

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

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, the need to read the questions carefully must be emphasised in order that the candidate can recognise the key element(s) required for the response in each question. In this paper, many candidates found some of the questions challenging. Responses which include overlong, additional information should be avoided, as this could affect the validity of the answer.
- In **Exercise 2**, candidates must read the text precisely to identify the key details. Such details may include the writer's opinion and attitude, or possibly information that is not explicitly stated but implied. This exercise was generally well answered with few omissions.
- In **Exercise 3**, candidates should focus on writing brief answers and be sure that their answers correspond to the right question.
- In **Exercise 4**, candidates should carefully consider whether the information they include is relevant to the summary topic. Long introductions and irrelevant details should be avoided. They should also ensure that responses do not exceed the 90-word limit, as correct Content points which are included after the limit cannot be credited.
- In **Exercise 5**, most responses were on topic and showed awareness of the target audience, using an appropriate, informal register. It is important in this exercise and in **Exercise 6** that candidates read the rubric carefully to be aware of what information the response should contain before starting to write their response.
- In **Exercise 6**, most candidates wrote in a style different from that used in the previous exercise, adopting a more formal, neutral register, suitable for an article for the school magazine. Many candidates achieved a degree of success in developing their own ideas at an appropriate length.

## General comments

It is worthy of note that even those who may have found Exercises 1 – 4 challenging, were able to write successful responses for Exercises 5 and 6.

## Comments on specific questions

### Exercise 1

The text on deep sea exploration appeared to have been understood by most candidates, so there were many successful responses.

**Questions 1, 5 and 6** were generally well answered.

Most candidates found the answer to **Question 2**, which asked where the 'Trieste' was built. Others chose distractors for their answer, such as 'Switzerland', which was where it was developed, or 'France', where it was based.

For **Question 3**, when ‘some of the iron weights’ were released, it was ‘petrol’, which is lighter than water, that allowed the ‘Trieste’ to rise to the surface. Many gave ‘the iron weights’ as their answer.

In **Question 4**, a few candidates appeared not to identify that the Challenger Deep is the deepest part of the Mariana Trench, and that it is named after the research ship, which first measured the depth below sea level of the Mariana Trench and of the Challenger Deep. Frequently seen responses such as ‘Mariana Trench’ could not be credited.

In **Question 7**, some responses appeared to have been distracted by the times given for the descent (4 hrs. 47 mins.) and for the time spent on the sea floor (20 mins.). The correct answer for the time taken to reach the surface was 3 hours and 15 minutes.

In **Question 8**, all three distractors were given as incorrect answers, the inaccurate depth reading of 11, 521 metres, the actual depth of Challenger Deep, which is 10,914 metres below sea level and the 80 metres above the sea floor of Challenger Deep, where the ‘Trieste’ stopped its descent at 10,916 metres, which was the correct answer to the final question.

## Exercise 2

In this exercise several candidates were able to achieve full marks, noticeably more than in previous series. Most scored at least half the marks available.

The first four **Questions (a) –(d)** were the most challenging.

In **Question 8(a)** it is Francesca (Text A), who can ‘make a small profit each month’.

For **Question 8(b)** it is Paolo (Text B), who rereads some of his earlier blog posts and learns from them.

In **Question 8(c)** it is Amy (Text C), whose friends convinced her to continue blogging after she received some negative comments about her reviews.

Francesca (Text A) found it hard to think of new ideas to write about in her blog posts for **Question 8(d)**.

Candidates were generally more successful in **Questions 8(d) – 8(h)**. Of these questions, **Question 8(h)** appeared to have been the most challenging. The disappointment for Paolo (Text B) is that he had hoped for a million hits on his blog posts, but achieved little more than a thousand.

## Exercise 3

Overall, candidates performed well in this exercise. The text required careful reading, and several candidates were able to achieve full marks in both **Question 10** and **Question 11**. All correct responses in the Mark Scheme were used. The most common error was to write correct answers to **Exercise 11** in **Exercise 10**.

## Exercise 4

For many candidates this appears to be the most challenging exercise on the paper. In this series, candidates were required to summarise an article on an English professional football club, which is ‘the world’s most environmentally friendly football club’. The summary was to contain the measures which the club was taking to help the environment.

The most common error was, at first, to concentrate on the club itself, its owner and where it is situated. This would often take a large proportion of the 90 words available, before there was even a mention of what the club does on a regular basis to help the environment, as the task required. Many candidates were successful in presenting sentences from the text in a different grammatical way and using appropriate synonyms and such responses gained marks in the higher bands.

## Exercise 5

Most responses used the prompts effectively and some more successful responses included details about the problem with their purchase and how the problem might be resolved. Many responses showed evidence of familiarity with the conventions of writing an email to a friend – opening with a greeting, closing with a farewell, involving the friend throughout, and setting an informal, conversational tone.

## Exercise 6

In order to achieve marks in the higher band for this exercise, the style and register of the writing should be different from that in **Exercise 5** and should show awareness of the purpose of writing and the target audience. The language used in a review will, of necessity, be more formal than in the email to a friend. In reviewing how celebrities can and do influence their followers through their demeanour and their dress a more critical style was required.

In this series, there were some thoughtful and sophisticated evaluations of the topic which went beyond the written prompts. Many good responses to the topic of how teenagers may be influenced by the attitude and behaviour of famous people were seen. Overall, these responses were written very effectively. There appeared to be less reliance on the prompts than in previous series and, as a result, more of candidates' own views were in evidence. The prompts, however, appeared to prove useful for most candidates in helping them to understand how to approach their report

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

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, it is important for candidates to read the questions carefully in order to identify the key requirements and be able to locate the correct information in the text. Answers should be brief and relevant. Candidates should read around the answer they have chosen, to check that there is no distracting information which could change the answer and affect the mark awarded.
- In **Exercise 2**, candidates are advised to read the questions carefully and note the key information in each question in order to select details in the text which correspond to that information. Clearly written answers are important, and where an answer is changed, it should be crossed out and the new answer written alongside. In this series, there was a good response to this exercise, with very few omissions.
- In **Exercise 3**, the information in each answer should correspond to the correct heading in each question. Responses should be brief, but include the key detail. In this series, some responses were placed under the wrong heading or were so brief that the essential element of the answer was omitted.
- In **Exercise 4**, candidates should carefully consider whether the information they include is relevant to the summary topic. Long introductions and irrelevant details should be avoided. They should also ensure that responses do not exceed the 90-word limit, as correct Content points which are included after the limit cannot be credited. In this series, many responses were too long which affected the mark awarded.
- In **Exercise 5**, responses should show an awareness of the target audience by using an informal register and develop ideas on the topic appropriately. In this series, many responses were generally successful at addressing the purpose of the task and developing ideas, but tended to use too formal a register, which affected the marks available.
- In **Exercise 6**, responses should demonstrate a different register of writing from **Exercise 5**, to suit a different audience. To achieve marks in the top band, ideas should be organised and developed at appropriate length, and the writing should include some more complex structures as well as a good range of topic-related vocabulary in order to access marks in the higher bands.

## General comments

It is essential that candidates read and carefully consider the requirements for each exercise. The need for more precise reading of the questions and rubric was particularly evident in **Exercise 3** and **Exercise 4**.

## **Comments on specific questions**

### **Exercise 1**

This exercise was generally well attempted. Precise answers are required and candidates should focus on the key requirements of each question in order to locate the relevant section of text when responding.

#### **Question 1**

This first question proved challenging for some candidates, who incorrectly selected the response 'bar' as their answer. Responses which added the extra incorrect detail, 'sugar' to the correct answer 'drink' could not be credited.

#### **Question 2**

This was well answered, with many correctly selecting 'South America' as the place where 'cacao' trees were originally found. Occasional incorrect responses were 'Africa' or 'Ethiopia', the original places where 'coffee' trees were found.

#### **Question 3**

There were many correct answers to this question. Precise reading of the text was needed to eliminate 'bees', 'butterflies' or 'wasps', as these pollinate plants with flowers, rather than cacao trees, as the question required. Occasionally all the insects were selected but such responses were not credited.

#### **Question 4**

This was very well answered, with the majority of candidates correctly selecting 'as big as an olive'.

#### **Question 5**

Many responses correctly featured 'twice a year' to correspond with 'How often' in the question. Some candidates gave the incorrect answer 'by hand', which referred to 'how' the pods are picked, rather than 'how often' as the question required.

#### **Question 6**

Many candidates recognised the key detail, 'the nib' as the part left behind after the roasting process, although this was often included as part of a longer answer, 'the outer shell is removed, leaving behind the part that is known as the nib'.

#### **Question 7**

Many candidates provided two correct responses to this question. Responses which were incomplete, for example 'tastes more strongly' or 'tastes strongly of chocolate' could not be credited. A common incorrect answer was 'rather bitter in its natural state' which did not refer to the result of the process, as the question required.

#### **Question 8**

This was generally well answered, with many correct responses providing the detail of 'eighteen months'. Precise reading of the question and text was required as some candidates confused the length of time that chocolate could be kept in a fridge, '24 hours', with the time it can be kept in a freezer, as the question required.

### **Exercise 2**

#### **Question 9**

In this exercise, candidates should read each question carefully in order to recognise key words and ideas and look for details in a text which correspond to those ideas. The texts may include opinions and attitudes, or information which is implied, rather than explicitly stated. Candidates should therefore look for synonyms of question words, or paraphrases of the ideas in the questions.

The exercise was well attempted, although few candidates achieved full marks. Many responses demonstrated a good level of understanding of the task and the text, and achieved half of the available marks. Candidates appeared to find **Questions (d), (e) and (g)** the most accessible. The most challenging questions proved to be **Question (a), (b) and (f)**.

**Question (a)** centred around the idea that *'taking good photos...improved...confidence'*, with the correct answer being found in Text B, *'this has made me feel that I can take on all sorts of other challenges too'*. Text A was a common incorrect answer, which suggested that candidates may have misinterpreted *'I'm lucky'* or *'that's what got me interested'* for the idea of *'confidence'*.

In **Question (b)**, the key focus of the question was that *'taking photos helps them think about everyday things differently'*. The sentence which paraphrased this idea was found in Text C, *'photography...helped open my mind ...to consider common objects in a new...way'*. A common incorrect answer was Text B, where some candidates may have misinterpreted the information *'I can take pictures of almost anything and make them look better'*. This answer did not fully support the idea in the question.

In **Question (f)**, the central idea referred to *'enjoying the technical side of photography'*. The correct answer was found in Text B, *'managing settings on my camera'*, followed by *'it's fun'*. Candidates may have been misled by the mention of *'digital photography'* in Text A or *'I have a passion for photography'* in Text C, but neither fully supported the main focus of the question, which was enjoying the technical side.

The majority of errors appeared to have occurred when a section of a text was selected which referred to only a part of a question. Candidates are encouraged to look for sections of the text which fully correspond to the ideas in each question.

### Exercise 3

Candidates responded well to this exercise, and many provided four or five correct answers. In this series, there were fewer candidates who wrote full sentences, and most answers were in note form. Greater success in selecting correct details was achieved in **Question 10** than in **Question 11**. The majority of answers were placed under the correct heading, and where they were misplaced, notes could not be credited.

#### Question 10

This question appeared to be accessible, and many candidates achieved three of the five available marks. All five points were used, with Points 1 to 4 being the most frequently selected. Point 5 was commonly incorrectly placed as an answer to Question 11. Incorrect notes tended to be the result of omission of key details. For example, *'low in fat'* and *'fibre'* could not be credited without the essential idea of *'saturated'* fat, and *'lots of'* fibre.

#### Question 11

This question was more challenging. Four points from a total of six were required. All six points were used, with Points 3 and 6 appearing to be the most accessible. Sometimes the note was not fully expressed, as in *'challenging to make interesting things to eat'*, which needed the key fact of *'challenging to keep making...'*, and *'less easy for your body to process'*, which required the key detail that it was *'eggs'* that are less easy to process. Without these essential details, such notes could not be credited.

### Exercise 4

Many candidates achieved four or five Content points within the 90-word limit. There were some successful attempts which addressed both aspects of content, and showed good summary techniques by restructuring the grammar of the text, for example *'I wrote down a list of things to take'* and *'I met a fascinating person'*, and through the use of synonyms such as *'reserved'* for *'booked'* and *'backpack'* for *'rucksack'*. Presentation of sentences from the text in a different grammatical way and the use of appropriate synonyms resulted in higher marks for language.

Some responses relied to a great extent on repeating the language in the text for the Content points, but provided cohesion to their summary by using a range of linking words or phrases such as *'When/then/after/however'*. This reliance placed the mark for Language in the middle band. To achieve

higher marks for Language, candidates should attempt to express ideas in their own words as far as possible.

Less successful summaries included too much non-essential information or addressed only one aspect of the task. A significant number of candidates completed the summary outside the 90-word limit. This generally occurred when words were wasted on an overlong introduction taken from the first paragraph of the text. This frequently led to correct details being written after the word limit which could not be credited. Additionally, if a response did not address both the preparations for the adventure and the benefits gained, it did not have access to marks in the higher band for Language.

### Exercise 5

The majority of candidates dealt with the topic successfully and achieved marks in the top band for Content. Most responses showed a good sense of purpose, and ideas were generally developed clearly and appropriately. Many responses achieved a good sense of the target audience and adopted a lively and natural tone. For example, *'I was doing a puppet show you know, like we used to do when we were little', 'I'm not keeping all the money – I'm not that greedy!'*. Some responses tended to connect ideas with linking words and phrases suited to more formal writing, for example, *'Hence I'll see you soon'*. This resulted in an inconsistent register and affected the mark awarded.

Most responses addressed all three prompts and provided satisfactory or effective development of each one. For the first prompt, candidates wrote about a variety of talents, ranging from singing and dancing, to performing stand-up comedy, magic tricks and reading poetry. This prompt was generally very well expressed, and further development often detailed the amount of practice that had taken place beforehand to reach performance level, the help gained from family and teachers and the rivalry between contestants. Less successful responses were unable to develop the idea of performing beyond a single sentence, *'I performed my favourite song'*, which affected the mark awarded for Content.

The second prompt required candidates to explain their feelings about the experience of taking part in the talent show, and this was generally very successful. Many responses compared the performer's feeling of nervousness before taking part with the confidence that they gained while performing, *'on stage I felt really nervous, but the second I started to sing I felt much better'*. This was frequently due to the audience expressing their appreciation, through applause and cheering, *'everyone was clapping for me and I was so happy'*. Some responses provided further explanation that by performing in front of an audience they would be able to transfer the new confidence gained into other areas of life, such as job interviews and taking exams. Less successful responses provided limited development beyond a feeling of nervousness at being in front of an audience.

For the third prompt, candidates were asked to say what they wanted to do with the prize money, and there were many well developed and effective ideas, ranging from saving for future education expenses and helping family members to donating to a local cause or buying a meal for friends. A number of candidates also invited their friend to participate together in the next year's talent show.

In terms of Language, the whole range of marks was awarded. More able candidates attempted greater complexity in their use of sentence construction, *'I've been busy preparing for my school's talent show', 'I made a deck of cards disappear and pulled a rabbit out of a hat'*, and included some topic-related vocabulary, *'technique, applaud, contestant, stage fright, backstage, runner-up'*. Other responses lacked more complex sentence structures and required a wider range of vocabulary to have access to marks in the top band for Language. Accuracy in the use of tenses, for example *'I was took part'* and *'there are so many people came and watch my perform'* continues to be an area for practice.

### Exercise 6

In order to achieve marks in the higher band for this exercise, the style and register of the writing should be different from that in **Exercise 5** and should show awareness of the purpose of writing and the target audience. In this series, there were some thoughtful and sophisticated evaluations of the topic which went beyond the written prompts, however, the majority of responses relied closely on the prompts provided, and some provided a degree of further development in the form of examples or explanations.

All four written comments were used, and the majority of articles agreed that fashion changes so quickly that keeping up with it is very expensive, *'trends come and go and not everyone can keep up'*. Other comments included the opposite idea that *'fashion isn't always about brands'* and suggested that quality clothes can be bought in cheaper shops, or can be made by a family member. A number of responses argued strongly

against wearing fashionable clothes and focused on the environmental aspect that the fast turnover of styles in some shops, and the amount of clothes that are bought but often worn only once, is bad for the environment, *'fast fashion is bad for the planet'*, *'buying clothes frequently is not environmentally friendly'*, and also included the idea of the cost to the environment when people throw away clothes. A further popular idea was that the style and colour of clothes have a direct relationship with the person wearing them, and that *'wearing clothes you like can increase your confidence'*. Many candidates offered examples of colours and styles that they were particularly comfortable with. Additionally, it was commonly noted that some young people choose clothes in order to have an impact on their friends or to impress others, *'people respect you more if you wear fashionable clothes and you make more friends'*, *'first impressions are important'* and *'people want to show their wealth by wearing expensive clothes'*.

In terms of Language, more successful responses attempted greater complexity of grammatical structures, *'It's important to wear what makes you happy, not what is trending and fashionable'*, *'teenagers hate wearing anything that doesn't have a brand name'*, *'being able to buy new clothes is an easier way to feel accepted'*. There were also many successful attempts at a range of vocabulary suited to the topic, for example *'trendy, on trend, fashion can showcase who you are, affordable, well known brands'*. Overall, responses generally showed organisation through the use of paragraphs and linking language which gave a sense of cohesion to the article.

An area for improvement would be to differentiate more clearly the register to be used for **Exercise 5** and **Exercise 6**. Candidates are reminded of the need to use more neutral or formal language in **Exercise 6**, more suited to the target reader, and a conversational register in **Exercise 5**, more appropriate for an informal email.

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

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, many candidates found some of the **Exercise 1** items challenging. 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 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to show some awareness of what is implied but not explicitly stated. Overall, this exercise was generally well attempted with very few omissions.
- In **Exercise 3**, 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 was generally well attempted.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, some candidates failed to interpret the rubric correctly and included non-salient or irrelevant details which impacted the number of content details available to them within the constraints of the word limit. Nearly all candidates attempted this exercise in this series.
- In **Exercise 5**, email writing, candidates must recognise the need for informal register and should endeavour to provide responses with a sense of audience and sufficient detail to engage the reader's interest. Candidates engaged generally well with this exercise.
- In **Exercise 6**, 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 topic accessible and were able to write at appropriate length.

## **Comments on specific questions**

### **Exercise 1**

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

### **Question 1**

This was generally not very well answered. The majority of candidates did not correctly identify 'strong communities' and supplied responses such as 'organises free, timed five-kilometre runs' or 'health benefits' indicating that the rubric had not been understood.

### **Question 2**

This item also proved challenging. Although 'London' was recognised by some, a number of candidates were either distracted by 'Zimbabwe' or misinterpreted the rubric completely and provided a date.

### **Question 3**

This item proved accessible to the majority. A number of candidates were distracted by '2006', however, indicating a possible lack of precision in reading.

### **Question 4**

A reasonable proportion of candidates correctly identified 'proposal' as the salient detail. A similar proportion supplied 'short online form' in error, however.

### **Question 5**

This item proved to be challenging with many candidates providing details which indicated misunderstanding of the rubric.

### **Question 6**

This item proved more accessible with a good majority correctly identifying '11' as the salient detail.

### **Question 7**

This item, which required two details for two marks, was also generally well attempted with many candidates achieving both of the marks available by correctly identifying 'water' and 'barcode'. Marks were lost where candidates were distracted by incorrect details such as 'a number' or 'special equipment'.

### **Question 8**

This was generally well answered.

## Exercise 2

This multiple matching exercise was reasonably well attempted and there was evidence that a good proportion of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text.

### Question 9

- (a) This was generally well attempted with the majority of candidates correctly identifying Text C.
- (b) This item also proved accessible with the majority of candidates supplying Text A.
- (c) This was also generally well attempted. While many candidates correctly supplied B as the source text, a number did not, however, with Text C being most frequently supplied in error.
- (d) This item proved challenging for many. While a number of candidates correctly identified Text B as the text which contained the salient detail, a number provided incorrect responses, with Text A the most frequent of these, indicating some misunderstanding.
- (e) This item also proved to be less accessible to a number of candidates. A good proportion correctly identified Text A. However, several candidates may have been distracted by the word 'slow' in Text C as this was most frequently supplied in error.
- (f) This item was well attempted with most candidates identifying the correct text.
- (g) This item was reasonably well answered, although a number of candidates supplied Text B in error, possibly drawn to the idea that the book is 'aimed at teenage boys rather than girls'.
- (h) This item also proved accessible to a good proportion of candidates.

## Exercise 3

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score reasonably well. 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.

### Question 10

Candidates generally achieved well on this item. Four content points from a total of six available were required, all of which proved to be accessible and were supplied. Marks were most frequently lost where candidates failed to supply enough detail to fully convey the point to be made. For example, some provided 'continuous supply of water' without 'fresh' or 'supply of fresh water' without reference to this being 'continuous'. Occasionally, candidates supplied a repeated idea and some lacked precision in reading, supplying non-salient details, e.g. 'investment from the public'.

### Question 11

This section proved to be slightly more challenging. Candidates were required to supply three responses for this item, with many correctly identifying at least two of the five possible answers. There was good recognition of all possible options. However, as with the previous section, marks were lost where candidates supplied incomplete answers or non-salient details, such as 'the project is currently small'.

## Exercise 4

Most candidates made a reasonable attempt at this exercise. Candidates were required to summarise what Ana enjoyed most about the day she spent in a flight machine that pilots use to practise flying. More successful responses featured precise detail which had been rephrased with a good overall sense of order. Many candidates, however, performed less well with a considerable number producing pieces that exceeded the prescribed word limit.

All of the possible Content points proved accessible; however, many candidates failed to achieve full marks for Content mainly due to indiscriminate lifting of irrelevant details from the text, which impacted on the number of words available for the content points. Some candidates produced irrelevant pieces with no Content points and were, therefore, unable to score any marks. Candidates should be reminded to read the rubric carefully. In this series, they were required to summarise what Ana enjoyed. Providing a narrative of the day's events did not necessarily meet this requirement.

Language points were awarded across the range with the majority of candidates receiving at least three of the six marks available. The inclusion of irrelevant information can also affect the Language mark, so candidates should ensure that they focus on the summary requirements. To achieve higher marks for Language, they should also attempt to paraphrase. Although this seemed rather a challenge for some in this series, the more able expressed the salient points succinctly with appropriate conjunctions giving the summary a natural flow. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

## **Exercise 5**

### **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.

More successful responses featured 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 5**

The majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to email a friend to compare the new town to the previous place of residence, describe the new school and suggest how a day could be spent together in the new town.

Generally, candidates seemed to engage with the topic. Two visual stimuli were provided. The first of these showed a young person standing outside a museum or library, and the second showed a group of young people playing football. The first and second bullet points were generally well dealt with. For the first, drawing on the visual stimuli, a number of candidates wrote about interesting places to visit in the new town. Many compared the new and old hometowns in terms of their size, climate, amenities and geographical features. Occasionally, candidates provided a description of the new town but failed to draw comparisons with the previous place of residence. Most candidates also drew on the visual stimulus for the second bullet point – a description of the new school – with responses including ideas related to sports facilities and the friendliness of other students, as well as the size of the school and the teachers. The third bullet point tended to be the least developed and was sometimes presented as a list of suggestions. Some candidates did not address the prompt. That is, they mentioned looking forward to a visit from the friend, for example, but did not make suggestions on how the day could be spent together. Stronger candidates attempted to engage the reader from the outset, and some did so very successfully. Others waited until covering the third bullet point to interact. In some responses, however, events were written in a narrative form with little sense of audience. Nevertheless, most responded to all prompts and there were some good attempts to develop ideas sufficiently to achieve higher band marks.

In terms of Language, responses showed generally good control of tenses and the more able candidates attempted some complexity in their use of lexis and sentence construction. Basic punctuation was generally sound, and there were very few problems with the use of commas instead of full stops this series. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion.

## **Exercise 6**

### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two relating to each of the rubric requirements in the title. Less able candidates tended to stay very close to these cues. 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. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

### **Exercise 6**

Candidates were required to write a report for their teacher which addressed two aspects – a description of how students use the school library and suggestions on how the library could be improved. Four prompts were provided; two related to how the library is used and two related to shortcomings of the library. Whilst many candidates attempted to address both aspects, the majority relied heavily on the prompts and struggled to develop their ideas much beyond these. Stronger candidates were able to provide some original ideas, however. This included Content related to improving the variety and organisation of resources, replacing damaged furniture and equipment, and introducing different zones for different age groups. There was some effective use of paragraphs and linking language which gave a sense of cohesion to a number of the responses, but this was not always the case. A number of candidates did, however, demonstrate some ambition in the use of vocabulary and structures, enabling these responses to achieve top band marks.

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

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Paper 0511/21  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

## General comments

Candidates should carefully read and recognise the requirements of individual questions, ensuring responses are precise and that questions are interpreted accurately.

### **Exercise 1**

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding. They should read carefully around what they recognise as the correct response to check there is no further information that changes this.

### **Question 1**

This question was well answered. The most common incorrect responses were 'Jacques Piccard' and 'Jacques Piccard and Don Walsh'. These responses suggest that candidates did not link 'The original plans for the Trieste were created by Jacques Piccard's father' with the question.

### **Question 2**

This question was well answered. Some candidates gave other countries mentioned in the text such as France and Switzerland, and appeared not to connect the idea of 'construction' in the text with 'built' in the question to provide the correct response 'Italy'.

### Question 3

Many candidates answered this question incorrectly, giving responses such as 'iron (weights)', 'air' or 'tanks'. In order to locate the correct answer 'petrol' in the relevant paragraph, candidates needed to follow the linking and reference words which were the signposts to this answer.

### Question 4

Candidates who gave incorrect responses to this question tended to give the name of the deepest part of the ocean 'Marina Trench', rather than what the Challenger deep was named after, 'a research ship'.

### Question 5

This question was well answered, and a significant number of candidates gained the two available marks. Unsuccessful responses such as 'lost radio', omitting the idea of losing radio *contact* or 'not enough air', which was a hypothetical problem, could not be credited.

### Question 6

This question was very well answered. A few candidates gave the incorrect response 'dark brown mud', and did not focus on the 'which creature' part of the question.

### Question 7

This question was quite well answered. A number of candidates gave incorrect times such as four hours forty seven minutes (the time taken to get to the sea floor), or eight hours twenty two minutes (the total of the two times mentioned in the text). Candidates may not have connected reaching 'the surface' in the question with arriving back at the support ship 'three hours and fifteen minutes later'.

### Question 8

This question was well answered. There were candidates who wrote just the figure '10916' omitting 'metres', so the response could not be credited. A few candidates gave the depth that the Trieste recorded '11,521 metres', or other measurements mentioned in the text (80 metres or 10994 metres).

### Question 9

This question was generally well answered, and a significant number of candidates gained the full four marks available. Some candidates provided details about Jacques Piccard that were not relevant to his *character* such as 'famous' or 'he lived in Switzerland'. Some details such as 'passionate' or 'he cared about the marine' were incomplete. It is important that candidates focus on the requirements of the question and provide key details.

### Exercise 2

In this exercise, candidates should recognise the key words in the question and ensure that the text they select fully supports their choice of answer. They should look for synonyms and rephrasing of the ideas. There were candidates who provided ten correct responses. Most candidates gained at least five of the ten marks available in this exercise. Generally, candidates seemed to find **Questions b, e, f and j** the most challenging.

- (a) This question was very well answered. Almost all candidates answered the question correctly. They needed to find someone who started their blog because they were bored, which was stated in text D: '...I only decided to have a go at blogging because I was stuck in the house with nothing to do...' A few candidates answered with text C possibly because the text states 'Some of the things I wrote when I first started seem a bit boring...'. Candidates must be reminded to read the whole paragraph carefully before choosing their answer. They are advised to avoid word spotting.
- (b) This question was quite well answered. Text D was the most commonly chosen incorrect response. Candidates may have misinterpreted or misread the sentence 'Although I'm not quite at the point where I can make a bit of money out of it ...' in text D.

- (c) This question was very well answered. Almost all candidates answered the question correctly. It referred to someone who finds value in reading their old blog posts, which was found in text B (I occasionally look back on what I wrote in the first few months...).
- (d) Candidates gave text A as the most common incorrect choice. This question asked about someone who almost gave up writing their blog completely. Text C was the correct answer since it stated '...I would not still be blogging today if they had not convinced me to continue ...'. Candidates may have misinterpreted or misread the sentence 'Recently, I had to stop writing it for a short time ...' in text A. Candidates are reminded to read the whole paragraph carefully before choosing their answer.
- (e) This question was fairly well answered. Text C was the most common incorrect choice. Candidates were required to locate the person who finds it hard to think of ideas for blog posts. Text A was the correct answer. Text C states '... as I had no idea how to write critically about...'; candidates might have misunderstood what it means to write critically.
- (f) This question was quite well answered. Text C was the most common incorrect response. The correct answer was text D: '... that does not make what they said any easier to accept'. In text C, it states '... after I got a few negative comments...', which seemed to have been misinterpreted by some candidates.
- (g) This question was well answered. Almost all candidates answered the question correctly.
- (h) This question was well answered. Almost all candidates answered the question correctly. Some common incorrect responses included A and C.
- (i) This question was well answered by the majority of candidates.
- (j) This question was quite well answered. Some candidates selected text D as the text states 'After what I can only describe as a disappointing start...' which was possibly misinterpreted by some candidates as a disappointing start is different from being disappointed about the number of readers generally.

### Exercise 3

Candidates responded very well to this note-taking exercise, with a large number of candidates gaining the full nine marks available. Notes could not be credited when they omitted key information or were under the wrong heading. When notes were placed in the wrong section, this indicated that some candidates had not fully understood the requirements of the heading. It is important that notes focus clearly on key ideas that relate to the heading and communicate this as succinctly and accurately as possible, without omitting essential information.

*What caused the growth in popularity of anime?*

This section was very well attempted and there were candidates who correctly provided the five notes required from the possible six options. A few responses omitted key details, writing notes such as 'technology' or 'suit non-japanese audiences'. These responses required the idea of technology *improving* and anime being *adapted* to suit non-japanese audiences. A few responses featured unconnected answers, for example 'similarities with American animation' or 'basic film-making techniques'. These responses, although mentioned in the text, were not supported by the context. Occasionally candidates gave notes that were responses for Question 12. These included 'unique Japanese style' and 'TV stations in other countries showed little interest.'

*What factors negatively affected the growth of anime?*

This section was well attempted, and a significant number of candidates provided the required four correct notes out of a possible five. A few responses omitted key details. For example, 'TV stations showed little interest', 'few videos were distributed' or 'few people knew about anime'. All three of these notes needed to make it clear that this was *outside Japan*, so when this idea was omitted, could not be credited. Sometimes a note was attempted but incorrectly expressed as in 'other countries showed little interest in TV'. Some notes like 'turn towards productions' were incomplete.

#### Exercise 4

Candidates should be encouraged to read the requirements of the summary carefully to ensure the focus is correct. It is also important to keep within the stated word range as this will ensure that marks are not lost for both Content and Language.

Candidates were required to write a summary about what the Butterfly Highway project is doing to encourage people to help butterflies and other insects. A large number of responses described the project and its aims in general instead of focusing on the precise requirements of the summary. This meant that responses either omitted relevant points or featured these after 120 words. However, a significant number of candidates included at least five of the nine points available, with some providing the required eight or more.

With regard to Content, some responses attempted to make points but expressed them imprecisely or with key information omitted. For example, a number of responses featured 'working with businesses', when it was the idea of working with *local* businesses that was required. They also mentioned the idea of the project 'keeping a website' but did not stipulate the purpose of this, which was *to map feeding locations*.

Language marks were awarded across the whole range with the majority of candidates gaining three to six marks. In order to achieve seven or eight marks (top band) for Language, candidates must attempt to use their own words and organize the content points. A significant number of candidates made little attempt to use their own words when giving content points, copying directly from the text and connecting the ideas with linking words. This reliance on language from the text meant responses could only be awarded a Language mark from the lower bands. Some responses successfully re-phrased the content ideas, referring, for example to 'posting informative notices at eating places', rather than 'providing notices to be put up at feeding locations' as stated in the text. Points were skilfully linked as in 'Not only do they have notices at feeding sites, but they also have online information to show those sites'.

It is important that Content points remain clear when re-expressed as marks cannot be awarded if there is a change to the stated meaning. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain marks from within the higher bands.

#### Exercise 5

In this exercise, candidates complete an email task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise, in this case buying something with which there was a problem. The extent to which the bullet points are addressed and developed within the context will determine the band achieved for content. If any bullet point is not addressed, this has an effect on the Content mark.

#### Content

There were a number of candidates whose emails were less than 150 words, so there was not sufficient development for higher band content marks. Candidates should attempt to write a minimum of 150 words. In general, candidates responded to this task successfully. Some fulfilled the task skilfully and effectively and developed the email to include a range of information and ideas. Most candidates addressed all three bullet points, but these were sometimes lacking in detail, especially if the response was slightly short.

Responses generally featured an informal register, though this was not always consistent. For example, phrases seen in a number of responses such as 'I would like to inform you' or 'In conclusion' are too formal and may not be appropriate in this kind of email. Responses mentioned various purchases, and often about higher-value technical ones like mobile phones or cars. Others mentioned buying food or clothing. The content was often developed by describing a special occasion for which the item had been bought (often for some kind of celebration). Some responses did not provide much description of the purchase beyond what it was, while others who provided more development could access the higher content bands and gave details of the functions of the phone, or the colour and style of the clothing. The problem with the item was often the most fully developed bullet point, ranging from a phone not charging to torn or stained clothes. The third bullet point was often covered by just a sentence such as 'I'm going to take it back to the shop and ask for a refund', which was acceptable. Some candidates developed this aspect of the email more by planning to report the problem to another body, as well as returning it. They sometimes also asked for advice on what to do from their friend.

Effective emails connected the content of the email to the recipient with references to shared experiences or the target reader's interests, writing for example, 'You remember that dress we saw when we went to the mall...' Such emails were cohesive in how the three bullet points were integrated and began with natural openings that contain interest in some aspect of the recipient's life, family or a reference to a shared recent experience, leading into the body of the email. The email ending should provide appropriate concluding comments.

## Language

Most responses featured a good range of well-organised language. There were some which used mainly simple structures and were more limited in range and accuracy. Some responses demonstrated accurate sentences of different lengths, which included more complex structures and a range of appropriately used, less common vocabulary.

Language deserving of the higher bands should demonstrate the requirements of the mark scheme. There should be an evident range of appropriate vocabulary. An example of such language is, 'I considered visiting you last week but my tight schedule did not allow this visit to materialize.' and 'This fault got me very angry because it meant I'd been duped .... the shop assistant acknowledged that the hard drive was corrupt'. In this example, complex language is used accurately and effectively. There were responses which attempted more complex language, but tended to lack accuracy in terms of tenses, punctuation or spelling as in 'The t shirt is perfect but on the back there are some lines. So I try to wash it but they would not disappear.' Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands.

## Exercise 6

In this exercise, candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given in order to help form ideas on the subject. For a mark in one of the higher bands, candidates might include other points and ideas relevant to the task, along with developing the views in the prompts if they choose to, expressing these in their own words. The style and register should be appropriate for the type of task.

## Content

Candidates were required to write an article for the school magazine about their views on teenagers copying the appearance and behaviour of famous people.

Most candidates fulfilled the task with a generally good sense of purpose and audience, sometimes referring to the ideas in the prompts and also introducing some of their own. Some candidates wrote in such a way as to really connect with the reader and communicate their views effectively and skilfully.

Effective responses tended to provide examples of how taking certain celebrities as role models could positively influence, inspire and motivate young people. They also considered the negative consequences of copying bad behaviour. Examples of the perceived right and wrong kinds of actions and attitudes to emulate were given and discussed. Responses featured different famous people such as film stars, musicians and scientists and their ability to influence. They also linked the article to the power of social media, often in terms of apps and influencers.

## Language

The full range of marks was awarded for Language, with most responses attempting some more complex structures and some less common vocabulary. There were some which demonstrated a good range of complex structures with only occasional non-impeding errors, enabling them to achieve the precision required for marks in the top band. Responses included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'At this age, teenagers experience an identity crisis, meaning they are still not sure about who they are.' Some candidates attempted more complex language which included errors as in 'Famous people are often a nice example to achieve your goal. The right things to do is just to avoid copy their bad behaviour.' In general, the majority of responses featured language with a good level of accuracy that included non-impeding errors when attempting more complex structures.

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

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Paper 0511/22  
Reading and writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

## General comments

Candidates should carefully read and recognise the requirements of individual questions, ensuring responses are precise and that questions are interpreted accurately.

### **Exercise 1**

This exercise was generally well attempted by candidates with individual questions providing differentiation.

### **Question 1**

This was generally well attempted although some candidates added '*and sugar*' and could not be credited. A few candidates overlooked the key expression '*throughout its history*' in the question and incorrectly wrote '*bar*' or '*individual sweets in a box*'.

### **Question 2**

This was generally well answered. Some candidates appeared to be imprecise with their reading of the text and incorrectly selected '*Africa*' or '*Ethiopia in Africa*'.

### Question 3

This was well attempted and almost all candidates avoided the distractor, *'bees, butterflies or wasps'*.

### Question 4

This was well answered, although some candidates selected the distractors *'pith'* or *'between 20 and 60 seeds'*.

### Question 5

This question was very well attempted.

### Question 6

This was very well answered with only the occasional incorrect answer *'outer shell'*.

### Question 7

Many responses indicated that candidates had overlooked the key word *'changes'* in the question. As a result, for the first option on the mark scheme, many answered *'rather bitter in its natural state'*. Some responses omitted the key detail *'of chocolate'*. The second option on the mark scheme was generally well attempted with most responses using the comparative *'darker in colour'*. Both answers needed to contain a comparative in order to convey the idea of change.

### Question 8

This was generally well attempted. The candidates needed to link the word *'frozen'* in the question with *'freezer'* in the text. Some appeared to overlook this and incorrectly answered *'24 hours'* or *'a year'*.

### Question 9

Most candidates recognised the key details of *'climate change'* and *'black pod disease'* and these were the most successfully attempted of the five options. Other answers often lacked key words and this was the main reason why higher marks could not be awarded. For example, *'takes years to become productive'* could not be credited without the key word *'trees'*. Similarly, *'labour intensive'* was incomplete without the mention of *'harvesting'*. More able candidates recognised the least popular option *'small amount of cacao mass'* as one of the problems of cacao production.

Centres are reminded that this final question in **Exercise 1** is more challenging. Candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

## Exercise 2

### Question 10

A large number of candidates were awarded at least 8 marks for this question.

Questions (c), (e) and (h) were the most successfully answered by candidates of all levels. Many also found questions (b), (i) and (j) accessible and scored well here. The most challenging questions proved to be (a), (d), (f) and (g) and only more able candidates' responses were credited here.

In question (a), candidates needed to match the statement *'how taking good photos has improved their confidence'* with the detail in Text (B) *'this has made me feel that I can take on all sorts of other challenges'*. The most common incorrect answer was Text (C), where candidates appeared to link the statement with the detail *'helped open my mind by encouraging me...'*, which did not convey the idea of an improvement in confidence.

In question (d), the statement asked which person *'explains how they use photos to give people a better understanding of their experiences'*. The correct match was with Text (C) and the observation *'I'm sure my*

*friends get a much clearer idea of what I've been doing*'. The key to success in this question was to match the expression *'better understanding'* in the statement with *'clearer idea'* in the text.

In question (f), candidates were required to match the statement *'their memories of events are stronger because of photos they have taken'*. Many candidates answered with Text (C), possibly because of the detail *'photos tell stories about places people have been to'* in the text. However, this did not convey the idea of *'memories are stronger'* which was communicated more accurately by the wording *'photography...it helps me remember my life'* in Text (D).

In question (g), candidates needed to identify the person who mentions *'enjoying the technical side of photography'*. This proved very challenging, and candidates provided a variety of answers, possibly as a result of misunderstanding the word *'technical'*. The correct answer matched the detail *'managing settings on my camera or using computer software...It's really fun'* located in Text (B).

### Exercise 3

This exercise was very successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score well here, with brief answers in note form.

### Question 11

Many candidates were awarded at least 3 marks for this question and they selected from the full range of possible correct answers. Points 1, 2 and 3 on the mark scheme were particularly well attempted and most candidates were awarded a mark for each. On occasion, in points 4 and 5, candidates did not include the key idea of *'lots of'*. In point 5, some responses indicated that there was some confusion as to whether cooking did or did not remove vitamins and there were some contradictory responses here. Less successful responses such as, *'considered easy in some cultures'* and *'large proportion of the diet'* could not be credited.

### Question 12

This question proved to be more challenging and only a small number of candidates achieved the maximum of 5 marks, with 3 being the average mark. Candidates used all the possible answers on the mark scheme and points 1 and 4 were very well identified and correctly conveyed. Other options often lacked precision due to omission of key words and detail and could not be credited. In point 3, for example, candidates were required to provide a comparative in their answer and this was often overlooked with responses such as *'likely to pick up any bacteria'*. In addition, in point 5, candidates omitted the important detail of *'raw eggs'* and the answer *'less easy for your body to process'* was too imprecise.

### Exercise 4

A full range of marks was awarded for the summary task. All the content points proved accessible and most candidates were able to identify at least five relevant details successfully. The most successful candidates were able to convey precise, relevant detail and wrote with a good sense of order, selecting carefully from the text. Many appropriate linking words and cohesive devices such as *'moreover'*, *'furthermore'*, *'in addition'* and *'lastly'* were seen in responses. These helped to give a natural flow to the summary. Candidates who used *'firstly'*, *'secondly'*, *'thirdly'*, *'also...also'* also conveyed the idea of sequencing though these connectors were not used as effectively.

There was a significant number of candidates who completed the summary outside the stated word range. This occurred generally when responses featured lengthy preambles, such as describing exactly where the island was situated and how long Marco had lived and worked there. Less successful responses included the first two points on the mark scheme, but then copied irrelevant detail from the next few lines of the text about solar panels and modern technology. More careful reading of the precise requirements of the question, namely Marco's duties on the island, was required in some cases as some responses featured detail his life in general and his own personal website. Consequently, some summaries were overlong and key details were often only addressed after the 120-word limit. In such cases, these points could not be credited.

From a Content point of view, credit could not be given if key words were omitted. For example, with point 4 on the mark scheme, the word *'boat'* was essential to show that Marco did tours on the sea around the island and not land tours. Similarly, with point 5, the word *'safety'* was required to describe the precise nature of Marco's talks to the tourists. Finally, with point 7, the key word *'monthly'* was needed in order to emphasise the frequency with which Marco gave his lectures.

Centres are reminded that higher marks for Language are available to those responses which present sentences from the text in a different grammatical way and use appropriate synonyms. For example, more successful responses included the following paraphrases: from *'free of rubbish'* to *'clean / clear of garbage'*, *'do repairs on the island's structures'* to *'maintain / fix the island's buildings'* and *'give safety talks'* to *'deliver safety briefings'*. The most successful responses contained a mixture of vocabulary from the text and the candidate's own words, together with a good level of grammatical accuracy.

### Exercise 5 – General comments

Candidates are required to address and develop all three bullet prompts in order to achieve higher marks for Content in the writing criteria. In addition, they should convey a good sense of purpose.

Many responses this series made a good attempt to supply a suitably brief introduction and concluding statement using an informal register. There were fewer prolonged greetings and conclusions than in past series and responses which featured pre-learnt expressions were generally relevant to the recipient of the email and the requirements of the task.

Candidates should attempt to use more complex vocabulary and structures to achieve higher marks for Language. It is important that the writing should be grammatically accurate, particularly in the use of verb tenses.

### Exercise 5

Most responses were on task, were well-developed and featured an appropriate, informal tone for the email format. The most successful responses conveyed a full description of their performance at the talent show, together with their feelings about the whole experience and their ideas on how they would spend the prize money. Less successful responses featured briefer descriptions that tended to concentrate more on the preparation and practice before the event with little detail about the performance itself.

In addition to the popular choices of singing and dancing, some responses included a variety of different acts to showcase their talents including magic tricks, poetry recitals, painting and even cycling on a mono cycle. As a result, there was a wide range of vocabulary used and many responses demonstrated good mastery of specific expressions such as, *'pulling rabbits out of a hat'*, *'pausing for effect'* and *'making tight turns while pedalling backwards'*.

The most successful responses to the second content point gave the impression that they had real knowledge of this scenario and were able to express sincere feelings and emotions, which often ranged from fright before the performance to joy after winning the prize. Some suggested it was a useful experience to step out of their comfort zone, build confidence or overcome shyness and stage fright. Many well-chosen phrases and adjectives to describe this were seen, such as *'my heart was in my mouth'*, *'shaking in my shoes'* and *'burst into applause'*. A convincing example which demonstrated the ability to describe the change of emotions was: *'At first, I felt really anxious about performing but once I stepped on stage, all that disappeared. I spotted several familiar faces in the crowd who were cheering for me, which gave me a boost of confidence'*. Less successful responses tended to use less ambitious descriptions, expressing *'happiness'* and *'joy'* at the end of the performance, but without further development.

For the final bullet point, responses referred to the amount of their prize money, which ranged from the impressive *'thousands of dollars'* to the more modest sum of *'fifty pounds'*. The most successful responses provided as much detail here as for the other two bullet points, often emphasising how much the recognition of their talent by their peers was just as important as the prize money itself. Many candidates intended to donate the money to charities and other worthwhile causes, whilst others planned to go on a trip, to buy something they really needed or to treat friends and family. Other responses described how they would save the money in the bank or admitted that they had not yet decided what to do with it.

From a Language point of view, most candidates were able to write in a suitably informal register. The most effective responses were written as if to a real friend, with expressions such as: *'You know how I've always been passionate about magic'* or *'You remember that song that we wrote together'*.

There was considerable inconsistent use of tenses in evidence. Responses tended to mix the present and the past, for example: *'When I completed my tricks, everyone stand, clap and cheer me'*. Spelling, particularly of more technical and specific vocabulary, was generally sound.

Most responses divided ideas effectively and basic punctuation was generally accurate. However, capital letters at the beginning of sentences were sometimes overlooked. By contrast, some responses included very short sentences throughout with no clauses or connectives. Credit is given to sentences and phrases which display a variety of structure and length as well as accuracy.

### Exercise 6 – General comments

There are two prompts – one for and one against the statement in the title – to support candidates with their ideas. A clear, organised sequence of views and arguments is very important. There was some evidence that planned responses (brief notes made before the main response) made a noticeable difference to the quality of the writing.

To achieve higher marks for Language, candidates should attempt to use more complex vocabulary and structures and it is important that the writing should be in a formal register with where suitable, the use of persuasive language.

### Exercise 6

Most responses for this final exercise demonstrated a suitably formal tone and register. The topic appeared to appeal to the candidature, and it was obvious that they were very knowledgeable about the whole fashion scene. The more successful responses communicated ideas well beyond the suggestions of the prompts and produced a well-balanced article, focusing on the wider advantages and disadvantages of fashion in different societies throughout the world. Those stressing the positive features of fashion emphasised the importance of creating jobs and improving the world economy. For an individual, wearing fashionable clothes boosted self-confidence and self-esteem as well as being a means of projecting wealth and status. Other responses also suggested that one could use fashion to express one's personality by choosing a style which suited them rather than following a trend. For example, *'People should not copy trends fully. They should add a little twist to it so it is unique'*. There were also references to how fashion needs to conform to the diverse cultural and religious factors in certain countries.

There appeared to be just as many disadvantages, however, with pressure on young people from social media, 'influencers' and brand advertising to follow the latest trends. Similarly, peer pressure to wear the 'right' clothes could lead to feelings of stress and exclusion. Wider issues such as pollution and the effect of the fast, 'throw away' fashion culture on the environment were particularly pertinent. Most responses included reference to fashion in connection with clothes, but some took a wider approach and linked this to other fashion items such as mobile phones, cars and brands in general. Less successful responses often simply described clothes and offered a list of current and past fashion styles or used the two prompts in the stimulus material with limited development. They also went back and forth between positive and negative aspects which caused some confusion and meant that there was a lack of coherent argument.

From a Language point of view, the most successful responses achieved some variety of style by using rhetorical questions such as, *'Is it really true that fashion is changing every second?'* Linking words were generally used to good effect and provided a balance when conveying both sides of the argument. Cohesive words and expressions such as *'despite these drawbacks'*, *'on the contrary'*, *'it's no secret that'* and *'in short'* significantly supported cohesion when there was a change of direction in the article. There were also some high-level phrases and adjectives seen such as, *'slave to fashion'*, *'eye-catching'*, *'trendsetters'* and *'discarded items'*. Less successful responses tended to feature *'firstly, secondly, thirdly, etc.'* which provided some sequencing, but tended to be repetitive.

Overall, a good number of candidates responded with a structured argument, both for and against, and were able to produce persuasive articles. Many responses included an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion.

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

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Paper 0511/23  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this series, **Exercise 1** proved accessible to the majority of candidates, although they should be reminded that for this task, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was well attempted although there was evidence that some candidates require better preparation for items which assess inference.
- In **Exercise 3**, 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. This exercise was well attempted this series.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Candidates 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, candidates coped well with the demands of this task. A number continued to include non-salient introductory details, however, which impacted the number of content details available within the constraints of the word limit.
- In the extended writing exercises, **5** and **6**, responses should be of an appropriate length and should include relevant content and a range of language. In **Exercise 5**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 6**, a more formal register is required. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were well attempted with the majority of responses achieving high marks.

## Comments on specific questions

### Exercise 1

This exercise was generally very well attempted by candidates. There was evidence from the majority of responses that the text had been understood and there were relatively few omissions. There was an indication, however, that, at times, greater precision needed to be applied in the reading of the questions. More able candidates interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

### Question 1

This was generally well answered with the majority of candidates correctly identifying 'strong communities.' Some candidates failed to achieve a mark on this item, however, due to the inclusion of 'give people health benefits', which negated an otherwise correct answer.

### Question 2

'London' was generally well recognised, although a number of candidates were either distracted by 'Zimbabwe', or, occasionally, misinterpreted the rubric completely and provided a date.

### Question 3

The majority of candidates correctly identified '2007' as the salient detail.

### Question 4

This item proved slightly more challenging with a number of candidates failing to identify 'proposal' and supplying 'short online form' in error.

### Question 5

This was generally well attempted, although a number of candidates failed to identify the salient detail and provided 'do the whole route' without 'on own feet'.

### Question 6

This was well attempted with vast majority of candidates correctly identifying '11'.

### Question 7

This item was also very well attempted with many candidates achieving both of the marks available by correctly identifying 'water' and 'barcode'. Marks were lost where candidates were distracted by incorrect details such as 'a number' or 'special equipment'.

### Question 8

This was very well answered.

### Question 9

This item was generally well attempted with many candidates achieving at least three of the four available marks. All of the five possible options proved accessible, although very few supplied 'newsletter'. Marks were most frequently lost where 'free gift' or 'appear in Parkrun newsletter' were supplied, both of which relate to volunteers rather than runners.

Centres are reminded that this final question in **Exercise 1** 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 2

This multiple matching exercise was generally very well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text. A number of candidates scored very highly on this exercise.

### Question 10

- (a) This was very well attempted with the vast majority of candidates correctly identifying Text C.
- (b) This item also proved accessible with the majority of candidates supplying Text A.

- (c) This was also well attempted. While many candidates correctly supplied B as the source text, a number did not and the full range of texts was supplied in error, the most frequent being Text D, which mentions the ‘final chapter’ but does not convey the writer’s attitude towards the beginning of the book.
- (d) This item was answered correctly by the majority of candidates.
- (e) This item proved more challenging. While a number of candidates correctly identified Text B, a number provided incorrect responses, with Text A being the most frequent of these, indicating some misunderstanding.
- (f) This item also proved to be less accessible to a number of candidates. A good proportion correctly identified A as the source text. A number, however, may have been distracted by the word ‘slow’ in Text C as this was most frequently supplied in error.
- (g) This item was very well attempted with most candidates identifying the correct source text.
- (h) This proved to be the most challenging item in this exercise. While text D contained the salient detail, many were drawn to texts A or C, indicating that candidates may need more practice in inference.
- (i) This item was generally well answered.
- (j) This also proved accessible to the majority of candidates, although a number supplied Text D in error, possibly because they were drawn to the idea relating to ‘the lead bad guy’.

### Exercise 3

This exercise was generally well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite highly, particularly on item 11. 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.

### Question 11

Candidates generally achieved very well on this item. Five content points from a total of six available were required, all of which proved to be accessible and were supplied. Marks were most frequently lost where candidates failed to supply enough detail to fully convey the point to be made. For example, some provided ‘continuous supply of water’ without ‘fresh’ or ‘supply of fresh water’ without reference to this being ‘continuous’. Occasionally, candidates supplied a repeated idea and some lacked precision in reading, supplying non-salient details, e.g. ‘investment from the public’.

### Question 12

This question proved to be slightly more challenging. Candidates were required to supply four responses for this item, with many 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 lost where candidates supplied incomplete answers or non-salient details, such as ‘the biospheres are kept close to the surface of the sea’, which was supplied in error by a number of them.

### Exercise 4

The summary writing task discriminated to some extent, on Language more than Content in this series, with the latter proving to be quite accessible to the majority. Candidates were required to summarise only one aspect of the text – the benefits that singing can bring to people’s physical health. More able candidates not only selected salient details, but also attempted to rephrase these, writing with a good sense of cohesion.

All of the possible content points proved accessible, and generally, candidates scored very well, with a number achieving full marks. Some candidates continue to produce summaries which exceed the prescribed word limit, however. In this series, some candidates copied information from the text without sufficient care as to the rubric requirements. Although details in the introduction were not seen as often as in previous series, responses which exceeded the word limit tended to feature non-salient content from other sections of

the text with the inclusion of details related to choirs and singing habits, mentioned in the final paragraph, more generally, or the psychological and/or social benefits of singing. This inevitably impacts on the number of words available for Content points. Candidates should be reminded of the importance of meeting the rubric requirements in their conveyance of content details.

Language points were awarded across the range with many candidates receiving at least four of the eight marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. Again, candidates should ensure that they focus on the summary requirements. To achieve higher marks for language, they should also attempt to paraphrase. Although this seemed rather a challenge for some in this series, the more successful responses featured the salient points succinctly with appropriate conjunctions giving the summary a natural flow, rather than in the form of a list.

## **Exercise 5**

### **General comments**

This exercise was generally well attempted, with the vast majority of candidates fully addressing the rubric requirements. The word limit was generally well observed with a number producing responses towards the upper limit in this series.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for candidates in their selection of content. 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.

## **Exercise 5**

The vast majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to email a friend to compare the new town to the previous place of residence, describe the new school and suggest how a day could be spent together in the new town.

Generally, responses showed a good sense of purpose, and in many cases, there was an attempt to develop the prompts provided. The first and second bullet points were generally well dealt with. For the first, drawing on the visual stimuli, a number of responses included information about interesting places to visit in the new town. Many compared the new and old hometowns in terms of their size, climate, amenities and geographical features. Occasionally, candidates provided a description of the new town but failed to draw comparisons with the previous place of residence. Most candidates also drew on the visual stimulus for the second bullet point with responses including ideas related to sports facilities and the friendliness of other students, as well as the size of the school and the teaching style. The third bullet point tended to be the least developed and was sometimes presented as a list of suggestions. Some responses did not address the prompt at all. That is, they mentioned looking forward to a visit from the friend, for example, but failed to make suggestions on how the day could be spent together. Stronger candidates attempted to engage the reader from the outset, and some did so very successfully. In some responses, however, events were written in a narrative form with little sense of audience. Nevertheless, most responded to all prompts and a good proportion with the level of detail and expansion necessary to achieve a top band mark.

In terms of Language, most responses showed good control of tenses and sentence structure with the more successful 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 6**

### **General comments**

Overall, this final discursive exercise was well attempted with most candidates able to adopt a more formal tone and register. Two prompts were provided - one relating to each of the rubric requirements 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 marks from the higher bands, 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 ideally with evidence and examples.

### **Exercise 6**

Candidates were required to write a report for their teacher which addressed two aspects – a description of how students use the school library and suggestions on how the library could be improved. Two prompts were provided; one related to how the library is used and one related to a shortcoming of the library. Most candidates addressed both aspects and provided an appropriate introduction and conclusion. Whilst the majority relied on the ideas presented in the prompts, there were generally good attempts to develop these. Candidates wrote about students using the library for research, for exam preparation, to do group work or simply to have some quiet time. In terms of how the money could be used to improve the library, many drew on the prompt related to noise and made varying suggestions around how to improve the acoustics, introducing quiet zones and employing staff to monitor behaviour. Candidates also wrote about improving the comfort of the library and the availability of resources including access to computers. Occasionally, responses did not address both aspects, but overall, Content was quite well developed. There was generally effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses. A number also demonstrated a good degree of ambition in the use of vocabulary and structures, enabling these responses to achieve top band marks.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0511/31  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- 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. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. It needs to be emphasised that, where crossing out of a rejected selection is not clear, this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, then no marks can be given.

### **General comments**

- Candidates were required to use a set number of words for **Exercises 1** and **2**. Many responses could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they should not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

Overall this section was well answered. There were few omissions, but responses could not be credited when more than the required words were written. Most marks were lost where candidates selected the distracting detail or the spelling attempts put the intended meaning in doubt.

#### **Question 1**

- (a) Most candidates identified the correct response 'computing'. Several candidates wrote 'computing and maths' and lost the mark. Other responses that could not be credited were 'compute' and 'computer set'.
- (b) The expected answer was 'freedom' and there was a mixed level of success for this question. Many candidates selected the distractor 'meeting new people' which could not be credited.

#### **Question 2**

- (a) This question was very well attempted, and most candidates were able to score a mark. The plural 'noises' was also accepted. Some candidates lost the mark by writing 'noise and queue'. Unrecognisable spelling attempts were not credited.
- (b) This question was quite well attempted. 'Sugar' was often included as the extra negating detail. Very few candidates included 'fat' with the correct response 'salt'. 'Soy' and 'soul' could not be credited.

#### **Question 3**

- (a) The expected answer was 'bathroom' and the vast majority of candidates were able to score a mark. However, the plural 'bathrooms' could not be credited. Some candidates wrote 'living room', 'lounge' or 'bar room' and lost the mark.
- (b) This question proved to be very challenging for many candidates. Some candidates correctly identified 'guest' but included the distractor 'neighbour' with their answer. Others wrote 'guess', 'gusting' and 'ghost' and lost the mark. Some wrote 'neighbour's guest' or 'robot' which could not be accepted.

#### **Question 4**

- (a) This question was extremely well attempted by most candidates. However, unrecognisable spelling attempts could not be credited. Very few candidates chose distractors as their answer.
- (b) This question was less well attempted. Many spelling issues lost candidates the mark. 'Like view' was often given in error. Other responses that could not be credited were 'lack view', 'late view' and 'lay view'.

## **Exercise 2**

### **Question 5**

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

- (i) This question was generally well attempted but quite a few candidates lost the mark by writing 'document' or 'documented'. Other responses that could not be credited were 'TV programme', 'news' and 'TV show'.
- (ii) On the whole, this question was very well attempted by most candidates. Some candidates lost the mark by writing 'meal' while some wrote 'surprise' or 'premis' that could not be credited.
- (iii) There was a mixed level of success here. Many candidates gave the correct response '1990'. '1919' and '1989' were the most incorrect responses. Other responses that could not be accepted were 'early 1990' and '1990s'.
- (iv) This question was very well attempted by most candidates. Some candidates lost the mark by writing the distractors 'China' or 'India'. Some spelling attempts could not be accepted.
- (v) This was generally well attempted by the majority of candidates who gave the correct answer 'floods'. 'Flooding' was also acceptable. However, some candidates wrote the singular 'flood' and lost the mark. Quite a few candidates chose the distractor 'carbon dioxide' while some candidates wrote 'pollution'. Some incorrect spellings were not credited.
- (vi) There was a very mixed level of success here. Some candidates chose the distractors 'tea plants', 'food' and 'wood'. Some candidates had difficulties with spelling and lost the mark.
- (vii) This was quite well attempted, and many candidates gave the correct answer 'fences'. A few candidates chose the distractor 'shelter'. Other responses that could not be accepted were 'defense', 'offences' and 'fancies'.
- (viii) This was less well attempted. 'Money' and 'earnings' were also credited. The distractor, 'nuts', was selected frequently.

## **Exercise 3**

### **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 should ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

The expected responses for speakers 2 and 3 were often swapped around.

## **Exercise 4**

### **Question 7**

Generally, candidates responded very well to this question.

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

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0511/32  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g., four/for, week/weak).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each exercise.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g., how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g., a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2**, candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

- Most alternative answers were clearly written next to their original choice and the initial answer clearly crossed out.
- Most candidates adhered to the required word limit set out in the rubric of each exercise.
- There was some evidence of exam techniques being used by candidates (e.g., prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions). However, when used, this could have been done more judiciously. E.g., some candidates tended to underline all words, rather than selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.

- Most candidates seemed to be aware of the distracting information in the listening exercises and did not include these in addition to the correct detail. However, some candidates did provide the distracting detail in addition to the expected answer, especially in **Exercise 1**. Such attempts could not be credited. Candidates should be reminded of the existence of distracting details in exercises which are testing learners' ability to identify specific information.
- Candidates should be careful not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. This was particularly evident in **Exercise 3**. Candidates should be reminded to read (and listen) to the rubric at the start of each exercise very carefully and abide by the instructions.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging for some, and learners would benefit from more practice to ensure they can follow and navigate themselves through longer texts (e.g., talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g., 'measuring' instead of 'measure'). Candidates would therefore benefit from practising a wider range of listening skills, including listening for grammatical detail (e.g., singular versus plural nouns, and other word forms) as well as phonetic detail (e.g. 'food' versus 'foot').
- It is advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Many candidates seemed to be less familiar with frequent everyday words, such as 'brother'.

### Comments on specific questions

#### Exercise 1

#### Questions 1–4

Overall, this section was attempted well by most candidates. Most marks were lost when candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

Most No Responses were for **Questions 1(a)** and **3(a)**.

#### Question 1

- (a) This question was answered reasonably well. More than half of the candidates provided the expected detail 'brother'. Some candidates provided their responses as part of a longer phrase ('told by brother' or 'her brother's suggestion') and these were also credited. However, 'his brother' could not be given the mark as the pronoun changed the meaning. Most responses were spelled correctly. Where spelling attempts put the intended meaning in doubt or created a new word, no marks were awarded. Weaker candidates often provided the distracting detail 'teacher' as their response and lost the mark here.
- (b) There was a very mixed level of success for this question. The expected answer was 'violin' but the plural form 'violins' was also allowed. Most candidates provided spelling attempts that were creditable. However, there were attempts which did not secure the mark as the intended meaning was not clear. Most marks were lost due to the inclusion of the distracting details 'piano' and 'trumpet'.

#### Question 2

- (a) This question was attempted well, and most candidates provided the expected detail 'Wednesday'. Most spelling variants were credited but spelling which put the meaning in doubt could not be given the mark. Most marks were lost because of the inclusion of the distracting detail.
- (b) The expected answer was 'four days' and the vast majority of candidates selected this correct detail. The singular form 'four day' was also given the mark as the intended meaning was clear. However, where candidates omitted 'days' and included the number 'four' on its own, the mark could not be given as this attempt lacked the necessary detail. Weaker candidates often provided the distracting details 'three days' as their final answer and lost the mark. Marks were also lost where the spelling attempt put the intended meaning in doubt.

### Question 3

- (a) There was a high level of success for this question, with most candidates giving the correct detail 'tennis'. Some candidates gave their answer with the extra detail 'playing tennis' and scored the mark. There was a wide range of spelling variants of 'tennis' and most of these were credited. However, spelling attempts which put meaning in doubt failed to secure the mark. Marks were also lost due to the inclusion of the distracting detail.
- (b) Most candidates attempted this question well. The targeted detail 'running' was spelled correctly in most instances, but recognisable attempts were also given the mark. Attempts which retained the necessary meaning were also credited. Attempts which included the distracting detail 'jumping' either on its own or in addition to the expected detail could not be credited, as they did not demonstrate the ability to listen for specific detail.

### Question 4

- (a) This question was attempted reasonably well, and many candidates provided the correct answer ('museum'). There was a myriad of spelling variants. While some were deemed recognisable and credited, others were ambiguous and were not awarded.

Most answers included the extra detail 'transport'. Some candidates also provided their responses as part of a longer phrase (e.g., museum with friends).

A few attempts provided an extra detail which was incorrect, as it changed the meaning of the whole response, and lost the mark. Some candidates also misspelled the extra detail and, as their attempts created a new meaning, no marks were awarded.

- (b) This question was attempted extremely well, with most candidates providing the correct detail 'phone'. Most answers also contained the extra detail 'smart'. Most candidates' responses were spelled correctly.

Weaker candidates often misheard the extra detail as 'small' and lost the mark as the overall meaning of the response was changed. The plural form 'smart phones' also could not be credited. Some candidates also lost marks due to the inclusion of the distracting detail 'laptop'.

### Exercise 2

#### Questions 5(a)–5(h)

This exercise provided a mixed level of success. On average, candidates scored 4 marks. The most successful attempts were for **Questions (e) and (f)**. Candidates were least successful with **Question (h)**. Most No Responses appeared for **Questions (c), (g) and (h)**.

#### Question 5

- (a) There was a low level of success here, with around one third of candidates selecting the correct detail 'lecturer'. Many candidates chose to provide the extra detail 'biology'. Some candidates provided synonymous nouns and these attempts were also credited. However, some candidates failed to hear the word form of the targeted detail correctly and provided the noun 'lecture'. This attempt could not be given any marks.

Spelling attempts varied greatly. Attempts which retained the necessary meaning were also credited. Attempts which included the distracting detail 'jumping' either on its own or in addition to the expected detail could not be credited, as they did not demonstrate the ability to listen for specific detail. The distracting detail 'vet's assistant' was sometimes selected in error.

- (b) The targeted information here, 'three weeks', was successfully selected by half of the candidates. The abbreviated form '3 wks' was also credited. However, attempts where candidates misheard the targeted plural form as 'three week', or where the spelling attempts changed the meaning, could not be awarded any marks. Marks were also lost where candidates provided responses that were too general. Weaker candidates tended to provide 'two weeks' as their response.

- (c) Candidates dealt with this item reasonably well and many gave the correct detail 'food' as their answer. Some candidates provided their responses with extra details and these attempts were credited. Most marks were lost where candidates provided the distracting detail 'accommodation' in error, or where candidates made the wrong inference and gave 'restaurant' as their response. 'Experience' was also not credited as it was deemed too general.
- (d) This was another reasonably well attempted item, and many candidates gave 'one hundred' as their response. Most candidates chose to provide the targeted detail written as words, but '100' and '1 hundred' were also allowed. Recognisable, and creditable, spellings of 'hundred' were awarded. Weaker candidates did not always transcribe the number correctly and lost the mark. Weaker candidates also tended to provide the distracting details '400' and '900' in error.
- (e) Candidates responded to this item extremely well and selected the correct name ('tiger'). Most candidates spelled the detail correctly, but recognisable variants were also credited. Ambiguous attempts were not awarded. A few candidates provided the wrong name and lost the mark.
- (f) This was another item which provided a high level of success. The expected answer here was 'measure'. Most spelling variants were acceptable as they were considered recognisable. Marks were not given in cases where candidates misheard the word form as 'measuring' or 'measured', as these forms did not fit the gap. Some marks were lost due to the inclusion of the distracting detail 'photograph'.
- (g) Candidates attempted this item with a low level of success and only one third of them provided the necessary detail 'advertising'. However, 'advertisement' and 'advertisements' were also credited, as were the shortened forms 'ad(s)' and 'advert(s)'. Most spelling variants did not seriously impact upon the intended meaning and were therefore credited.
- Weaker candidates included the distracting detail 'boats' and lost the mark. Such candidates also tended to include random nouns or noun phrases from the recording.
- (h) This was the least successfully attempted item in this part of the test. The expected detail was 'presentations', but 'talks' and 'PPTs' were also given the mark. Most candidates misheard the word form as 'presentation' and as this form changed the meaning, it was not credited. Other incorrect answers included the distracting details 'dances' and 'quizzes'. Weaker candidates tended to select random nouns from the recording.

### Exercise 3

This part of the test provided a mixed level of success. Only about a third of candidates obtained full marks. Most candidates matched, on average, 2–3 speakers correctly with the expected letter. The more successful attempts were for speakers 1–3.

Most marks were lost for speakers 4 and 5. Opinion D was sometimes given, in error, as the answer for speakers 5 and 6, while the answers for speakers 1 and 3, and speakers 4 and 5, were occasionally transposed.

There were minimal omissions in this part of the test. However, instances where the same letter was used more than once did occur. Statements B and C were sometimes used on more than one occasion. These attempts could not be credited.

### Exercise 4

This part of the test was attempted reasonably well. On average, candidates scored 3–4 marks. The more successful attempts were for **Questions (c), (d) and (h)**.

Weaker candidates tended to be less successful with **Questions (a)** – option A was often given in error, and **(g)** – option B tended to be the wrong answer provided here. There were minimal instances of candidates ticking more than one box for individual questions, or not ticking any boxes for some of the questions in this part of the test.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0511/33  
Listening (Core)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- 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. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. It needs to be emphasised that, where crossing out of a rejected selection is not clear, this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, then no marks can be given.

### **General comments**

- Candidates left quite a few gaps blank/No Responses in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and, in doing so, either changed the meaning of the expected answer or provided a response which was not clear.
- There was a wide range of spelling variants. In many cases, the spelling was such that the candidates' intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### **Exercise 1**

#### **(Questions 1–4)**

This section was answered with a mixed level of success. Reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A low number of successful answers. The expected response here was 'course(–)book'. However, candidates invariably provided the incomplete response 'book'. This could not be credited, as it lacked the necessary specific detail. Incorrect details such as 'country of their choice' or 'websites' were often encountered. Spelling attempts which did not put meaning in doubt were credited. Attempts to use lexis which captured the required idea were also allowed. There were a fair number of No Responses to this item.
- (b) Fairly well answered. The expected response here was '(facts about) population'. A good number of candidates provided this response and gained the mark. There was a wide variety of spelling attempts, some of which were creditable. However, most attempts put meaning in doubt, and these could not be credited. Another common response encountered was 'country', which could not be credited as it lacked the specific detail required. However, 'country population' was accepted and credited.

#### **Question 2**

- (a) There was a mixed level of success for this item. The expected response was '(the) energy display', however many candidates omitted the key detail 'display' in their responses. This could not be credited, as the question targeted a section of a science festival: 'an energy *display*'. Other responses which added an incorrect detail to 'energy' and lost the mark included 'energy talk' and 'energy event'. Spelling attempts which did not put meaning in doubt were credited.
- (b) Fairly well answered. The question targeted the name of an activity that the boy was interested in doing, i.e. 'build a bridge'. Responses such as 'engineering competition' could not be credited as this was not the specific name of one activity. Where it was clear that candidates had identified the correct detail from the recording, spelling variants were allowed.

#### **Question 3**

- (a) Fairly well answered. The expected response here was 'wind-surfing' and was provided by a good number of candidates. Where marks were lost, this was usually due to the omission of the type of surfing ('wind'). Some misspellings of the expected answer put meaning in doubt, so could not be credited.
- (b) Reasonably well attempted. The expected response here was 'outside the cafe'. An exact location was required here, so generalised responses such as 'café' could not be awarded. Spelling attempts which changed the meaning could not be credited. However, acceptable synonyms of café were credited. Incorrect prepositions of place were not credited, e.g. 'in the café', 'on the café'.

#### Question 4

- (a) A low number of successful answers. Some candidates provided the expected response '(a) comedian', or acceptable spelling variants. In many instances, spelling variants put meaning in doubt, and these were not credited. The response 'comedy' on its own, could not be credited, as this described a film genre rather than a person. However, 'comedy actor' was accepted as a reasonable creditable synonym. Several responses picked up random details from the recording so no mark could be awarded. There were a fair number of No Responses for this item.
- (b) Fairly well answered. The expected response was '(at) lunch-time' or 'lunch'. Most candidates provided this and gained the mark. However, some responses provided additional detail which altered the time-reference e.g. 'before lunch' or 'after lunch'. However, extra detail such as 'during lunch-time' was credited. Several responses provided incorrect distracting detail.

#### Exercise 2

##### (Question 5)

This section was answered with a mixed level of success. Reasons for loss of marks are outlined in the descriptions of individual responses below. There was a significant number of No Responses to some items in this part of the test.

##### Item 5

- (a) Reasonably well answered. The expected response ('umbrellas') was provided in many instances and credited. In several instances, however, the singular form 'umbrella' was provided, which could not be credited. In several cases, spelling variants put meaning in doubt and could not be credited. The distracting detail 'hands' was sometimes provided in error here.
- (b) A low number of successful answers. The expected response here was '600'. However, most responses added distracting detail from the tape-script ('300') and these were not awarded.
- (c) A low number of successful answers. The expected response ('goats') was not often encountered. In some instances, spelling variants put meaning in doubt so could not be credited. Marks were often lost when distracting detail was given in error.
- (d) A very mixed level of success here. The expected response ('cliffs') was not often provided. Marks were frequently lost when spelling variants of the expected response put the meaning in doubt.
- (e) There was a good level of success here. The expected response ('insects') was provided by many candidates. Spelling variants which did not put meaning in doubt were credited.
- (f) A low number of successful answers. The expected answer ('windy') was provided by a small number of candidates. When this response was encountered, candidates spelling variants often put meaning in doubt, so the mark could not be given. The incorrect distracting detail 'extreme' was also frequently encountered.
- (g) A low number of successful answers. Most candidates failed to provide the expected response ('golf course'). Several candidates provided the distracting detail 'Peak Dale' in error. When encountered, the expected response was sometimes misspelled in a way which changed the meaning, so no mark could be awarded.
- (h) Fairly well answered. A reasonable number of candidates provided the expected response ('seeds'). The mark was sometimes lost when spelling variants changed the meaning of the response.

### Exercise 3

#### (Question 6)

A mixed level of success here. Candidates matched, on average, 2 to 4 of the speakers correctly. Candidates were least successful in the matching of speakers 1 (D or A often matched in error), 2 (D often matched in error) and 5 to the correct letter. Candidates were most successful when matching speaker 3 and performed better when matching speakers 4 and 6. Doubling of letters was rarely encountered.

### Exercise 4

#### (Question 7)

Candidates performed reasonably well here. Generally, the multiple-choice **Questions 7(d), (f), and (g)** were more successfully attempted. **Items 7(a) to (c), (e) and (g)** were less successfully attempted. **Item (h)** was the least successfully attempted.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0511/41  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- 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. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. It needs to be emphasised that, where crossing out of a rejected selection is not clear, this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, then no marks can be given.

### **General comments**

- Candidates were required to use a set number of words for Exercises 1, 2 and 5. Many responses could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they should not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

### **Comments on specific questions**

#### ***Exercise 1***

Overall this section was well answered. There were few omissions but responses could not be credited when more than the required words were written. Most marks were lost where candidates selected the distracting detail or the spelling attempts put the intended meaning in doubt.

#### **Question 1**

- (a) Most candidates identified the correct response 'computing'. Several candidates wrote 'computing and maths' and lost the mark. Other responses that could not be credited were 'compute' and 'computer set'.
- (b) The expected answer was 'freedom' and there was a mixed level of success for this question. Many candidates selected the distractor 'meeting new people' which could not be credited.

#### **Question 2**

- (a) This question was very well attempted, and most candidates were able to score a mark. The plural 'noises' was also accepted. Some candidates lost the mark by writing 'noise and queue'. Unrecognisable spelling attempts were not credited.
- (b) This question was quite well attempted. 'Sugar' was often included as the extra negating detail. Very few candidates included 'fat' with the correct response 'salt'. 'Soy' and 'soul' could not be credited.

#### **Question 3**

- (a) The expected answer was 'bathroom' and the vast majority of candidates were able to score a mark. However, the plural 'bathrooms' could not be credited. Some candidates wrote 'living room', 'lounge' or 'bar room' and lost the mark.
- (b) This question proved to be very challenging for many candidates. Some candidates correctly identified 'guest' but included the distractor 'neighbour' with their answer. Others wrote 'guess', 'gusting' and 'ghost' and lost the mark. Some wrote 'neighbour's guest' or 'robot' which could not be accepted.

#### **Question 4**

- (a) This question was extremely well attempted by most candidates. However, unrecognisable spelling attempts could not be credited. Very few candidates chose distractors as their answer.
- (b) This question was less well attempted. Many spelling issues lost candidates the mark. 'Like view' was often given in error. Other responses that could not be credited were 'lack view', 'late view' and 'lay view'.

## **Exercise 2**

### **Question 5**

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

- (i) This question was generally well attempted but quite a few candidates lost the mark by writing 'document' or 'documented'. Other responses that could not be credited were 'TV programme', 'news' and 'TV show'.
- (ii) On the whole, this question was very well attempted by most candidates. Some candidates lost the mark by writing 'meal' while some wrote 'surprise' or 'premis' that could not be credited.
- (iii) There was a mixed level of success here. Many candidates gave the correct response '1990'. '1919' and '1989' were the most incorrect responses. Other responses that could not be accepted were 'early 1990' and '1990s'.
- (iv) This question was very well attempted by most candidates. Some candidates lost the mark by writing the distractors 'China' or 'India'. Some spelling attempts could not be accepted.
- (v) This was generally well attempted by the majority of candidates who gave the correct answer 'floods'. 'Flooding' was also acceptable. However, some candidates wrote the singular 'flood' and lost the mark. Quite a few candidates chose the distractor 'carbon dioxide' while some candidates wrote 'pollution'. Some incorrect spellings were not credited.
- (vi) There was a very mixed level of success here. Some candidates chose the distractors 'tea plants', 'food' and 'wood'. Some candidates had difficulties with spelling and lost the mark.
- (vii) This was quite well attempted, and many candidates gave the correct answer 'fences'. A few candidates went for the distractor 'shelter'. Other responses that could not be accepted were 'defense', 'offences' and 'fancies'.
- (viii) This was less well attempted. 'Money' and 'earnings' were also credited. The distractor, 'nuts', was selected frequently.

## **Exercise 3**

### **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 should ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

The expected responses for speakers 2 and 3 were often swapped around.

## **Exercise 4**

### **Question 7**

Generally, candidates responded very well to this question.

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

### Exercise 5

#### Question 8

There was a mixed response to this question. Some responses provided were not always a grammatical fit, with incorrect singular and plural nouns not being credited. There were a few questions that were not attempted by some candidates.

#### Part A

- (i) This was well attempted by candidates. 'Memory' was often given with no preceding verb, so the mark could not be given. Other incorrect responses were 'memorize', 'remember' and 'process learning'.
- (ii) This was generally well answered by most candidates. Spelling attempts where the intended meaning was in doubt could not be credited. Other incorrect responses were 'cells' and 'messages'.
- (iii) This was quite well attempted. Some candidates wrote 'pressure' on its own and lost the mark while some candidates gave the answer as 'health'. Other responses that could not be credited were 'blood level' and 'blood pleasure'.
- (iv) There was a mixed level of success here. Many candidates gave examples of minerals which could not be credited. Quite a few candidates wrote 'vitamins' and lost the mark. Other incorrect responses were 'minimals', 'minols' and 'menirows'.
- (v) There was a very mixed level of success here with a large number of candidates often giving the wrong form (adjective) i.e. intelligent. Incorrect responses were 'intelligents', 'life expectancy' and 'effect'.

#### Part B

- (i) There was a mixed level of success here. Some candidates heard it as 'China' while others wrote distractors such as 'white fish' and 'salmon'. 'Tuna' was often misspelt.
- (ii) This was reasonably well answered by the candidates. Many lost the mark by giving examples of processed foods i.e. 'cakes' and 'crisps' while others wrote 'sweet'. Some wrote 'pressed', 'prosets' or 'unhealthy' which could not be credited.
- (iii) This question was very well attempted. However, 'assurance' and 'insureness' could not be accepted. Some candidates wrote 'insurance police' which could not be credited as it changed the meaning.
- (iv) There was a mixed level of success here. Some candidates wrote 'weigh' which could not be accepted. Many candidates chose the distractor 'recovery'. Other incorrect responses were 'waight', 'weighth' and 'wage'.
- (v) This was the best attempted question in this part of the test. Most candidates gave the correct response 'quality'. However, 'equality' and 'sleeping time' could not be credited. Some unrecognisable spelling attempts could not be credited.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

---

Paper 0511/42  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts, which cannot be read, may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for, week/weak).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each exercise.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercises 2, 5A and 5B** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

## General comments

- Most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out.
- Most candidates adhered to the required word limit set out in the rubric of each exercise.
- There was some evidence of exam techniques being used by candidates (e.g., prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions). However, when used, this could have been done more judiciously. E.g., some candidates tended to underline all words, rather than selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.
- Most candidates seemed to be aware of the distracting information in the listening exercises and did not include these in addition to the correct detail. However, some candidates did provide the distracting detail in addition to the expected answer, especially in **Exercise 1**. Such attempts could not be credited.

Candidates should be reminded of the existence of distracting details in exercises which are testing learners' ability to identify specific information.

- Candidates should be careful not to use the same letter more than once in **Exercise 3** and only tick one box in **Exercise 4**. This was particularly evident in **Exercise 3**. Candidates should be reminded to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging for some, and learners would benefit from more practice to ensure they can follow and navigate themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2, 5A and 5B** (e.g. 'measuring' instead of 'measure'). Candidates would therefore benefit from practising a wider range of listening skills, including listening for grammatical detail (e.g. singular/plural nouns, and other word forms) as well as phonetic detail ('food' versus 'foot'/'-site' versus '-side' and sounds of different vowels – '-scope' versus 'scoop').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'telescope' but seemed to be less familiar with more frequent everyday words, for example, 'brother', 'Wednesday' and 'museum'.

### **Comments on specific questions**

#### **Exercise 1**

#### **Questions 1–4**

Overall, this section was attempted well by most candidates. Most marks were lost where candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

No Responses were very rare in this part of the test.

#### **Question 1**

- (a) This question was answered well. Most candidates provided the expected detail 'brother'. Some candidates provided their responses as part of a longer phrase 'told by brother' or 'her brother's suggestion' and these were also credited. However, 'his brother' could not be given the mark as the pronoun changed the meaning. Most responses were spelled correctly. Where spelling attempts put the intended meaning in doubt or created a new word, no marks were awarded. Weaker candidates often provided the distracting detail 'teacher' as their response and lost the mark here.
- (b) There was a reasonable level of success for this question. The expected answer was 'violin' but the plural form 'violins' was also allowed. Most candidates provided spelling attempts that were creditable. However, there were attempts which did not secure the mark as the intended meaning was not clear. Most marks were lost due to the inclusion of the distracting details 'piano' and 'trumpet'.

#### **Question 2**

- (a) This question was attempted well, and most candidates provided the expected detail 'Wednesday'. Most spelling variants were credited but spelling which put meaning doubt could not be given the mark. Most marks were lost because of the inclusion of the distracting details 'Tuesday'.
- (b) The expected answer was 'four days' and the vast majority of candidates selected this correct detail. The singular form 'four day' was also given the mark as the intended meaning was clear. However, where candidates omitted 'days' and included the number 'four' on its own, the mark could not be given as this attempt lacked the necessary detail.

Weaker candidates often provided the distracting details 'three days' as their final answer and lost the mark. Marks were also lost where the spelling attempt put the intended meaning in doubt.

### Question 3

- (a) There was a high level of success for this question, with most candidates giving the correct detail 'tennis'. Some candidates gave their answer with the extra detail 'playing tennis' and scored the mark.

There was a wide range of spelling variants of 'tennis' and most of these were credited. However, spelling attempts which put the meaning in doubt failed to secure the mark. Marks were also lost due to the inclusion of the distracting detail 'rugby'.

- (b) Most candidates achieved a high level of success here. The targeted detail 'running' was spelled correctly in most instances recognisable attempts were also given the mark. Attempts which retained the necessary meaning were also credited. Attempts which included the distracting detail 'jumping' either on its own or in addition to the expected detail could not be credited, as they did not demonstrate the ability to listen for specific detail

### Question 4

- (a) This question was attempted extremely well, and the vast majority of candidate provided the correct answer ('museum'). There was a myriad of spelling variants. While some were deemed recognisable as 'museum' and credited, others were ambiguous and were not given the mark.

Most answers included the extra detail 'transport'. Some candidates also provided their responses as part of a longer phrase (e.g. museum with friends).

A few attempts provided an extra detail which was incorrect, as it changed the meaning of the whole response, and lost the mark. Some candidates also misspelled the extra detail and, as their attempts created a new meaning, no marks were awarded.

- (b) This was another very successfully attempted question, with most candidates providing the correct detail 'phone'. Most answers also contained the extra detail 'smart'. Most candidates' responses were spelled correctly.

Weaker candidates often misheard the extra detail as 'small' and lost the mark as the overall meaning of the response was changed. The plural form 'smart phones' also could not be credited. Some candidates also lost marks due to the inclusion of the distracting detail 'laptop'.

### Exercise 2

#### Questions 5(a)–5(h)

This exercise provided a reasonable level of success. On average, candidates scored 5 marks. The most successful attempts were for **Questions (e) and (f)**. Candidates were least successful with **Question (h)**. Most No Responses appeared for **Questions (c), (g) and (h)**.

#### Question 5

- (a) There was a good level of success here, with two thirds of candidates selecting the correct detail 'lecturer'. Many candidates chose to provide the extra detail 'biology'. Some candidates provided synonymous nouns and these attempts were also credited. However, some candidates failed to hear the word form of the targeted detail correctly and provided the noun 'lecture'. This attempt could not be given any marks.

Spelling attempts varied greatly. Attempts which retained the necessary meaning were also credited. Attempts which included the distracting detail 'jumping' either on its own or in addition to the expected detail could not be credited, as they did not demonstrate the ability to listen for specific detail. The distracting detail 'vet's assistant' was sometimes selected in error.

- (b) The targeted information here, 'three weeks', was successfully selected by most candidates. The abbreviated form '3 wks' was also credited. However, attempts where candidates misheard the targeted plural form as 'three week', or where the spelling attempts changed the meaning, could not be awarded any marks. Marks were also lost where candidates provided responses that were too general. Weaker candidates tended to provide 'two weeks' as their response.

- (c) Candidates dealt with this item very well and most gave the correct detail 'food' as their answer. Some candidates provided their responses with extra details and these attempts were credited. Most marks were lost where candidates provided the distracting detail 'accommodation' in error, or where candidates made the wrong inference and gave 'restaurant' as their response. 'Experience' was also not credited as it was deemed too general.
- (d) This was another successfully attempted item and most candidates gave 'one hundred' as their response. Most candidates chose to provide the targeted detail written as words, but '100' and '1 hundred' were also allowed. Recognisable, and creditable, spellings of 'hundred' were awarded. Weaker candidates did not always transcribe the number correctly and lost the mark. Weaker candidates also tended to provide the distracting details '400' and '900' in error.
- (e) Candidates coped with this item extremely well and correctly selected the correct name ('tiger'). Most candidates spelled the detail correctly, but recognisable variants were also credited. Ambiguous attempts were not awarded. A few candidates provided the wrong name and lost the mark.
- (f) This was another item which provided a high level of success. The expected answer here was 'measure'. Most spelling variants were acceptable as they were considered recognisable. Marks were not given in cases where candidates misheard the word form as 'measuring' or 'measured', as these forms did not fit the gap. Some marks were lost due to the inclusion of the distracting detail 'photograph'.
- (g) Candidates attempted this item reasonably well and more than a half provided the necessary detail 'advertising'. However, 'advertisement' and 'advertisements' were also credited, as were the shortened forms 'ad(s)' and 'advert(s)'. Most spelling variants did not seriously impact upon the intended meaning and were therefore credited.
- Weaker candidates included the distracting detail 'boats' and lost the mark. Weaker candidates also tended to include random nouns or noun phrases from the recording.
- (h) This was the least successfully attempted item in this part of the test. The expected detail was 'presentations', but 'talks' and 'PPTs' were also given the mark. Most candidates misheard the word form as 'presentation' and as this form changed the meaning, it was not credited. Other incorrect answers included the distracting details 'dances' and 'quizzes'. Weaker candidates tended to select random nouns from the recording.

### Exercise 3

More than half of candidates dealt reasonably well with this part of the test. However, only about a third obtained full marks. Most candidates matched, on average, 3–4 speakers correctly with the expected letter. The more successful attempts were for speakers 1–3.

Most marks were lost for speakers 4 and 5. Opinion D was sometimes given, in error, as the answer for speakers 5 and 6. While the answers for speakers 1 and 3, and speakers 4 and 5, were occasionally transposed.

There were minimal omissions in this part of the test. However, instances where the same letter was used more than once did occur. Statements B and C were sometimes used on more than one occasion. These attempts could not be credited.

### Exercise 4

This part of the test was attempted well, on the whole, with most candidates scoring 5 marks. The more successful attempts were mostly for **Questions (c), (d) and (f)**.

Weaker candidates tended to be less successful with **Questions (a)** – option A was often given in error, and **(g)** – option B tended to be the wrong answer provided here.

There were minimal instances this session of candidates ticking more than one box for individual questions, or not ticking any boxes for some of the questions in this part of the test.

## Exercise 5

### Part A

There was a mixed level of success for this exercise, with most candidates scoring between 2 and 3 marks. Candidates performed better in **Questions (a) and (c)**. There was a particularly low level of success in **Questions (b) and (d)**. Most marks were lost due to the inclusion of distracting information instead of the correct detail and by providing ambiguous spelling attempts. Most No Responses in this part of the test appeared for **Question (d)**.

### Question 8A

- (a) There was a good level of success for this question. The expected answer was 'eyesight', but 'eye' and 'eyes' were also allowed as were recognisable spelling variants. However, spelling attempts which put the intended meaning in doubt could not be given any marks. Weaker candidates provided the distracting details 'movement' and 'walking' as their answer and lost the mark.
- (b) Around one third candidates answered this question successfully and providing the necessary detail – 'philosophy'. The plural form 'philosophies' was also given the mark as it conveyed the correct idea. Most candidates provided the distracting detail 'Maths' or 'Mathematics' in error and consequently lost the mark. Spelling attempts which put the intended meaning in doubt were also disallowed. Weaker candidates mostly selected random nouns from the recording.
- (c) This question was attempted very well by most candidates. The expected answer here was 'telescope', however credible spelling variants were allowed. Marks were sometimes lost due to the inclusion of the distracting details 'clock' and 'clock function'.
- (d) Around a half of candidates provided the targeted detail 'tides'. The singular form 'tide', and the phrase 'tidal waves', were also credited. Most marks were lost where the candidates misheard 'tides' as 'ties' or 'times'. Weaker candidates often provided the reason for tides and lost the mark.
- (e) This question was attempted reasonably well. The expected detail was 'satellite', but recognisable spelling attempts were also allowed. The distracting detail 'orbit' was sometimes selected in error.

## Exercise 5

### Part B

As in **Part A**, **Part B** also elicited a mixed level of success with item **(b)** being the most successfully attempted question. Candidates were least successful with item **(a)**. Most candidates scored 2 marks on average. The most common reason for the loss of marks was the inclusion of distracting details. Most No Responses appeared for **Question (c)**.

### Question 8B

- (a) There was a low level of success in this item. The expected detail was 'housing', but most candidates selected the distracting detail 'education'. However, other attempts which were also credited included 'building houses', 'housing needs' and 'housing schemes'.
- (b) Most candidates attempted this question very well. The targeted idea was 'overpopulation', but 'population' on its own was also allowed. Some candidates chose to include 'increasing' as part of their answer and this was also credited. However, 'old population' did not convey the right idea and was, therefore, given zero marks. Most spelling attempts were deemed recognisable and therefore credited. The ideas of 'living' and 'moving' did not convey the right meaning and also lost the mark.
- (c) Candidates achieved a relatively low level of success when attempting this question. About half of the candidates selected the expected detail 'support'. Most of these candidates provided their answer with the extra detail 'public'. However, 'public' on its own could not be given any marks. Other incorrect attempts included nouns which did not appear in the recording and were most likely candidates' own guesses. Weaker candidates sometimes misheard the key detail as 'publicity' or 'public sport' and, consequently, lost the mark.

- (d) This was another item with a low level of success. The question targeted 'factories'. Most candidates selected the distracting detail 'research stations' in error here. Most spelling attempts of the targeted detail were creditable.
- (e) This item was attempted well. This item targeted 'tourism'. Most candidates provided the expected response, but 'tourist' and 'travel' were also allowed. While most spelling attempts were deemed recognisable, and therefore creditable, there were a few that put the intended meaning in doubt and lost the mark. Weaker candidates incorrectly provided the distracting detail 'mining'.

# ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

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Paper 0511/43  
Listening (Extended)

## Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be credited.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Candidates' awareness should be raised of the importance of using the appropriate singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g., son/sun).
- 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., t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g., 'hrs' for hours, 'min' for minutes, 'km' for kilometres).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each question.
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g., how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g., a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In multiple-matching **Exercise 3** and multiple-choice **Exercise 4** candidates should be encouraged to make it very clear which option they wish to be taken as their final answer. It needs to be emphasised that, where crossing out of a rejected selection is not clear, this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.

### General comments

- Candidates left quite a few gaps blank/No Responses in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- There was a wide range of spelling variants. However, in many cases the spelling of certain items was such that the candidates' intended answer was not clear, so could not be credited.

### Comments on specific questions

#### Exercise 1

#### (Questions 1–4)

This section was answered with a very mixed level of success. Reasons for loss of marks are outlined in the descriptions of individual responses below.

#### Question 1

- (a) A low number of successful answers. The expected response here was 'course (–) book'. However, candidates invariably provided the incomplete response 'book'. This could not be credited, as it lacked the necessary specific detail. Incorrect details such as 'country of their choice' or 'websites' were often encountered. Spelling attempts which did not put meaning in doubt were credited. Attempts to use lexis which captured the required idea were also allowed. There were a fair number of No Responses to this item.
- (b) Fairly well answered. The expected response here was '(facts about) population'. A good number of candidates provided this response and gained the mark. There was a wide variety of spelling attempts, some of which were creditable. However, most attempts put meaning in doubt, and these could not be credited. Another common response encountered was 'country', which could not be credited as it lacked the specific detail required. However, 'country population' was accepted and credited.

#### Question 2

- (a) There was a mixed level of success for this item. The expected response was '(the) energy display', however many candidates omitted the key detail 'display' in their responses. This could not be credited, as the question targeted a section of a science festival: 'an energy *display*'. Other responses which added an incorrect detail to 'energy' and lost the mark included 'energy talk' and 'energy event'. Spelling attempts which did not put meaning in doubt were credited.
- (b) Fairly well answered. The question targeted the name of an activity that the boy was interested in doing, i.e., 'build a bridge'. Responses such as 'engineering competition' could not be credited as this was not the specific name of one activity. Where it was clear that candidates had identified the correct detail from the recording, spelling variants were allowed.

#### Question 3

- (a) Fairly well answered. The expected response here was 'wind-surfing' and was provided by a good number of candidates. Where marks were lost, this was usually due to the omission of the type of surfing ('wind'). Some misspellings of the expected answer put meaning in doubt, so could not be credited.
- (b) Reasonably well attempted. The expected response here was 'outside the cafe'. An exact location was required here, so generalised responses such as 'café' could not be awarded. Spelling attempts which changed the meaning could not be credited. However, acceptable synonyms of café were credited. Incorrect prepositions of place were not credited e.g., 'in the café', 'on the café'.

#### Question 4

- (a) A low number of successful answers. Some candidates provided the expected response '(a) comedian', or acceptable spelling variants. In many instances, spelling variants put meaning in doubt, and these were not credited. The response 'comedy' on its own, could not be credited, as this described a film genre rather than a person. However, 'comedy actor' was accepted as a reasonable creditable synonym. Several responses picked up random details from the recording so no mark could be awarded. There were a fair number of No Responses for this item.
- (b) Fairly well answered. The expected response was '(at) lunch-time' or 'lunch'. Most candidates provided this and gained the mark. However, some responses provided additional detail which altered the time-reference e.g. 'before lunch' or 'after lunch'. However, extra detail such as 'during lunch-time' was credited. Several responses provided incorrect distracting detail.

#### Exercise 2

##### (Question 5)

Overall, this section was answered with a very mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

##### Item 5

- (a) Reasonably well answered. The expected response ('umbrellas') was provided in many instances and credited. In several instances, however, the singular form 'umbrella' was provided, which could not be credited. In several cases, spelling variants put meaning in doubt and could not be credited. The distracting detail 'hands' was sometimes provided in error here.
- (b) A low number of successful answers. The expected response here was '600'. However, most responses added distracting detail from the tape-script ('300') and these were not awarded.
- (c) A low number of successful answers. The expected response ('goats') was not often encountered. In some instances, spelling variants put meaning in doubt so could not be credited. Marks were often lost when distracting detail was given in error.
- (d) A very mixed level of success here. The expected response ('cliffs') was not often provided. Marks were frequently lost when spelling variants put meaning in doubt.
- (e) There was a good level of success here. The expected response ('insects') was provided by many candidates. Spelling variants which did not put meaning in doubt were credited.
- (f) A low number of successful answers. The expected answer ('windy') was provided by few candidates. Spelling variants often put meaning in doubt, so the mark could not be awarded. The incorrect distracting detail 'extreme' was also frequently encountered.
- (g) A low number of successful answers. Most candidates failed to provide the expected response ('golf course'). Several candidates provided the distracting detail 'Peak Dale' in error. When encountered, the expected response was sometimes misspelled in a way which changed the meaning, so no mark could be awarded.
- (h) Fairly well answered. A reasonable number of candidates provided the expected response ('seeds'). The mark was sometimes lost when spelling variants changed the meaning of the response.

#### Exercise 3

##### (Question 6)

Fairly well answered. Candidates matched, on average, 4 to 5 of the speakers correctly. Candidates were least successful in the matching of speakers 1 (D or A often matched in error), 2 (D often matched in error) and 5 to the correct letter. Candidates were most successful when matching speaker 3 and performed well when matching speakers 4 and 6. Doubling of letters was rarely encountered.

#### Exercise 4

##### (Question 7)

Candidates performed reasonably well here. Generally, Generally, the multiple-choice **Questions 7(d), (f), and (g)** were more successfully attempted. **Items 7(a) to (c), (e) and (g)** were less successfully attempted. **Item (h)** was the least successfully attempted.

#### Exercise 5

##### (Part A)

A very mixed level of success was evident here. Reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

##### Item 8A

- (a) This item was generally well answered, with many candidates providing the expected response ('remote') here. Candidates sometimes provided incorrect distracting detail, such as 'challenging' or 'rewarding', so did not gain the mark. Where spelling attempts put meaning in doubt, the mark could not be awarded.
- (b) A mixed level of success here. The expected response was 'selection weekends', and this was encountered several times. However, marks were often lost when incorrect detail such as 'training', 'funds' or 'telephone conversations' were provided. Some spelling variants put meaning in doubt and could not be credited. The answer was sometimes misheard as 'election weekends'.
- (c) Fairly well answered. The expected response here was 'making decisions' and this was often encountered. Marks were sometimes lost however, when distracting detail such as 'learning' or 'deal with' were given in error. Most spelling variants of the answer were recognisable and therefore credited.
- (d) This item was less well attempted. Although the expected response here ('safety') was often provided, distracting detail was sometimes given in error. Answers which captured the same meaning and fit the gap were credited. Spelling attempts which put meaning in doubt could not be credited.
- (e) A mixed level of success was evident here. The expected response here ('communication') was provided by a good number of candidates. However, the incorrect distractor 'teamwork' was also frequently encountered.

#### Exercise 5

##### (Part B)

A mixed level of success was evident overall. Reasons for loss of marks are outlined in the descriptions of individual responses below. There were some No Responses to some items in this part of the test.

##### Item 8B

- (a) A low number of successful answers. The expected response ('data collection') was rarely encountered. Several candidates provided general responses such as 'activities', 'trips', 'visiting places', or 'mountain skills' so could not be given the mark.
- (b) Reasonably well answered. The expected response – 'ice(–) (fields)' -- was provided by a good number of candidates. However, several candidates lost marks when extra detail altered the meaning.
- (c) A very mixed level of success here. The expected response ('snow leopard'), was provided by a fair number of candidates. However, several candidates lost marks by providing incorrect distracting detail. Recognisable spelling attempts were credited.

- (d) Reasonably well attempted, with many candidates providing the expected response ('cooking facilities'). Generalised responses such as 'facilities' were not awarded. In many cases, candidates provided incorrect distracting detail.
- (e) Very well answered. The expected response 'medical certificate' was provided by most candidates. Answers which captured the same idea were also credited. Some spelling attempts put meaning in doubt, so could not be awarded. Answers lacking the key detail 'medical' were not credited.

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

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Paper 0511/51  
Speaking

## Key messages

- In general, the tests were conducted well, and timings were followed accurately by most centres.
- Centres should check the sound quality of recordings when they set up the test room, concentrating on how the candidate's voice is picked up and whether there is any sound distortion.
- Examiners should read the topic cards before the test so that they can quickly find a suitable card for the candidates to talk about.
- The best examiners encouraged candidates to go beyond simple answers and develop their responses by talking about personal anecdotes or future predictions, where applicable, thus giving candidates the opportunity to demonstrate their skills.
- Examiners should read the prompts as they appear on the card and rephrase them only when asked for clarification.

## General comments

### Part A

Most examiners read out the instructions at the beginning of each test. These instructions were usually delivered quite slowly so that candidates could fully understand. Some examiners rephrased the instructions, which sometimes led to information being missed, such as the fact that only **Part D** is assessed. Very occasionally, examiners omitted **Part A**, or read the instructions after **Part B**.

### Part B

Most examiners used the warm-up period effectively to put candidates at ease and followed the recommended timings. They asked appropriate questions, such as '*Tell me a little about yourself/your ambitions/hobbies/goals/family*', '*What do you like doing in your free time?*' Many examiners chose a topic card related to the interests expressed by the candidates during the warm-up. However, in some cases, examiners asked questions that were closely related to the prompts on the assessment cards as a means of trying to identify a suitable card, rather than listening and responding to what the candidates were saying about themselves. On some occasions, it seemed that the topic card may have been chosen randomly or prior to the test.

### Part C

Most examiners announced the title of the cards and allowed candidates to keep them, though some candidates were given the choice of keeping the card or giving it back. When clarification of prompts was needed, examiners were able to grade language accordingly and paraphrase the prompts. Most of the preparation periods followed the recommended timings, with examiners advising the candidates when the preparation period had ended. Where there was a timing issue, it was usually because the candidate said they were ready to start. In such situations most examiners told candidates how much more time they had to prepare, rather than letting them begin **Part D** straightaway.

### Part D

Most examiners used the prompts appropriately and asked open follow-up questions effectively, engaging in a natural conversation with candidates. Many examiners encouraged candidates to go beyond simple

answers and develop their responses. In some cases, examiners interrupted with their own responses, which did not enable the candidates to fully demonstrate their ability. Where examiners waited for the candidate to initiate the conversation in **Part D**, this sometimes had a negative impact on the candidate's performance. In some cases, examiners adopted a rather rigid 'question-and-answer' format instead of using the prompts to develop a conversation between themselves and the candidate. Some examiners also ran through the prompts too quickly and did not ask any additional questions, which either resulted in a very short **Part D** or resulted in improvised off-track questions to fill up time.

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

**Structure** – This was generally marked accurately. Candidates were given credit for their ability to use a range of complex structures such as conditional sentences, relative clauses and passive structures. The least accurate marking occurred in the higher mark range.

**Vocabulary** – Most centres accurately marked candidates' performance in this area. Candidates were credited for using vocabulary to express their ideas with precision and for making effective use of synonyms and idiomatic language. However, there was a slight tendency for severe marking as perhaps examiners did not credit lexical structures such as phrasal verbs, collocations or other fixed expressions, but focused on isolated thematically related words (e.g. scientific terms).

**Development and Fluency** – This was generally marked accurately. Candidates were credited for extending their ideas, providing original contributions and clear pronunciation. Some examiners were slightly severe in cases where a candidate paused but then gave a full answer.

### **Administration**

Some of the recordings were difficult to hear. Examiners should consider the position of the microphone to ensure the candidate can be heard clearly. In some recordings, background noise was evident and occasionally distracting.

Most centres sent the correct number of samples and included recordings across the full range of marks.

### **Internal moderation**

When more than one examiner was used, centres conducted internal moderation to ensure a correct rank order for all candidates. A few centres carried out internal moderation when it was not required (i.e. when only one examiner had been used). Where internal moderation had been conducted appropriately, it was not always clearly indicated on the Speaking Examination Summary Form which marks were adjusted as a result of this process.

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

#### **A – Protecting the environment**

This card was frequently selected. In response to Prompt 1, candidates gave examples of how they help the environment, usually by recycling and reducing water usage. Stronger candidates attempted more complex structures: *'Our house was built by considering the impact that it could have on the environment.'*; *'Mum is trying to get us to eat less meat.'* For Prompt 2, candidates talked about being able to reuse things for different purposes, for example using a plastic bottle to collect water or to use glass bottles to store dry goods. Responses to Prompt 2 were usually linked well with Prompt 1, with stronger candidates using a range of modal verbs to explore how costs could be reduced if we recycled and reused. Clothes were given as an example where recycling could be helpful, but also a disadvantage where there might be some reluctance to wear family hand-me-downs. Prompt 3 saw candidates expand confidently using subject-specific vocabulary, such as *'pollution'*, *'carbon dioxide emissions'*, *'erosion'*, *'biodegradable'* as well as effective collocations, e.g. *'negative effects'*, *'chemical waste'*. Prompt 4 elicited strong personal responses, with examples given of masks and plastic water bottles disposed of carelessly. Most candidates agreed that most people leave the protection of the environment to the government and industry, and that this is wrong. Some candidates extended this by mentioning a generational divide. Stronger candidates used conditional structures: *'If each one of us did something, it could...'*, *'If you were never really taught about protecting the environment from the outset, it is ...'*. For Prompt 5, strong responses included comments about the political

climate and impact of *'multinationals'*. Many mentioned that some businesses are developing eco-friendly technology such as *'solar panels'* or *'hydro-electricity'*.

## B – Beauty

This was a popular topic. Responses to Prompt 1 included descriptions of places candidates had visited or a piece of art they had seen. Many candidates used effective sentence starters, e.g. *'From my perspective'* or *'My first impressions were...'*. Confident responses to Prompt 2 expanded ideas around fitness and gym routines as well as the use of make-up and cosmetics. There was often development here into ideas of obsession and addiction to cosmetic surgery, caused by media and the desire to emulate celebrities or influencers. For Prompt 3, most candidates were able to respond with relevant ideas about the advantages, often using conditionals in either the past or present, but found it more challenging to discuss the disadvantages of living in a beautiful place. Stronger candidates were able to elaborate on the pros and cons of tourism for a beautiful area, highlighting the *'overcrowding'* and *'traffic jams'*, but contrasting this with the *'benefits to the economy'*. In response to Prompt 4, candidates were mostly of the opinion that inner beauty is more important than external beauty. The final prompt elicited a lot of discussion, with past tenses and relative clauses used to give examples of the effect the media has on the idea of beauty. Stronger candidates responded with analysis of how beauty is represented with phrases such as *'pretty toxic'* or *'filtered images'*.

## C – Being a guest

This card was frequently selected. Most candidates used the present simple tense to talk about cooking special dishes and cleaning to prepare for guests. Stronger candidates gave more specific examples of what they normally do when they expect visitors, e.g. *'spray air freshener'*, *'change the bed sheets'*. Occasionally, candidates continued speaking generally about when they visited other people, linking Prompt 1 with Prompt 2. In response to Prompt 2, many candidates spoke of hospitality with phrases such as *'a warm welcome'* and *'they made me part of the family'*. Others spoke about challenges they faced when visiting family or friends: *'the food that they offered me was not very good'*, *'I was stuck in the bathroom...'*. Prompt 3 elicited plenty of ideas and effective phrasing, e.g. *'have to be on best behaviour'*, *'adapt to their daily routine'*, as well as idiomatic expressions, e.g. *'everything has to be spot on'*. Most candidates were able to respond relevantly to the idea of having guests for a long time, speaking generally or specifically, often using conditionals. In response to Prompt 4, almost all candidates preferred staying with friends rather than in a hotel, as hotels were thought to be too restrictive and expensive, whereas friends offered more freedom and comfort. Strong responses used conditional structures and relative clauses to explain the differences, with some candidates using hotel-specific vocabulary such as *'room service'* or *'elevator'*. Candidates fully agreed with Prompt 5, and many made a convincing case expanding on ideas of experiencing traditions, cultures and food of a particular place leading to a better understanding. Examples were provided to illustrate the differences between gathering information about a place from online sources and actually experiencing it through the senses.

## D – Plans for the future

For Prompt 1, some candidates missed the idea of 'near future' and spoke about more long-term plans. This then overlapped with their next response. Prompt 2 explored ideas around greater independence and freedom, while acknowledging that the future can be uncertain. Candidates used future structures to talk about their life as an adult, with many referring to their future careers. Some candidates talked about having a partner and children, and many spoke about having more *'responsibilities'*. Many responses to Prompt 3 included a range of modal verbs and discussed the need to plan for the future despite uncertainty. Phrases such as *'seize opportunities'* and vocabulary exploring feelings such as *'anxiety'*, *'need for reassurance'* were used. Many candidates talked about having a *'backup plan'* or preparing for the *'worst case scenario'*. In response to Prompt 4, most candidates thought that it was necessary to plan for the future, with stronger candidates providing reasons: *'Some people are scared of disappointing themselves'*. However, some talked about Covid-19 upsetting people's plans and that there could possibly be other unexpected events. For Prompt 5, most candidates said that there was going to be a lot of change in the next hundred years, but not necessarily for the better. Responses to this prompt often included future tenses, conditional sentences and relative clauses. Many candidates spoke of environmental issues and their consequences, with phrases such as *'global temperature increase'*, *'pollution rate'* and *'homeless people'*. Others referred to more optimistic ideas, such as *'mind-blowing technology'* and *'time travelling'*.

## E – Air travel

This topic tended to be given when candidates had talked about foreign travel during the warm-up. There were many well developed answers to Prompt 1 which demonstrated good use of descriptive language. Most candidates used past tense verb forms appropriately to provide their own anecdotes. Some focused on the negative and talked about being afraid of heights. Candidates used present structures in response to Prompt 2. Many thought the training would be challenging and were worried about being responsible for so many lives. Prompt 3 used a range of past tenses to explore ideas of a simpler life with closer connections to our surroundings. Different forms of transport and the length of time taken to travel great distances were also discussed. Stronger candidates elaborated on how much less we knew about life outside our area. In response to Prompt 4, most candidates did not think it was necessary to ban flying for holidays. Stronger candidates referred to *'global warming'* and *'greenhouse gases'*. In response to Prompt 5, candidates used future tenses and conditional sentences to comment that flying to other planets would probably happen as people were smart, while others said they thought this was unlikely or would have to wait a long time. Some questioned *'for what purpose'* or whether it would happen *'in this lifetime'*. Strong collocations included *'beyond our wildest dreams'* and *'wonders of the universe'*.

## F – Changes

This card was infrequently chosen. In response to Prompt 1, candidates used adverbs of frequency to describe their routines: *'I often do different things on Fridays and on Mondays I usually go to the gym'*. Many talked about enjoying having a schedule, e.g. *'I like to be organised'* and *'It's good to keep to a timetable'*. Prompt 2 elicited future tenses and modal verbs as well as vocabulary linked to work, study and, with some candidates, relationships and family. Many candidates mentioned the possibility of travelling or taking on more responsibility: *'I imagine myself studying or working and maybe having a family'*. For Prompt 3, many candidates thought that changing schools gave them the opportunity to make new friends while moving meant they could help decorate the new house. Disadvantages included the difficulty of making friends if you were shy and the need to get on with new neighbours. In Prompt 4, there was a focus on communication: online classes during the pandemic and access to information. Many strong responses included precise vocabulary, e.g. *'change your mindset'*, *'perspective'*, *'more facilities'*, *'upgrade'*. Candidates agreed that technology changed how we live, study, communicate and work, offering opportunities to work from home: *'It's easy to get information on the internet instead of going to the library.'* The final prompt elicited responses which discussed protecting the natural environment by recycling and reducing pollution.

## G – Decisions

This card was frequently chosen. Many candidates used complex past tenses when discussing their decisions about choosing school, university or future career. A range of appropriate vocabulary was used in strong responses, e.g. *'procrastinate'*, *'impact'*, *'productive'*. Prompt 2 often built on ideas from Prompt 1, using vocabulary connected to advice, ideas and independence. In response to Prompt 3, all candidates were able to name at least one job (e.g. doctor, pilot and nurse, president during a pandemic, firefighter, judge) and link it to ideas about responsibility and consequences. Stronger candidates were able to develop their ideas using conditional sentences: *'If you make a single mistake, it might cost someone's life'*. Most candidates agreed with Prompt 4. Stronger answers explored the consequences of choosing the wrong career using appropriate vocabulary, e.g. *'responsibilities'*, *'under pressure'*, *'regret'*, *'follow your heart'*. Most candidates disagreed with the statement in Prompt 5 and were able to give examples of adults making mistakes. Some sophisticated responses talked about life as a learning process and included phrases such as *'we're all human'* and *'owning up to making a mistake'*. Strong responses included a range of structures such as the passive voice, past tenses and conditional sentences.

## H – New products

In responses to Prompt 1, many candidates talked about wanting to have new products such as computer games with improved graphics, smart phones that provided games and books to read, and faster computers or up-grades. Sports enthusiasts chose new equipment or shoes, and fashion-conscious candidates wanted new clothes to *'make a statement'*. Candidates used suitable adjectives and technical terms to describe their favourite products. Some strong responses included second conditional to speculate on products they might like to have. Most used comparatives, e.g. *'it's cheaper'*, *'it'd make my work easier'*, as well as relevant vocabulary, such as *'trending'*, *'aesthetic'*, *'newly released'*, *'exclusively available'*, *'fake'*, *'time consuming'*. Prompt 2 gave an opportunity to use vocabulary linked to clothing and also to introduce ideas about the cost

of clothes and reusing old garments. Many candidates were able to justify their options, e.g. *'you need to change'*, *'you do not have to buy new clothes'*. Prompt 3 allowed candidates to expand on the ideas in Prompt 1 and use language related to skills and qualities. Some stronger responses used phrasal verbs, e.g. *'hard to come up with new ideas'*. Some candidates said they did not have the imagination or had a fear of being criticised, while others said that they would like to be an interior or fashion designer. In response to Prompt 4, most candidates were able to draw on personal experience and discuss the advantages and disadvantages of online shopping using appropriate language, e.g. *'does not fit'*, *'scams'*, *'conned'*, *'saves time'*, *'have more options'*, *'get discounts'*. There were often interesting discussions about ordering products from across the world and having to order online due to Covid-19. Some candidates mentioned not receiving the product they expected: *'it did not reflect the description'*; *'appearances can be deceptive'*. Modal verbs and conditional sentences were frequently used. Many candidates agreed with the final prompt and some mentioned fidget spinners as an example. Many responses focused on recycling and reusing and not wasting, suggesting a strong awareness of issues linked to environmental protection. Some strong responses discussed advertising techniques using relevant vocabulary, e.g. *'billboards'*, *'eye-catching'*, *'creative ability'*, *'the latest trends'*.

### I – Sharing ideas

In response to Prompts 1 and 2, candidates talked about sharing ideas with friends and family. Prompt 2 was sometimes partially answered while discussing Prompt 1. Many candidates gave examples of school group-work they had completed, and some commented on their classmates and being on similar *'wavelengths'* or being *'judged'*. All candidates were able to find examples for Prompt 3, such as teachers, artists, scientists businesspeople and architects. Stronger responses included discussions about collaboration and creativity. The main reason given in Prompt 4 for not sharing ideas with older people was that they did not understand computers. However, trusted parents and even teachers were considered to be supportive. In response to Prompt 5, some candidates talked about not sharing business ideas, otherwise people might steal them and *'they will succeed, and you will fail.'* Some candidates disagreed with the final prompt stating that *'a problem shared is a problem solved'*, and others explored ideas of appropriate behaviour and sharing knowledge.

### J – Social media stars

In response to Prompt 1, many candidates were able to give names of social media stars. Most responses included topic-specific vocabulary, such as *'influencer'*, *'follow somebody'*, *'subscribers'*. For Prompt 2, all candidates were able to comment on how popular people on social media have influenced them. The stars mentioned ranged from footballers to singers, dancers and rap stars. Most candidates agreed that some media stars performed for fame and fortune, while others wanted to raise money for good causes, and that young people copied their behaviour and clothes. In response to Prompt 3, candidates who wanted to be a star thought they would get to know a lot of people and become rich and famous, while a positive use of popularity could be to help with global issues. Candidates who did not want to be a star were concerned for their privacy and safety. Many candidates responded to Prompt 4 by saying that some stars were good role models because of the work they did to fight for human rights and to improve the natural environment. Many responses included phrases such as *'perfect image'*, *'build popularity'*, *'being fake'*, *'raising awareness'*, *'good ethics'*. Greta Thunberg was mentioned in many responses. Most candidates agreed with Prompt 5 that it was possible to become famous without talent and that this could be achieved by working hard, buying people's support or by copying others.

### K – Your area

This card was frequently selected. In response to Prompt 1, most candidates were able to offer a description of their area and its *'places of interest'*. Strong responses featured specific terms to identify places, e.g. *'food court'*, *'amusement park'*, *'apartment blocks'*, *'mini-supermarkets'*. Responses to Prompt 2 included many examples of relevant nouns, e.g., *'peace'*, *'nature'*, *'vibe'*. Prompt 3 elicited a range of collocations, e.g. *'familiar neighbourhood'*, *'whole community'*, and some balanced discussions of positive and negative aspects of living in the same place, e.g. *'you'll know if something suspicious is happening'*, *'a closed mindset'*, *'socialising with the same people'*. Most candidates expressed an opinion on working together when discussing Prompt 4: *'people advise each other'*, *'raise awareness among people'*, *'it's a must for everyone to work together'*. Prompt 5 enabled candidates to use a variety of grammar structures to give their views on the future of personal interactions, e.g. *'it is going to'*, *'it definitely would not'*, *'it might be'*. Many candidates agreed that the technology had already impacted on people's lives, especially during the pandemic, e.g. *'If you look at the past year...'*, *'I do not see it happening because it has already happened'*. Most candidates were able to discuss differences between face-to-face interactions and socialising online.

## L – Talking

This card was frequently selected when there had been reference to talking and chatting with friends in **Part B**. Prompt 1 enabled candidates to use present tenses and relate to their daily interactions with relatives and friends: *'I text my friends on a daily basis', 'I ask for advice', 'I need help with homework'*. Not all candidates grasped that Prompt 2 might apply to video conferencing and focused more on physical proximity when interacting with others face-to-face. However, it did allow many candidates to compare alternatives effectively. Some candidates were able to expand well on Prompt 3, e.g. *'I can get to know them better than while texting', 'through talking you can convey emotion', 'see their reactions', 'feel their pain'* and included references to *'tone'* and *'body language'*. Candidates took the opportunity to use linking devices when addressing Prompt 4: *'even though you can end up arguing, you avoid upsetting him'*. Prompt 5 elicited some philosophical discussion about whether staying silent means suppressing feelings and the impacts this could have, e.g. *'eventually it is going to come out as an outburst', 'being silent has many disadvantages', 'it might end up hurting me', 'you may give a wrong impression'*.

## M – Throwing things away

Although chosen fairly infrequently, this card elicited some thoughtful responses, and often had strong personal resonance with candidates. In response to the first prompt, some candidates identified a variety of reasons for throwing things away such as items being *'out of date', 'keeping up with the trend'* or not wanting to use. They often contrasted these with reasons for keeping an object in Prompt 2, e.g. *'a strong personal attachment', 'takes me back to my childhood', 'I'm a bit of a hoarder', 'reduce my carbon footprint'*. Strong response to Prompt 3 included vocabulary such as *'turn it into', 'transform', 'donate to people in need', 'better to give it away'*. When it came to the final prompts, some candidates showed awareness of schemes which support recycling by encouraging and incentivising people (*'accept used glass bottles', 'trade in', 'give you a discount'*) as an alternative to throwing things away, although it was still generally felt that fines, CCTV and *'imposing regulations'* were the best ways to stop this happening. Some candidates linked Prompt 5 with the idea of moral responsibility, e.g. *'we could lead by example and as a result, they could be positively influenced'*.

## N – Going for a walk

The card was often chosen for candidates who had previously referred to walking as one of their interests outside school in **Part B**. Prompt 1 gave candidates the opportunity to use a range of past tenses (e.g. *'I was walking when I bumped into...'*) when relating an anecdote about walking somewhere, which in some cases turned out to be something they had to do because of circumstances such as missing a bus. Prompt 2 often drew comparisons between being able to talk to others when walking in company on the one hand, and on the other being better able to appreciate things like *'hearing birds sing'* when walking alone. In response to Prompt 3, many candidates felt that walking in the city was relatively safe but presented difficulties in terms of having to deal with crowds and traffic, while walking in the countryside was perceived as more dangerous, but offered other rewards, such as *'breathing fresh air', 'helps me think', 'calming'*. Stronger candidates supported their responses to Prompt 4 with personal anecdotes of an enjoyable walk and used a range of appropriate vocabulary, e.g. *'you can wander off', 'take your mind off'*. Prompt 5 elicited future tenses and encouraged candidates to speculate: *'the future will see more electric cars although there may be a huge loss of jobs'*.

## O – Water sports

This card was often chosen for candidates who had expressed an interest in other sports such as football in **Part B**. Most candidates were able to relate anecdotes about trying sports such as jet-skiing, sailing or scuba diving in response to Prompt 1. There were examples of specific language connected with water sports and some information regarding the equipment needed, e.g. *'rope', 'goggles', 'a board'*. In response to Prompt 2, lack of facilities or simple geographical facts were often quoted as reasons why water sports were not popular in some countries. Water sports were often perceived as dangerous, e.g. *'rocks all over the place', 'have a panic attack', 'could have an accident', 'scared I was going to hurt myself'*, but advantages included features of the location such as *'beautiful scenery'* or *'artificial beaches'* as well as benefits for physical and mental health. For the last two prompts, most candidates took the opportunity to talk about other sports with which they were often more familiar, pointing out that water sports are often harder to televise than other land-based sports. Candidates with a personal involvement in competitive sports tended to disagree most strongly with the final prompt, citing how competition can help to sharpen and develop skills, but others found

a variety of reasons for agreeing, stressing the need for enjoyment rather than a single-minded focus on coming out on top, e.g. *'only think about winning'*, *'put other people down'*, *'show off'*, *'erased the fun'*, *'wrong mentality'*, *'sport should be a fun way of meeting people and getting fit'*.

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

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Paper 0511/52  
Speaking

## Key messages

- Examiners should read the guidance in the Teacher's/Examiner's Notes and follow closely the instructions on conduct and timings outlined in this document.
- Examiners should familiarise themselves, not only with the topics, but also the individual prompts to ensure that the most suitable card can be selected for each candidate.
- Internal moderation only needs to be carried out when there is more than one examiner.
- Examiners should use a timer to ensure candidates are given the correct amount of time for each part of the test.
- Candidates should be encouraged to expand on their ideas. Examiners should therefore ask questions about what has been said to provide opportunities for development of the conversation.
- Examiners should also try to elicit personal anecdotes, future predictions and comparisons from candidates, where applicable, to ensure candidates are given the opportunity to use a wide range of grammatical structures and showcase their linguistic abilities.

## General comments

### **Part A**

Most examiners gave candidates the information about the format of the test and checked that candidates understood it. There were very few examiners who did not read the script given in the Teacher's/Examiner's Notes but gave the relevant information by paraphrasing the script.

### **Part B**

In general, examiners used the warm-ups effectively to help candidates feel at ease. Most warm-ups were of appropriate length and discussed a variety of topics. It was noted that some examiners used a question and answer format instead of a relaxed conversation or used prompts from the topic cards to initiate conversations. Examiners should avoid asking challenging questions in this section. It is designed to put the candidate at ease, not cause them stress.

### **Part C**

This part of the test was well conducted by most centres. Most examiners selected the card based on what the candidates said during the warm-up. Some candidates said they had finished preparing before the time was up, but examiners usually responded correctly to this by encouraging candidates to take the full time available. In some tests, the title of the card was not announced at the beginning of **Part C**.

### **Part D**

Overall, examiners gave the appropriate time for the discussion and all five prompts were used in order. Most examiners made comments and asked questions to encourage discussion and give candidates the opportunity to demonstrate their skills. In some tests, examiners allowed candidates to simply talk about each prompt, with little or no intervention. Examiners need to take active part in the conversation so that candidates are given the opportunity to demonstrate a full range of speaking skills. There were some examples of sympathetic examiners who supported lower level candidates by asking them additional questions and trying to develop a conversation.

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

**Structure** – Most centres accurately marked candidates' performance in this area, with some generosity observed in assessing skills in the higher mark range.

**Vocabulary** – This assessment criterion was generally applied accurately, although some examiners were slightly severe in this area.

**Development and Fluency** – Marking was generally accurate, with a tendency towards severity. Examiners were sometimes severe when assessing performance in this area when candidates were developing a competent conversation and communicating ideas but incorrectly used certain structures.

### **Administration**

Overall, the administration of the tests was carried out competently at most centres. Some centres sent recordings for all their candidates, and occasionally sampling was not entirely representative of the mark range.

### **Internal moderation**

Most centres carried out internal moderation when more than one examiner was used to conduct Speaking tests. However, not all of mark changes made as a result of the internal moderation were clearly indicated against the individual criteria on the Speaking Examination Summary Form. In some cases, internal moderation was carried out on too few candidates, too restricted a mark range or not on all examiners.

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

#### **Card A – Guests**

This card was a popular choice. Most candidates talked about a visit to a relative's home in responses to Prompt 1. Many provided personal anecdotes about being able to visit after a period of lockdown, using words and phrases such as *'treated us with copious refreshments'*, *'it was pure joy to interact with my cousins face-to-face again'*. Successful responses contained a range of narrative tenses rather than just the past simple. Prompt 2 gave the opportunity to provide further examples of special occasions when people visit each other and what they do during these visits. Most candidates talked about family reunions or weddings. Prompts 3 and 4 often ran into one, as most candidates expressed their preference for visiting someone else. Strong candidates used a range of phrasal verbs and collocations and explored the idea of how important their personal space is, e.g. *'I do not really like it when someone invades my privacy as I'm a very private person'* *'my private zone is very important to me.'*, and the possibility of others judging them by the way their room looks, e.g. *'I cannot bear someone coming to my room and making a snap decision about what kind of person I am.'* The idea in Prompt 5 was sometimes misunderstood by candidates who talked about tips on how to behave abroad or examples of the bad behaviour of tourists to their country. Stronger candidates discussed parallels between people's behaviour and their personal qualities.

#### **Card B – Running**

This was generally chosen for candidates who had expressed an interest in exercise in the warm-up, so most candidates responded to Prompt 1 by describing why they like running, rather than why they dislike it, e.g. *'It's good for my health'*, *'I enjoy the fresh air'*. For Prompt 2, most candidates referred to a sports event at school, describing either the pleasure of winning or the disappointment of losing. Prompt 3 elicited various reasons why running can be challenging for some people, e.g. *'disability'*, *'living in a crowded city'*. In response to Prompt 4, most candidates agreed that running or other fitness activities should be done at school, but they were divided over whether it should be every day. Prompt 5 gave stronger candidates the opportunity to use the language of speculation or call on personal experience where watching a sports event had encouraged them to try out that sport.

### Card C – Success

Candidates were able to talk about successful people they admire, giving a wide range of reasons from *'business acumen'* to *'charitable acts'* as well as being *'role models'* due to their support of various causes. Stronger candidates gave detailed reasons for selecting the successful person. Prompt 2 allowed candidates to use a range of narrative tenses when describing past successes, ranging from good exam results to winning competitions. Prompt 3 enabled candidates to use a variety of modal verbs to express possible ways people can achieve success. The different types of successes varied from personal success of *'overcoming fears or phobias'* to *'academic achievements'* or *'doing well in exams'*. When addressing Prompt 4, stronger candidates used a wide range of phrases for giving opinions: *'My views on health are ...'*, *'Not only do I believe that health is more important than money, ...'* while weaker candidates expressed their opinions with *'I think ...'* or *'I believe ...'*. Responses to Prompt 5 elicited abstract ideas, exploring reasons why successful people should help others in the community. Stronger candidates used conditional structures, *'Should someone famous help out their community ...'*. Most anecdotes were focused on football players and famous singers.

### Card D – Weekends

This was a frequently selected topic. In response to Prompt 1, candidates talked about spending time with friends and family or studying, e.g. *'I prefer not to study as I should be allowed to have free time'* or *'studying is important at the weekend as I can work at my own speed'*. For Prompt 2, special events included shopping with friends, going to the cinema or restaurants or just going out if there were no pandemic restrictions. For Prompt 3, most responses involved doing things that could not be completed during the week. In response to Prompt 4, candidates talked about consolidating learning or helping to understand the work from the week as the main advantages of studying at weekends. When addressing Prompt 5, some candidates made it clear that they were aware of the policies of some large companies to reduce the number of working days. Some candidates discussed working from home and whether this meant that people were working as hard as they were before as they were not being supervised. Generally, candidates thought that it was a good idea to work for fewer days and discussed mental health and stress.

### Card E – Living in another country

This card was infrequently chosen. Many candidates mentioned English speaking countries as their preferred destination in response to Prompt 1. Prompt 2 elicited a variety of modal verbs of speculation. In response to Prompt 3, many candidates used the second conditional, while answers to Prompt 4 included a range of comparatives and superlatives. Candidates used a variety of phrases for expressing opinions. Weaker responses often featured *'I think'* or *'I believe'*, whereas stronger included ambitious sentence starters and structures such as participle clauses.

### Card F – Family

This was a very popular choice. Prompt 1 produced detailed descriptions, with a range of adjectives being used, e.g. *'affectionate'*, *'firm'*, *'loving'*. The topic elicited a range of past tenses. Many candidates thought that large families were good for homework help, emergencies and learning another language. The disadvantages of having a large family included being too noisy and too difficult to take to a restaurant. When addressing Prompt 4, most candidates said family was more important, however stronger candidates could see that both family and work were equally important as people need to earn money to support their family. The fifth prompt gave rise to some of the most thoughtful responses. Comparatives and superlatives were often used, and opinions about friends being *'more understanding'* were often expressed.

### Card G – Holiday activities

For Prompt 1, most candidates talked about things they did locally during their holidays. This was the same for Prompt 2, where being on holiday for most candidates meant not going to school. Many spoke about trying a team sport with their family. Responses to Prompt 3 often included modal verbs and comparatives. In response to Prompt 4, candidates argued that mobile phones and computers were required for relaxation (*'watching films'*) but also necessary for *'taking pictures'* or making bookings. Those who agreed with the statement in Prompt 5 suggested that without technology, you *'could spend more time talking and playing games'*.

### Card H – Winning

This card was rarely used. It tended to be chosen for candidates who had mentioned liking sport in the warm-up. In response to Prompt 1, most candidates referred to a sports competition at school. For Prompt 2, most candidates liked to win. Prompt 3 elicited a range of vocabulary to express emotions and personal qualities, e.g. *'disappointed'*, *'gracious'*, *'generous'*. Prompt 4 gave stronger candidates the opportunity to explore the notion of friendship and its implications. When addressing Prompt 5, most candidates agreed that winning in a team sport was much more enjoyable than winning on your own, e.g. *'greater sense of achievement as a team'*.

### Card I – Working with food

This card was frequently chosen. Most candidates used a wide range of vocabulary related to cooking and food to respond to Prompts 1 and 2. Many responses to Prompt 1 included past simple and past continuous. Prompt 3 required more sophistication and often elicited less familiar vocabulary, e.g. *'stamina'*, *'resilience'*, *'imagination'*. In response to Prompt 4, most candidates gave lengthy explanations why home-cooked food was healthier, though some thought that working in a professional kitchen had some advantages, e.g. *'chefs get better ingredients'*. Responses to Prompt 5 included detailed comparisons of cooking skills and business skills.

### Card J – Our goals

This card was a popular choice. It was clear that most candidates had been strongly encouraged to set goals. Stronger candidates were able to use synonyms and paraphrases of 'goals' such as *'aims'*, *'targets'*, *'what I hope to achieve'*. In response to Prompt 1, most candidates talked about their current studies and the goals they wanted to achieve short term in order to get into university. For Prompt 2, talking about friends led to the use of the present perfect and simple past. Motivation was mentioned in many responses to Prompt 3. Prompt 4 elicited heartfelt and relatively long responses, especially as all candidates thought their goals were their own, though their parents' *'suggestions and views'* were welcomed. In response to Prompt 5, some candidates argued for the economy over the environment, suggesting that without money, countries would be unable to help the environment, while others thought that protecting the environment should be the most important goal.

### Card K – Making a phone call

This card was frequently chosen. In response to Prompt 1, candidates gave reasons why talking on the phone was necessary in some situations. Prompt 2 elicited a range of vocabulary such as *'rude'*, *'insensitive'*, *'uncaring'*, *'uncomfortable'*. Stronger candidates were able to develop their answers using descriptive language and a range of past tenses. Prompt 3 led to detailed explanations of the advantages of sending text messages. Prompt 4 enabled stronger candidates to demonstrate their ability to use modal verbs appropriately. In response to Prompt 5, many candidates referred to the Covid-19 pandemic and how they had to use video calling rather than meet people face-to-face.

### Card L – Driving

This card was rarely chosen. In response to Prompt 2, many candidates talked about enjoyable car journeys or being driven to school by their parents. When addressing Prompt 2, some candidates mentioned having some experience of driving themselves. Responses to Prompt 3 included vocabulary associated with cars and traffic, such as *'collision'*, *'pollution'*, *'carbon emissions'*, *'responsibility'*. Strong responses to Prompt 4 included examples of people's personality traits and ways in which they are reflected in their attitudes towards their cars and driving. Prompt 5 led to some discussion whether driverless cars are likely to be the main means of transport in the near future. Many candidates were familiar with other examples of AI and some mentioned electric cars. Phrases such as *'deal with the situation'*, *'initial problems'*, *'cannot rely on the system'*, *'using sensors'*, *'dangerous situations'*, *'high speed'* were used in responses to Prompt 5.

### Card M – Eating at school

This was a popular choice. Candidates were able to give a variety of opinions about eating at school. A range of relevant vocabulary was used in stronger responses, e.g. *'nutrition'*, *'healthier food'*, *'junk food'*,

*'portion control'*, *'help you concentrate'*. In response to Prompts 1 and 2, almost all candidates were able to describe the dishes they enjoyed eating at school. Prompt 3 often elicited strong opinions about the need to re-fuel during a long school day. Responses to Prompt 5 suggested awareness of the issues of food wastage and poverty. Most candidates thought that those who could afford to pay for their school meals should contribute towards the cost of making them.

### **Card N – Birthday celebrations**

This topic was infrequently chosen. In response to Prompt 1, most candidates were able to give descriptions of their birthday celebrations with many being affected by the pandemic and lockdowns. Prompt 2 saw some good examples of how they wanted their next birthday to be better than the last. Prompt 3 enabled candidates to discuss famous people from their countries who they wanted to invite; famous footballers were frequently mentioned. Most candidates agreed with the statement in Prompt 4.

### **Card O – Fashion choices**

Prompt 1 elicited a wide range of vocabulary linked to clothes and fashion. Most candidates had some experience of buying online so were able to respond to Prompt 2 comparing and contrasting the benefits and drawbacks. In response to Prompt 3, candidates generally felt that people made judgements based on what people wear and discussed whether or not this was fair: *'it's not your fault if you're poor'*. Some candidates brought up school uniform as the great equaliser. Many candidates mentioned fashionable parents or grandparents in response to Prompt 4. In response to Prompt 5, most candidates agreed that young people wore the same brands or designer clothing, which made them look quite similar.

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

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Paper 0511/53  
Speaking

## Key messages

- Tests were generally well conducted, and most examiners demonstrated an ability to get the best from the candidates.
- Examiners should read the Teacher's/Examiner's Notes before conducting the tests to familiarise themselves with the topic cards and remind themselves of the correct procedure, even if they are familiar with the exam.

## General comments

This report was based on a very small sample of tests.

### **Part A**

Most examiners read out the instructions for **Part A**.

### **Part B**

This was generally well conducted, though some warm-ups were shorter than required.

### **Part C**

Some examiners advised candidates that they could start the assessed part of the test when they were ready. Candidates should be encouraged to take the full 2–3 minutes to prepare for **Part D**.

### **Part D**

Many conversations in **Part D** were not well conducted. For guidance on how to conduct the test, examiners should watch the Speaking Test Demonstration Video on the School Support Hub. This is embedded in a PDF document entitled *Guide to delivering Cambridge IGCSE™ speaking tests*.

## Application of the marking criteria

**Structure** – This assessment criterion was generally applied accurately.

**Vocabulary** – Most examiners accurately marked candidates' performance in this area.

**Development and Fluency** – Marking candidates' performance in this area was accurate.

## Administration

The information provided in the Speaking Examination Summary Forms was often inaccurate.

### **Internal moderation**

In some centres internal moderation was either not being recorded for all candidates or not being carried out for all candidates. For some candidates, where marks were changed during the internal moderation there was no indication of how this was arrived at.

### **Comments on specific questions**

#### **Card A – Places to visit**

In response to Prompt 1, most candidates talked about travelling, either to the coast, another city or to the mountains, and how much they loved their country. Some also described visiting malls and restaurants. Prompt 3 elicited a range of structures, including comparatives, past tenses and modal verbs. When addressing Prompt 4, many candidates expressed strong feelings as most of them loved their homes and their families. For Prompt 5, many candidates had doubts about the need to make their local area more attractive to visitors as they did not want to make any changes in the place where they lived.

#### **Card B – Young people and money**

This card was too rarely selected to make meaningful comments.

#### **Card C – Time**

This card elicited a range of topic-specific vocabulary: *'organise', 'planning', 'prioritise', 'running out of time', 'schedule', 'events', 'distracted'*. Many strong responses to Prompt 1 included a range of past tenses. In response to Prompt 4, candidates used modal verbs, e.g. *'I could have done better if...'*, *'It would just make your life easier...'*, *'I would get a little bit more time to rest...'*. Strong opinions were often expressed in response to Prompt 5, e.g. *'I think everyone would be better off if they did not use technology as much'*.

#### **Card D – Being an actor**

This card was too rarely selected to make meaningful comments.

#### **Card E – Hard work**

This topic card was frequently chosen. All the candidates that were given this card were very familiar with the concept of hard work. They were either studying hard or finding ways, such as exercise, to relieve the stress caused by studying long hours. They all regarded study as a responsibility. The card elicited a lot of topic-specific vocabulary such as *'pressure', 'burnt out', 'time management', 'impact on mental health', 'being on task', 'putting a lot of effort in', 'quick decision making', 'clear minds', 'repercussions of working too hard'*. Prompt 2 elicited comparisons between social media influencers and doctors, and discussions whether some types of work are harder than others. In response to Prompt 4, almost all candidates agreed that people who say luck is more important in life are just lazy.

#### **Card F – Life changes**

This card was not frequently chosen. Prompt 2 elicited modal verbs such as *'things I could be better'* and topic-specific vocabulary, e.g. *'I've been living in a bubble.'*, *'toddler'*. Candidates were able to talk at length about someone who made a change in their life, and what happened. For Prompt 3, they were able to talk about members of their family and give a lot of detail. When addressing Prompt 4, candidates used appropriate adjectives to describe people's personalities: *'fluid', 'solid', 'flexible'*.

#### **Card G – Being early or late**

This topic card was rarely chosen. Prompt 2 elicited responses which explained that the reason for being late might be a preference or related culture. In response to Prompt 3, some candidates talked about the need to be on time to show respect and create a positive image of oneself.

### **Card H – Sports events**

Responses to this card included a range of appropriate vocabulary such as *'keep practising'*, *'time management'*, *'entertainment'*, *'patriotic'*, *'performed'*, *'motivated'*, *'inspired'*, *'saturated'*, *'in their field'*, *'talent'*, *'effort'*, *'gymnastics'*. In response to Prompt 4, many candidates talked about Cristiano Ronaldo *'who is a hero who keeps his feet on the ground and is amazing'*. Strong candidates were able to use a range of structures such as past tenses, modal verbs, conditional sentences.

### **Card I – Food**

This card was too rarely selected to make meaningful comments.

### **Card J – Dressing smartly**

This card was rarely chosen. The card elicited a lot of topic-specific vocabulary. In response to Prompt 3, many candidates talked about not being able to do any clothes shopping due to the pandemic. Some candidates mentioned fast fashion and buying second-hand clothes as an environmental choice. Most candidates disagreed with the statement in Prompt 4, e.g. *'wear what is comfortable'*, *'wear what motivates you'*, *'do not wear it if it is horrible'*.

### **Card K – Ways we talk**

This card was rarely chosen. In response to Prompt 1, candidates said that they usually talked to their friends about TV news and gossip. Topic-specific phrases such as *'out of my comfort zone'*, *'needing confidence'*, *'you need to follow the rules'* were included in responses to Prompt 2. Responses to Prompt 3 were often very personal and reflective.

### **Card L – Sharing**

This card was too rarely selected to make meaningful comments.

### **Card M – Old buildings**

This card was too rarely selected to make meaningful comments.

### **Card N – Messages**

This card was too rarely selected to make meaningful comments.

### **Card O – Rooms**

This card was too rarely selected to make meaningful comments.