

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/11
Reading and Writing (Core)

Key Messages

- In Exercises 1 and 2, answers should be brief. Although continued improvement can be seen in candidates' ability to identify the section of the text containing the correct information, the precise detail which answers the question should then be isolated from the rest of the sentence. This would avoid the possibility of the loss of a mark through the copying of wrong information alongside the right answer.
- In Exercise 3, Sections A and B, candidates are advised to complete the form with the minimum amount of required detail. In this session, many candidates added extra superfluous information to their answers, which increased the potential for error.
- In Exercise 4, it should be emphasised to candidates that brief, note-form responses will achieve marks, and that if two details are written on the same line, only the first will be marked. Credit will not be given for correct answers which are placed under the wrong heading.
- Exercise 5 – one of the skills of summary writing demands that candidates write within a stated word limit. After this session, candidates will not be able to achieve the highest mark available for this exercise if they exceed the word limit.
- In Exercises 6 and 7, the most effective responses are those in which the candidate has written with detail and individuality. Candidates are reminded that the two exercises require different registers, and that a formal tone in Exercise 6 will not gain marks in the higher band. In Exercise 7, candidates will not be credited for copying the language provided in the prompts. They need to show some development and originality.

General Comments

Overall, most candidates were correctly entered at this level, although there were a number of able candidates who would arguably have found the extended tier more suited to their linguistic ability. There was little evidence of misunderstanding or misinterpretation of the rubric of the exercises. For most candidates, time management did not appear to present a problem, although a number of candidates were unable to complete Exercise 7 sufficiently. A small number of candidates omitted Exercises 6 and 7.

Presentation of answers and legibility of handwriting showed some improvement in this session. There was little evidence of over-writing in ink, and on many occasions candidates clearly indicated when an answer had been continued on the blank pages at the end of the Question Paper booklet.

Exercise 1

This exercise was well attempted. There was evidence from the responses that the text had been understood by the majority of candidates, and there were very few instances where a candidate had omitted a question.

- (a) The majority of candidates made a good start to the exercise, providing 'relax' as the answer.
- (b) Many candidates recognised that the key question word 'when' referred to the occasion of visiting Singapore. Errors occurred in the more literal interpretation of 'when' as a time word, and offered 'during the past few years'. 'Hong Kong' was another frequently-occurring mistake.
- (c) This was generally well attempted. Most candidates supplied details of the way fish massage the feet, 'by sucking the heels, toes and bottom of the feet'. Responses which offered the information 'the fish crowd around the feet/people's feet act as a form of live bait' were not credited.
- (d) Most candidates correctly found 'skin grows again' or 'feet are soft and moist' in response to the key question words 'after the treatment'. The general response 'a real improvement' did not gain the mark without the specific detail required.
- (e) Better candidates identified 'half an hour / 30 minutes' for beginners, while less careful reading of the question resulted in answers such as '30-60 minutes' or '90 minutes', which did not refer to 'beginners' as the question demanded.
- (f) Most candidates scored two marks for this question with the response, 'fish are dark and they create shadows'. Common errors occurred when candidates re-worded the question, 'some people are nervous', or offered the effect of the treatment, 'refreshes the feet and promotes better blood circulation'.

Exercise 2

In this exercise candidates are expected to be able to select key information from a text and to be able to distinguish between relevant and extraneous detail. In order to be successful, more careful reading of the questions is required, together with highlighting key question words. A number of candidates were unable to answer one or more of the questions in this exercise.

- (a) This question asked candidates to provide the detail of the location of the plantation on the island, 'Where on St Lucia is...', with the response, 'hillside'. The majority of candidates misread the question, answering instead, 'Where is St Lucia?', and wrongly supplying 'The Caribbean'.
- (b) This required careful reading of the text and the correct selection of detail. Most candidates wrongly selected 'the export of bananas', without noticing that this was the second biggest money earner 'after tourism'.
- (c) The most popular responses to this question were 'income severely reduced' and 'widespread damage'. A number of candidates supplied 'banana exports have fallen by 80%', which could not be credited without mention of 'the number of farmers...'.
(d) In this question, two details were required for two marks. A small number of candidates found the two items, most commonly, 'supermarkets are paying lower prices' and 'not enough foreign buyers'. The majority of candidates achieved one mark.
- (e) In this question, candidates were expected to be able to read and analyse information from a graphical element, and to select the appropriate number of farmers, in response to the key question words 'most recent..'. There were many incorrect responses, '20 / 25 000', which demonstrated a lack of understanding of the question. A number of candidates correctly found '5' as the number, but failed to interpret the bar chart, '5 000' being the required response. Candidates are reminded that '5 in thousands' did not represent an appropriate response.
- (f) This was generally well answered. Two details were required for one mark, and many candidates correctly found two of the three available options, most commonly, 'transport and electricity production are expensive'.
- (g) To achieve the mark for this question, candidates had to supply the key details of 'people complaining', 'cost' and 'public transport'.
- (h) This was well answered by most candidates who identified the sentence containing 'used to provide the power for the machinery'. Frequently, the correct detail was embedded in a much

longer copied section of the text, and candidates are advised that isolating the part of the sentence which directly answers the question will save time.

- (i) In order to achieve the mark in this question, it was important that candidates supplied the subject in their answer, 'cars are not equipped' or 'pumps are not adapted'.
- (j) This was well answered. The majority of candidates offered the direct quote 'has been helped financially' or 'enabled him to buy equipment'.

Exercise 3

Candidates had generally been well prepared for the requirements of this exercise. Most candidates correctly observed the instruction to delete, underline, circle and tick, and there were fewer examples in this session of candidates changing their mind. Legible handwriting is important in this exercise, and candidates who did not clearly distinguish capital letters from lower case were often denied the mark. Generally in the first two sections, errors occurred when candidates wrote too much, and Centres are asked to encourage candidates to be very selective and provide the minimum amount of detail to answer the question. As the value of each item in Sections A and B has now been increased to a single mark rather than half a mark, it is even more important to emphasise the need for total accuracy.

AAM Membership application form

Section A: Personal details

Many candidates were successful with writing the name and the age. Errors occurred when candidates offered more than the minimum response, such as the adjectival form, '20-years-old', or '20 year old'. The bare response, '20' was sufficient. Similarly, marks were lost for writing too much in the address, 'in the town of Evesham', 'postcode', or 'in the UK'. Careful selection of the appropriate detail will secure the mark. The majority correctly found the details for cellphone and email, although here again, there was no need to include 'cellphone number' or 'email at'. Many correctly underlined 'less than 1 year', although occasionally a candidate circled and underlined, without making the response completely clear. Candidates are reminded that it is preferable to re-write their answer in a space if they change their mind, rather than leave their response ambiguous.

Section B: Membership details

Care with spelling was required to achieve the mark for the vehicle details. The type of scheme was generally well found, as was the method of preferred payment. Less well answered was the item relating to the place outside the UK. The simplest response was 'France'. Candidates who wrote longer sentences left themselves open to spelling errors and the loss of the mark. 'I want to take my car to France to see my cousins', although grammatically accurate, was not considered to be an appropriate response when completing a form.

Section C:

In this section, in order to achieve maximum marks, candidates must write two sentences. Their focus should be on providing relevant content in their sentences, i.e. answering the question, and on grammatical accuracy. Candidates who write three sentences will be assessed on the first two only, and those who offer one sentence cannot achieve more than a maximum of two marks. In this session, many candidates understood the different requests of the two sentences and correctly identified the detail in their responses. Where errors occurred, it was often in combining the two sentences into one, starting a sentence with 'Because...', or omitting to complete their sentences with a full stop. Candidates are reminded that punctuation, capital letters, apostrophes and full stops form part of the assessment of the response in this section.

Exercise 4

There was evidence of good understanding of the topic in the text and many candidates scored well in this exercise. Very few candidates were unable to attempt any answers and the majority achieved more than half of the available marks. Where candidates have written two answers on one line, only the first detail on each line is marked.

Main aims of the two games

The two key ideas were well recognised by many candidates.

Present problems with Quidditch

This section was well addressed, with all four of the possible points being selected. Candidates should ensure that they do not repeat points. Only one mark can be awarded for such repetition.

Reasons for the continuing popularity of Quidditch

This section was well answered and all the points available were selected.

Exercise 5

The summary provided a variety of responses and the full range of marks could be awarded. The best candidates can now achieve 5 marks and it was pleasing to note that a number of candidates gained the top mark. Most candidates scored in the middle range of marks, by using their notes from Exercise 4 as the basis for a structured paragraph. It should be emphasised that in order to gain the top marks of 4 or 5 in this exercise, candidates need to express their notes using some of their own words and to use linking words and phrases to connect their ideas as naturally as possible. There was evidence in this session of the results of good classroom practice in the use of linking words and expressions to connect simple sentences. Candidates who used more of their own words were more successful than those who tried to include all their notes.

Centres are advised that candidates must remain close to the word limit for the summary, and that from next session, those who write considerably more than the required length will be prevented from gaining the top mark for this exercise.

Exercises 6 and 7

General comments

Candidates engaged well with both tasks. The rubric was generally understood and the majority of candidates' work went beyond the minimum word length required for this exercise.

From this session a greater number of marks are available to candidates in these two exercises, a maximum of 7 for content and 6 for language can be achieved. In order to gain these higher marks, candidates should focus on greater depth of development of ideas, logical organisation of the writing, showing a sense of purpose and audience, and linguistic control.

In both exercises, written prompts are provided, in Exercise 6 as an integral part of the response, and in Exercise 7 as a stimulus to provoke further thoughts on the topic.

Exercise 6

Event to raise money for local charity

There were many good attempts to address the topic of raising money for charity and some effective answers gained maximum marks. Most candidates interpreted the idea of charity at a local level – homeless people and orphans, but a number of candidates preferred to help existing organisations such as UNICEF or Cancer Research. A small number of candidates widened the interpretation of 'charity' to include any good cause, and responses in which money was raised to help fund a new school building or local sports hall were accepted. The idea of donating money from a lottery win, or buying a scratch card and winning money on that did not receive credit. Many candidates supplied good detail of the way their event was planned, such as 'meetings with the head teacher/preparing posters and flyers/knocking on people's doors'. This was usually followed by the further description of the event itself, 'we made cupcakes and traditional biscuits/we sold the clothes we no longer wear /we made jewellery and accessories'. Other ideas included collecting money in a bucket or box from people in the street or from local businesses. Less effective responses described the planning stage without reference to the event, or briefly covered the event without mention of the planning involved.

There are three written prompts in this exercise and candidates are expected to respond to each prompt in order to gain satisfactory or higher marks. Many candidates used paragraphing as a way of separating the different ideas, and this provided a sense of balance to their writing. In conjunction with a short introduction and closing sentences, the majority of candidates formed a successful letter. Candidates are reminded of the need to develop each point in order to achieve marks in the top band for content. Similarly, responses which discussed an event to take place in the future were denied the highest marks.

Most candidates were aware of the need for informal language in this task. A number of candidates used formal discursive devices, such as 'moreover, to sum up', which detracted from an otherwise a satisfactory response. There is still a tendency on the part of some candidates to over-use idioms and flowery language in their writing. The correct use of idioms should enhance the writing, but all too often candidates used unnatural language, such as 'I decided to make this letter come into being'; inappropriate language, such as 'to feed my charity bug', or unsuccessful collocations, such as 'excruciatingly beautiful' or 'a menacing amount of money'. Centres should be aware that this type of language can obscure what the candidate is trying to say, and so lose marks.

Candidates should be encouraged to

- adopt a natural conversational tone and avoid the use of 'moreover' and 'to sum up'
- avoid the use of spoken colloquialisms, such as 'stuff', 'soo', 'wanna' and 'gonna'
- avoid the use of out-of-context idiomatic phrases
- practise grammar exercises using verbs in the past. Correct grammar leads to more efficient communication and higher marks.
- be aware of and interact with the reader, 'You remember I told you about...', 'You'll never guess how much we raised...'

Exercise 7

Ability to travel

There was evidence of an improvement in the handling of this task in this session, and many candidates produced work of a satisfactory or higher level. The majority of candidates responded fully to the topic, although there were a number of digressions. In general, opinions favoured travelling as way of experiencing new places, people and cultures, and as a way of giving people independence and teaching them responsibility. Other interesting responses included the idea that the ease of travelling unifies countries and provides economic benefits through employment in other countries. Less successful responses digressed from the idea of 'travel easily', and offered more general articles about tourism and its effects on the environment.

There were four written prompts – two supporting the topic and two providing opposing points of view. The majority of candidates at this level used the prompts as the basis for their writing. In this session, it was pleasing to note that although candidates still appeared to feel safe only when creating their piece of writing around those prompts, there was more expansion and development of those ideas, and more candidates were able to offer their own opinions. Centres are reminded that responses are considered to be more effective and will gain higher marks if candidates can understand and interpret the prompts, but then go beyond those limits to provide their own individual thoughts and opinions.

Candidates should be encouraged to

- organise their writing into paragraphs and include paragraph starters such as, 'On the other hand', 'Similarly...', 'All in all...'
- avoid simply repeating the ideas in the question
- avoid a conversational tone and adopt a more formal register
- remember to include their own opinion
- practise language exercises: (a) to distinguish between 'there is...' and 'it has...'
(b) to consolidate agreement between subject and verb in the sentence.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/12
Reading and Writing (Core)

Key Messages

Centres should encourage their candidates to respond to the questions in Exercises 1 and 2 with short answers – single words or short phrases. Marks are often lost when a candidate copies a whole sentence. In these two exercises candidates are advised to highlight the key words in the question, so that they are better able to find the relevant section in the text. Having done this, they should then try to isolate the words which will provide the response.

Exercise 3 was generally well done, but candidates are still losing marks unnecessarily through carelessness, notably in the misspelling of words/names which appear in the text, in the re-ordering of the address and in the lack of capital letters to begin any proper nouns, for example the name of the School – 'Cambridge International School'.

Many marks were lost in Exercise 4, where there is a need to give specific, sometimes technical answers. At times the notes were too brief and lacked the essential detail, so no mark could be given.

The summary required for Exercise 5 is always a difficult test for many candidates. For those who chose to use the notes they made in Exercise 4 and simply list them in the same order, the outcome was often somewhat disorganised. Some work on ways of connecting sentences would help to produce a more coherent flow which reads well.

The prompts offered to candidates on the Question Paper in Exercises 6 and 7 should be regarded as a starting point, onto which the candidate should build an argument or a narrative.

General Comments

Candidates were again, for the most part, entered at the right level for this paper. Most were able to respond confidently and again, fewer questions were left unanswered. Almost all of the candidates were able to complete all the exercises in the time allowed.

Exercise 1 Diving Holidays

Many candidates understood the text well and scored high marks.

- (a) Mostly well answered – only carelessness lost the mark, for example writing 'rays' instead of 'manta rays'.
- (b) Too many lost the mark by writing only '£ 60', whereas the text clearly stated 'around £ 60'.
- (c) To respond correctly to the question 'What was unique about the dive sites?' the response had to include 'the greatest variety'.
- (d) Many replied correctly to this question. Those who wrote simply 'the next day's diving' missed the fact that it was where they would dive that was discussed.
- (e) Candidates answered this question well.
- (f) Most answered correctly.

Exercise 2 Children and Play

Most candidates coped well with this text and questions.

- (a) Most candidates had little difficulty in finding the appropriate sentence in the text.
- (b) This was generally well handled by candidates.
- (c) Well answered
- (d) Good answers were provided by nearly all the candidates.
- (e) Many candidates were unsure of the meaning of the words 'emotional benefits' in the question. As a consequence they chose to quote from the wrong sentence and gave 'positive contact with parents' and /or 'positive contact with nature' as their answer. The key words in the text for this question were "positive feelings for each other and their surroundings"
- (f) Usually answered correctly.
- (g) 'run, shout and play messy games' were what children were able to do outside, but not inside.
- (h) A few lost the mark through misspelling 'too' and writing 'to much work', which did not make sense as an answer.
- (i) Usually correctly answered.
- (j) Many wrote out a whole sentence as their response when half the sentence sufficed.

Exercise 3 Sections A and B candidate volunteer application form

Many candidates had little difficulty in finding the information needed to complete the form, and scored 7 marks or above. It was clear again that many find this a straightforward exercise and only poor copying from the text leads to a loss of marks. This was most prevalent in the e-mail address and in the name.

Many candidates were unable to re-order the address from the way it appeared in the text to the way in which it should appear on a form. Additions such as the name of the country (in this case Japan) at the start of the address rather than at the end lost a mark.

Exercise 3 Section C

Very few candidates scored full marks in this section. Overall the second sentence was better answered than the first, for which the response was often irrelevant, usually mentioning 'the value of teamwork' or of being able to see 'all the different behaviours of children'.

Exercise 4 A bird's eye view

Candidates performed better in the first section, listing facts about bird's eyeballs. If marks were lost it was caused by a lack of accuracy, usually by leaving out a key word making the response incomplete or even changing the meaning. For example, in point 2 of the Mark Scheme, to answer with 'the largest part of the head' was incorrect. The correct answer was 'one of the largest parts of the head'.

In the second section each response had to be about a specific bird and the bird had to named together with its own particular visual skill, for example – 'cormorants skim the water and can see fish below the surface'. Common errors were to believe that 'majestic bird' is the name of a bird, when actually it was used to describe the eagle, and to write 'birds that catch fish' instead of 'cormorant'. Another common error was to omit 'over' with 'two kilometres', when describing the vast distance a hawk can see.

Exercise 5 Summary

Many summaries relied too heavily on the notes from the previous exercise. While it is expected that these notes will form the basis of the facts in the summary, to score a high mark there has to a sense of order, which requires some sorting of the facts to present a coherent piece. A greater use of connectives and other linking devices helps to create a logical sequence to the summary.

Exercise 6 Borrow something from a friend

The idea of asking a friend for the loan of something that was needed urgently was well understood by almost every candidate and some imaginative requests were made. Better candidates addressed all three bullet points fully, supplying some extra interesting detail. Many did not use the third bullet point at all or misunderstood the meaning of doing something in return.

Exercise 7 What is 'success'?

There were many good answers to this exercise, using the prompts and going beyond them with examples of successful people who had worked hard to achieve their eminence, such as Bill Gates. There were articles which dealt with success in the workplace, in a career, at school or university and with success as a human being. Better responses tried to discuss the topic outside themselves, while the less able tended to stick with their own experience at school and to stress how success might be won through hard work and attentiveness.

Candidates should be reminded that direct use of the prompts word for word can only result in a low mark for Content.

Advice for Centres

In order to improve the quality of response in the first two exercises, candidates should be encouraged to read both the text and the questions at least twice. Thereafter they should seek to answer using precise but brief answers. No response should need to go beyond the one or two line space on the Question Paper.

In Exercise 3, candidates need to allow time to check through their form once they have completed it to see if, for example, they have used the correct annotation (tick, circle delete or underline) and to be sure that they have correctly transcribed names and addresses. They need to make the capital letters on all proper nouns stand out clearly, particularly the letters 'm', 's' and 'k'.

Strategies should be taught to assist candidates to cope more confidently with Exercise 5, such as the appropriate use of linking words to pull the summary together and to give it organisation.

In Exercises 6 and 7, when writing a story or describing a past event, candidates need to know how to use the range of past tenses correctly, for example to be able to use the simple past, past perfect and past continuous without mixing them up.

In Exercise 6, candidates need to keep in mind to whom the letter is being written. If, as in this paper, it was to a friend, then the vocabulary and the style of the letter should reflect this. A similar consideration needs to be kept in mind when writing the article for the school magazine. There should be a clear difference in the style between the two pieces.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/13
Reading and Writing (Core)

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Exercise 5

The summary provided a variety of responses and the full range of marks could be awarded. The best candidates can now achieve 5 marks and it was pleasing to note that a number of candidates gained the top mark. Most candidates scored in the middle range of marks, by using their notes from Exercise 4 as the basis for a structured paragraph. It should be emphasised that in order to gain the top marks of 4 or 5 in this exercise, candidates need to express their notes using some of their own words and to use linking words and phrases to connect their ideas as naturally as possible. There was evidence in this session of the results of good classroom practice in the use of linking words and expressions to connect simple sentences. Candidates who used more of their own words were more successful than those who tried to include all their notes.

Centres are advised that candidates must remain close to the word limit for the summary, and that from next session, those who write considerably more than the required length will be prevented from gaining the top mark for this exercise.

Exercises 6 and 7

General comments

Candidates engaged well with both tasks. The rubric was generally understood and the majority of candidates' work went beyond the minimum word length required for this exercise.

From this session a greater number of marks are available to candidates in these two exercises, a maximum of 7 for content and 6 for language can be achieved. In order to gain these higher marks, candidates should focus on greater depth of development of ideas, logical organisation of the writing, showing a sense of purpose and audience, and linguistic control.

In both exercises, written prompts are provided, in Exercise 6 as an integral part of the response, and in Exercise 7 as a stimulus to provoke further thoughts on the topic.

Exercise 6

Event to raise money for local charity

There were many good attempts to address the topic of raising money for charity and some effective answers gained maximum marks. Most candidates interpreted the idea of charity at a local level – homeless people and orphans, but a number of candidates preferred to help existing organisations such as UNICEF or Cancer Research. A small number of candidates widened the interpretation of 'charity' to include any good cause, and responses in which money was raised to help fund a new school building or local sports hall were accepted. The idea of donating money from a lottery win, or buying a scratch card and winning money on that did not receive credit. Many candidates supplied good detail of the way their event was planned, such as 'meetings with the head teacher/preparing posters and flyers/knocking on people's doors'. This was usually followed by the further description of the event itself, 'we made cupcakes and traditional biscuits/we sold the clothes we no longer wear /we made jewellery and accessories'. Other ideas included collecting money in a bucket or box from people in the street or from local businesses. Less effective responses described the planning stage without reference to the event, or briefly covered the event without mention of the planning involved.

There are three written prompts in this exercise and candidates are expected to respond to each prompt in order to gain satisfactory or higher marks. Many candidates used paragraphing as a way of separating the different ideas, and this provided a sense of balance to their writing. In conjunction with a short introduction and closing sentences, the majority of candidates formed a successful letter. Candidates are reminded of the need to develop each point in order to achieve marks in the top band for content. Similarly, responses which discussed an event to take place in the future were denied the highest marks.

Most candidates were aware of the need for informal language in this task. A number of candidates used formal discursive devices, such as 'moreover, to sum up', which detracted from an otherwise a satisfactory response. There is still a tendency on the part of some candidates to over-use idioms and flowery language in their writing. The correct use of idioms should enhance the writing, but all too often candidates used unnatural language, such as 'I decided to make this letter come into being'; inappropriate language, such as 'to feed my charity bug', or unsuccessful collocations, such as 'excruciatingly beautiful' or 'a menacing amount of money'. Centres should be aware that this type of language can obscure what the candidate is trying to say, and so lose marks.

Candidates should be encouraged to

- adopt a natural conversational tone and avoid the use of 'moreover' and 'to sum up'
- avoid the use of spoken colloquialisms, such as 'stuff', 'soo', 'wanna' and 'gonna'
- avoid the use of out-of-context idiomatic phrases
- practise grammar exercises using verbs in the past. Correct grammar leads to more efficient communication and higher marks.
- be aware of and interact with the reader, 'You remember I told you about...', 'You'll never guess how much we raised...'

Exercise 7

Ability to travel

There was evidence of an improvement in the handling of this task in this session, and many candidates produced work of a satisfactory or higher level. The majority of candidates responded fully to the topic, although there were a number of digressions. In general, opinions favoured travelling as way of experiencing new places, people and cultures, and as a way of giving people independence and teaching them responsibility. Other interesting responses included the idea that the ease of travelling unifies countries and provides economic benefits through employment in other countries. Less successful responses digressed from the idea of 'travel easily', and offered more general articles about tourism and its effects on the environment.

There were four written prompts – two supporting the topic and two providing opposing points of view. The majority of candidates at this level used the prompts as the basis for their writing. In this session, it was pleasing to note that although candidates still appeared to feel safe only when creating their piece of writing around those prompts, there was more expansion and development of those ideas, and more candidates were able to offer their own opinions. Centres are reminded that responses are considered to be more effective and will gain higher marks if candidates can understand and interpret the prompts, but then go beyond those limits to provide their own individual thoughts and opinions.

Candidates should be encouraged to

- organise their writing into paragraphs and include paragraph starters such as, 'On the other hand', 'Similarly...', 'All in all...'
- avoid simply repeating the ideas in the question
- avoid a conversational tone and adopt a more formal register
- remember to include their own opinion
- practise language exercises: (a) to distinguish between 'there is...' and 'it has...'
(b) to consolidate agreement between subject and verb in the sentence.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/21
Reading and Writing (Extended)

Key messages

In Exercises 1 and 2, answers should be as brief as possible. Too much information lifted from the text may well include incorrect details which could negate the answer.

In Exercise 3, it is essential that handwriting and presentation are clear because total accuracy in spelling and punctuation is required for this exercise. Capital letters should be clearly formed.

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

In Exercise 5, some candidates write in excess of 120 words. Centres are reminded that candidates lose marks for exceeding the word limit. Candidates should read carefully the wording of the question and concentrate solely on those areas of the text that are relevant to the task. When there are two aspects to the question, candidates should ensure that they address both parts.

In Exercises 6 and 7, candidates should allow themselves enough time to write pieces which contain sufficient depth and detail. In Exercise 6, in order to gain access to the higher mark bands for Content, candidates must address all three bullet point in the rubric. In Exercise 7, candidates will not be given credit for using language that has been simply copied from the prompts. Candidates should attempt to write original and independent pieces.

Centres should continue to emphasise the importance of paragraphing and full stops in extended writing.

The use of additional booklets should be discouraged. There is sufficient space on the final, blank page of the paper for supplementary work.

General comments

There were some changes to the Reading and Writing Extended paper this session. The total for the paper was increased from 84 to 90 marks. This was achieved by one extra mark available to candidates in Exercises One, Two and Four, and by the introduction of new marking criteria in Exercises Five, Six and Seven, which extended the range of Language and Content marks.

Overall, the vast majority of candidates were correctly entered at this level.

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

An increasing number of candidates used black ink. This is the preferred colour at Cambridge International Examinations and teachers should encourage all candidates to use this in future sessions. Overall, the standard of handwriting was good this session. Centres are reminded that candidates should not make pencil notes in the answer space and then write over these in ink. This often makes the script difficult to read.

Candidates should be discouraged from writing in other areas, especially in the column 'For Examiner's Use Only', and on pages 12 and 14, which contain the rubric and the prompts for Exercises 6 and 7. Candidates

should use the blank page at the end of the booklet as a continuation of their answers, especially for Exercises 6 and 7, but they need to indicate clearly where extra work has been added. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

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

Exercise 1

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

- (a) This was very well attempted and almost all candidates recognised the key idea of 'to relax'.
- (b) This was very well answered, although some candidates were incorrect with the detail 'over the past few years'.
- (c) This was well attempted and candidates used all three options on the mark scheme.
- (d) This was generally well answered, although some candidates were careless with their reading of the question and missed the key word 'massage'.
- (e) This was very well attempted.
- (f) This was well answered, although there was some careless reading of the text which produced the response '30 and 60 minutes'.
- (g) This was very well attempted and most candidates included both details on the mark scheme. Occasionally, candidates were imprecise with the start of their answer and used the pronoun 'they' instead of 'the fish' This negated the answer because the pronoun referred back to 'people' in the question.
- (h) This was well answered, although some candidates only provided one detail and could not be credited.

Exercise 2

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

- (a) This question required very careful reading of both the question and the first sentence of the text. Many candidates wrote 'on St. Lucia', which merely repeated the detail in the question, and 'on the Caribbean island'.
- (b) This proved to be challenging and a good discriminator. Many candidates were careless with their reading of the wording of the text and overlooked the key expression 'after tourism'. Consequently, many offered the incorrect answer 'the export of bananas'.
- (c) This question was quite well attempted and most candidates selected either the detail about the reduction of exports and income or the damage to the island. On occasion, the key words 'severely' or 'widespread' were omitted and such answers could not be credited, because these were considered essential details in the context of the hurricane.
- (d) This question proved to be a good discriminator. Most candidates offered two details but some included the reference to 'bananas ending up as animal feed' which was not a reason why farmers are earning less. There was a full range of marks awarded here.

- (e) This was the graphical question and some candidates were careless with their reading of the question and overlooked the expression 'in the most recent survey'. Candidates are reminded of the importance of studying the data carefully.
- (f) This was very well answered with the first two options lifted together from the text.
- (g) In this question candidates needed to select two different ideas from the text. The idea for the production of biofuel was given to Donald Holder by the fact that people complained. This was an essential element in the answer and candidates who omitted this detail could not be credited. Similarly, inclusion of the detail 'public' was needed for the mark. Occasionally, candidates wrote 'coast' for 'cost' and this was not accepted.
- (h) This was well attempted. Some candidates were careless with their reading of the precise wording of the question and overlooked the idea of the 'production costs'.
- (i) This was well attempted and most candidates conveyed the idea that cars were not yet equipped for ethanol. Some candidates could not be credited because they used the pronoun 'they' instead of 'cars'. This referred back to the 'drivers' in the question and was clearly the wrong subject.
- (j) This was very well attempted. Some candidates could not be credited because the answer 'he won a competition' simply repeated the idea in the question.
- (k) Most candidates were awarded at least two marks overall for this question by conveying the ideas of 'waste used as fertilisers' and 'using fruit that would have been wasted'. More successful candidates also recognised the detail 'more profitable alternative' or 'more income'. Many candidates recognised the idea about providing fuel for cars, but this answer was incomplete without clarifying that 'fruit' was the initial source of provision.

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

Exercise 3

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

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

'Natwatch Wildlife Research Project Report'

Section A

The full name, age and contact details of the report writer were generally correct. It is permissible to use either the number '19' or the written form 'nineteen', but spelling of the latter must be correct. There were some candidates who were confused by the deletion task. The most challenging item in the first section was the detail of the club memberships. Many candidates overlooked the expression 'since leaving School' in the task and answered with 'Natural History Society', which was factually incorrect.

Section B

The circling of the country as well as the spelling of the region were well observed. Some candidates were careless with the reading of the text and overlooked 'first time' and consequently ticked the wrong box relating to the number of previous trips. Some candidates answered '5' instead of '3' for the number in the group. The spelling of 'Dundonnell' proved difficult for many candidates, with the omission of either an 'n' or an 'l'. Most answered the task about the main species, but the majority of candidates could not be credited on the final task because there was no idea of 'observing'. The response, 'the number and behaviour of dolphins', was incomplete without the verb. On occasion the answers were too general and responses such as 'to research wildlife' were not credited.

Section C

Very few candidates scored maximum marks here.

Firstly, it must be stressed that if candidates are outside the prescribed word limits for the sentence, then they automatically score zero, as per the mark scheme. In this session, this requirement was better observed than in the past, but often candidates omitted definite or indefinite articles in order to comply with the word requirements.

There were examples of different errors which meant that full credit could not be given. The most common mistake was the omission of one element from the answer. The question required two details, the most enjoyable part of the research and why it was so enjoyable. Many candidates referred only to the first element. Some candidates began the sentence with 'because' which is not considered to be a proper sentence construction as per the mark scheme. Other candidates included both elements but wrote them in two sentences. The challenge of the task is to convey all the information in one sentence with tight control of grammar and within the word limits.

There were encouraging aspects also in this section, notably fewer candidates who used the third person. There was an improvement in the accuracy of the spelling, although typical errors were 'exiting/exited' for 'exciting/excited', 'dolphins' and 'closed to them' instead of 'close to them'.

Exercise 4

This exercise was successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score very well here. There were fewer candidates this session who wrote full sentences, and many answers were brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers here.

Main aims of the two different games

Occasionally, candidates overlooked the key word 'priority' which appeared twice in the text. This pinpointed the first two answers specifically. Many candidates focused on this and produced two correct notes for the first two bullet points. Other less successful candidates wrote about 'throwing rubber balls' or 'catching the cross country runner'.

Present problems with *Quidditch*

This section was satisfactorily answered with candidates generally credited with at least two marks. All four possible responses were used. Occasionally some candidates could not be credited because the answers were too brief and did not fully convey key detail. For example, 'rules' on its own without the idea of 'not yet finalised' was not credited. Similarly the word 'boundaries' was not accepted without the addition of 'the playing field'.

Reasons for the continuing popularity of *Quidditch*

This section offered more options and it was well attempted by candidates. There was good recognition of the ideas that it was 'exciting' and 'played by both boys and girls'. The most common mistake was the answer 'it takes a little time' instead of 'it takes little time'. The inclusion of the indefinite article changed the meaning of the expression and could not be credited. Many candidates offered 'fitted in to busy schedule' and 'takes little time' as separate points and could only be credited once. It was encouraging that many candidates understood and conveyed the detail about the 'Harry Potter generation' in many different ways. The final two bullet points about the 'game evolving' and the 'equipment being modified' were less popular but were accurately used when selected.

Exercise 5

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. More able candidates recognised and conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. All the content points proved accessible and most candidates were able to identify at least four content details successfully.

There was a significant number of candidates who completed the summary outside the prescribed word limit. This occurred generally when candidates started copying from the first paragraph of the text without sufficient care as to the rubric requirements. As a result, there were details included that were irrelevant to the requirements of the question. Consequently, there was an imbalance to many summaries and some key details, particularly relating to brain size, were often only addressed after the 120 word limit and could not be credited.

Some candidates could not be credited with high marks for content because they concentrated too much on repetitive detail. There was not always a clear distinction between human stature and brain size, and some candidates attributed certain conditions to brains when they should have been linked with stature and vice versa.

The introduction of new marking criteria meant that marks for Language were now extended to a maximum of five. It was pleasing to note that a good number of candidates attempted to use their own words and expressions. Centres are reminded that higher marks of four and five for Language are available for those candidates who make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed 'decline' to 'reduction', 'research' to 'surveys and findings', 'inadequate supply' to 'lack' and 'dominant class' to 'more powerful social group'. There was an encouraging attempt by many candidates to use appropriate linking words and conjunctions which gave the summary a natural flow and made it enjoyable to read. The highest marks are given to candidates who can convey the relevant content points with some style rather than in the form of a list.

Exercise 6

General comments

There are three prompts in Exercise 6 and candidates are advised to use a paragraph for each prompt. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that the candidates needed to address. There was often a good attempt to supply a suitably brief introduction and concluding statement, in an informal register.

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

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

Candidates must, of course, address and develop the three bullet prompts to achieve the higher bands on the grade criteria for Content. In addition, candidates should convey a good sense of purpose and engage the reader's interest. The highest marks are awarded to those candidates who can demonstrate a more vibrant style and provide some innovative detail.

Candidates need to be aware that pre-learnt phrases and expressions do not always work in certain contexts. Some candidates fill their writing with a wide array of inappropriate and poorly chosen idioms. Individually these idioms can be very effective but a succession of these in an essay is unnatural and counter-productive, and proverbs should not be included for their own sake. Colloquialisms need to fit the situation and should be chosen with care and not used excessively. In an attempt to use extravagant language, meaning is sometimes obscured and the language mark may be adversely affected.

Exercise 6

An event to raise money for a local charity

Many answers were very interesting to read and clearly developed but some were predictable and not particularly engaging. Most candidates tended to follow the visual guidance offered by the pictures. The pictures are intended to help candidates, but candidates are advised to try to go beyond the pictures and think up their own situations

Most candidates adopted a very good, informal tone for the letter which was most appropriate. There was a pleasing number of candidates who showed originality in their ideas and wrote in some depth about the charity itself and why they chose it. A number of candidates did not address the first bullet point and failed to mention the charity and why they had chosen it. For the second bullet point, some candidates wrote about gathering a group of friends and deciding to go around from house to house asking for money. More able candidates were more inventive and wrote about organising events, which often involved contacting musician, entertainers or celebrities. It was encouraging to read that stronger candidates made the piece more credible and enjoyable to read by introducing a range of emotions from sadness at the need for such charity help to satisfaction and joy when the event had a successful conclusion. The third bullet point was often addressed in some detail and, encouragingly, there were original ideas with a variety of outcomes. The vast majority of the events were a success, but some candidates showed initiative by writing of their disappointment at an unsatisfactory event, either because the arrangements had not gone smoothly or because the amount of money raised was below expectations.

Several candidates ended the letter on a more personal note by inviting their friend to be a part of the next event and helping to organise it.

The major problem was that many candidates used tenses inconsistently, mixing the future and the past. Some candidates were careless in their reading of the rubric instructions and overlooked the wording 'you recently organised' and wrote about an event which was soon to take place. As a result, they were unable to address the third bullet point. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the whole piece. There were some candidates who did not use capital letters or full stops, thus making their letter one uninterrupted sentence. Common spelling errors were 'carity', 'even' for 'event' and 'where' for 'were'. Most candidates used a letter format with the correct salutation and appropriate conclusion.

Exercise 7

General comments

There was a selection of four prompts - two for and two against the proposal in the title - to guide candidates. Less able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. In similar fashion, some candidates often used the prompts as 'quotes' from 'other candidates'. For example, "One of my friends said 'There is no doubt that travel broadens the mind' and another candidate said, 'Each country is losing its identity with so many tourists... etc'". If candidates simply copy or make little attempt to change the wording of the prompts, it severely reduces the amount of language that can be credited.

It is recommended that candidates are selective in their choice of prompts, perhaps one for and one against, and attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands.

Word limits were well-observed and it appears as though time constraints at this stage of the paper were not a problem for the majority of candidates. There were some candidates who had obviously left themselves short of time and resorted to copying the prompts with little or no individual comment. It is recommended that Centres work with their candidates on time management for this paper so that they have an idea as to how many minutes should be spent on individual exercises. The final two exercises carry more than 40 per cent of the total marks and candidates should leave themselves enough time to complete them fully.

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

Exercise 7

'The ability to travel easily is a great benefit to our generation'

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. This proved to be a topic which provoked a good reaction from many candidates and many wrote from personal experience. Overall, most of the candidates agreed with the statement in the title. More mature candidates

were able to supplement this with their own opinions about whether travelling has become easier and introduced ideas well beyond the suggestions of the prompts. These included themes such as the ability to study abroad, the importance of understanding other cultures and the implications of globalisation for the world. Less able candidates wrote in very general terms about the advantages and disadvantages of travel. They concentrated more on ideas such as it is good to travel to relax the mind and eliminate stress or, conversely, to promote the virtues of their home country. Examiners were looking for pieces which focused on the rubric wording about the advantages and disadvantages of travelling easily rather than travelling per se.

More able candidates achieved some variety of style by, for example, the use of rhetorical questions. Paragraphs and linking words were generally used to good effect and provided a balance to both sides of the argument. There were some candidates who produced a full length piece with just one paragraph only. The agreement of subject and verb, particularly singular and plural, was a problem for some candidates as well as the omission of definite and indefinite articles. Common spelling errors were 'fule' for 'fuel', boarden' for broaden' and 'thing' for 'think'. Candidates are advised to allow time to check their written work at the end of the examination in order to reduce error.

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

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/22

Reading and Writing (Extended)

Key messages

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

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

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

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

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

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

General comments

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

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

Overall, the standard of handwriting was good, although poor handwriting occasionally adversely affected the interpretation of candidates' answers in Exercise 3. It is also important for handwriting to be legible in the extended pieces of writing required for Exercises 6 and 7. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of an answer required and they should try not to exceed this.

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

Exercise 1

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

- (a) This was generally well answered, but required careful transcription of the date with some candidates offering '1970s' instead of '1790s'. The omission of 's' following the year, which indicated a precise date rather than a period of time, could also not be credited.
- (b) This was generally well answered with the majority of candidates offering two or more of the four possible options.
- (c) This was very well answered. Many candidates lifted from the text but included the key detail.
- (d) This was very well answered with the vast majority of candidates selecting 'hop on and off at points of interest' of the two options.
- (e) This was very well answered. Very few candidates answered incorrectly.
- (f) This was extremely well answered. Many candidates offered all three of the possible responses.
- (g) This was generally well answered. Many candidates lifted from the text and, of the two possible responses, the vast majority offered 'where spies used to operate'.
- (h) This was extremely well answered.
- (i) This was generally well answered, but 'upper deck' without reference to the 'ballpark' could not be credited.

Exercise 2

This exercise presented a challenge to some candidates although there was evidence from responses that the text had been understood by the majority of the candidates. More able candidates selected key detail from the text and provided brief and precise answers.

- (a) This was reasonably well attempted, but responses suggest that candidates need to be reminded to read the questions carefully. They were asked to identify where 'in the temple' the treasure had been stored. Incorrect responses included the lift 'the largest temple in the Indian state of Kerala' and 'beneath the largest temple', which did not include the essential detail 'underground rooms'.
- (b) This was well answered with the majority of candidates responding to the cue 'surprising' in the question to locate the answer in the text.
- (c) This question was well attempted with the majority of candidates identifying the key detail. Incorrect answers were related to candidates' understanding of 'succeeded in doing' and their ability to identify the synonym 'managed to' to locate the correct answer. Some candidates seemed to have confused 'revealed' with 'managed to' which prompted an incorrect response.
- (d) This question required two details for one mark and required candidates to interpret a graph. The vast majority of candidates identified the correct room as number 3, but many lost the mark by producing '6 billions of dollars' for the second detail which could not be credited.
- (e) This question was very well answered. A minority of candidates selected 'the 10th century', which referred to the construction of the original temple and not the present one.
- (f) This question required two details with a mark for each correct answer. This was generally very well attempted with most candidates achieving two marks. Incorrect answers tended to occur when candidates lifted from the text and offered the superfluous information 'two golden coconut shells' as the second detail.
- (g) This was very well answered. Responses needed to include a verb of purpose and the essential detail 'contents' in order to be credited.
- (h) This question required two details with a mark for each correct answer. It was generally well attempted with most candidates achieving two marks.
- (i) This question proved to be a good discriminator. A large number of candidates lifted from the text offering 'examine them', thus omitting the crucial detail 'locks'.

- (j) This was generally well answered with most candidates achieving three or four marks and all possible options used.

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

Exercise 3

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

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

'Young Artists' Exhibition' Application Form

Section A: Personal details

The name and age of the applicant were generally correct, as were the telephone number and email address. Most candidates also correctly identified and underlined the current status as 'employed'. Some candidates, however, omitted the name of the business, 'Tan's Blooms' and a large proportion of candidates included the preposition 'at' in the workplace address which could not be credited.

Section B: Details of exhibits

This section was generally well attempted and application of ticks, circles and deletions well observed. The description of the works to be submitted was well answered, although some candidates offered 'picture of a fish', omitting the detail 'at market'. The most successful responses to 'details of the competition' were brief. More detailed responses sometimes resulted in spelling errors.

Section C: Future ambition

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates exceed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. It was encouraging that most candidates included relevant information and answered in the first person. There were examples of different errors which meant that full credit could not be given. Some candidates referred to their own ambitions rather than those of Brenda Tan and some candidates began the sentence with 'To become' or 'becoming' which is not considered to be proper sentence construction. Another common error was the lack of a full stop at the end of the sentence. Many candidates selected appropriate detail, but lost at least one mark because of spelling errors or, more commonly, the omission of the definite article before 'the USA' and/or 'the UK'. The majority of candidates either scored zero or 1 mark overall for this task.

Exercise 4

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

What is needed to make a mini power-station work

Key points were very well recognised with many candidates credited with the maximum three marks. All of the five possible content details were used, with the first, second and third points being the most popular. Some answers could not be credited because essential information was not supplied. For example, some candidates did not include the key word 'river'.

Potential amount of energy produced by a mini power-station

This section was well answered with many candidates achieving maximum credit. All possible responses were used.

Objections to the scheme

This section was more challenging and there were some inaccuracies here. There was good recognition of the points about 'noise pollution' and 'reduction in the number of fish' and these proved to be the most popular answers. Whilst many candidates also accurately selected the point 'fish movement blocked', others omitted any reference to 'fish' and offered 'prevents movement of species' which was too ambiguous to be credited. Similarly, many candidates identified the point 'threatens the survival of plants and creatures', but this could not be credited without the key detail 'that fish feed on'.

Exercise 5

The summary proved to be a good discriminating exercise and there were a range of marks awarded. Candidates were required to write a summary about two aspects of the text – the difficult living conditions of the people on the lagoon and help provided by MSF, both of which were addressed by the vast majority of candidates. More able candidates selected precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text.

Although all content points proved accessible, very few candidates achieved full marks for content. There were candidates whose summary exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, there were needlessly detailed descriptions of the lagoon itself, the nature of its inhabitants and the physical structure of the clinic. This meant that some candidates did not include some of the other relevant content points within 120 words. There were few problems with repetition of points, but there was lack of detail at times with many candidates referring to the 'water ambulance/ambulance boat' without mentioning the key information that it is used 'to transport the worst cases to the mainland'.

Language points were awarded across the whole range, with the majority of candidates receiving three or four of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate copying from the text without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase. More able candidates expressed the key points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. Candidates gain marks for conveying the relevant content points with some style rather than in the form of a list.

Exercise 6

General comments

Generally, this exercise was successfully attempted. The rubric was understood, the word limit was well observed and there was little evidence of short work.

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

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

Exercise 6

You recently met and talked to a person who is famous in your country

Most candidates successfully covered all three bullet points and provided some development in each paragraph. Some candidates responded to the visual prompts provided and wrote about having met a politician or musician, but the choice of celebrity ranged from Nobel prize winners to footballers. The first point related to where the meeting took place. The second asked for details of the conversation and the third point required a description of how it felt to have met this person. Generally, responses showed some sense of purpose, and some were interesting to read. However, many were quite predictable and candidates often did not take the opportunity to include more engaging and imaginative detail in their responses. The candidates who did achieve marks in the higher band provided a more detailed description of the famous person and his/her achievements, greater originality in terms of how and where the meeting took place and a more imaginative emotional response to the meeting.

The vast majority of candidates stayed on task throughout. The majority remembered to write in paragraphs, although many did not. The quality of language used was, on the whole, very encouraging. Some candidates used tenses inconsistently, but it was pleasing to see more complex tenses such as the past perfect used by more able candidates along with complex sentence construction. Basic punctuation was generally sound, although there were candidates who substituted commas for full stops throughout the piece. Overall, the responses were generally competent and most candidates used a letter format with the correct greeting and appropriate conclusion.

Exercise 7

General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title. Less able candidates tended to copy these cues, often using the prompts as 'quotes' from other 'residents' or 'farmers'.

It is recommended that candidates are selective in their choice of prompts, perhaps one in favour and one against, and that they attempt to develop these in some depth rather than giving superficial coverage to all four. In order to achieve higher band marks, candidates need to demonstrate independence of thought and an ability to develop arguments to persuade the reader of their convictions.

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

Exercise 7

The government is proposing to build a new highway passing close to the place where you live

Candidates were required to write an article for the local newspaper expressing their views on the government's proposal to build a new highway close to where they live. There were two prompts in favour of the highway and two against, to guide candidates. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, the majority of candidates, even the more able, relied heavily on the arguments put forward in the prompts. As a result, few candidates earned marks in the top band for content.

Most candidates responded with a balanced argument and the more able demonstrated the ability to expand to some extent beyond the subject prompts and produce pieces which were persuasive. There were many commendable attempts to use devices such as rhetorical questions and to provide an introduction and conclusion. There was also some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/23

Reading and Writing (Extended)

Key messages

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

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

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

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

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

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

General comments

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

Overall, the standard of handwriting was good, although poor handwriting occasionally adversely affected the interpretation of candidates' answers in Exercise 3. It is also important for handwriting to be legible in the extended pieces of writing required for Exercises 6 and 7. Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of an answer required and they should not consistently exceed this.

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

Exercise 1

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

- (a) This was generally well answered, but required careful transcription of the date with some candidates offering '1970s' instead of '1790s'. The omission of 's' following the year, which indicated a precise date rather than a period of time, could also not be credited.
- (b) This was generally well answered with the majority of candidates offering two or more of the four possible options. Some candidates, however, selected the incorrect details 'wide avenues' and 'impressive monuments'.
- (c) This was very well answered. Many candidates lifted from the text but included the salient detail.
- (d) This was very well answered with the vast majority of candidates selecting 'hop on and off at points of interest' of the two options.
- (e) This was very well answered. Very few candidates answered incorrectly.
- (f) This was extremely well answered. Many candidates offered all three of the possible responses.
- (g) This was generally well answered. Many candidates lifted from the text and, of the two possible responses, the vast majority offered 'where spies used to operate'.
- (h) This was extremely well answered.
- (i) This was generally well answered, but 'upper deck' without reference to the 'ballpark' could not be credited.

Exercise 2

This exercise presented a challenge to some candidates although there was evidence from responses that the text had been understood by the majority of the candidates. More able candidates selected key detail from the text and provided brief and precise answers.

- (a) This was reasonably well attempted, but responses suggest that some candidates were imprecise in their reading of the question. They were asked to identify where 'in the temple' the treasure had been stored. Incorrect responses included the lift 'the largest temple in the Indian state of Kerala' and 'beneath the largest temple', which did not include the essential detail 'underground rooms'.
- (b) This was well answered with the majority of candidates responding to the cue 'surprising' in the question to locate the answer in the text.
- (c) This question was well attempted with the majority of candidates identifying the key detail. Incorrect answers were related to candidates' understanding of 'succeeded in doing' and their ability to identify the synonym 'managed to' to locate the correct answer. Some candidates seemed to have confused 'revealed' with 'managed to' which prompted an incorrect response.
- (d) This question required two details for one mark and required candidates to interpret a graph. The vast majority of candidates identified the correct room as number 3, but many lost the mark by producing '6 billions of dollars' for the second detail which could not be credited.
- (e) This question was very well answered. A minority of candidates selected 'the 10th century', which referred to the construction of the original temple and not the present one.
- (f) This question required two details with a mark for each correct answer. This was generally very well attempted with most candidates achieving two marks. Incorrect answers tended to occur when candidates lifted from the text and offered the superfluous information 'two golden coconut shells' as the second detail.
- (g) This was very well answered. Responses which did not include a verb of purpose, or the essential detail 'contents' could not be credited.
- (h) This question required two details with a mark for each correct answer. It was generally well attempted with most candidates achieving two marks. Some candidates offered 'the treasure

should be used for the public benefit' which was incorrect as this call had been rejected by the government and, therefore, was not a complaint against the royal family.

- (i) This question proved to be a good discriminator. A large number of candidates lifted from the text offering 'examine them', thus omitting the crucial detail 'locks'.
- (j) This was generally well answered with most candidates achieving three or four marks and all possible options used.

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

Exercise 3

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

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

'Young Artists' Exhibition' Application Form

Section A: Personal details

The name and age of the applicant were generally correct, as were the telephone number and email address. Most candidates also correctly identified and underlined the current status as 'employed'. Some candidates, however, omitted the name of the business, 'Tan's Blooms' and a large proportion of candidates included the preposition 'at' in the workplace address which could not be credited.

Section B: Details of exhibits

This section was generally well attempted and application of ticks, circles and deletions well observed. The most successful responses to 'details of the competition' were brief. More detailed responses sometimes resulted in spelling errors. Imprecise reading of the text also led some candidates to negate the correct answer of 'national art competition' with the inclusion of 'in/at/ School'.

Section C: Future ambition

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. It was encouraging that most candidates included relevant information and answered in the first person. There were examples of different errors which meant that full credit could not be given. Some candidates referred to their own ambitions rather than those of Brenda Tan and some candidates began the sentence with 'To become' or 'becoming' which is not considered to be proper sentence construction. Another common error was the lack of a full stop at the end of the sentence. Many candidates selected appropriate detail, but lost at least one mark because of spelling errors or, more commonly, the omission of the definite article before 'the USA' and/or 'the UK'. The majority of candidates either scored zero or 1 mark overall for this task.

Exercise 4

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

What is needed to make a mini power-station work

Key points were very well recognised with many candidates credited with the maximum three marks. All of the five possible content details were used with the first, second and third points being the most popular. Some answers could not be credited because essential information was not supplied. For example, some candidates did not include the key word 'river'.

Potential amount of energy produced by a mini power-station

This section was well answered with many candidates achieving maximum credit. All possible responses were used and of the four options, the response '85% of energy used converted to electrical power' was most likely to be conveyed incorrectly.

Objections to the scheme

This section was more challenging and there were some inaccuracies here. There was good recognition of the points about 'noise pollution' and 'reduction in the number of fish' and these proved to be the most popular answers. Whilst many candidates also accurately selected the point 'fish movement blocked', others omitted any reference to 'fish' and offered 'prevents movement of species' which was too ambiguous to be credited. Similarly, many candidates identified the point 'threatens the survival of plants and creatures', but this could not be credited without the key detail 'that fish feed on'.

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Exercise 6

General comments

Generally, this exercise was successfully attempted. The rubric was understood, the word limit was well observed and there was little evidence of short work.

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

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a style and register appropriate for a letter to a family member. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

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Exercise 7

General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as 'quotes' from other 'residents' or 'farmers'.

It is recommended that candidates are selective in their choice of prompts, perhaps one in favour and one against, and that they attempt to develop these in some depth rather than giving superficial coverage to all four. In order to achieve higher band marks, candidates need to demonstrate independence of thought and an ability to develop arguments to persuade the reader of their convictions.

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

Exercise 7

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Candidates were required to write an article for the local newspaper expressing their views on the government's proposal to build a new highway close to where they live. There were two prompts in favour of the highway and two against, to guide candidates. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, the majority of candidates, even the more able, relied heavily on the arguments put forward in the prompts. As a result, few candidates earned marks in the top band for content.

Most candidates responded with a balanced argument and the more able demonstrated the ability to expand to some extent beyond the subject prompts and produce pieces which were persuasive. There were many commendable attempts to intersperse the writing with rhetorical questions and to provide an introduction and conclusion. There was also some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/31
Listening (Core)

Key Messages

This session, there were several areas where improvements were found compared to last year. Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 5**. Of course, candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces or tick boxes blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question.

The new multiple choice format did not pose problems for the candidates, who mostly understood what was required of them. Candidates had been well-prepared for the change of format for **Question 10**. Teachers would be well-advised, nevertheless, to ensure their candidates have considered how to approach such questions. Candidates must remember to make it quite clear to the Examiner which answer they intend to be taken as their final answer. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

This session there were very few blank spaces on the papers. Candidates usually had an attempt at spelling the required word. Another approach that could be suggested to candidates when they come across an unfamiliar word, is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. *eat in a healthy way*, if they were unsure of the phrase *have a healthy diet*.

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

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, eg *810 million* often appeared as *80010 million*. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain. Even here care is needed, since *'eight hundred million and ten'* is not the same as *'810 million'*.

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

General Comments

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

Finally, teachers should remind their candidates of the importance of clear handwriting. There were many cases where it was impossible to tell if the letter *e*, *o*, *i*, or *e* was intended. This was often of critical

importance when deciding whether a spelling is an accurate phonetic attempt or not. In cases of uncertainty, a mark will not be awarded.

Comments on Specific Questions

Questions 1 – 6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

Question 1

This seemed an accessible opening question, with nearly everyone offering 'judo' or an acceptable phonetic attempt at it. A common error was to write 'practice' or 'gym practice' without specifying judo.

Question 2

This question was done well. Some failed to get the mark as they misspelt 'bed' as 'bad'; the word is part of basic vocabulary, so correct spelling was expected. Others failed to include the idea of 'early' – 'go to bed' was not precise enough. Candidates must ensure their answers fully answer the question.

Question 3

A more straightforward question with nearly all scoring one mark.

Question 4

This question required candidates to listen closely to detail. Several gave the closing time for the wrong day; others gave the full opening hours, thereby not answering the question.

Question 5

A reasonably accessible question, this discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Marks were lost when candidates were not specific enough, eg offering 'chat on the radio' instead of 'take part in an interview', or offering 'music' instead of 'sing'. A few gave 'dance'. Candidates need to be urged to pay close attention to the detail of what they hear and what is required by the question.

Question 6

Again, candidates recognised the need to offer two pieces of information. Candidates mostly included the drink, which was not required by the question but which did not lose marks. As in Question 5, candidates sometimes lacked precision in their answers, offering 'chicken' or 'salad', instead of the required 'chicken salad'. Marks were lost for inaccurate transcription of the final 'd' sound – 'salaf' was a frequent error. The question proved a fair discriminator between the candidates.

Question 7

This question overall discriminated very effectively and the weaker candidates were still able to attempt it. There were very few omissions.

- (i) As explained above, the high number proved difficult for some candidates. Others did not get the mark because they omitted the unit of measurement. Candidates must be reminded that it is essential to include this where it is not given. Some misspelt 'litres' – a word which should be familiar to most through their studies. A common error was to give 'litters' – not showing a clear understanding of the vowel sound. For example, in contrast, 'leeters' was acceptable.
- (ii) This question proved challenging for some candidates, although the required answers – *spoon* and *gold* – were reasonably common words. Again, this illustrates how candidates need to ensure they have a sound basic vocabulary.
- (iii) The required answer – *flavour* or *standard* – was again a word that should be known by this target group. If not known, then a reasonable phonetic attempts needed to show an awareness that in

English the 'v' sound is made by a 'v' and not by a 'w' or a 'b' – two responses which were quite common.

- (iv) This question was generally well answered. Common errors included offering '*spices*' for '*spicy*', or '*soup*' for '*soap*'. Both these errors could have been avoided by careful listening; by checking the final answer made proper sense within the context, both grammatically, and simply by applying common sense. '*he cannot eat spices food*' was incorrect grammatically; '*must not use after-shave lotion or perfumed soup*' clearly did not make proper sense.
- (v) This question was answered well by most candidates. Another word which one would expect to be familiar – '*science*' – proved a difficulty for some candidates, although a range of phonetic attempts was accepted, eg '*sience*'. '*since*' was not considered an adequate phonetic attempt. A common error was to omit '*Food*' and just offer '*Science*' alone – an answer which lacked precision.

Question 8

- (i) This question was generally well answered, except by some candidates who were unsure how to spell '*wood*' or '*stone*' – two reasonably common English nouns.
- (ii) This item proved quite challenging. Again the target words were fairly common English words – '*vegetables*' and '*cooking*'. Candidates need to ensure that the words inserted make clear sense and are grammatically correct in their context. A common error was to insert the word '*cook*' – i.e. '*uses for butter: ... in cook.*' Various phonetic attempts at '*vegetables*' were allowed, eg '*vedgtibles*'.
- (iii) This question was a good discriminator on this paper. A common error was the misspelling of '*centimetres*' – teachers should note that the normal abbreviation of *cm(s)* would have been accepted. Also, the number or unit was often incorrect, so wrong answers included '*5 metres*', '*5 centimetres*', '*500 m*' and '*5 litres*'.
- (iv) This question required two elements, and most candidates offered answers for both gaps. The two words were straightforward – '*flowers*' and '*glasses*'. The more difficult proved to be '*glasses*'. A poor phonetic attempt – '*glases*' was not accepted, nor was the word '*glass*', which does not have the correct meaning.
- (v) This question was answered quite well, although '*nineteen / 19*' was sometimes offered for '*ninety / 90*'. This kind of error can only be avoided by close listening, and practice with hearing and using numbers.
- (vi) Two words were required, as shown by the two dotted lines, and this question proved a challenge for many candidates. The main error was a lack of attention to grammatical accuracy. Therefore responses such as '*uses ... cold water for ... wash hands / not melting*' could not be accepted. The need for close attention to grammatical accuracy must be stressed in answering gap-fill questions such as this. Reminding candidates to re-read and check their final responses within the context of the whole text would help them.
- (vii) This question was again reasonably challenging. The words required here – '*competition*' and '*medals*' – again are not obscure or technical words, but many found it hard to offer a reasonable phonetic rendering of one or the other. '*metal*' was a common offering for '*medal*' and '*comption*' for '*competition*'. Some focus on recognising the difference between 't' and 'd' sounds, and on distinguishing the number of syllables in a heard word, as well as extending the vocabulary of candidates would be helpful in avoiding these areas of error.

Question 9

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

Question 10

This was the first time that Multiple Choice Items appeared on this paper, and candidates showed themselves familiar with the format. There were few errors in presentation of answers, although a very few ticked more than one box for each question, or made their deletions of unwanted ticks unclear. The question generally was well done, and discriminated effectively between the candidates.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/32
Listening (Core)

Key Messages

This session, there were several areas where improvements were found compared to last year. Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 5**. Of course, candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces or tick boxes blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question.

The new multiple choice format did not pose problems for the candidates, who mostly understood what was required of them. Candidates had been well-prepared for the change of format for **Question 10**. Teachers would be well-advised, nevertheless, to ensure their candidates have considered how to approach such questions. Candidates must remember to make it quite clear to the Examiner which answer they intend to be taken as their final answer. Teachers should stress that in cases where there is any uncertainty, the item will be marked as wrong.

This session there were very few blank spaces on the papers. Candidates usually had an attempt at spelling the required word. Another approach that could be suggested to candidates when they come across an unfamiliar word, is to rephrase the answer in their own words, perhaps offering a synonym or paraphrase, e.g. *eat in a healthy way*, if they were unsure of the phrase *have a healthy diet*.

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

As in previous sessions, there were questions where the candidate was expected to recognise numerals. It is again recommended that teachers ensure candidates recognise and can write down numbers, eg *810 million* often appeared as *80010 million*. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain. Even here care is needed, since *'eight hundred million and ten'* is not the same as *'810 million'*.

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

General Comments

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

Finally, teachers should remind their candidates of the importance of clear handwriting. There were many cases where it was impossible to tell if the letter *e*, *o*, *i*, or *e* was intended. This was often of critical

importance when deciding whether a spelling is an accurate phonetic attempt or not. In cases of uncertainty, a mark will not be awarded.

Comments on Specific Questions

Questions 1 – 6

Candidates generally responded well to this section of the paper. There were almost no omissions at all.

Question 1

This seemed an accessible opening question, with nearly everyone offering 'judo' or an acceptable phonetic attempt at it. A common error was to write 'practice' or 'gym practice' without specifying judo.

Question 2

This question was done well. Some failed to get the mark as they misspelt 'bed' as 'bad'; the word is part of basic vocabulary, so correct spelling was expected. Others failed to include the idea of 'early' – 'go to bed' was not precise enough. Candidates must ensure their answers fully answer the question.

Question 3

A more straightforward question with nearly all scoring one mark.

Question 4

This question required candidates to listen closely to detail. Several gave the closing time for the wrong day; others gave the full opening hours, thereby not answering the question.

Question 5

A reasonably accessible question, this discriminated effectively. Nearly all candidates realised they had to offer two pieces of information. Marks were lost when candidates were not specific enough, eg offering 'chat on the radio' instead of 'take part in an interview', or offering 'music' instead of 'sing'. A few gave 'dance'. Candidates need to be urged to pay close attention to the detail of what they hear and what is required by the question.

Question 6

Again, candidates recognised the need to offer two pieces of information. Candidates mostly included the drink, which was not required by the question but which did not lose marks. As in **Question 5**, candidates sometimes lacked precision in their answers, offering 'chicken' or 'salad', instead of the required 'chicken salad'. Marks were lost for inaccurate transcription of the final 'd' sound – 'salaf' was a frequent error. The question proved a fair discriminator between the candidates.

Question 7

This question overall discriminated very effectively and the weaker candidates were still able to attempt it. There were very few omissions.

- (i) As explained above, the high number proved difficult for some candidates. Others did not get the mark because they omitted the unit of measurement. Candidates must be reminded that it is essential to include this where it is not given. Some misspelt 'litres' – a word which should be familiar to most through their studies. A common error was to give 'litters' – not showing a clear understanding of the vowel sound. For example, in contrast, 'leeters' was acceptable.
- (ii) This question proved challenging for some candidates, although the required answers – *spoon* and *gold* – were reasonably common words. Again, this illustrates how candidates need to ensure they have a sound basic vocabulary.
- (iii) The required answer – *flavour* or *standard* – was again a word that should be known by this target group. If not known, then a reasonable phonetic attempts needed to show an awareness that in

English the 'v' sound is made by a 'v' and not by a 'w' or a 'b' – two responses which were quite common.

- (iv) This question was generally well answered. Common errors included offering '*spices*' for '*spicy*', or '*soup*' for '*soap*'. Both these errors could have been avoided by careful listening; by checking the final answer made proper sense within the context, both grammatically, and simply by applying common sense. '*he cannot eat spices food*' was incorrect grammatically; '*must not use after-shave lotion or perfumed soup*' clearly did not make proper sense.
- (v) This question was answered well by most candidates. Another word which one would expect to be familiar – '*science*' – proved a difficulty for some candidates, although a range of phonetic attempts was accepted, eg '*sience*'. '*since*' was not considered an adequate phonetic attempt. A common error was to omit '*Food*' and just offer '*Science*' alone – an answer which lacked precision.

Question 8

- (i) This question was generally well answered, except by some candidates who were unsure how to spell '*wood*' or '*stone*' – two reasonably common English nouns.
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- (vi) Two words were required, as shown by the two dotted lines, and this question proved a challenge for many candidates. The main error was a lack of attention to grammatical accuracy. Therefore responses such as '*uses ... cold water for ... wash hands / not melting*' could not be accepted. The need for close attention to grammatical accuracy must be stressed in answering gap-fill questions such as this. Reminding candidates to re-read and check their final responses within the context of the whole text would help them.
- (vii) This question was again reasonably challenging. The words required here – '*competition*' and '*medals*' – again are not obscure or technical words, but many found it hard to offer a reasonable phonetic rendering of one or the other. '*metal*' was a common offering for '*medal*' and '*comption*' for '*competition*'. Some focus on recognising the difference between 't' and 'd' sounds, and on distinguishing the number of syllables in a heard word, as well as extending the vocabulary of candidates would be helpful in avoiding these areas of error.

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

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This was the first time that Multiple Choice Items appeared on this paper, and candidates showed themselves familiar with the format. There were few errors in presentation of answers, although a very few ticked more than one box for each question, or made their deletions of unwanted ticks unclear. The question generally was well done, and discriminated effectively between the candidates.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/33
Listening (Core)

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This session, there were several areas where improvements were found compared to last year. Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to **Questions 1 – 5**. Of course, candidates should still be reminded that doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left spaces or tick boxes blank. Even so, teachers should continue to remind their candidates that they should always make an attempt at a question.

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ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/41
Listening (Extended)

Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the main consonant sounds, and also the stressed vowel sounds.
- Try to predict the answers in the gap-filling exercises based on an accurate grammatical fit. Candidates often lose marks when what has been placed in the gap causes the meaning to become unclear. This is a key feature of Questions 7 and 8 on this Paper and candidates should check their responses carefully.
- Candidates should try to establish what a longer question is asking for, by highlighting the question words, e.g. how, why, when, and/or the key words in the question. Establishing what the question requires gives a strong indication of the type of answer that is likely to be successful. In most cases, a short, direct response is most successful.
- Teachers are recommended to continue to work in the classroom on developing pre-listening skills particularly in predicting content, the importance of utilising correct grammar, and synonyms.
- More pronunciation awareness activities, particularly of connected speech, would be beneficial to learners.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered.

General comments

Candidates offered very few gaps left blank in this Paper and this is good news. Candidates are encouraged to provide responses to all questions and items.

Successful responses were those which provided short, clear answers, often in note form. Some candidates wrote too much and in doing so either changed the meaning or provided a response which was not clear.

Candidates are encouraged to check their answers at the end of each question and at the end of the test.

Regarding spelling, phonetic attempts are always considered and in many cases lead to marks being awarded. Where candidates offered an alternative spelling comprising the correct number of syllables and accurate vowel and consonant sounds, it was more likely that credit could be given.

Some questions involve numbers, years, dates, times, amounts of money, measurements, etc, and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of ninety and nineteen. Candidates would benefit from more practice in writing larger numbers correctly.

Comments on specific questions

Questions 1 to 6

These were a variety of questions based on six separate brief conversations or short announcements. All questions were generally answered well.

Question 1

This was answered very well with most candidates supplying the required detail only: 7 pm.

Question 2

This question required candidates to give two pieces of information for the mark. Most candidates did this successfully.

Question 3

This question required two details for one mark each. Many candidates were successful in identifying what was eaten and why. This was a well-answered question.

Question 4

Most candidates gained the mark for this question. Some candidates misunderstood the 'where' element in the question, however, and suggested 'New York'.

Question 5

This question required that 'drama', 'plays', or 'acting' be given, and in many cases this was so. A few candidates offered all of the activities - jazz, art and drama - and this was not allowed as the first two are incorrect. Candidates should remember that a response which includes incorrect detail cannot be marked correct, even if it includes the detail required. A key skill tested by this examination is that of selection.

Question 6

There was a very successful response to this question. Alternatives to blowing were given - e.g. giving out, coming out - and these were fine if they conveyed the same meaning. However, burning out, bowling out and blurring out were all seen regularly and these were not allowed due to the lack of clear meaning. Phonetic attempts at switch were often seen - 'swich' being allowed; 'swith' was not allowed.

Question 7

All of the items were generally well-answered with none providing greater difficulty than any other.

Item 1 was answered successfully by many candidates. Marks were not gained where candidates omitted either 'litres' or 'million'. A full response of 810 million litres was required in the gap. There were more errors where candidates attempted to write out the number in words. Using numbers tends to produce more accurate responses.

Item 2 required 'approve + reject'. Some candidates struggled here, offering 'prove' or 'a proof'. 'Reject' was occasionally spelled as 'reget', which was accepted.

Item 3 was well-answered. Phonetic attempts not allowed included: 'spon', and 'spone'. Some candidates chose to include the additional detail of 'real', which was fine. However, weaker responses misheard this detail and supplied 'green'.

Item 4 was well-answered. The word 'ingredients' was spelled accurately by many, except in cases where the stressed vowel sound was inaccurate (ingradients) or where a consonant sound was omitted (ingrediens). 'Standart' was not allowed for standard.

Item 5 was also answered very well, with most candidates scoring the mark with either 'insured' or 'ensured'. 'Insurance' was not allowed, however, as the grammar here does not fit in the context. Candidates should be reminded that responses placed in a gap need to be accurate in the context.

Item 6 required two details. Most candidates provided the first detail correctly. The second detail was occasionally omitted, or written as 'soup'. An acceptable spelling variant was 'sope'.

Item 7 was made more difficult by some candidates, who provided a third word where only two gaps were given. In many cases, 'course' was given correctly and was accepted, although not needed. However, sometimes it was given as 'curse', and this was incorrect because of the different meaning. Acceptable

spelling variants included 'sience' and 'cience'. Unacceptable attempts included 'since' and 'scince'. Some candidates omitted 'science' from the answer; others omitted 'food'.

Question 8 was based on an interview with a man who makes sculptures out of butter.

Item 1 required responses in the singular, as plural responses changed the meaning. However, many candidates recognised this and scored the mark.

Item 2 required responses to make sense. For example, a response such as 'on in cook' followed by 'in vegetables' may have contained appropriate words from the mark scheme, but the meaning is not clear.

Item 3 was dealt with very capably by most candidates, who conveyed 500 cm accurately, using the number. The second detail provided more of a challenge as a sense of people sitting or people seated was needed. 'Sitting' on its own was allowed, however, as was 'people' on its own.

Item 4 was answered very well, with marks lost only where spellings of flowers changed the key sounds e.g. flowers, followers and where attempts at glasses were inaccurate e.g. 'glaces' and 'glass'. However, it was pleasing to see so many accurate spellings of both flowers and glasses.

Item 5 was also answered very well. Phonetic attempts that were not credited usually omitted a consonant sound e.g. concetration or concentration. 'Concentrate' was not allowed as the meaning is different.

Item 6 was often misheard as 19 hours, rather than 90 hours. Care needs to be taken with numbers ending in 'teen' and 'ty'.

Item 7 saw a variety of responses. There were some very long responses providing four, five or even more words where only two were actually required: washing hands. 'Cooling hands' was allowed as an alternative, as was 'cold fingers'. Some more unusual but credited responses were 'avoiding warm fingers', and 'the fingers to stay cold'. Some common ungrammatical answers included 'wash hands' and 'hands do not get warm'. This item demonstrated the need for candidates to check that they had provided a response which fitted in the gap and which conveyed clear meaning as a result.

Item 8 required 'competition + medals'. Issues with the latter were when candidates tried to add detail such as 'gold', which was incorrect. Some candidates offered an alternative to medals - e.g. prizes, awards - and these were not accepted as they have a different meaning. Allowed phonetic attempts at competition included 'compitition' and 'compatition'. The most common disallowed attempts for competition were: competition (consonant sound), competation (stressed vowel sound), and competion (missing syllable).

Item 9 was the least well-answered item in this section. Weaker responses offered a guess relating to the length of time, i.e. days, or months. 'Years ago' was not allowed as the meaning becomes different. The most common correct answers offered by candidates were 'warm' and 'melted'. Other credited alternatives were warmth, warmed, heat, heated, and hot. Answers which were not credited were: ruined, destroyed, and spoiled.

Question 9 was based on a special hospital which treats falcons.

Question 9 (a)

Some candidates offered unacceptable attempts at spelling beak, claws and piercing - e.g. peak, clows, percing. There were some responses which were rather general - e.g. 'not ill' and this was probably picking up on healthy in the question without really engaging with *features*. 'proud' was not allowed as it is not a physical feature, and this led to some responses which had the correct details but then also included incorrect details. Many candidates gave more than the two details requested, which is not advisable.

Question 9 (b)

Candidates performed well on this question. Phonetic attempts at 'injured' were usually accepted. Responses which incorporated 'can cause a heart attack' were not credited. This was another example of where too much detail was counter-productive. Only one explanation was required.

Question 9 (c)

Candidates performed reasonably well here overall. Responses were credited which stated that it was so that the birds would not be or become scared, as this was an alternative answer from the script.

Question 9 (d)

This question was generally answered well. If candidates referred to 'tradition' this was fine, and any version of 'reminding people of their past' was also accepted.

Question 9 (e)

Many candidates found this question challenging, offering responses such as 'because they have passports' or perhaps guessing at 'to enter competitions'. There was a wide range of spellings of both words. Good phonetic attempts were generally accepted. A common response not accepted was 'exipition'. 'Expeditions' was not allowed as has a different meaning from exhibitions.

Question 9 (f)

Almost all candidates provided the first detail correctly, but the second detail proved more challenging. Stronger candidates were able to paraphrase and retain accuracy and clarity; for example 'can go with owner in the cabin', or 'can travel along with humans'. But the mark was not given to answers suggesting a separate cabin/cage for falcons as there was no evidence of this.

Question 10 was based on a conversation about Bodie State Historic Park in the USA.

Question 10 (a)

Candidates answered this very well indeed, even though they tended to offer the three details where only two were required. Responses were not allowed where 'peaches' was given for beaches; where 'history' was offered in the list, as this is incorrect; and where 'sunlight' was given for sunshine.

Question 10 (b)

Many candidates ignored the request for two details and offered many more. If candidates had supplied just two details, this question would have been well-answered.

Question 10 (c)

This question tended to be answered correctly only by stronger candidates because it required accuracy. In many cases, the population was given as increasing from 80 to 8000 (where it was in fact 8500) and the number of buildings was sometimes given as 200 (where it was 2000).

Question 10 (d)

This question was challenging for many candidates. Candidates offered 'gun fire' or 'gun shots' instead of 'gun fights' - and this does not have the same meaning; 'robberies' was often misspelt, so 'rubberies', 'roperies', 'robey', were all seen and disallowed; and 'bank' was often omitted. Precision was required to score well for this response and in general, precision was lacking here.

Question 10 (e)

This question was well-answered, with many candidates recognising that it was a combination of the gold supplies diminishing and the effects of a bad fire. 'Mind' was allowed in 'mind all the gold', but 'mine the gold' was not allowed as it does not convey a sense of the gold supplies actually running out. Some candidates focused on the consequences: to look for gold somewhere else, to go to a better place, to look for a better life, and none of these were credited.

Question 10 (f)

This question tested candidates' inference skill, as they were invited to suggest why the speaker seemed to admire the people of Bodie. A range of reasonable responses were therefore allowed. Common acceptable responses were that life was hard there, that the winters were harsh, that people had to live with violence or

crime, and that snow was often 6 metres deep. If the last response was given, the snow depth needed to be accurate, and incorrect responses were seen here - e.g. 60 or 600 metres, 6 or 60 feet, and 60 cms were all seen. Unacceptable inferences included the creation of a small community, the maintaining of customs, or that people lived high in the mountains.

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Item 9 was the least well-answered item in this section. Weaker responses offered a guess relating to the length of time, i.e. days, or months. 'Years ago' was not allowed as the meaning becomes different. The most common correct answers offered by candidates were 'warm' and 'melted'. Other credited alternatives were warmth, warmed, heat, heated, and hot. Answers which were not credited were: ruined, destroyed, and spoiled.

Question 9 was based on a special hospital which treats falcons.

Question 9 (a)

Some candidates offered unacceptable attempts at spelling beak, claws and piercing - e.g. peak, clows, percing. There were some responses which were rather general - e.g. 'not ill' and this was probably picking up on healthy in the question without really engaging with *features*. 'proud' was not allowed as it is not a physical feature, and this led to some responses which had the correct details but then also included incorrect details. Many candidates gave more than the two details requested, which is not advisable.

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Candidates performed well on this question. Phonetic attempts at 'injured' were usually accepted. Responses which incorporated 'can cause a heart attack' were not credited. This was another example of where too much detail was counter-productive. Only one explanation was required.

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Candidates performed reasonably well here overall. Responses were credited which stated that it was so that the birds would not be or become scared, as this was an alternative answer from the script.

Question 9 (d)

This question was generally answered well. If candidates referred to 'tradition' this was fine, and any version of 'reminding people of their past' was also accepted.

Question 9 (e)

Many candidates found this question challenging, offering responses such as 'because they have passports' or perhaps guessing at 'to enter competitions'. There was a wide range of spellings of both words. Good phonetic attempts were generally accepted. A common response not accepted was 'exipition'. 'Expeditions' was not allowed as has a different meaning from exhibitions.

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Question 10 was based on a conversation about Bodie State Historic Park in the USA.

Question 10 (a)

Candidates answered this very well indeed, even though they tended to offer the three details where only two were required. Responses were not allowed where 'peaches' was given for beaches; where 'history' was offered in the list, as this is incorrect; and where 'sunlight' was given for sunshine.

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This question tested candidates' inference skill, as they were invited to suggest why the speaker seemed to admire the people of Bodie. A range of reasonable responses were therefore allowed. Common acceptable responses were that life was hard there, that the winters were harsh, that people had to live with violence or

crime, and that snow was often 6 metres deep. If the last response was given, the snow depth needed to be accurate, and incorrect responses were seen here - e.g. 60 or 600 metres, 6 or 60 feet, and 60 cms were all seen. Unacceptable inferences included the creation of a small community, the maintaining of customs, or that people lived high in the mountains.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/43
Listening (Extended)

Key messages

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ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/05
Oral Communication

Key messages

- Please read and become familiar with the *Teacher's/Examiner's Notes* booklet. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to CIE. Far fewer transgressions would occur at centres if this booklet is read in full beforehand, and referred to *during* the examination process.
- Conduct Part A at the beginning of the test – so that candidates know the format of the whole test from the outset and are aware that only Part D is assessed. It is essential that Part A is conducted and recorded.
- The warm up is an important part of the process and must be made useful for the candidate. If the warm up phase does not indicate a particular topic which will suit a candidate, please try to choose a Card which is one of the more general and accessible topics from those available. Please do not select a topic that is clearly unsuitable.
- Please begin Part D by utilising the first two prompts on the Topic Card and not the Examiner's own opening questions. This ensures that the flow of conversation remains focused on the topic and that candidates begin in a confident manner, because the first two prompts are less demanding.
- Ensure that a focused and relevant discussion develops in Part D by utilising the last three prompts to explore the depth of the topic, so that candidates can illustrate their higher-level speaking skills. Examiners are required to use all five prompts and should use them in the sequence given.
- Remain within the allowed timings: 2-3 minutes for Part B and 6-9 minutes for Part D. Tests which are too short and/or too long are counter-productive and unlikely to gain top marks.
- Centres who allow candidates to offer speeches or monologues are reminded that they are not allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above Band 4 for the Development and Fluency criterion would be acceptable, because little or no conversation has taken place. Please do not allow monologues or speeches.

General comments

Improvements were noted this session in these key areas:

- Accuracy of assessment. In general, marks given by Examiners were more accurate than previously. Where marks were adjusted downwards, it was often as a result of over-rewarding Structure.
- Conduct of the test as a whole. More centres complied with the test format. There were more cases of tests which had been conducted excellently and with obvious care and attention to planning and preparation.
- Sampling was better, and there were more centres sending in samples on CD/DVD or USB drives.

- Most Examiners are now using the five prompts on the topic cards in sequence to help promote focused discussions. The very best Part Ds used the five prompts to encourage fluent and natural conversation, adding further related prompts and ideas where appropriate.

Part A: Brief explanation of the Test format

Centres are reminded that Examiners should explain briefly what is going to happen in the course of test just after the candidate has taken his/her seas and been introduced. It is better for all if Part A is conducted at the beginning and candidates are immediately aware that Part B – the warm up – is not assessed, and that Part D is the only assessed phase. Part A is still omitted by too many Centres.

Part B: The Warm Up

The warm up should be used to try and select an appropriate topic card. Examiners should not miss an opportunity to present a suitable topic for discussion, particularly when a candidate has expressed an interest in an area in which one of the topic cards might generate a productive conversation.

Please therefore aim to draw out candidates' hobbies and interests and avoid talking about school matters, or anything which might make candidates uneasy, for example, nervousness, or other examinations being taken. There are Centres at which the warm up focuses too much on school life, and some Centres are incorporating informal discussion of the topics into the warm ups. Neither of these approaches is acceptable.

A sensible approach is to stay within the 2-3 minutes allowed but to gain an early idea of a candidate's interests. However, please also use the warm up to relax the candidate, to get to know a little about him or her, and to prepare the candidate for Part D and for formal assessment.

Part C: Selecting the topic, handing out the Topic Card, and allowing preparation time

Please note that the Examiner chooses the Topic Card – under no circumstances should a choice be offered to the candidate.

The selection of Topic Cards should not be random or prepared beforehand. It is not fair to candidates to choose cards in this manner. Topics should be selected to try to match each candidate's interests and ability.

The recording must be paused at this stage, and the Examiner should announce the Topic Card that has been chosen, so that the candidate can have 2-3 minutes to collect and collate his/her thoughts. The recording is not being paused by some Centres, and the announcement of the topic card is sometimes omitted or stated elsewhere.

Part D: The conversation

The best discussions are relaxed and allow a natural conversation to flow, with skilful Examiners picking up on points made by candidates, but returning to the Topic Card at appropriate times to ensure focus. Examiners should certainly work through the five bullet point prompts in the given order but should remember to extend the discussions beyond the prompts to ensure a full (6-9 minutes) and rounded discussion takes place.

Examiners are reminded that development of the conversation is an integral part of the assessment. It is expected that Examiners will help guide candidates through the levels of the discussion. The supplied prompts on the topic cards increase in sophistication and move from the personal through the general, to the more abstract and challenging; thereby allowing stronger candidates to illustrate higher level speaking skills. Weaker candidates are not expected to engage fully or successfully with Prompts 4 and 5, and Examiners will need to perhaps simplify the ideas in these prompts and paraphrase them to accommodate and support these candidates.

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

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

When the first two prompts on the Topic Card are utilised from the outset, the discussions tend to be successful, with the candidates growing in confidence, and more able therefore to respond to the more challenging prompts.

Comments on specific questions

Card A: Leaving School

This topic was very accessible for many candidates, for whom leaving school was an important event. Many candidates had clearly given some thought to it in recent months and good conversations generally developed.

Card B: Air Travel

Most candidates coped well with the first three prompts. The last two prompts were found to be difficult for weaker candidates. Responses to the more challenging prompts tended to be limited to air pollution.

Card C: Gifts

This was a useful topic for weaker candidates and many examiners recognised it as such. Candidates related easily to the idea of gifts and could speak from their own experience. Stronger candidates were able to discuss human selfishness and the effects of upbringing, along with more abstract gifts such as the giving of time or support rather than just material items.

Card D: Communities

This topic was not chosen very often and was perhaps retained for the more able candidates. Some candidates struggled to provide lengthy responses. The topic worked well if a candidate was from another country and comparisons could therefore be made.

Card E: Knowledge

Candidates enjoyed discussing the abstract nature of how 'a little knowledge is a dangerous thing' but weaker discussions tended to focus on the idea that everyone needs to learn more and then things would be better for all.

Card F: Travel journalism

There were many good conversations on this topic. Discussions of bias seemed to engage many candidates, who showed a knowledge of the theme which was quite mature and considered.

Card G: The Medical world

There were some interesting, sophisticated and fruitful discussions on this topic

Card H: Gender Roles

Many candidates engaged well with this theme. It was the topic which provided the most variable response.

Card I: Activity and theme parks

This topic was generally handled well. This was the most focused topic in the set and was only likely to be productive if given to a candidate who had had some experience of the theme.

Card J: Leadership

This topic was generally handled well. Many recognised leaders at home, at school and in history. Some responses were rather predictable, but there was plenty of scope for individualised discussion.

Administrative procedures

Please note that if a Centre chooses to divide its entry across the two syllabuses; that is, enter some candidates for Syllabus 0510/05 (oral endorsement) and other candidates for Syllabus 0511/05 (count-in oral), a full sample and the accompanying paperwork is required by CIE for each component entry. Please do not combine 0510 and 0511 entries.

Please would all Centres use digital recording equipment to generate audio files which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). There is no need to use the blue 'cassette inserts'

– a list of the candidates in the sample, their numbers, and the mark given to each, either on the CD cover (but not on the CD itself please) or on a separate sheet is fine. It would be even better if the individual tracks on the CD could be re-named to the candidate number and name (instead of track 1, track 2, etc.). Please do not use analogue recording and tapes/cassettes.

Please send in digital recordings in the most concise way possible (i.e. separate, re-named audio tracks, transferred to a single CD/DVD/USB).

Centres are reminded to carry out thorough clerical checks to ensure that the mark sheets provided are accurate and consistent with each other. The marks on the Summary Form should be identical to those presented to CIE as final marks. It is also recommended that the addition of the criterion marks be checked at the Centre, to prevent errors in addition of the marks.

Please ensure that the Summary Forms are included in the package. This is the form that records the three criteria marks, in addition to the total mark. The Examiner who conducts the tests is responsible for filling in the Summary Form. He or she should sign the form and date it. The form also records the topic cards given to each candidate. This is the form which is the working record of the examining undertaken, and is therefore of most use to the external Moderator.

ENGLISH AS A SECOND LANGUAGE (COUNT-IN ORAL)

Paper 0511/06

Oral Communication (Coursework)

Key messages

- Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their second language speaking skills to be demonstrated, and assessed. Evidence of this should be presented on the Individual candidate Record Cards, which should contain full descriptions of the activities and tasks undertaken.
- If a teacher is not completely confident, however, in designing and implementing three different and productive activities comprising relevant tasks then it is advisable to opt for Component 05, the Oral Test.
- Please note that it is important for E2L that the activities are designed to accommodate and illustrate second language English competency – remember that the assessment criteria test language skills and not presentational or performance skill.
- Please would all Centres use digital recording equipment to generate audio files, which can then be transferred to a CD, DVD or a USB drive. Please use recognised audio file formats that can be played by common computer software (e.g. mp3, wav, wma). There is no need to use the blue 'cassette inserts' – a list of the candidates in the sample, their numbers, and the mark given to each, either on the CD cover (but not on the CD itself please) or on a separate sheet is fine. The individual tracks on the CD should be re-named to the candidate number and name (instead of track 1, track 2, etc.). Please do not use analogue recording and tapes/cassettes.

General comments

Moderation has two purposes: firstly, to confirm the Centre's interpretation and application of the assessment criteria, and secondly, to confirm that a variety of appropriate tasks and activities have been completed.

Comments on specific tasks

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