beyond this. Overall, relatively few candidates responded to all prompts with the level of detail and expansion necessary to achieve a top band mark.

In terms of language, the majority of candidates showed generally good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style and a wider range of vocabulary. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally competent and most candidates used an email format with the correct salutation and appropriate conclusion.

Exercise 7: General comments

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

Extended writing

Candidates were required to write an article for their teacher expressing their views on whether it is better to go abroad or stay in your own country for a holiday. Two prompts were provided; one which presented an argument in favour of going abroad and one which argued that staying in your own country is the better choice.

Nearly all candidates demonstrated a standard of content and language that was satisfactory or above. Most candidates addressed both sides of the argument and provided an appropriate introduction and conclusion; however, many relied heavily on the arguments put forward in the prompts and less able candidates struggled to provide evidence of original thought.

The majority of candidates argued in favour of holidaying abroad and justified their stance typically by presenting arguments related to the benefits of experiencing different cultures and the opportunity to meet new people, try exotic food and learn different languages. Those who argued in favour of staying at home defended their position by claiming that it is less expensive, more relaxing and a good way to learn more about your own country. The prompt supplied which related to flying was widely used by candidates on both sides. A number, however, lost focus by concentrating too heavily on this aspect which caused them to digress from the question set into an essay on pollution and the effects of air travel on the environment.

A small number of candidates produced well-developed 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. As with **Exercise 6**, however, relatively few candidates achieved top band marks.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling question **5**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed 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 (**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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

Candidates were required to use a set number of words for **Questions 1–4** and **Question 5**. Successful responses were those which provided concise answers.

Candidates should be reminded that the answer will be heard; they must not invent an answer.

Comments on specific questions

Questions 1–4

Overall this section was well answered.

Question 1

- (a) This was extremely well attempted by the vast majority of candidates, with a wide variety of spelling variants that could be credited, e.g. 'secratery', 'secretary'. Some responses that could not be credited were 'secontary', 'secondary', and 'sycrity'. Some weaker candidates responded with 'the librarian'.
- (b) Some responses that could not be credited included 'sports time', 'sport one', 'sports team', and 'sport stadium'. Some candidates responded with distracting information.

Question 2

- (a) This question was consistently well attempted with the vast majority of candidates scoring a mark here.
- (b) There was a mixed level of success here. The following responses could not be credited: 'black hoarse lane' and 'block horse lane'

Question 3

- (a) There was a mixed level of success here. Responses which could not be credited included 'spare set', 'spare sit', 'spear seat', 'car sharing company'. Some candidates wrote the plural 'spare seats'.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates went for the distractor 'Australia'.

Question 4

- (a) This was generally well answered.
- (b) This was generally well answered. Some candidates responded with 'June' or added it as an extra detail. This meant that the response could not be credited.

Question 5

This question was generally answered well by many candidates. Responses could not be credited when candidates selected distracting information.

Item (a) was relatively well answered although responses such as 'colour', 'name', 'term', and 'differentiation' could not be credited. Items (b) and (c) were fairly well answered. However, responses such as 'tell us today', 'stars and planets', 'publication' and 'telescope day' could not be credited for item (b). Items (d) and (e) were well answered by many candidates.

Item (f) had a mixed level of success. A large number of candidates omitted the key detail 'forest' and just wrote 'fire'. Other incorrect responses were 'volcanic eruption' and 'fine dust'. Items (g) and (h) were both very well attempted.

Question 6

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

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

Question 7

Generally, candidates responded well to this question. There was a particular level of success with items (d) and (e). Items (c) and (g) proved to be more challenging to many candidates.

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

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/32
Listening (Core)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling question **5**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed 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 (**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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given. Learners would benefit from more listening practice for the correct grammatical and phonetic detail (e.g. singular/plural nouns).

Comments on specific questions

Questions 1–4

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

Question 1

- (a) Most candidates were less successful in answering this question. Responses which included the distracting detail 'landscape painting' were not credited. Other attempts that could not be credited included: 'sculpture session' as the use of the wrong grammatical/lexical form resulted in a change of meaning.
- (b) The question asked for 'a *new* feature of the City Art Gallery'. The vast majority of candidates included features of the gallery which weren't new (e.g. café). Some responses were incomplete (e.g. 'information') or included the wrong detail (e.g. 'information guides', 'exhibition centres') and consequently could not be credited.

Question 2

- (a) This was reasonably well attempted. Responses could not be credited when Marks were also lost number 16 was misheard as 60. Where candidates used the wrong unit of measurement (e.g. 16 cm, 16 km) the mark could not be awarded.
- (b) This was reasonably well answered. Most candidates provided the expected answer 'caves' with an extra verb form (e.g. discovering caves, explored caves, finding caves, searching for caves, etc.) or adjective (e.g. sea caves, underwater caves), all of which were credited, as there was no change to the intended meaning.

Question 3

- (a) This question was answered reasonably well, with most candidates providing the answer 'long dresses'. Incomplete responses such as 'dresses' were not credited.
- (b) There was a mixed level of success for this question. The expected answer was '1920s fashion(s)', but alternative answers such as '20s design', '1920s style', 'clothes in/of/from 1920s' were also credited.

Question 4

- (a) This was answered well by approximately half of the candidature. Some answers contained extra details (e.g. tents for sleeping, they provided tents, tent to sleep), all of which were credited as the extra information didn't change the overall meaning. Some spelling attempts (e.g. tens, tense) could not be credited. Some candidates also provided the correct answer in conjunction with a wrong detail (e.g. tents and water), and consequently could not be credited.
- (b) Most candidates were less successful in answering this question. The intended answer for this question was 'clothing' or 'clothes'. Marks were mainly lost where the distracting detail 'MP3 player' or 'food' was given on its own or together with the correct answer. 'Some items' was sometimes given as an answer, but couldn't be awarded as it is too general.

Question 5

This question was reasonably well attempted by less than half of the candidates. On average, candidates scored between 2 and 4 marks. The more successful attempts were for items (b), (c), (d) and (g). Most candidates also coped reasonably well with items (e) and (f). Candidates performed less well in items (a) and (h). Responses which featured distracting details were not credited. For example: 'one hour' instead of 'a minute' in item (a), 'everyday scenes' instead of 'sporting events' in item (b), 'big theatres' instead of 'small shops' in item (e), 'opera houses' instead of 'picture palaces' in item (g) and 'close-ups' or 'techniques' instead of 'special effects' in item (h).

Responses could not be credited due to omission of the necessary detail (e.g. 'shops' instead of 'empty shops' in item (e) and 'effects' instead of 'special effects' in item (h)).

Answers for each gap in Question 5 have to fit grammatically. Some candidates lost marks as they only provided the singular word or phrase in items (b), (e), (f) and (h).

Candidates made reasonable phonetic attempts at most of the intended answers. Where spelling attempts created a new word these could not be given the mark. For example: 'empty shots', 'anti-shops', 'empty socks' in item (e).

Item (g) provided a wide range of variants. The creditable attempts included 'air conditioner(s)' and 'air-condition(s)'.

Some candidates provided alternative answers to some of the items, or included an extra detail which didn't exceed the word limit. For example, 'sport(s)' and 'sport scenes' in item (b), 'global news' in item (d), 'empty stores' in item (e) and 'visual effects' in item (h). These were all credited. However, some of these attempts could not be credited as the intended meaning was not retained (e.g. 'police crime' in item (c)).

Question 6

This part of the test was attempted fairly well. The majority of candidates matched, on average, 4 speakers correctly to the expected letter. Speaker 6 was answered correctly most frequently. Opinion B was often wrongly matched with speakers 1 and 4. Answers for speakers 3 and 4 were sometimes transposed. There were only a few occasions where no responses were provided for some of the speakers, or the same letter was used more than once.

Question 7

A generally good level of success was apparent here. Candidates were especially successful in answering items (b), and (e). There was also a reasonable level of success in answering items (c), (d), (f) and (g).

Candidates achieved a mixed level of success in item (a), where option A was sometimes given as the answer, and item (h), with option C sometimes wrongly identified as the answer.

On a few occasions candidates left all three boxes blank for some of the questions. Compared to previous sessions there were fewer instances where candidates ticked more than one box.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/33
Listening (Core)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling question **5**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed 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 (**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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

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. Candidates should also be made aware of distracting information in the listening exercises.

Comments on specific questions

Questions 1–4

Overall this section was fairly well answered.

Question 1

- (a) A large number of candidates answered this item correctly. Responses were not credited when candidates included the distracting detail 'Saturday' or 'Thursday'.
- (b) A reasonable number of candidates answered this question correctly with the expected answer 'waterfalls' or 'waterfall'. The response 'water full' could not be credited, however, due to a change in meaning. Responses which included the distracting detail in combination with the expected answer e.g. 'waterfall and coast' could not be credited.

Question 2

- (a) This item was generally well answered. The vast majority of candidates provided the expected response here. A plural was required here, so answers such as '2 sister' could not be credited.
- (b) Generally well answered. The date was presented in a variety of formats: '12/14', '14/12' 'Dec.14', '14th December' etc., all of which were credited. In a few cases December 11th was given as a response. This could not be credited, as this was the distracting detail from the recording.

Question 3

- (a) Fairly well answered. The expected response here was '(smart) phone'. The required detail for the mark was phone, so answers where acceptable variants of 'smart' were added to the response could be credited e.g. 'smarth phone', 'smarrt phone'. Responses which included the distracting detail 'backpack' or 'tablet' could not be credited.
- (b) A mixed level of success here. However, it was also quite common to see the incorrect distracting detail 'café' as a response. A very commonly encountered, and credited, spelling variant of the expected response was 'infomation centre'. Some responses lacked the necessary specific detail to be credited e.g. 'at the centre'

Question 4

- (a) Candidates were less successful here. The expected response here was 'lemon tart' and both details were required for the mark. Many responses omitted a key detail e.g. 'tart'.

Some accepted spelling variants of tart included 'lemon tartt'. However, 'lemon tartare' or 'lemon turtle' could not be credited, as the misspelling changed the answer of the response as a whole.
- (b) This item was generally well answered. The expected response here was '(loud) music'. However, on some occasions candidates misspelling of 'loud' changed the meaning of the answer as a whole e.g. 'low music', 'light music' and 'live music'. Responses such as these could not be credited.

Question 5

Overall this section was answered with a mixed level of success. Items (b), (h) and (g) and were generally well answered. Though responses which contained distracting details which were commonly seen on items (a), (c), and (e) could not be credited

Responses which offered distracting detail such as 'beaks' in item (a) could not be credited. An acceptable synonym of the response 'mate' or 'mates' was also credited. However, responses such as 'male', 'female', 'couple' could not be credited due to a change in meaning.

There was a mixed level of success here. A fair number of candidates provided the expected response 'feet' for item (c). However, responses which included the distracting detail 'wings' were not credited. The responses 'feets' or 'foot' could also not be credited as they were not a grammar fit for the gap on the question paper.

The expected response for item (d) was 'shell fish'. This was provided by a fair number of candidates. However, responses which omitted the required detail 'shell' and wrote only 'fish' were not credited. Also, 'small fish' could not be credited as this was one of the distracting details from the recording.

A mixed level of success on item (f). The expected answer was 'mental map'. As this was a specific term, variants/synonyms of this could not be credited e.g. 'mental area' or 'mental location'. In other cases the key detail 'mental' was omitted e.g. 'map'. This could not be credited due to a lack of specific detail.

Question 6

A generally high level of success was apparent here. The majority of candidates matched, on average, 4–5 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered two alternative letters for one speaker – but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker four, five and six to the appropriate letter.

Question 7

Generally, candidates performed well in the multiple choice questions **7(b)**, **(c)**, **(d)**, **(f)**, and **(h)**. The correct responses to **7(a)**, **7(e)** 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 (COUNT-IN SPEAKING)

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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling questions **5, 8A and 8B**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

Learners should be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given.

Successful responses were those which provided concise answers. 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.

Question 1

- (a) This was extremely well attempted by the vast majority of candidates, with a wide variety of spelling variants that could be credited, e.g. 'secratery', 'secretary'. Some responses that could not be credited were 'secontary', 'secondary', and 'sycrity'. Some weaker candidates responded with 'the librarian'.
- (b) This was generally well answered by most candidates. Some responses that could not be credited included 'sports time', 'sport one', 'sports team', and 'sport stadium'. Some candidates responded with distracting information.

Question 2

- (a) This question was consistently well attempted with the vast majority of candidates scoring a mark here.
- (b) There was a mixed level of success here. The following responses could not be credited: 'black hoarse lane' and 'block horse lane'

Question 3

- (a) There was a mixed level of success here. Responses which could not be credited included 'spare set', 'spare sit', 'spear seat', 'car sharing company'. Some candidates wrote the plural 'spare seats'.
- (b) This was extremely well attempted by the vast majority of candidates although a few candidates selected the distractor 'Australia'.

Question 4

- (a) This was generally well answered.
- (b) This was generally well answered. Some candidates responded with 'June' or added it as an extra detail. This meant that the response could not be credited.

Question 5

This question was answered well by many candidates. Responses could not be credited when candidates selected distracting information.

A large number of candidates responded with 'colour'. Other responses which could not be credited included 'name', 'term', 'differentiation' and 'agreement' for item (a). Items (b), (c) and (d) were fairly well answered. Item (e) was consistently well answered by the majority of candidates. Some responses which could not be credited included '90 years', and '1.2 years'.

There was a mixed level of success for item (f). A large number of candidates did not include 'forest' in their response and just wrote 'fire'. Other responses which could not be credited included 'volcanic eruption' and 'fine dust'. Items (g) and (h) were both very well attempted. However, on item (h), some candidates included the negating information 'flower'.

Question 6

Most candidates demonstrated a clear understanding of the requirements 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. There was a particular level of success with items (b), (d) and (f). Item (g) proved to be more challenging to many candidates.

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 no ambiguity regarding which response is intended as the candidate's definitive response.

Question 8

There was a mixed level of response to this question, with Part B being more successfully attempted.

Part A

Items (a) and (b) proved challenging for many candidates. Responses that included distracting details were not credited. Items (c) and (e) were both very well answered, although some responses which could not be credited for item (c) included 'galactic space', 'objects from space', and 'wild space', and for item (e) responses which were not credited included 'meanrules', 'nimbles' and 'nutrients'. Item (d) had a mixed level of response.

Part B

Items (b) and (d) were very well answered. Item (a) had a mixed level of success with many candidates responding with inaccurate attempts on the intended key such as 'sholf', 'trunk', 'branches' and 'bracket'. The majority of candidate responses were credited for item (c). Some incorrect responses included 'favour', 'apples' and 'scent'. Item (e) was generally well attempted.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/42
Listening (Extended)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling questions **5, 8A and 8B**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

There was more evidence of exam techniques being used by candidates (e.g. prediction of answers, highlighting key words on questions, etc.). The vast majority of candidates provided concise answers and adhered to the word limit in **Questions 1–5, 8A and 8B**. This was an improvement on previous series.

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

Learners should also be made aware of distracting information in the listening exercises. If candidates include the distracting detail together with the correct detail, no mark can be given. Learners would benefit from more listening practice for the correct grammatical and phonetic detail (e.g. singular/plural nouns).

Comments on specific questions

Questions 1–4

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

Question 1

- (a) This question was answered reasonably well. Some candidates responded with the distracting details such as 'landscape painting' or 'portraits'. Other candidates transcribed the intended answer as 'culture section'. Other attempts that couldn't be credited included: 'sculpture sections', 'sculptors section', 'sculpture session' – as the use of the wrong grammatical/lexical form resulted in a change of meaning.
- (b) The most common answer given was 'information desks'. Some answers were incomplete (e.g. 'information') or included the wrong detail (e.g. 'information guides', 'exhibition centres') and consequently could not be credited.

Question 2

- (a) Most candidates gave the correct answer of '16 metres'. However, some answers contained incorrect numbers '18 metres' or '30 metres'. The response of '60 metres' was frequently given, and could not be credited. Where candidates used the incorrect unit of measurement (e.g. 16 cm, 16 km) the response could not be credited.
- (b) This was fairly well answered by most candidates. Most candidates provided the expected answer 'caves' with an extra verb form (e.g. discovering caves, explored caves, finding caves, searching for caves, etc.) or adjective (e.g. sea caves, underwater caves), all of which were credited. Responses such as 'cave exploration' and 'cave discoveries' were also credited.

Question 3

- (a) This question was generally well answered, with most candidates providing the response 'long dresses'. The incomplete response 'dresses', was not be credited.
- (b) There was a mixed level of success for this question. The expected answer was '1920s fashion(s)', but alternative answers such as '20s design', '1920s style', 'clothes in/of/from 1920s' were also credited.

Question 4

- (a) This was answered well by most candidates. Some answers contained extra details (e.g. tents for sleeping, they provided tents, tent to sleep), all of which were credited as the extra information did not change the overall meaning. Some spelling attempts (e.g. tens, tense, tants) could not be credited. Some candidates also provided the correct answer in conjunction with a wrong detail (e.g. tents and water) and consequently could not be credited.

- (b) Candidates answered this question reasonably well. Responses which offered the distracting detail 'MP3 player' could not be credited. 'Some items' was sometimes given as an answer, but could not be awarded as it is too general.

Question 5

This question was well attempted by more than half of the candidates. On average, candidates scored between 4 and 6 marks. The more successful attempts were for items (b), (c), (d) and (g). Most candidates also coped reasonably well with items (e) and (f). Candidates performed less well in items (a) and (h). Responses which selected the distracting information could not be credited. For example: 'one hour' instead of 'a minute' in item (a), 'everyday scenes' instead of 'sporting events' in item (b), 'big theatres' instead of 'small shops' in item (e), 'opera houses' instead of 'picture palaces' in item (g) and 'close-ups' or 'techniques' instead of 'special effects' in item (h).

Responses which omitted the necessary detail (e.g. 'shops' instead of 'empty shops' in item (e) and 'effects' instead of 'special effects' in item (h) could not be credited). Responses to item (g) were varied. The creditable attempts included 'air conditioner(s)' and 'air-condition(s)'.

Some candidates provided alternative answers to some of the items, which were credited if the meaning was not changed. However, some of these attempts could not be credited as the intended meaning was not retained (e.g. 'police crime' in item (c)).

Question 6

This part of the test was answered extremely well. The majority of candidates matched, on average, 5 speakers correctly to the expected letter. Option B was often incorrectly matched with speakers 1 and 4. Answers for speakers 3 and 4 were sometimes transposed. There were a few occasions where no responses were provided for some of the speakers, or the same letter was used more than once.

Question 7

A generally high level of success was apparent here. Candidates were especially successful in answering items (c), (e), (f) and (g). There was also a good level of success in answering items (b) and (d).

Candidates achieved a mixed level of success in item (a), where option A was sometimes given as the answer, and item (h), with option C sometimes wrongly identified as the answer.

Question 8

Part A

There was a mixed level of success for this question. On average, candidates scored between 2 and 3 marks. The more successful attempts were for items (a) and (c). Candidates also dealt reasonably well with item (d). Items (b) and (e) were attempted less successfully.

The vast majority of marks were lost due to the inclusion of distracting information instead of the correct detail. For example, 'blade' instead of 'sail' in item (a), 'strong winds' or 'harsh environment' instead of 'mild winters' in item (b), 'speeds' instead of 'design(s)' in item (c) and 'helmets' or 'safety' instead of 'gloves' in item (e). Some attempts could not be credited due to a lack of necessary detail (e.g. 'winters' in item (b)).

Part B

There was a mixed level of success for this question with candidates gaining between 2 and 3 marks on average. The most successful attempts were at items (b) and (c). Item (a) was reasonably well attempted overall, whereas items (d) and (e) proved to be the most challenging in this part of the test.

The distracting detail was often selected instead of the correct answer in item (a) – 'Northern Europe', 'New York' instead of '(the) Netherlands' and, in item (b), – 'graceful animals' instead of 'boxes'. These responses could not be credited.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/43
Listening (Extended)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Questions 1 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 are advised to identify key words, e.g. how, why, when, to establish what the focus of the questions is. In most cases, a short, direct response is most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling questions **5, 8A and 8B**, candidates should be encouraged to predict the answers in the gaps. Candidates should be reminded to avoid including words that are printed on the question paper before or after each gap as part of their answer.
- It is advisable for candidates to practise using the framework provided by the gapped statements, in **Questions 5 and 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 should be reminded of the importance of using accurate singular/plural form of 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 etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates 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.

General comments

There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.). Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear or exceeded the word limit stated in the rubric.

Comments on specific questions

Questions 1–4

Overall this section was fairly well answered.

Question 1

- (a) A large number of candidates answered this item correctly. Responses were not credited when candidates included the distracting detail 'Saturday' or 'Thursday'.
- (b) A fairly large number of candidates answered this item correctly. The response 'water full' could not be credited, however, due to a change in meaning. Responses which included the distracting detail in combination with the expected answer e.g. 'waterfall and coast' could not be credited.

Question 2

- (a) This item was generally well answered. The vast majority of candidates provided the expected response here. A plural was required here, so answers such as '2 sister' could not be credited.
- (b) Very well answered by most candidates. The date was presented in a variety of formats: '12/14', '14/12', 'Dec.14', '14th December' etc., all of which were credited. In a few cases December 11th was given as a response. This could not be credited, as this was the distracting detail from the recording.

Question 3

- (a) This question was generally well answered. The required detail for the mark was phone, so answers where acceptable variants of 'smart' were added to the response could be credited e.g. 'smarth phone', 'smarrt phone'.
- (b) A mixed level of success here. However, it was also quite common to see the incorrect distracting detail 'café' as a response. A very commonly encountered, and credited, spelling variant of the expected response was 'infomation centre'. Some responses lacked the necessary specific detail to be credited e.g. 'at the centre'

Question 4

- (a) Candidates were less successful here. The expected response here was 'lemon tart' and both details were required for the mark. Many responses omitted a key detail e.g. 'tart'.

Some accepted spelling variants of tart included 'lemon tartt'. However, 'lemon tartare' or 'lemon turtle' could not be credited, as the misspelling changed the answer of the response as a whole.

- (b) This item was consistently well answered. The expected response here was '(loud) music'. However, on some occasions candidates misspelling of 'loud' changed the meaning of the answer as a whole e.g. 'low music', 'light music' and 'live music'. Responses such as these could not be credited.

Question 5

Overall this section was answered with a fair level of success. Items (b), (h) and (g) and were generally well answered. Though responses which contained distracting details which were commonly seen on items (a), (c), and (e) could not be credited

Responses which offered distracting detail such as 'beaks' in item (a) could not be credited. An acceptable synonym of the response 'mate' or 'mates' was also credited. However, responses such as 'male', 'female', 'couple' could not be credited due to a change in meaning.

There was a mixed level of success here. A fair number of candidates provided the expected response 'feet' for item (c). However, responses which included the distracting detail 'wings' were not credited. The responses 'feets' or 'foot' could also not be credited as they were not a grammar fit for the gap on the question paper.

The expected response for item (d) was 'shell fish'. This was provided by a fair number of candidates. However, responses which omitted the required detail 'shell' and wrote only 'fish' were not credited. Also, 'small fish' could not be credited as this was one of the distracting details from the recording.

A mixed level of success on item (f). The expected answer was 'mental map'. As this was a specific term, variants/synonyms of this could not be credited e.g. 'mental area' or 'mental location'. In other cases the key detail 'mental' was omitted e.g. 'map'. This could not be credited due to a lack of specific detail.

Question 6

A generally high level of success was apparent here. The majority of candidates matched, on average, 4–5 speakers correctly to the expected letter. Marks were sometimes lost when candidates offered two alternative letters for one speaker – but did not clearly cross out the answer they did not want to be considered as definitive. Candidates were most successful in the matching of speaker four, five and six to the appropriate letter.

Question 7

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

Question 8

Part A

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

- (a)** Many candidates provided the intended response 'pressing'. However, several responses could not be credited as they provided the distracting details 'melting' or 'cutting'.
- (b)** A challenging item for many candidates. The expected answer here was 'human hair'. However, several responses could not be credited as they provided the distracting details 'wire' or 'fingernail'. In other instances spelling variants changed the meaning of the answer as a whole so could not be credited e.g. 'human hand' or 'human head'. Some responses also lacked the specific detail to attain the mark e.g. 'hair'.
- (c)** There was a mixed level of success here. The expected response here 'polished' or 'cleaned' was sometimes given. However, in many cases the incorrect form of the expected response was given e.g. 'polish'. This could not be credited as it was not a grammar fit for the gap on the question paper.

- (d) Candidates were generally less successful here. The expected response for this item was 'ancient Greece' and both details were required for the mark. The majority of candidates lost the mark due to the omission of the required detail 'ancient' – offering just 'Greece' as a response. In several cases the distracting details 'Bolivia' or 'Mexico' were provided incorrectly, so credit could not be given.
- (e) A challenging item for many candidates. The expected answer here was 'spoons'. However, this was rarely encountered. The most frequent responses encountered were 'silver' or 'dishes', which could not be credited as these were distracting details from the recording.

Question 8

Part B

This question was far more successfully answered on the whole than **Part B**. Marks were sometimes lost when candidates exceeded the stated word limit given in the main rubric for this section.

- (a) Consistently well answered by the vast majority of candidates. Several spelling variants which were credited included: 'bactiria', 'bacteera' and 'bakteria'.
- (b) Generally well answered. However, sometimes the key detail 'fillings' was omitted from the main expected response 'dental fillings' – e.g. just 'dental', so credit could not be given.
- (c) Generally well answered. The expected response here was 'hospitals', 'hospital' or 'a hospital' and the majority of candidates provided the correct answer. In a few cases, responses featured the distracting details 'water purification systems' or 'swimming pools' and could not be credited.
- (d) A good level of success here. The expected response here was 'telescope' and this response was frequently encountered. Some spelling variants that were credited include: 'teliscope' and 'teliskope'. In other cases, variants such as 'theliskop' and 'tellingscope' could not be credited as the meaning was in doubt.
- (e) This was a challenging item for some candidates. A very commonly seen response was 'flushing'. However, this could not be credited as the misspelling created a new word which altered the meaning of the response.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/51
Speaking

Key messages

- Follow instructions as written in the Teacher's/Examiner's Notes.
- Check recorded files for quality and do not put paper labels on the CDs.
- Read through the topic cards the day before the test.
- Read out **Part A** in full.
- Use **Part B** to elicit a suitable topic card for discussion.
- Do not add too many elements when paraphrasing for clarity.
- Begin the discussion with the introductory sentence on the topic card.
- Use open questions to develop the discussion.
- In **Part D**, give candidates time to think before intervening.
- Allow candidates to keep the topic card for **Part D**.
- Follow the recommended timings for all parts of the test.
- Where more than one Examiner is used, make sure internal moderation takes place and show changes to the individual marking criteria, if possible.

General comments

Part A

Most Centres conducted this phase competently and it was very rarely omitted.

Part B

Most Centres conducted **Part B** well in terms of the questions asked. Some Examiners found it hard to achieve both aims of this phase of the test: setting candidates at their ease while at the same time establishing which topic card would be most suitable for a candidate. Examiners must take care not to discuss the selected topic card during this phase of the test. This part was sometimes shorter than required.

Part C

Candidates were not always given the full 2–3 minutes to prepare and ask for clarification. Candidates should not be rushed or allowed to start the discussion before the required time. Examiners need to remember to announce the cards at the start of this part of the test.

Part D

Most candidates were given the recommended 6–9 minutes for **Part D**. The introductory sentence was not always read out. However, most Examiners followed the prompts on the cards in the correct order. In some cases Examiners used the prompts as a question and answer session rather than developing a conversation. This part was conducted most successfully when candidates were given the opportunity to take part in a two-way discussion.

Comments on specific tasks

A – Reading

This card was frequently chosen when candidates expressed an interest in reading in **Part B**. Most candidates provided extended responses to all prompts. Prompt 5 elicited mature responses from strong candidates who excelled in terms of vocabulary.

B – Life Experience

This topic was frequently chosen when nothing specific had come up in **Part B** and was generally accessible. The responses to Prompts 1 and 2 sometimes overlapped. Although the introductory sentence gave candidates a good way in to the topic, Prompt 3 occasionally needed rephrasing.

C – Obligations

This topic worked well and was frequently chosen. Some candidates needed clarification of the term 'obligation' and Prompt 5.

D – The natural world

This card was not frequently used. When chosen, candidates addressed the topic very well and demonstrated a range of topic-based vocabulary and narrative tenses. The final two prompts often had to be explained, including the concept of 'giving something back' and 'development'.

E – Visitor centres

This was a less popular choice but produced mature responses from strong candidates. Many candidates expanded the topic by discussing art galleries and museums.

F – Time limits

This was a fairly popular choice and the topic was generally accessible. Occasionally there was some overlap in the responses given to Prompts 2 and 4. Stronger candidates were able to elaborate on the concept of time limits and the impact of deadlines on their lives.

G – The importance of money

This was a popular choice and was accessible to all candidates. Candidates were able to support their arguments with numerous examples, although not all candidates agreed with the idea of children being given small amounts of money.

H – Technology in education

Most candidates were able to discuss this topic in detail as they could relate to it in their daily lives. The topic elicited many extended responses, with candidates giving examples of how technology helped them. Many discussions focused on candidates' school experience. Some candidates asked for clarification of the vocabulary used in Prompt 4.

I – Making an important decision

This card was frequently used and was accessible to all candidates. Some candidates needed clarification of Prompt 3 and Prompt 5 sometimes proved more challenging.

J – Passion

This was a popular choice and generally given to candidates who had mentioned a keen interest in something during **Part B**, so was not only a popular choice but a productive choice too. Most passions were sport-related. Prompt 4 sometimes needed help from the Examiner.

Application of the marking criteria

Structure

This was generally well applied with an overall tendency towards severity in the low to middle mark range. However, in the 9–10 Band, some key words were often overlooked: ‘a range of structures’ and ‘accurately and consistently’. The confidence of a candidate or their commanding tone of voice can encourage the Examiner to miss grammatical mistakes.

Vocabulary

This was generally applied well with a tendency towards severity in the low to middle mark range. In the 9–10 Band, some key words were often overlooked: ‘shades of meaning’ and ‘sophisticated ideas’. Occasionally candidates sounded ‘fluent’ while using limited and repetitive vocabulary which was missed by some Examiners missed who marked their performance too generously.

Development and Fluency

Assessment of candidates’ performance in this criterion was mostly accurate.

Administration

Recordings should be checked before submission to Cambridge International. However, the quality of the recordings was generally good. Centres need to make sure they send the correct number of samples, and rename each track with each candidate’s name and number.

Internal moderation

Where more than one Examiner is used, the Centre marks must be internally moderated and the moderated marks entered into the final column on the Speaking Examination Summary Form. If possible, changes to the individual criteria should be indicated.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/52
Speaking

Key messages

- Use **Part B** to put candidates at ease and elicit a relevant and accessible topic for **Part D**.
- Make sure that candidates are given the full 6–9 minutes in **Part D** to allow them to develop their ideas fully.
- Large Centres I should indicate on the summary forms which Examiner has examined which candidates.
- Centres with more than one Examiner must carry out internal moderation.
- When asked for clarification of certain words or phrases, Examiners need to paraphrase the meaning clearly, not repeat the same words or phrases as written on the card.
- Examiners should be encouraged to think of a few additional open questions for **Part D**, prior to the exam taking place, as part of their preparation for the exam.
- Examiners should refer more closely to the marking criteria before awarding final marks.

General comments

Part A

Most Examiners read out the prepared script from the Teacher's/Examiner's Notes.

Part B

Most Examiners were positive and welcoming during the warm-ups. This phase was often effectively used to put candidates at ease, but not always used to elicit the most suitable topic card. Examiners tended to select well for more able candidates. Some candidates approached this part of the test with a prepared monologue about themselves.

Part C

The timing of this part was appropriate. The topic cards were almost always announced and a good range of topic cards was used by Examiners. Most Examiners provided clear explanations of the words and phrases when clarification was needed.

Part D

Generally, all five prompts were covered in the right order. Although few candidates delivered monologues, one fairly common pattern was to hear the candidate offer a series of short monologues, punctuated by the Examiner reading out the next prompt, rather than developing a conversation. Examiners who engaged in a discussion with the candidates were able to put them at ease and helped them show their full ability. Timing of **Part D** was not always appropriate.

Comments on specific tasks

A – Talent

This topic was frequently chosen. The discussion often revolved around sports. Prompts 4 and 5 were not always sufficiently developed.

B – Teachers

This was a very popular choice, and accessible to all candidates. In response to Prompt 3 many candidates had strong opinions about having a parent as a teacher.

C – Extreme sports

This card was frequently chosen. When all the prompts were understood or explained, it generated plenty of discussion and not only among candidates who liked sports. Some candidates found it difficult to give examples of extreme sports but this did not prevent them from expressing their opinions about them.

D – Working abroad

This card was often chosen for candidates who wanted to study abroad, and generated a lot of discussion, although some candidates needed support with the last prompt.

E – Non-verbal communication

This topic was infrequently chosen. It worked really well with stronger candidates, whatever their general interests. With weaker candidates, the language was sometimes more limited and some asked for clarification of 'symbol' and 'powerful communication tool'.

F – Scientific experiments

This topic was selected for candidates who mentioned they did science in school. It elicited sophisticated responses from candidates who had an interest in science.

G – Being loyal

This topic worked well when Examiners gave a clear explanation of 'being loyal'. Many candidates discussed the same ideas in response to Prompts 3 and 4.

H – Jobs in entertainment

This assessment card was a popular and accessible to all candidates. Prompt 4 often required additional explanation from the Examiner. This card generated some great ideas and comments about gaming and 'YouTubers'.

I – Holiday activities

There were many extended responses to this topic card, both from weaker and stronger candidates. Some candidates were less confident when talking about preparing for activities prior to going on holiday as they had no personal experience of preparing for a holiday themselves.

J – Decoration

This card was not a very popular choice, but worked well when appropriately chosen.

Application of the marking criteria

Structure

Most Examiners applied this criterion accurately. Where this was not the case, it was sometimes because Examiners focused either too much on error, or did not take into consideration the range and/or complexity of the structures candidates used. In both these cases, the marking was occasionally too severe. Where marking was too lenient, it may be that Examiners were rewarding fluency rather than structure.

Vocabulary

The comments relating to structure can be applied here, too, where marking was either too severe or too lenient. In most cases this criterion was applied accurately.

Development and Fluency

This assessment criterion was generally well-applied. Where this was an issue, Examiners either tended to be lenient, focusing on the speed of delivery rather than the development of ideas, or severe, not giving sufficient credit for candidates' level of response. Although there were fewer monologues, Development and Fluency is difficult to assess when the Examiner allows the candidate to present a series of monologues in response to the prompts, rather than engaging them in conversation.

Administration

Sample tracks were not always renamed using candidates' names and numbers. Poor quality recordings were submitted by a small number of Centres.

Centres tended to send too many samples rather than too few. Centres were not always diligent in providing samples across the entire range of marks (the most common omission being the lowest mark), or in ensuring that each Examiner used was represented adequately in the sample.

Some Centres with large entries did not indicate which Examiner had examined which candidates, making it impossible to break down the Centre's marks by Examiner. Examiners should identify themselves by name at the start of each recording, along with the candidate name and number.

Internal moderation

Centres where more than one Examiner is used must carry out Internal Moderation. In some cases internally moderated marks were entered but they were identical to the original marks so there was no evidence that internal moderation had taken place. Most Centres where Internal Moderation was applied did not indicate where changes were made against individual marking criteria.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)

Paper 0511/53
Speaking

Key messages

- The tracks should be named using candidates' names and numbers.
- Examiners need to familiarise themselves with the Teacher's/ Examiner's Notes and the prompt cards in advance of the tests.
- Read out and follow the brief explanation of the test in the Teacher's/Examiner's Notes before the start of the test.
- Use **Part B** to put candidates at ease and elicit a relevant and accessible topic for **Part D**. Please do not work through a list of questions or ask the candidate to 'introduce' themselves.
- Give candidates 2–3 minutes in **Part C**, the preparation phase, to enable the candidate to adequately prepare for the assessed discussion.
- Give candidates 6–9 minutes in **Part D** in order to allow a discussion to develop.
- Please do not use too many Examiners. If more than one Examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates.

General comments

Part A

Most Examiners read out the brief explanation of the test at the outset. Some Examiners informed candidates about **Part D** after **Part B**.

Part B

This part was occasionally too short. 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. This should allow them to select the most suitable assessment card.

Part C

On the whole a wide selection of cards was used. **Part C** was frequently too short; often at the candidate's request but some Examiners encouraged candidates to use all of the time.

Part D

Most Examiners did not allow conversations to go on longer than 9 minutes. Some Examiners opened the discussion with the first prompt rather than the introductory sentence at the top of the assessment card. Some **Part Ds** were too short.

Comments on specific tasks

A – Drawing and painting

This was quite a popular choice for candidates who mentioned painting as a hobby in **Part B**. Some candidates were not able to expand on the topic or to convey more sophisticated ideas. Prompt 5 was not always fully developed.

B – Leaving home

This was a popular choice and developed well in competent conversations. Candidates could draw from their personal experience.

C – Thinking

This assessment card was used when candidates referred to future educational goals in **Part B**. The first three prompts were accessible but Prompt 4 often required further clarification.

D – Language skills

This card was frequently chosen. Prompt 4 was not always fully developed as it required more abstract thinking. However, Prompt 5 was usually successful as it introduced the topic of technology, which is generally accessible to all candidates.

E – Cars and bicycles

This was a popular choice. Stronger candidates were able to develop the conversation and raised more abstract issues such as environment and pollution, which allowed them to show more precise vocabulary and communicate more sophisticated ideas.

F – Freedom

This topic was accessible and often provoked some good discussion. The prompts proved very relevant to candidates' experience.

G – Practical jobs

This topic was not chosen frequently, but generated interesting discussions when used with candidates who in **Part B** talked about their career choices.

H – Living in peace

This topic was often chosen if a candidate said that they had siblings or would like to study Law. Prompt 4 frequently required further clarification. Many candidates were able to draw on personal experience and produced competent answers.

I – Crime dramas

This card was infrequently chosen, but proved accessible to candidates who had expressed an interest in crime dramas in the warm-up.

J – Living in the wild

This was another popular choice, but not always connected with information gathered from **Part B**. There were times this assessment card was allocated to candidates who had expressed their desire to travel abroad or learn about new cultures. Prompts 4 and 5 were not always fully developed.

Application of the marking criteria

Structure

Examiners were sometimes a little lenient, particularly when a candidate could speak fluently, but did not use a wide range of structures. By contrast, there was a tendency to be severe with weaker candidates.

Vocabulary

Assessment of candidates' performance in this criterion was mostly accurate.

Development and Fluency

There was a tendency to be lenient with candidates who spoke a lot with good pronunciation but who did not provide adequately developed responses.

Administration

- The audio tracks should be re-named with the candidate's name and number.
- The quality of the recordings provided was generally good. However, there were some candidates difficult to hear. All audio files should be checked for quality before sending to Cambridge International.
- Background noise should be minimised as this can affect candidates' performance. This is a formal examination and a quiet, secure room should be used.
- Do not stick paper labels on the CDs.
- List the candidates in candidate number order on the summary forms.
- Remember to asterisk the sampled candidates on the summary forms.

Internal moderation

When internal moderation was conducted, it was generally accurate. Sometimes there was no difference between the Examiners' and Internal Moderator's marks. On a few occasions, the Internal Moderator was lenient with candidates in the upper range and stricter with candidates in the lower range.