

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

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Paper 0511/11

Reading and Writing (Core)

## Key Messages

All candidates are strongly advised to read both the texts and the questions at least twice in Exercises 1 and 2 in order to ensure that each is fully understood. Marks are often lost in these two exercises through a misreading of the question. While candidates are not expected to answer in full sentences in these two exercises, a number were too brief in their response and omitted the key word(s), thus losing the mark.

In Exercise 3, Sections A, B and C were generally well done, showing that the text was clearly understood. As in past papers marks were generally lost through careless copying, creating spelling errors, or through the omission of the capital letter to start a proper noun. Section D continues to challenge many candidates. The most common errors are to use incomplete sentences or to write both responses in one sentence.

Exercise 4 was based on a story which was familiar to many and was overall well answered. There was some inaccuracy in answers given to the first section where the statistical information required clear details. Since the text to Exercise 4 was usually understood and enjoyed, there were many good summaries in Exercise 5.

The prompts given to candidates in Exercise 6 are designed to provide the basic material for the letter and details from all three prompts should appear in the body of the letter. Candidates should then be encouraged to add their own extra information to give the piece a suitable register, that is, in this case, a personal letter to a friend. Where such additions were both interesting and relevant, marks in the top band for Content could be awarded. It is important that all three prompts are addressed, for the omission of any will affect the mark for Content.

The need to develop the prompts and to introduce new ideas to support the points made in the prompts is the key to writing a successful article for the magazine in Exercise 7. Those who brought in ideas of their own to develop the ones already given were rewarded with more than an average mark for Content. In this way the article became more interesting and certainly more persuasive.

## General Comments

There was a good range of difficulty in all the questions on this paper. There was also a good range of topics from the world of science; natural history; the environment; culture; engineering; the news and health and nutrition. Most candidates finished the paper in the time allotted. Exercises 3, Section, D and Exercise 7 proved the most difficult and were occasionally left unanswered.

## Comments on Specific Questions

### **Exercise 1 – Children’s Museum**

- (a) A very straightforward question, to which many gave the correct answer ‘ten years’. ‘After ten years’ could not be accepted as a response to the question, ‘How long did it take to design..?’
- (b) Most chose the correct answer and achieved the mark.
- (c) This question was generally correctly answered, however there were some responses which gave insufficient detail and which consequently could not be rewarded, for example ‘they had their own suggestions’.

- (d) If the mark was lost here, it was by offering too short a response, such as 'rolling down', leaving out the key word 'hills'. Most candidates made the connection between 'common memories' in the text and 'favourite activities' in the question.
- (e) Those who lost the mark for this question usually missed the words 'reading opportunities' in the question and so did not make the link with the libraries mentioned in the text.
- (f) Candidates needed to answer the question with 'pretend they work at a weather station' or 'predict storms/rain', making the contextual connection with how the children were able to use their imagination at the museum.
- (g) Almost all gave the correct answer. Only those with incomplete answers, for example writing just 'under the age', could not be awarded the mark.

### Exercise 2 –The World of Antarctica

This exercise was more difficult and the text more demanding. Candidates needed to read the questions more carefully and pay more attention to key words.

- (a) The question asked for the 'main requirement' and the answer from the text was introduced by 'above all', so those who chose the example in the text which preceded 'above all' – 'good equipment and friendly companions' did not earn the mark.
- (b) Two details were to be taken from the chart – the date and the number of daylight hours. Incomplete answers were quite common.
- (c) The Mark Scheme required adjectives that emphasised how the conditions made the ship's journey particularly dangerous, so both 'violent' and 'gigantic' were needed to describe the thunderstorms and the waves. Errors also occurred when candidates supplied the area which was dangerous – 'southern latitudes' – rather than focusing on the conditions which made the journey so hazardous.
- (d) Most candidates selected the correct information from the text. Those who described what the birds did – 'flew without stopping for thousands of kilometres' – were not rewarded.
- (e) The candidates had to look for the creature 'most frequently seen'. Although 'more and more whales' were seen, this did not fulfil the demands of the question, for 'penguins outnumbered' the whales.
- (f) Many had the right answer, which required a means of transport, and 'snowmobiles' was commonly found.
- (g) The Professor warned them, because if they did not take sufficient care they might/could fall into a deep hole. 'They would fall fall into a deep hole' was deemed to be too definite, losing the idea of the possibility, however 'a mistake could mean that they would fall...' was accepted, since the idea of the possibility was clear.
- (h) Many candidates were not sure of the meaning of 'special occasions'. So instead of picking out 'birthdays and festivals', they chose recreational activities, such as table tennis and chess.
- (i) This question required two discrete ideas to be explained. For the first of the two marks candidates had to explain how difficult it was to thaw the frozen food in sub-zero temperatures. Most understood the fact that they were able to use a drill to cut open the frozen food and earned, therefore, the second mark.
- (j) This question was generally correctly answered. A correct response needed the explanation that the penguins stood and/or stared for many minutes, which showed that they were not afraid of the scientists.

### **Exercise 3 – Portugal Heritage**

Almost all candidates found little difficulty in completing the form on behalf of José Espinola. Overall candidates displayed the results of continuing classroom practice in the application of the instructions to tick, circle, underline and delete. Correct spelling is essential.

#### **Section A: Details of person completing the form**

Many scored full marks in this section.

#### **Section B: Membership details**

Care is needed in the transcribing of the address from the text to the form. On the form the address should be in the same order as is found in the text and there should be no 'in' before 'Lisbon' in the address on the form.

#### **Section C: Gift instructions**

This section was less well done, mainly because of spelling errors.

#### **Section D**

This section continues to be a real challenge to many candidates. Too many answer in incomplete sentences, beginning their answer with a conjunction, such as 'because', or with an infinitive, for example, 'to congratulate'. The result is, almost always, a part sentence, which cannot be rewarded, even if the detail is relevant, since full and complete sentences are required in the instructions at the top of the exercise.

### **Exercise 4 – The man who fell to earth**

The topic was known to many candidates and was well understood. Centres are reminded that specific detail is a requirement for success in this exercise and that generalities will often lose marks.

#### **Statistical data about the jump**

Candidates needed to be very accurate when listing the statistical details required in this section. Felix Baumgartner jumped from a height of almost 40 kilometres and fell for more than four minutes, reaching a speed of more than 1,300 Kilometres per hour. He was the first person to achieve this without the help of a machine. Such attention to detail would earn the marks.

#### **Problems before the trip**

Correct and accurate detail was important in this section too. It was the glass shield of the helmet that misted up during the fall, not the whole helmet.

#### **Aims of the mission**

It was important here to emphasise that the team wanted to know how the equipment was affected by the loss of pressure.

### **Exercise 5 – Summary**

It was good to see that the majority of candidates made an attempt at this exercise and there were very few summaries that exceeded the word limit. Centres are reminded that responses which exceed the word limit for this exercise are now penalised. The majority of candidates stuck closely to their notes from Exercise 4, with an occasional addition from the text. Candidates who used their notes with some grammatical accuracy and a sense of cohesion could achieve 3 marks, and most candidates were able to do this. Weaker candidates who listed the ideas from their notes with little attempt at joining these ideas cohesively were denied access to higher marks. A small number of candidates who made a real attempt to interpret their notes and reproduce the events in their own words had access to higher marks.

### **Exercise 6 – Letter to a friend**

There were many interesting news items quoted in this exercise, covering extreme weather conditions, Ebola, advertisements for technological innovations and opportunities to study abroad. The prompts offered are designed to give the candidates the basic content for their letter, to which they should then add their personal information to enthuse and interest their friend. Sometimes candidates seemed to forget that they were writing to a friend and the letter became no more than a narrative of an event and did not contain any personal touches. It may help if candidates were to be encouraged to open their letter with a 'Dear...' in order to set the tone of the piece. For the most part candidates found little difficulty in referring to a news item that had caught their attention and in relating it to their friend's needs or interests. This aspect was crucial to the success of the letter.

### **Exercise 7 – Article for the school magazine**

This exercise, which called for a piece of discursive writing, where the candidate was asked to support an argument in favour of, or against a proposal of the Principal, was found more testing than the previous exercise. Once again those who were able to develop the points made in the prompts and to give further ideas were duly rewarded. For example several candidates arguing in favour of the installation of the machine suggested that it should contain only healthy foods and drinks. Others made the point that an organised rota for the use of the machine could prevent late arrival at lessons. A recognisable introduction and a conclusion, giving the candidate's final definitive position following the points made in the article, rounded off the piece for the best candidates. Less effective responses did not go beyond the prompts and were often characterised by a lack of paragraphing.

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

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**Paper 0511/12**  
**Reading and Writing (Core)**

## Key Messages

- In Exercises 1 and 2, many candidates were able to pinpoint the correct part of the text to locate their answers, but then selected the wrong part of the sentence. Candidates should focus on answering the key point of the question and avoid writing extraneous detail.
- In Exercise 3 Sections A and B candidates' responses reflected the good work being done in schools to encourage attention to detail and complete accuracy. Continuing attention needs to be paid to clarity of handwriting and the distinction between capital and lower case letters.
- In Exercise 3 Section C many responses started with 'Because...', 'To...' or 'And...'. Teachers are encouraged to spend time explaining the grammatical formation of a sentence, and that a sentence should not start with a verb or with a connective.
- There was evidence of continued success in Exercise 4. Candidates showed understanding of the requirements of a note-making exercise, and the majority wrote a brief phrase on each line.
- In Exercise 5, candidates are encouraged to select from their notes in Exercise 4, and avoid using every point. There was often greater success when candidates included less information.
- In Exercise 6, candidates needed to read the rubric more carefully and address the task more closely. A number of candidates scored no marks because they wrote for the wrong audience.
- In Exercise 7, candidates should offer an opinion on the topic in the question. Even with a well-constructed argument which considers both sides of the topic, without an opinion candidates are denied access to marks in the highest band for content.

## General Comments

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

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

The majority of candidates were correctly entered at this level, and most were able to complete all the exercises on the paper. There was evidence that a number of candidates could not manage their time efficiently and had to omit one or more exercises, typically one or more of Exercises 5, 6 or 7. Additionally, a number of candidates made no attempt to respond to individual questions in Exercises 1 and 2.

Presentation of answers continues to improve across the exercises, with most candidates adopting Cambridge International Examinations' preferred black or dark blue ink to write their answers. Further encouragement needs to be given to candidates to use the length of each line as a guide as to the required length of answer. There should be no need for candidates to write below the line in Exercises 1 and 2.

## **Comments on Specific Question**

### **Exercise 1**

This exercise was well attempted by candidates and proved to be a good introduction to the paper. Candidates were able to demonstrate their ability across the range of questions and there was little evidence of omission in the exercise.

Throughout this exercise it was important for candidates to make the distinction between the 'cacao' tree and beans, and the product obtained from the tree, namely 'cocoa'. A number of candidates needed to demonstrate their understanding of this difference more accurately in their spelling of these two words in order to gain the marks.

- (a) Many candidates recognised the need for specific detail in this question, and correctly supplied 'cacao tree farmers'. Common errors included 'our expert on agricultural matters', the country 'Belize' or 'farmers'.
- (b) The majority of candidates were successful in selecting 'trunk' as the part of the tree where the pods grow. Candidates are reminded that the simple one-word answer was sufficient in this item, and that copying the whole sentence merely added to pressure of time. Less able candidates selected pod of white beans, rather than finding the place where these grew.
- (c) This was a discriminating question in which candidates had to select two ways in which the cocoa liquor was used for one mark. Better candidates correctly found goes straight into chocolate and pressed to make cocoa butter, while less able candidates opted for the previous process whereby the beans are turned into the cocoa liquor, 'roasted and turned into an oily paste'.
- (d) There were many accurate answers to this question. The key words 'why' and 'melt' were clearly signposted in the text, with the answer 'due to the addition of cocoa butter' following in the same sentence. A number of candidates wrongly selected 'sugar' and 'vanilla' which could not be credited, as these were added to make different kinds of chocolate, not to enable the chocolate to melt.
- (e) This was the most challenging question in the exercise. Two benefits of growing cacao in the traditional way were required for two marks and there were four options to choose from. 'the forest canopy prevents the trees from drying out', 'natural predators destroy the insects which eat the cacao crop'; 'leaf litter helps plants grow', and 'no need for chemical fertilisers'. Many candidates found the correct part of the paragraph but supplied only partial answers, such as 'shaded by tall forest canopy and they destroy the insects that eat the crop'. In the first part of this answer, no benefit is given, merely a description of the forest, and in the second part of the answer, the predator needs to be identified. Without a full explanation of the benefit of the traditional method of growing, marks could not be awarded.
- (f) The final question was very well answered, and most candidates could identify the prize for winning the competition, 'a visit/a ticket to the Maya Gold chocolate factory'. A small number of candidates were not awarded the mark for partial responses such as 'a ticket to Maya Gold'.

### **Exercise 2**

Candidates found this exercise to be demanding and more careful reading of the questions and identifying key question words were required. There was evidence that many candidates had not understood the text and there was considerable omission of one or more items in the exercise. Candidates are advised to continue to read as widely as possible in order to support their understanding of reading texts.

- (a) Many incorrect responses to this first question indicated that candidates needed to read the question more carefully. The question asked 'When were....?', which grammatically required the past tense in response. Candidates who interpreted the information in the text and correctly gave the response '1820' achieved the mark, whereas those who copied from the text the information 'since the 1820s' were not successful. Marks were not awarded for the responses 'Millions of years after its lifetime' or '1905', as these did not fulfil the requirements of the question.

- (b) This was generally well answered, with most candidates selecting the two correct details relating to the environment, 'swampland and forest'. Responses which included the additional details 'in the part of the world we now call America', although unnecessary, were not penalised.
- (c) Many candidates correctly matched 'discover first' in the question with 'first significant find' in the text and named the bones 'jaw and backbone'. The addition of other bones 'neck and leg' was not credited, as these were not part of the first discovery, but were found later. Other wrong answers included 'four tail bones' and the place where the bones were found.
- (d) The key question words 'Where' and 'people could see...life-size model' led the majority of candidates to select the correct information, 'American Museum of Natural History'. The response 'museum in New York' did not achieve the mark, as this was where the bones were reconstructed by experts, and not put on display to the public.
- (e) This question required candidates to find two benefits to the T-rex of its stiff tail, and the correct answers 'aided movement' and 'helped to counterbalance the enormous head' were frequently selected. Incomplete and partial answers such as 'movement' and 'counterbalance' did not convey the advantages with sufficient precision, and did not gain the mark.
- (f) Many candidates correctly found the section of the text where the details about the teeth could be found. Many wrongly opted for the fact that T-rex had 50-60 teeth, whereas more precise reading of the key word in the question, 'unusual' would have guided candidates to 'unlike those of other species' in the text and to select 'could grow again when broken' as their answer. A further error was found in the response 'perfect for eating meat', as this was not thought to be 'unusual'.
- (g) This question was generally well answered. Candidates had to explain that 'analysis of the skull' provided the evidence of the powerful sense of smell. The general response 'the skull' was not sufficiently precise to gain the mark. A number of candidates supplied the answer to the following question here, which meant that they could find no answer to **Question (h)**.
- (h) Two adjectives describing the appearance of the skin were required to obtain the mark for this question, 'tough' and 'scaly'. A number of candidates offered 'developed camouflage', which could not be credited, as the question asked for 'what ...experts know', rather than what was only a possibility.
- (i) There were many good responses to this question. It was difficult for T-rex to catch live animals as they were 'slow' or 'lumbering', and additionally, that 'victims could outrun it'. A number of candidates offered the information that 'T-rex was a scavenger and ate animals that had already died', which did not answer the question about 'live' animals.
- (j) There was a very mixed response to the graphic question. In this question, candidates were expected to be able to read and analyse information in a chart and supply the details about the second smallest dinosaur and its height. In all, two pieces of information were required, 'Dacentrurus' and '2 metres'. A common misreading of the question led candidates to provide the detail of the 'smallest' dinosaur, instead of the second smallest. A considerable number of candidates simply offered '2' for the height, instead of '2 metres'. Centres are asked to continue to provide practice in the reading and interpretation of graphical material, and to encourage candidates to be precise in their responses to questions.

Centres are reminded that candidates are expected to express the information in a way that is appropriate to common usage, and that copying '2 height in metres' does not represent an appropriate answer and will not gain the mark.

### **Exercise 3**

The results of good classroom practice were evident, particularly in the application of the instructions to tick, circle and delete. It was noticeable in this session that more candidates were successful in the first sections of this exercise than in previous sessions.

Candidates are reminded to take care with the formation of letters and numbers. Teachers are asked to continue to emphasise the need for clarity of presentation and care when writing capital letters.

The final section of this exercise continues to present a challenge, and a considerable number of candidates either offered no response, or a response for which no mark could be awarded. Candidates are reminded that they need to write two sentences and that these sentences should be fully grammatical and completely accurate.

### **Sounds Fun Booking Form**

#### ***Section A: Customer details***

This section was generally well answered. There were few spelling errors in the name and the email address was accurately represented. Problems occurred in the transcription of the address, when candidates attempted to change the order of items. In this exercise, candidates should transcribe the individual parts of the address in the order they are presented in the text and not make any attempt to change this order. As many of the words in the address were unfamiliar to candidates, there were spelling errors, such as 'Bendow / Aukland/ New Zeland'. Greater care should be taken in the copying of items which are unfamiliar.

Candidates are also reminded that when writing the age, they should pay attention to accuracy. The simple answer '17' was sufficient in this section, as was 'seventeen' or '17 years old' and '17 years'.

#### ***Section B: Booking details***

This section proved to be discriminating. Better candidates completed the questions fully and accurately, while weaker candidates found the last two items in the section more demanding. On the whole there was a very good response to the items which required a tick, circle and delete, and little evidence of candidates changing their minds.

Errors were found mainly in the last two items, where some candidates did not always understand 'Seating preference'. Frequent errors were the misspelling 'front raw seats' or 'evening performance'. In the final item of this section, candidates felt the need to write at length, which often led to the misspelling 'accomodation' or the inclusion of 'they', as in the sentence, 'low-cost hotel, but they do not want to camp'. The inclusion of the third person pronoun 'they' invalidated the answer and denied the mark.

Candidates are reminded that brief answers are all that is necessary, and that writing a full sentence or including extra detail could easily lead to a loss of marks through inaccurate transcription.

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

This section proved to be very challenging and very few candidates scored full marks. Many candidates made no attempt to provide an answer, and there were a number of responses consisting of one sentence rather than two, as the question demanded. Successful candidates wrote two sentences, each one addressing the separate parts of the question. In order to be successful, the sentences need to answer the question and be totally accurate in grammar, spelling and punctuation.

In this session, the first sentence asked for a reason why the booking was made through Sounds Fun. The best responses supplied the fact that 'Overnight accommodation is included and the prices are affordable.' Sentences which merely offered the description that 'Sounds Fun organises coach trips to concerts and shows' did not fully give a reason for using this company.

The second requirement was for an explanation for the choice of concert, and the key detail was that 'Jed Jones is performing in the concert.' Candidates who combined these ideas into one sentence reduced their potential for full marks by half, and a maximum of only 2 marks could be awarded. This combination often resulted in a very long sentence, which again increased the possibility for error, further reducing the mark. Candidates are reminded that the information they need will always be found in the text, and that it is better to write simply but accurately, than to attempt long complex sentences.

Common language errors in this section were starting the sentence with 'Because...' or 'And...' and blurred verb tense and verb /noun distinction, particularly 'choose / chose / choice'.

#### **Exercise 4**

There was a noticeable improvement in the way that candidates tackled this exercise and many scored nearly full marks. The text had been understood by most candidates and there was a good attempt to write brief but precise notes on each line, rather than full sentences.



### *Historical uses*

Key points were well recognised and most candidates could find two of the possible three options on the mark scheme, the most popular choices being 'in religious ceremonies' and 'as a form of currency'. Occasionally 'religious' and 'spiritual' were offered as separate answers, which could not be accepted.

### *Possible benefits of eating garlic*

This section presented more of a challenge, although many candidates managed to identify three of the four available points on the mark scheme. Errors occurred when candidates supplied 'reduced heart disease' and 'low rates of heart disease' as separate points. Marks were also lost for answers which were too general, as in 'garlic has a distinctive taste'. Although this is true, it is merely descriptive, and the benefit is that 'it brings out the flavour of other ingredients'. A higher level of precision in responses shows a deeper understanding of the text and is a requirement for success in this note-making exercise.

### *Possible problems*

In this section as in the previous one, there was a tendency towards generalisation, which denied marks for a number of candidates. The requirement was to identify two possible problems of eating garlic, and all of the available points in the mark scheme were found. The most popular details were that garlic caused 'an irritating skin condition' and also 'a painful inflammation of the stomach'. Marks were not awarded for the too general response, 'destroys natural bacteria' without the addition of 'in the gut'. Candidates who offered the response 'blood clotting' did not demonstrate understanding of the text, as this response showed the opposite meaning of what was required. The text indicated 'blood clotting difficulties'. A small number of candidates also identified the further correct point that 'breath smells'.

## **Exercise 5**

In this session, very few candidates exceeded the 80 word limit, so the maximum mark of 5 was available to most. In order to achieve a mark of 4 or 5, candidates need to interpret their notes from Exercise 4 and, in conjunction with ideas from the text, produce a concise and factual paragraph on the topic, with their ideas presented in a logical order and connected by a series of linking words. Candidates who listed their notes without attempting to connect could not access the higher mark bands.

Many candidates showed that they had understood the text and made a creditable attempt to write concisely and to present ideas in a logical sequence, and the majority scored a mark of 3 or higher. It was pleasing to see that the majority of candidates correctly adhered closely to the information provided in the text and there was little attempt at creative writing.

Teachers are asked to encourage candidates to use their own words where possible, either by re-working the form of the words of the text or by the use of synonyms. Additionally, candidates who use a selection of their notes from Exercise 4 are often more successful than those who try to include all the details from the previous exercise and are thus in danger of simply creating a list of points. By including fewer points, it allows candidates more opportunity to demonstrate the use of their own words and control of language.

## **Exercises 6 and 7**

In this session, candidates engaged fairly well with both tasks. Better candidates demonstrated imagination in Exercise 6 and interesting arguments in Exercise 7. In most cases, the rubric was understood and candidates were able to reach the minimum word length. As these two exercises are high value exercises, with a possibility of 13 marks available for each, it is important that sufficient time is allowed for thoughtful and planned responses to be written. It seemed in this session that although many responses were written at appropriate length, they were frequently characterised by a lack of detail and development, and many pieces contained only the most basic information. Candidates are reminded of the need to plan their writing and that the blank pages at the end of the question booklet are there for candidates to use.

In general, candidates were successful in distinguishing between the conversational tone and register required for Exercise 6 and the more neutral, objective style when presenting arguments in Exercise 7.

## **Exercise 6**

In this exercise, there are three prompts which need to be addressed. The best responses allowed for a separate paragraph for each point, which, in conjunction with a brief opening paragraph and a closing sentence, gave the whole piece a sense of balance. Candidates are reminded that the most effective opening paragraphs are particular to the task, and not a pre-learned generic series of sentences. In addition to the written prompts, there is a visual guide which may help candidates in their selection of ideas to use. It should be emphasised, however, that the most effective pieces of writing are those in which candidates develop their own ideas.

Careful attention to the rubric is required. Some candidates wrote directly to the person they had met, rather than writing to a relative about the person they had met. The lack of awareness of audience in these responses meant that marks in the top band for content could not be awarded. Similarly, a number of candidates interpreted the question as writing to a friend to plan a future meeting. Such responses did not address the task.

For the first bullet point, the majority of candidates wrote about meeting a friend by chance while shopping, either in the mall or in the supermarket. More ambitious candidates wrote imaginatively about meeting a friend in the park, at a party, or on the beach. In almost all cases, the friend they met was an old school friend from primary school. A number of candidates omitted to explain what they were doing when they saw their friend, as required in the first bullet point.

For the second bullet point, in most cases, candidates took their friend to a café for a drink and/or something to eat. The better candidates developed their letter beyond this and wrote about buying each other a present to celebrate their meeting, going to see their favourite film in the cinema, or re-visiting old haunts. Marks in the top band for content were only awarded to candidates who included considerable imaginative detail in this paragraph.

The third bullet point required candidates to reflect on the events of the day. This was generally included although it frequently formed part of the closing sentence, as in 'I had a great time and I hope that we can do it again'. Candidates are asked to try and develop the third point at greater length for greater success.

From a language point of view, candidates are reminded of the need for consistent accuracy in verb forms when writing. Incorrect verb forms were a common pitfall which led to a loss of language marks.

In this exercise:

- (i) there was some confusion in the formation of past tense verb forms between 'I was doing some shopping when I saw...'
- (ii) the lack of accuracy in the second verb in a sentence was evident, as in 'I met him and greet him'; 'We went to a restaurant and we eating...', or 'We went to a cafe to drunk...'
- (iii) many candidates need more practice in the use of articles 'a/an/the', particularly before possessive adjectives, as in 'a my friend' or 'a your town'.

### **Exercise 7**

In this exercise there are four written prompts, two supporting the topic for discussion and two opposing it, and these are intended merely to provoke candidates into thinking about the topic. They are not intended to be the only arguments included in the writing. Answers which go beyond the ideas provided on the paper and show initiative and original thought have access to marks in the higher band for content.

Across the entry, many candidates were able to fulfil the criteria for this exercise more effectively than in Exercise 6 and produce a well organised set of paragraphs, which argued the topic from both sides and included a short introduction and a final concluding paragraph. Better candidates used the given prompts sparingly and added their own ideas to argue and persuade quite convincingly. Frequent arguments in favour of building the zoo locally were that it would be good for tourism and the local economy, and it would provide employment for people living there. Those against the topic often mentioned the dangers involved in keeping wild animals close to residential areas and the safety implications for the town.

Less effective were the responses which focused entirely on the ethical questions around zoos in general as a way of keeping wild animals. Although often well constructed and argued, without reference to the effects of the zoo on the locality, they could not achieve marks in the top band for content.

From a language point of view, many candidates found it easier to write in the present tense and achieved a higher language mark for this exercise than for Exercise 6. More able candidates had opportunity to demonstrate the language for arguing and persuading and there were several examples of the effective use of rhetorical questions. Weaker candidates often confused their argument by scattering the adverbs 'however' and 'moreover' in the wrong places, and thus contradicted themselves.

In this exercise:

- (i) candidates should give their own opinion. Without this, they are not fulfilling the task.
- (ii) candidates need to continue to practise using connecting devices relevantly, such as 'moreover/furthermore' for additional information; 'nevertheless/however/on the other hand' for contrasting argument, and phrases which signpost the direction of the writing, such as 'Firstly/ In conclusion'.
- (iii) it is not necessary to argue the topic from both sides. The most effective pieces of writing were often from candidates who adopted a particular standpoint in their introduction and wrote consistently supporting their own views throughout the article.

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

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

In Exercise 3, form-filling, 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 two sentences must be both relevant and accurate. Candidates should also be reminded that marks cannot be awarded for incomplete sentences.

In Exercise 4, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which 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 focus on: relevant information, accuracy of language, cohesion and observing the word limit. The most effective summaries are those in which candidates have understood the ideas in the original text and make an attempt to paraphrase them. Care should be taken not to merely list points from the previous exercise, but to connect the ideas in a cohesive manner.

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

In Exercise 7, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided, but to introduce their own ideas and structure their writing cohesively using paragraphs.

## General comments

Overall, the majority of candidates were correctly entered for the core tier. Time management did not present a problem for the majority and few were unable to complete all the exercises. A number of candidates achieved high marks and for these, the extended tier paper may have been more suitable for their linguistic ability.

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

Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

### **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 with most candidates lifting 'helps to make you fully alive' from the text.
- (b) The majority of candidates identified the salient detail 'less caffeine'. Credit could not be given for the lift 'helps to relax your body and mind before you go to bed'.
- (c) This was well answered with many candidates including the superfluous detail 'at breakfast time'.
- (d) This was very well answered with the majority of candidates locating 'full of energy'.
- (e) Most candidates successfully located 'adding natural ingredients'. The lift 'which give a variety of fruity and floral tastes' could not be credited and less able candidates made reference to the idea that the teas can be enjoyed either 'hot or iced', which was also incorrect.
- (f) This question proved to be a good discriminator. Two details were required for one mark. The majority correctly identified the fruit as 'citrus', but lack of precision in reading meant that many candidates lost the mark as a result of providing 'China' instead of 'Italy'. Candidates who lifted 'it is a tea flavoured with oil from a citrus fruit' could not be credited.
- (g) This question was generally well answered with the majority of candidates locating the key detail 'leaves can be used again'. Some candidates included the detail 'rarely requires milk or sugar', but this alone could not be credited.

### **Exercise 2**

This exercise proved more challenging for most candidates although there was evidence from responses that the text had been understood by many. Stronger candidates were able to select key detail from the text and provided brief and precise answers.

- (a) This was generally well answered. Incorrect responses tended to involve either the omission of the word 'crust', as 'movement of the earth' does not convey the correct idea, or reference to how the mountains formed i.e. 'mud rises to the surface' rather than what actually caused the mountains to form.
- (b) This question proved challenging for many candidates who, having located the correct section of the text, had difficulty locating the salient detail. Precision was required here as reference had to be made to the 'amount' of each mineral for credit to be given. 'Because it is composed of many different mineral elements' was the most common incorrect response.
- (c) This was generally well answered. 'To cut slate from the mountain' was too ambiguous and could not be credited.
- (d) This question proved more challenging for many candidates. Those who did not fully understand the rubric tended to include 'by hand', which negated the answer. Having located the key words 'used hammers and chisels' in the text, less able candidates often lifted 'to cut up the rock into smaller blocks of slate' which did not answer the question.
- (e) This question required two details with a mark for each correct answer. The majority of candidates provided both the shape and dimensions, as required.
- (f) This question required two details for one mark and was generally well answered. Some candidates included the lift 'can be used to cover laboratory tables and electrical switchboards', but this could not be credited alone.
- (g) This question required two details with a mark for each correct answer. The majority of candidates located at least two of the three possibilities.

- (h) This question required two details for one mark and was generally well answered. A small minority of candidates misread the graph and provided an incorrect figure, and those who omitted 'million' or 'tonnes' could not be credited.
- (i) This was generally well answered. Many candidates included the superfluous 'at the foot of the mountains', which did not negate an otherwise correct response, but could not be credited on its own. Candidates who wrote 'state' rather than 'slate' could not be credited.

### **Exercise 3**

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

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

#### **'Mountjoy Roses' Customer Order Form**

##### ***Section A: Customer details***

This section was generally well answered. Most candidates correctly identified the name, telephone number and email address of the customer. Many candidates struggled to provide the full address, however, and lost the mark. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was also generally well observed. The majority of candidates accurately identified and circled 'credit card' as the method of payment and were able to provide the correct card number.

##### ***Section B: Details of order and delivery***

Most candidates used the tick accurately to indicate 'climbing' as the customer's choice of rose, and selected the correct colour. The question on luxury packaging required the deletion of 'Yes'. Most candidates selected the correct option and remembered the importance of using only one annotation for this type of question. Most candidates correctly transcribed the delivery address; however, credit could not be given in many cases as the name of the recipient had not been included. The majority of candidates correctly identified the preferred date of delivery and transcribed it appropriately.

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

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

This exercise continues to be a challenge for many candidates who are often unable to score more than half of the available marks.

Many candidates identified relevant content for their sentences, but failed to achieve full credit for the following reasons: verb tense errors, incomplete sentences (usually starting with 'Because...'), answering both questions in one sentence, writing to the grandmother rather than about the grandmother, not writing from the first person perspective.

### **Exercise 4**

This exercise was generally well addressed. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well. Despite some lifting from the text, answers were generally brief, in note form and written within the space provided. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers.

### **What may be viewed at the bottom of the sea**

Key points were generally well recognised with many candidates receiving the maximum two marks for this section.

### **Conditions at 11,000 metres under water**

Three content points were required for this section and the majority of candidates correctly identified at least two. There was good recognition of all possible details. Errors tended to occur with lack of precision. 'High water pressure' did not effectively convey the extremity of the conditions at such a depth and, therefore, could not be credited. Similarly 'pressure' without 'water' and 'temperatures reach above zero' lacked salient details.

### **Features of the circular-shaped super-submarine**

Again, all three content points proved accessible, and many candidates achieved the two marks available.

### **Exercise 5**

Although this is a challenging exercise, the majority of candidates made an attempt to complete it and did so within the prescribed word limits.

Candidates were required to summarise a talk given to the school's technology club about voyages to the deepest parts of the ocean. Information from all three sections of Exercise 4 was relevant and could be used as a basis for the summary. More able candidates addressed the task well and produced a cohesive piece of writing with points presented in a logical sequence. Few candidates were able to paraphrase successfully and the majority relied on their notes from the previous task with varying attempts to connect them. Occasionally candidates copied large sections from the source text with no consideration of relevance or structure. These demonstrated a lack of understanding and could not score above the minimum mark.

### **Exercise 6**

#### **General comments**

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

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

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the letter. The majority of candidates also adopted a style and register appropriate for a letter to a friend.

### **Exercise 6**

*You recently attended your cousin's wedding. Write a letter to tell a friend about it.*

In general, this task was satisfactorily addressed.

The question asked candidates to describe a cousin's recent wedding. The first point related to where and when the wedding took place. The second asked for a description of what happened at the wedding and the third point required a description of how the candidate felt about the event. Most candidates responded to the visual stimuli provided and wrote about the bride and groom's clothing, the décor and the party. In general, responses tended towards the lower word limit and few candidates took the opportunity to develop the prompts or include imaginative detail to engage the reader. This was a particular problem in respect of the first and third bullet points which were often dealt with in as little as one sentence – '*I attended my cousin's wedding last week on the beach*' and '*It was amazing*'. The second bullet point, which lent itself to more original and engaging detail, often involved rather predictable descriptions of food, drinks and dancing at the reception. This restricted the mark available for content. The most successful responses expanded on

the prompts with fuller descriptions and more ambitious language, and offered a more emotional response to the event.

The majority of candidates stayed on task throughout. Some remembered to write in paragraphs, although many did not. The language was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and few candidates attempted more complex tenses and 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 acceptable, and most candidates used a letter format with the correct salutation and appropriate conclusion.

### **Exercise 7**

#### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two for and two against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as ‘quotes’ from other ‘students’. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas. They also need to demonstrate the ability 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. However, not all candidates completed this exercise.

### **Exercise 7**

*Who has the greatest influence on 16- to 18-year-olds – their parents or their friends?*

Candidates were required to write an article for their school magazine expressing their views on who has the greatest influence on young people aged 16-18. There were two prompts in favour of parents, and two in favour of friends, to guide candidates. Most candidates made an attempt to engage with the topic, but the majority relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. Few candidates produced pieces which tended towards the upper word limit. Many also digressed from the question posed by discussing who **should have** rather than who **has** the greatest influence.

Some candidates attempted to address both sides of the argument, but only the more able provided an appropriate introduction and conclusion. There was also some effective use of paragraphs and attempts to use linking language, although this was not always the case. Language was generally unambitious with errors most commonly made in the use of verbs, subject/ verb agreement and singular/plural nouns.



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

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Paper 0511/21  
Reading and Writing (Extended)

## Key Messages

- It is essential that candidates take time to read and recognise the requirements of individual questions and instructions so that responses are precise enough for a successful answer. The inclusion of key detail, words and ideas is important. Candidates should take care not to add incorrect rather than additional information.
- Candidates should take care not to misspell words taken from the texts. In Exercises 1, 2 and 4, incorrect spelling is only tolerated when it does not create a new word and change the meaning, or make meaning unclear. In Exercise 3, correct spelling throughout is essential. In Exercises 5, 6 and 7 frequent incorrect spelling may affect the overall mark awarded.
- In Exercises 6 and 7, the inclusion of appropriate idiomatic language and advanced structures can make the writing more effective. Such language should be used skilfully and appropriately if it is to be effective.
- Candidates should consider the entire paper and divide the time available according to the difficulty and total points for each exercise so that time is allocated appropriately.

## General Comments

Most candidates were entered appropriately for the extended tier. Most candidates were able to complete all the exercises in the paper and managed their time effectively.

In Exercises 1 and 2, each question must be read carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is 'how', 'what', 'which', 'who', 'when', 'why' or 'where' to guide them to the correct response. Answers should be concise, containing all the appropriate information. Responses need not be given in the form of a sentence and it is not necessary for candidates to use synonyms of words in the text for key information required in responses. Synonyms for words in the questions should be sought in the text and recognised to enable candidates to locate appropriate responses. In these exercises more than one detail may be required and candidates must provide the specified number of details in order to gain a mark as no half marks are awarded. If a pronoun is used in the response, candidates should check to ensure that this clearly refers to the noun it has replaced.

In Exercise 3, which requires the precise completion of a form, clear letter formation is particularly important. Capital letters must be positioned in relation to lower case letters and the tails of letters such as 'j' or 'p' should be appropriately placed. Candidates should also follow the conventions and tick, circle, underline or delete as instructed. The correct address format is required and prepositions such as 'in' or 'at' must not be used. In **Section C**, the word limit must be adhered to and only one sentence should be given. It is important that responses conform to all of the necessary criteria, which are namely length, grammar, spelling, punctuation and relevance, in order to gain two marks. Candidates should be encouraged to recognise the kind of sentence required and to use the stimulus text as much as possible to ensure these criteria are fulfilled.

In Exercise 4, although notes should be brief, all the key ideas must be conveyed. The headings guide candidates to relevant information in the text, so they need to be able to recognise the key words in the heading in order to locate relevant points. Notes made by each bullet point must make different points, which

clearly and logically follow on from the heading. There should be one relevant note per bullet point. Points for each heading may be located in any part of the text.

In Exercise 5, a good summary is expressed as far as possible in the candidate's own words, demonstrating a concise summary style in which the points are organised and linked cohesively. Candidates are expected to include at least six relevant ideas from the original text and should avoid lifting irrelevant information or repeating points. When approaching this exercise, candidates are advised to read the instructions carefully to understand what information is to be summarised and skim the text to find relevant information. They should attempt to rephrase the content points without altering the meaning. All aspects of a content point should be communicated. For example, in this summary, 'more bicycle parks' did not fully express the point, which was 'more bicycle parks *near stations*'. Adhering to the specified word limit is important as exceeding this can affect marks for both the content and language. Any content points given after the word limit cannot be credited and if there is a lengthy introduction, marked language might contain much irrelevant content.

In Exercises 6 and 7, the extended writing tasks, candidates should ensure that they read and understand the task and follow the instructions regarding the task requirements to ensure that what they write is relevant. In Exercise 6, all three bullet points should be addressed. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum 150 words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In Exercise 6, effective answers develop the three bullet points, maintaining correct register and tone. In Exercise 7, a topic is discussed, so clear and well-supported views should be in evidence. The prompts in the question should not be copied into the candidate's answer. The ideas expressed are there to help candidates and if used, should be communicated in the candidate's own words. In both exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through adequate paragraphing, expressing the message coherently and engagingly. Grammar and spelling should be generally accurate and the vocabulary choice appropriate.

### **Comments on Specific Questions**

#### **Exercise 1**

In the reading comprehension exercises, answers need to be precise. Candidates should find the relevant section of text, and read carefully to recognise the full, correct answer. It is important to distinguish between relevant and incorrect details. In general, it was well attempted by most candidates, and there were candidates who gained full marks.

- (a) This question was very well answered. A small number of candidates gave inaccurate information, writing '*after 10 years*', which made the response incorrect.
- (b) This question was usually well answered. A few candidates did not seem to understand the words 'low temperatures' and wrote about different activities children can experience in the museum such as 'jumping into a pile of leaves'. Others did not provide sufficient detail, writing 'in an igloo', which did not convey the idea of getting into the igloo.
- (c) This was well answered by most candidates. Some located the information but could not be given a mark because of incomplete and/or insufficient answers such as 'designs' or 'suggested ideas'.
- (d) This was very well answered, with the majority of candidates identifying both the required points. Marks were lost when a candidate gave an incomplete answer omitting the word 'hills'.
- (e) This was generally well answered. Some responses such as 'from children' were too imprecise and did not include the idea of '*comments* from children'. There were also some answers such as 'they are asked to complete a questionnaire', which implied that the museum itself completes the questionnaire.
- (f) This question was quite well answered. Marks were lost when a candidate gave the incomplete answer 'libraries', which does not provide a meaningful response to the question, instead of 'links with libraries'. A few candidates referred to children listening to stories in the Banyan tree and did not recognise that listening and reading are different activities.
- (g) This question was quite well attempted but challenging for a number of candidates. Most candidates located the correct part of the text but did not always refer to the 'environmentally

friendly' materials used to build the houses. Common incorrect responses were 'Children can play with environmentally friendly materials', which does not explain what is special about the buildings, and 'it's all handmade', which refers to the Banyan Tree not the Mother Nature House.

- (h) This was quite well answered. Most candidates located the relevant part of the text but some omitted the key idea of pretending, which corresponds to how they use their imagination, a requirement of the question. The answer, 'work at a weather centre' could not be credited as this does not convey the idea that the activity is an imaginary one. Some candidates referred to experiencing the seasons, which did not answer the question.
- (i) Candidates responded well to this question. A few gave incomplete answers such as 'children under the age'.

## **Exercise 2**

Overall, candidates completed this exercise well. Certain questions proved challenging, achieving differentiation, particularly (e), (h) and (i). Some candidates did not understand the exact requirements of certain questions and included incorrect extra information or did not respond with sufficient precision. Candidates should ensure they focus on the requirements of the question.

- (a) This question was well-answered by almost all candidates. A few did not notice or understand 'but above all' in the text, which introduced the *main* requirement referred to in the question. These candidates offered the incorrect response 'good equipment and friendly travelling companions' or prefaced 'a strong sense of adventure' with 'good equipment', which was not the main requirement.
- (b) This question was very well attempted and most candidates interpreted the bar chart accurately. A few omitted 'hours', an essential aspect of the response, or only provided the date. Occasionally, 'sunlight' was given as a synonym for daylight, which could not be accepted.
- (c) This question was generally well answered with most candidates supplying both the required details. A few candidates wrote 'sunburn' or 'snow blindness', which did not make the journey dangerous. Occasionally, the key adjectives 'violent' or 'gigantic' were omitted.
- (d) This question was well answered. A few candidates did not include the key idea of *searching* for places to breed, giving the response 'to breed', which lacked the required detail for an accurate answer. Other candidates lifted incorrect parts of the text such as 'they flew without stopping for thousands of miles' and occasionally a candidate wrote 'bread' instead of 'breed', which changed the meaning of the word given.
- (e) This question proved challenging as a significant number of candidates wrote whales instead of penguins. They either did not read the text with sufficient care or did not understand the phrase 'until these creatures were outnumbered by the crowds of penguins' in the text. A few candidates gave the response 'whales and penguins' or misspelt whales as 'Wales', the country.
- (f) This question was very well answered. Only a few candidates wrote 'they had to be alert at all times' or 'to walk, run and jump on the frozen surface'.
- (g) This question was generally very well answered. Most incorrect answers referred to the consequences of there being deep holes, such as loss of life, rather than the reason for Professor Andersson's warning. Some candidates mentioned falling into a hole but omitted the adjective 'deep', a key aspect to the answer. Other incorrect answers included 'not to lose their life' and 'because the ocean was below the ice'.
- (h) This question proved challenging as a number of candidates appeared not to fully understand the concept of 'special occasions'. Many supplied two details or more, which included playing table tennis, chess, housekeeping and cooking. It is only birthdays and festivals which can be considered as special occasions.
- (i) This was quite well answered. Most candidates provided one correct detail, usually that the scientists overcame the problem with drills. The other detail regarding how the weather created problems was more challenging. The response 'thawing the food' was ambiguous and indicated that the weather thawed the food. The idea of thawing being difficult was essential for an acceptable answer and many candidates did not express this accurately.

- (j) This question was well attempted. Most candidates who gave correct responses wrote 'stood and stared for many minutes'. Those candidates who offered only one verb without including the 'many minutes' idea gave answers such as 'because they stood in a straight line', which was not sufficiently precise.
- (k) This question was generally well answered with a number of candidates gaining all four marks. Some candidates gave treating the members for food poisoning as a point but the text describes this as something the doctor did not have to do. Some candidates regarded pack different creams / pack different medicines / treating sunburn / snow blindness as separate ideas when they are repeated points. Occasionally candidates gave tables for tablets or omitted key verbs (pack / give / treat).

### **Exercise 3**

This exercise was generally well attempted and the majority of candidates were aware of the requirements of this form-filling task. They need to use the conventions of form-filling, with total accuracy in spelling, the use of capital letters and punctuation, where appropriate. **Sections A** and **B** of the application form are designed to be completed with brief answers, and there are instructions to underline, circle, delete or tick as necessary. Letters should be clearly formed and recognisable. Capital letters should be correctly formed and be noticeably bigger than lower case letters. There were also a few candidates who did not follow the instructions and underlined, deleted, or circled inappropriately. Nearly all candidates completed the form as Rodrigo Espinosa.

### **Arts Centre Visitor Questionnaire**

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

Many candidates provided most of the necessary details accurately. The full name was usually correct. A few candidates included the father's name, Gustavo, and also, on occasion Rodrigo was spelt Rodriga and Espinosa was changed to Espinoso. Nearly all candidates gave the correct age and where mistakes were made they tended to write 'year' rather than 'years'. Regarding the address, incorrect sequencing was the most common mistake. For example, the street and/or city name was included at the start and the apartment number was either omitted completely or placed within the address. The omission of Acapulco was common. Another error was to write 'in Acapulco', or 'in Mexico'. 'Avenida' was sometimes spelt as 'Avenida'.

#### **Section B: Survey details**

This section was generally well attempted. The question 'How far do you live from the centre?' was usually answered correctly. There were only a few candidates who underlined instead of circling. Regarding 'How do you normally travel to the centre?', the most common mistake was 'go by myself'. For 'How often do you attend an event at the centre?', most candidates gave the correct response. Occasionally, 'every weekend' was given. There were a few unusual answers such as, 'eat and drink,' and 'always'. Most candidates gave the two most used facilities correctly. A few did not take note of the instruction 'in order of preference' and put the music studio first. There were also candidates who did not understand 'facilities' and gave answers such as 'guitar lessons' or 'SMS update'.

The question about the centre gold card was usually answered correctly. One of the main errors was the circling of 'Yes' rather than the deletion of 'No'. On occasion the incorrect word was crossed out.

For the most useful feature of the gold card, a few candidates did not provide sufficient detail and only mentioned its money-saving aspect without referring to savings on buying tickets. Also, 'saving money on the event,' was a common error. The details of another person were not always accurate. A common mistake was just 'Gabriela' or 'Rodrigo Espinosa'. Also 'Gabriela Gustavo Espinosa' was sometimes used, as was 'Gabriela Espin'. The contact details were usually accurate with occasional spelling slips. The particular area of interest was generally correct. Sometimes the word 'modern' was omitted or misspelt as 'morden'. A few candidates misunderstood the requirement and wrote 'Receiving details about future events'.

#### **Section C:**

In this section, for full marks candidates are required to keep within the prescribed word limit, use proper sentence construction with no errors of punctuation, grammar or spelling, and give relevant details according to information in the stimulus text. Candidates lose marks when these conventions are not maintained. A

number of candidates used the information from the text to provide a relevant, error-free sentence about improvements they would like to see at the centre, gaining the two available marks. The most common correct sentence was, 'I would like to see more rock and pop concerts for younger people.' Candidates were able to use the language from the text, changing the pronoun 'he' to 'I', so grammar and spelling were generally accurate. A few candidates wrote two sentences. Occasionally, candidates only wrote a subordinate clause such as 'More rock and pop concerts and a room where teenagers can relax.' This could not be accepted as a sentence. A few sentences were not based on information in the text so could not be credited. Most sentences were of an appropriate length although a few candidates wrote sentences that were either under twelve or over twenty words.

#### **Exercise 4**

Candidates responded well to this note-taking exercise, with many of them providing between five and eight correct notes and a few gaining the full nine marks available. Points tended to be lost through repetition or when key detail was omitted.

##### *Statistical data about the jump*

This section was quite well attempted and a number of candidates gave three correct notes out of the possible four. This was the heading which candidates seemed to find the most challenging and some seemed unsure about what constituted 'statistical data'. Key information such as 'more than' when referring to the speed of the jump and 'over' or 'about' when noting the height was frequently omitted. These two points were often repeated as some candidates did not realise that they were expressing the same idea in slightly different ways. Candidates also lost marks because they listed facts such as 'on October 14 2012' as opposed to statistics. There were some examples of incorrect ideas such as 'the jump was not without challenging moments' and 'more than 130 km/h'.

##### *Problems before and during the trip*

This section was well attempted and frequently three correct notes were provided. Some candidates gave the note 'helmet covered in mist' instead of 'shield covered in mist', so did not convey the idea that visibility was impaired. There were some irrelevant notes such as 'opened parachute about one and a half kilometres above ground' and 'broke the altitude and speed records'.

##### *Aims of the mission*

Both notes were often provided correctly. There was a tendency to repeat one of the notes as some candidates considered 'how equipment was affected by loss of pressure' and 'help people survive' as different points when they convey the same idea. There were also some examples of incorrect notes such as 'send 300 people up into space'.

#### **Exercise 5**

Overall, candidates performed well on this exercise. They were expected to write a summary about the different ideas of city planners to solve the problem of too many cars in city centres. Some candidates demonstrated a good awareness of the summary writing skills required, keeping within the 120 word limit and expressing content points to some extent in their own words while attempting to organise and sequence the points cohesively. When the word limit was exceeded, this was usually due to irrelevance or repetition.

There were nine possible content points and there were some candidates who successfully located six or more of these, while most recorded at least four. The most common content points included were using bicycles, providing bike parks near stations, bicycle rental, not allowing cars on certain days, a fee to drive alone and working from home. Some candidates successfully expressed points in their own words and others excluded key details or expressed the idea incorrectly in an attempt to do this. For example, 'near stations' was sometimes omitted when providing bike parks was referred to, and the idea of using roads to move people was expressed as having roads for pedestrians, which was not mentioned in the text. Some candidates referred to charging a fee to drivers, without mentioning that this would only be when they drove alone.

Language marks were awarded across the whole range with the majority of candidates gaining three or four marks. In order to achieve four or five marks for language, candidates must attempt to use their own words, as well as organising the content points. Some candidates lifted the relevant points from the text and connected them with common discourse markers without expressing these in their own words, thus limiting

their language marks. There were also candidates who attempted to use their own words, selected precise detail and wrote with a good sense of order, thus gaining the higher language marks. It is very important that content points remain clear when re-expressed since marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher language bands.

### **Exercise 6**

In this exercise, the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. If bullet points are not addressed, this has a significant effect on the content mark. For a mark in a higher band, candidates should have a good sense of purpose whilst sustaining the reader's interest. Candidates should aim for an appropriate and consistent register, adopting an engaging style with some imaginative detail.

#### *A surprising news item*

Candidates responded well to this topic. They were expected to write a letter to a friend about a news item. The responses were, in general, in an appropriate informal register and the bullet points were satisfactorily developed. Most candidates expanded well when describing the news item. Sometimes the explanation of what made them read the news or why they wanted to tell their friend was omitted, which affected the content mark. Candidates achieved content marks in the higher bands by addressing all three bullet points, avoiding unnecessary digression and developing their ideas in a convincing way. They demonstrated good organisation of their material and presented it in an effective and engaging manner. As far as subject matter is concerned, the news item related to subjects such as sport, education (particularly university fees, scholarships or entrance requirements), technology (including computers, gaming machines and smart phones) and health. A few candidates misinterpreted the question and wrote about personal news, which affected the content mark.

Some candidates demonstrated linguistic flexibility and included a variety of appropriate idiomatic expressions and advanced language structures, enabling them to access the higher bands for language. Some candidates attempted more complex language which included errors. The writing of a small number of candidates was characterised by a limited range of expression, and spelling errors. Candidates' language marks were generally affected by the degree of accuracy in grammar, vocabulary, spelling and punctuation. Idiomatic language should be used appropriately.

### **Exercise 7**

In this exercise candidates give their views on a topic for a particular target audience. It is important that they read the task carefully and consider the prompts, which are given to help form ideas on the subject. To access the higher mark bands, candidates should develop the views in the prompts, express these in their own words and give other perspectives on the topic. Candidates should demonstrate that they can present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the context in order to sustain the reader's interest in the topic.

#### *Installing a drinks and snacks machine in school*

Candidates were expected to write an article for their school magazine giving their views on the Principal's intention to install a drinks and snacks machine in the school. There was one prompt suggesting that money from the sales could benefit the school and another suggesting such drinks and snacks would be unhealthy. In terms of content, the majority of candidates fulfilled the task with appropriate register and showed some sense of purpose and audience. They ensured that the task was directed at the targeted audience, fellow students, through the school magazine and attempted to give opinions in a persuasive manner. Most candidates developed their responses satisfactorily. There were some who wrote less than the minimum number of words, limiting the engagement with the task and restricting the marks awarded for content. Candidates discussed the repercussions and consequences of eating unhealthy snacks. Some were able to sustain the reader's interest by linking ideas more systematically and included a wider variety of ideas. In their approach to the task, candidates discussed ideas such as snacks leading to obesity, loss of jobs in the canteen, the machines breaking down and food being out of date. A range of solutions was suggested from providing healthy snacks to having more PE lessons. Candidates also noted a variety of advantages to the machine, suggesting students would always have access to food to help them study and would not need to queue. Some candidates incorporated persuasive techniques such as rhetorical questions, emotive language and superlatives to reinforce their opinions.

The full range of marks was awarded for language and a number of candidates wrote with some sophistication, expressing themselves well. In some cases, there were mistakes with subject/verb agreement, tenses and word class. Errors sometimes intruded. Some language was satisfactory, though inaccurate whilst attempting a wider range. Candidates who were awarded a language mark in the higher bands demonstrated a sustained sophisticated style, conveying shades of meaning and employing advanced structures both accurately and appropriately. In general, most candidates demonstrated a standard of language that was satisfactory or above.

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

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Paper 0511/22

Reading and Writing (Extended)

## Key Messages

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

In Exercise 3, it is essential that presentation is 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 Examiners will count each summary and stop marking at 120 words. 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 points 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.

## General Comments

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.

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 can 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 to the Examiners 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.

Most candidates completed the paper and showed good time management skills.

## Comments on Specific Questions

### Exercise 1

This exercise was generally well attempted by candidates with individual questions providing differentiation. It was a suitable introduction to the reading comprehension tasks.



- (a) This was well attempted but some candidates confused 'cacao' and 'cocoa' and were not credited. The imprecise answer 'farmers' was not allowed.
- (b) This was very well answered, although some candidates added unnecessary detail and often repeated the wording in the question.
- (c) This was very well attempted and candidates who wrote the brief answer 'one' did better than those who copied out a long phrase and made spelling mistakes.
- (d) This was generally well answered, although some candidates were careless with their reading of the text and wrote 'used to make chocolate' which did not convey the correct meaning.
- (e) This was very well attempted.
- (f) This proved to be a very good discriminating question. Many candidates omitted the important details of 'forest canopy' and 'predators'. Others were careless with spelling and wrote 'dying out' instead of 'drying out'. Some mentioned the 'falling leaves' but without clarifying what their benefit was to the cacao growing process. Successful candidates read the question carefully and realised that the first two answers on the mark scheme required a subject.
- (g) This was very well attempted.
- (h) This was well answered.

## **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 brevity should be encouraged. The answers in the mark scheme provide a good guide to the length of answer required. Correct interpretation of the graphical material in question (j) proved quite challenging.

- (a) This question was a good discriminator and required careful reading of the question. Many candidates incorrectly wrote 'since the 1820s' which was the answer to 'how long' and not 'when'.
- (b) This question was well answered and most candidates selected both 'swampland' and 'forest'. Many included the additional detail about 'part of the world we now call North America' which was irrelevant.
- (c) This question was well attempted and candidates selected both correct details. Some candidates overlooked the key word 'first' in the question and added 'neck' and 'leg' which negated the answer.
- (d) This question was very well answered although some candidates were careless and wrote 'National' instead of 'Natural'. Others were too vague with the answer; 'a museum in New York'.
- (e) Most candidates were awarded both marks here. Less successful candidates omitted either the key detail of 'aided' in the first answer or 'enormous' in the second response and could not be credited with maximum marks.
- (f) This was well answered. Occasionally candidates selected '50-60 sharp teeth' or 'perfect for eating meat' and could not be credited.
- (g) This was very well answered.
- (h) This was well attempted. A small number of candidates selected the detail about 'camouflage' and could not be credited.
- (i) This was well answered and all three options on the mark scheme were used.
- (j) This was the question which required understanding of the graphical material. This proved challenging to many candidates and there were different errors. Some were careless with their reading of the question and answered with the name and size of the smallest dinosaur, 'Minmi',

instead of the second smallest, '*Dacentrurus*'. Others omitted the important detail of '*metres*', so the answer '*1.5*' on its own was meaningless. Occasionally candidates supplied only the name and omitted the measurement.

- (k) This question proved to be very challenging and a good discriminator. A wide range of marks was awarded here. The most able candidates recognised the key word '*fascinate*' in the question, provided four correct details and were awarded maximum marks. Many were credited with two marks because they conveyed the first two points on the mark scheme. They also wrote about novels and films but failed to say that they were '*popular*'. Less successful candidates gave a list of dinosaur characteristics or physical attributes such as their size or their teeth.

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 candidate feedback questionnaire were designed to be completed with brief details and candidates generally answered both these sections well.

Correct spelling is crucial and capital letters need to be clearly formed on this part of the paper. The majority of errors were as a result of the use of lower case letters instead of capitals in names and the school address.

### **ATP Work Experience Feedback Questionnaire**

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

The full name of the questionnaire writer and the details of the person who arranged the work experience were generally correct. In answer to the detail about age, it is permissible to use either the number '*17*' or the written form '*seventeen*', but spelling of the latter must be correct. Some candidates answered '*17 year*' and could not be credited. It was encouraging that fewer candidates than in previous sessions were confused by the deletion task. The most challenging item in the first section was the school address. Many candidates did not write a clear capital letter or included the preposition '*in Canada*'. Some wrote the address in the wrong order and candidates are reminded that they should copy the order of the address as it appears in the text. For the final detail of this section, some candidates overlooked the wording '*Full name*' and wrote simply '*Eric*'.

#### ***Section B: Work experience details***

This section was more challenging but most candidates were successful here. The date of the work experience was well answered. Some candidates were careless with the reading of the text regarding the session that they attended and ticked '*Morning*' instead of '*Morning and afternoon*'. Some candidates answered '*surprising*' for their opinion about the lunch and could not be credited. There was a variety of different answers for their opinion on the staff and candidates were very successful here, although occasionally the spelling of '*friendly*' proved difficult for a small number of candidates, with '*ei*' instead of '*ie*'. Most candidates correctly addressed the final task about the most memorable activity of the day but there were some references to '*surprise birthday cake*' or '*smoke in the kitchen*' which were obviously not activities.

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

This section is more demanding and it proved to be a good discriminator with very few candidates scoring maximum marks here. In this examination series, most candidates observed the word limit requirement. There were examples of different errors and the most common mistake was the omission of one element from the answer. Many candidates were confused by the fact that the question required details of whether they would recommend the work experience and why. Many made no reference to the first element whilst others 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' for 'exciting', 'pratical', 'expirence' and 'informative'.

#### **Exercise 4**

This exercise was very successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score very well here. 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.

#### **Historical uses of garlic**

Many candidates were awarded the maximum three marks for this section. Occasionally, they overlooked the key word 'uses' in the section heading and wrote '*models of garlic have been found in the tomb of Tutankhamun*'. Some candidates were careless with the spelling of 'cleanser' and wrote 'cleaner' which could not be credited. There was also occasional repetition of 'religious' and 'spiritual' and candidates could only be awarded one mark.

#### **Possible benefits of eating garlic**

This section was well answered with candidates generally credited with at least two marks. All four possible responses were used, although fewer selected point four on the mark scheme. Occasionally some candidates could not be credited because the answers were too brief and did not fully convey key detail. For example, '*reduces cancer*' on its own without the idea of '*rates*' was not credited. The idea that garlic '*cures asthma*' was not factually accurate and answers were only credited if there was some idea of '*improving the health of asthma sufferers*'.

#### **Possible problems**

This section offered more options and it was very well attempted by candidates. There was good recognition of all the possible answers although fewer candidates selected point twelve in the mark scheme. The most common mistake was the omission of the key detail '*in the gut*' (point eight) and '*of the stomach*' (point ten).

#### **Exercise 5**

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. Candidates needed to write a summary about the problems that orphan elephants have and how workers at the orphanage overcome these problems. More able candidates recognised and conveyed precise detail and wrote with a good sense of order, selecting carefully and sequentially from the text. It was encouraging to note the increased use of appropriate linking words and connectives which helped to give a natural flow to the summary, making it more enjoyable to read. All the content points proved accessible and most candidates were able to identify at least five relevant details successfully.

A significant number of candidates went beyond 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 overlong introductions with needlessly detailed descriptions of the David Sheldrick Wildlife Trust and its aims, and the work of other members of his family. These details were irrelevant to the requirements of the question. Consequently, some key details were often only addressed after the 120 word limit and could not be credited. Some candidates became sidetracked by stories of individual elephants when they needed to concentrate on general problems and solutions.

An increasing number of candidates attempted to use their own words and expressions. The higher mark bands for language are available to those candidates who make an attempt to paraphrase by using noun and adjective synonyms. In this particular piece, for example, more able candidates changed '*flourishing*' to '*thriving*', '*rub*' to '*apply*', and '*slowly*' to '*without any rush*'. The majority of candidates wrote pieces which were close to the wording of the text but displayed organisation and sequencing of ideas.

#### **Exercise 6**

#### **General comments**

There are three prompts in Exercise 6 and arguably each one deserves a paragraph to give the whole piece appropriate balance. More able candidates used paragraphs to good purpose and they provided an effective division between the different ideas that they needed to convey. They also made 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-learned expressions are not always relevant and can be counter-productive. There were many candidates who spent too much time greeting friends, enquiring about their family, giving reasons why they had not written sooner and wishing the recipient good luck in their examinations.

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 for Content on the grade criteria. In addition, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vibrant style and provide some innovative detail.

Candidates should use idioms carefully. Individually 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 unexpected meeting with a friend from the past*

Many answers were interesting to read with good development and most candidates adopted an appropriate, informal tone for the letter. For the first bullet point, strong candidates showed originality in their ideas and wrote in some depth about a chance meeting while attending a concert or taking part in a sporting or artistic event. Less confident candidates produced ideas that were predictable and lacked imagination. Many wrote simply about where they met their friend rather than what they were doing. Their ideas and language were no more ambitious than '*When I was walking home I met...*'. Some candidates were careless in their reading of the rubric instructions and overlooked the important detail that the meeting had already taken place and wrote about how they and their friend would spend the day in the future. For the second bullet point, more able candidates were inventive and approached the subject from the point of view that the friend had been studying away from home. This allowed them to include in their description of the day's activities such details as a nostalgic visit to a favourite place, a meeting with old acquaintances and a tour of new developments in the town. This approach perfectly fitted the rubric requirement that they had not seen their friend for some time. For the final bullet point, candidates were required to give their feelings about the day. Stronger candidates made the piece more credible and enjoyable to read by introducing contrasting emotions and not just simply concluding that the day had been '*great*'.

From a Language point of view, the major problem was that many candidates used tenses inconsistently, mixing the present and the past. Most candidates used paragraphs to good effect to divide their ideas and basic punctuation was generally sound. There were candidates who substituted commas for full stops throughout the whole piece, thus producing long unfocused sentences. Capital letters at the beginning of sentences were also sometimes overlooked. By contrast, some candidates wrote very short sentences throughout with no clauses or connectives. Examiners are always looking to credit sentences and phrases which display a variety of structure and length as well as accuracy. Most candidates used a letter format with the correct salutation and appropriate conclusion.

### **Exercise 7**

There were only two prompts – one for and one against the proposal in the title – to guide candidates. Candidates gain access to higher Content marks by developing the prompts and introducing ideas of their own rather than staying very close to the cues or copying them directly with little personal contribution. 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 for Content.

There is no requirement for candidates to state the number of words that they have written in the essays. Some count the words and unnecessarily delete parts of their answer, often interrupting the flow and occasionally the sense of what they are conveying. Candidates are not penalised for exceeding the 200 word upper limit but Centres should work with their candidates so that they have a feel for the required length and attempt to write between 150 and 200 words in the examination situation.

Candidates were not asked to provide a title to the essay.

### **Exercise 7**

#### *The plan to build a zoo in your town*

Most candidates were able to adopt a formal tone and register for the final discursive exercise. This proved to be a topic which provoked a good reaction from many candidates and opinions were varied. Many candidates engaged with the subject and argued with passion using persuasive language to support their views. More mature candidates were able to combine the two elements of the pros and cons of zoos in general with a consideration of the effects of allowing one to be built in their town. They introduced ideas well beyond the suggestions of the prompts. These included themes such as conservation and eco-system balance, the benefits to the town in terms of increased employment and economic growth as well as the drawbacks of noise, traffic pollution and inappropriate use of land space. Less able candidates wrote in very general terms about zoos. Examiners were looking for pieces which addressed the rubric wording about building a zoo in the town and not simply the debate about zoos or natural habitats *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 made no attempt to break the content into more reader-friendly sections and 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.

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)

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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, 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.

Candidates should not make notes in pencil in the answer space and then write over these in ink as this can make the script difficult to read. Generally, candidates should be advised that throughout the paper the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

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

## Exercise 1

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

- (a) This was very well answered with most candidates lifting 'helps to make you fully alive' from the text.

- (b) The majority of candidates identified the salient detail 'less caffeine'. Credit could not be given for the lift 'helps to relax your body and mind before you go to bed'.
- (c) This was well answered with many candidates including the superfluous detail 'at breakfast time'.
- (d) This was generally well answered, but candidates who omitted the key detail 'unusual' could not be credited.
- (e) This was very well answered.
- (f) Most candidates successfully located 'adding natural ingredients' with many including the lift 'which give a variety of fruity and floral tastes'.
- (g) Many candidates lifted from the text, but included the salient detail '19<sup>th</sup> century'.
- (h) This was generally well answered with the majority of candidates identifying at least one of the two key details required for one mark. Candidates who lifted 'it is a tea flavoured with oil from a citrus fruit' could not be credited.
- (i) The vast majority of candidates located the key detail 'leaves can be used again'. Some candidates included the detail 'rarely requires milk or sugar', but this alone could not be credited.

## **Exercise 2**

This exercise proved slightly more challenging for some candidates although there was evidence from responses that the text had been understood by the majority. More able candidates selected key detail from the text and provided brief and precise answers.

- (a) This was very well answered.
- (b) This question proved more challenging for many candidates who had difficulty locating the salient detail. Precision was required here as reference had to be made to the 'amount' of each mineral for credit to be given.
- (c) This was generally well answered. 'To cut slate from the mountain' was too ambiguous and could not be credited.
- (d) This was reasonably well answered, but those candidates who did not fully understand the rubric tended to include 'by hand', which negated the answer.
- (e) This question required two details with a mark for each correct answer. The vast majority of candidates provided all the necessary information and received full credit.
- (f) This question required two details for one mark and was very well answered.
- (g) This question required two details with a mark for each correct answer. The vast majority of candidates located at least two of the three possibilities.
- (h) This question required two details for one mark and was generally well answered. A small minority of candidates misread the graph and provided an incorrect figure, and those who omitted 'million' or 'tonnes' could not be credited.
- (i) This was generally well answered. Many candidates included the superfluous 'at the foot of the mountains', which did not negate an otherwise correct response, but could not be credited on its own. A small minority of candidates provided 'state' rather than 'slate' and this could not be credited.
- (j) This question proved to be a good discriminator. Many candidates achieved at least three of the four available marks and all five of the possible options proved accessible. Less able candidates were imprecise in their reading of the rubric and failed to include dates. Some candidates lifted large sections from the text and where incorrect details occurred (for example '1,700 workers' instead of '17,000 workers'), credit could not be given.

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

### **Exercise 3**

Candidates continue to be generally well prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. **Sections A** 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.

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

#### **'EAC Training Programme' Application Form**

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

This section was generally well answered. Most candidates correctly identified the name, address, age, telephone number and email address of the applicant. Transcription was fairly accurate and there was generally clear distinction between lower and upper-case letters. Spelling was generally well observed with the most common error occurring in the name: 'Dortman' for 'Dortmann'. In most cases, the key detail for present employment was located. However, many candidates could not be credited for educational results as the answer provided included the third person indicator 'his', and was, therefore, not written from the first person perspective. The final question in this section required the deletion of 'Yes'. Most candidates selected the correct option, but occasionally, more than one annotation was provided; that is to say, one item was deleted and the other, circled. In this circumstance, credit cannot be given.

##### ***Section B: Training programme details***

This section proved more challenging for many candidates. The preferred country and department were generally well identified and most candidates ticked the appropriate response for accommodation whilst training. Errors were made by many candidates, however, in the final question, which required the full names and occupations of two referees. Many responses were incomplete and a large proportion of candidates erroneously identified Bernhard Richter as a referee.

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

One of the challenges of this task is to convey the relevant information in one sentence within the prescribed word limits. It must be emphasised that if candidates are outside the prescribed word limits for the sentence, then they are automatically awarded zero, as detailed in the mark scheme. Observation of these limits continues to be a problem for some candidates. However, most included relevant information, and many were awarded two marks. Less able candidates seemed not to have understood the idea of 'ambition' and this affected the content and relevance of their sentences.

### **Exercise 4**

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

#### **What may be viewed at the bottom of the sea**

Key points were generally well recognised with many candidates receiving the maximum two marks for this section.



### **Conditions at 11,000 metres under water**

Two content points were required for this section and the majority of candidates correctly identified two of the three possible answers. There was good recognition of all possible details. Errors tended to occur with lack of precision. 'High water pressure' did not effectively convey the extremity of the conditions at such a depth and, therefore, could not be credited. Similarly 'pressure' without 'water' and 'temperatures reach above zero' lacked salient details.

### **Features of the circular-shaped super-submarine**

Again, all three content points proved accessible, and most candidates achieved the two marks available.

### **Objectives of the manufacturers of the super-submarines**

This section proved more challenging and often resulted in more inaccuracies. Three content points were required from a choice of five, and once again, all of these were generally well recognised. Key details were often omitted, however, leading to ambiguous answers which could not be credited. For example, 'sell products for \$40 million each' and 'help scientists to study the deepest parts of the ocean'.

### **Exercise 5**

The summary proved to be an effective discriminating exercise and there were a range of marks awarded. Candidates were required to summarise two aspects of the text – the threats to the survival of the spoon-billed sandpiper and the measures taken to preserve it. 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, few candidates achieved full marks for content. Many produced summaries which exceeded the prescribed word limit. This generally occurred when candidates copied information from the text without sufficient care as to the rubric requirements. As a result, many candidates provided needlessly lengthy and detailed background information, repetition in their descriptions of the migratory journey, and superfluous detail relating to how the project was undertaken. This meant that some candidates did not include some of the other relevant content points, or, indeed, address both aspects as required within 120 words. Where 'measures' were addressed, there was often confusion between 'eggs' and 'baby birds'.

Language points were awarded across the range with the majority of candidates receiving three of the five marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination, so candidates should ensure that they focus on the summary requirements. Centres are reminded that higher marks for language are available for those candidates who make an attempt to paraphrase and it was pleasing to see that a good number of candidates did so. The more able expressed the salient points succinctly, using their own words, with appropriate conjunctions which gave the summary a natural flow and made it enjoyable to read. Examiners are looking to credit candidates who can convey the relevant content points with some style rather than in the form of a list.

### **Exercise 6**

#### **General comments**

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

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

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the letter. The majority of candidates also adopted a style and register appropriate for a letter to a friend. 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 attended your cousin's wedding. Write a letter to tell a friend about it.*

Most candidates covered all three bullet points, but many did not take the opportunity to include more engaging and original detail. The first point related to where and when the wedding took place. The second asked for a description of what happened at the wedding and the third point required a description of how the candidate felt about the event. Most candidates responded to the visual stimuli provided and wrote about the bride and groom's clothing, the décor and the party. Generally, responses showed some sense of purpose, but many lacked any real attempt to develop ideas. This was a particular problem in respect of the first and third bullet points which were often dealt with in as little as one sentence – *'I attended my cousin's wedding last week on the beach'* and *'It was amazing'*. The second bullet point, which lent itself to more original and engaging detail, often involved rather predictable descriptions of food, drinks and dancing at the reception. This restricted the mark available for content. Stronger candidates responded with more detail and expansion, often providing a thoughtful, more emotional response to the event.

The vast majority of candidates stayed on task throughout. The majority remembered to write in paragraphs, although many did not. The quality of language often reflected the quality of the content; that is to say, it was often fairly safe and unambitious. Some candidates used tenses inconsistently, and few candidates provided more complex tenses and 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 salutation and appropriate conclusion.

### **Exercise 7**

#### **General comments**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided – one for and one against the proposal in the title. Less able candidates tended to stay very close to these cues, often using the prompts as 'quotes' from other 'students'. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas. They also need to demonstrate the ability 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**

*Who has the greatest influence on 16- to 18-year-olds – their parents or their friends?*

Candidates were required to write an article for their school magazine expressing their views on who has the greatest influence on young people aged 16-18. There was one prompt in favour of parents, and one in favour of friends, to guide candidates. Nearly all candidates demonstrated a standard of content and language that was satisfactory or above; however, the majority, even the more able, relied heavily on the arguments put forward in the prompts and struggled to develop their ideas much beyond these. Many also digressed from the question posed by discussing who **should have** rather than who **has** the greatest influence. As a result, fewer candidates earned marks in the top band for content.

Most candidates addressed both sides of the argument and provided an appropriate 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, although this was not always the case.

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

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Paper 0511/31  
Listening (Core)

## Key Messages

The general ethos of this component is one of 'listening for understanding'.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it is pronounced as the target word is in Standard English. Spelling attempts that create a word with a different meaning are not accepted. When making phonetic attempts, it is recommended that candidates try to recreate the number of syllables in the word that has been heard, and also try to recreate the vowel and consonant sounds accurately.

Most candidates attempted to keep their answers concise and relevant. Very few candidates attempted to write complete sentences in answer to Questions 1 – 6: doing so only wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left answer spaces or tick boxes blank. Candidates should always make an attempt at a question.

This series there were very few unanswered questions. Candidates usually attempted to spell the required word. If candidates come across an unfamiliar word, they could try rephrasing the answer in their own words, perhaps offering a synonym or paraphrase.

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 't' sound of '*bright*' was required. Similarly *cunny* could not be awarded a mark as the initial 's' sound was a requirement in *sunny*. Internal vowel sounds were also critical in some answers, for example *cameras* and *funds*.

Candidates should practise recognising and writing down numbers. Writing the number out in words is permissible and might avoid having to give numerals where the candidate is uncertain.

Candidates should be made aware of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.

Teachers should ensure their candidates have considered how to approach the multiple choice questions. There was evidence that some candidates made first guesses, and then amended their responses on the second listening. This is a fair tactic, but they must remember to make it quite clear which answer they intend to be taken as their final answer. In cases where there is any uncertainty, no mark will be awarded.

The items that proved the most challenging on this paper were those requiring 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. 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. This can help eliminate errors in this section of the paper.

## General Comments

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

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.

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

Relevant exam practice activities could include:

- Predicting – information (e.g. number/name/date), part of speech, grammar fit in gaps by paying attention to the context surrounding the gapped items (in Questions 7 and 8) i.e. what part of speech is required, is it plural or singular, does it fit the context and avoiding repetition of words before/after the gap.
- Underlining key words (before listening) helps with context and focuses candidates on related text in the recording.
- Raising awareness of connected speech patterns/voiced and unvoiced consonants/weak vowel sounds and pronunciation/spelling of diphthongs.
- Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.
- Reminding candidates that re-reading and checking their final responses within the context of the whole text would help them.

### **Comments on Specific Questions**

#### **Questions 1 – 6**

This exercise was very well attempted and provided a suitable introduction to the listening paper. There were very few omissions.

#### **Question 1**

This question was reasonably well attempted. The vast majority of the candidates got 'water' but had a problem spelling 'lemonade'. The common errors were 'lemon', 'lemonad' and 'lemonate'.

#### **Question 2**

A large number of candidates wrote the answer 'tuna' but lost the mark as they also included 'fries', 'lettuce', 'chicken', 'cheese' and 'tomato'. Quite a few spelt 'tuna' as 'tuner', 'tunar' and 'tunna'.

#### **Question 3**

The majority of the candidates were able to pick out 'enjoy the views' but got the second detail wrong, which was usually given as 'take photos'.

#### **Question 4**

This question was very well attempted. The vast majority of the candidates gave both options 'sunny' and 'bright'. However, some wrote 'sun bright' or 'shining bright', while quite a few lost the mark by saying 'rainy'.

#### **Question 5**

A reasonably accessible question, this discriminated effectively. A large number of candidates were confused between the history homework and the research notes. The majority of candidates who scored a mark gave the answer as 'notes'; very few wrote 'research'. Other incorrect responses were 'notes for history lesson', 'notes for homework', 'history essay', 'notebook', 'CD for notes', and 'CD'. Some candidates wrote the singular 'note'.

#### **Question 6**

- (a) Almost all candidates got 'table' although some of the weaker candidates wrote 'wardrobe', 'bed' or 'mobile phone'.

- (b) Some candidates wrote 'apologised' while others lost the mark by writing 'manger' for 'manager' and 'costumer' for 'customer'. 'Manager' and 'customer' were not required in the response and these words were actually given in the question.

### Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some valuable marks.

- (i) This was nearly always correct. Some candidates lost the mark by writing an incorrect number of 'zeros' or for writing 'millions' instead of 'million'.
- (ii) This question was quite well attempted by the majority of candidates although some offered the wrong years '1960' and '1984'.
- (iii) This question was well attempted by the majority of candidates. A few wrote 'construction of walls' while others gave the answers as 'houses' and 'roofs'. Quite a few candidates lost the mark by including 'roofs' with 'walls', thus negating their correct answer.
- (iv) The vast majority of candidates got '63' although some of the weaker candidates wrote '198'.
- (v) Several candidates offered 'camaras' or the singular 'camera' and lost the mark. Other common wrong answers were 'satellites' and 'tracking devices'.

### Question 8

Strong candidates did really well on this question but the less able found it quite challenging. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost candidates some marks.

- (i) This part was challenging. Candidates often missed the required best slogan, giving both. Other common errors were 'foreign features', 'forming features', 'following futures' and 'forwarding futures'.
- (ii) This was generally well done by a large number of candidates. The mark was usually lost if the candidates gave the answer 'travel' without 'by car or lorry'.
- (iii) Although the vast majority of candidates were able to pick out 'libraries', the mark was sometimes lost because of wrong spelling e.g. 'libaries', 'libries' and 'laibraries'. Some candidates gave the singular 'library' while others wrote 'two boats' and 'two books'.
- (iv) This question was answered quite well, although many wrote 'candlelights' or 'candle' without 'a'. Quite a few candidates wrote 'gas lamps', 'torches' and 'electric lamps'.
- (v) This was usually correct but some wrote down 'cleanliness' and 'hand washing'. Some lost the mark because of writing the singular 'skill'.
- (vi) This was quite well attempted. The mark was lost because of the plural 'cultures' or singular 'tradition'.
- (vii) This question was found to be reasonably challenging. A large number of candidates scored this mark although some gave the singular 'fund'. Many candidates offered 'sponsors' or 'two boats' as their answer.

### Question 9

These questions, as in previous examination series, 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. The generally high level of success in this question suggests that most candidates found the listening text and the questions accessible.

### Question 10

Candidates showed themselves familiar with the format. There were few errors in presentation of answers, although a few ticked more than one box for each question, or made their deletions of unwanted ticks unclear. The question generally was fairly well done, with a good range of marks being achieved. It seemed to discriminate effectively between the candidates.

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

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Paper 0511/32  
Listening (Core)

## Key Messages

Candidates should be encouraged to keep their answers concise and relevant. In this examination series, the great majority gave the brief responses required, and there were few who offered lengthy responses. Long answers waste valuable listening time and increase the risk of error.

Candidates should attempt answers even if they are unsure of the spelling or exact meaning of the word – an attempt at a phonetic spelling of the word can still gain credit, so long as it is considered a close and clearly recognisable attempt e.g. *science-fixtion* for *science-fiction*. The mark cannot be awarded if another actual word is offered e.g. *meat* for *meet*. Candidates should be reminded that the word or words expected will have been actually spoken, so close listening is very important. Another approach that could be suggested to candidates when they come across a word they know but they cannot spell, is to offer the answer in their own words, perhaps offering a synonym or paraphrase e.g. *film actors* for *film stars*. Leaving blank spaces is not recommended, especially with the True/False ticking questions, or the multiple choice questions.

Candidates should be familiar with recognising and writing down numbers. There were some common errors with reasonably straightforward numbers e.g. *18* as *80*. Writing the word out in full is permissible.

The gap-fill Questions (7 and 8) again proved challenging for many candidates. The word or phrase the candidate inserts into the space should make complete sense and be a grammatical fit. This is necessary to show a full understanding of what has been heard. The required answer will have been spoken in the recording, and there will be clues to help the candidate select which word(s) to write down. Practice should be given to the candidates in this skill, e.g. with past papers; preparation materials from textbooks; or materials generated by the teacher, using local resources relevant to the candidates.

As in the last examination series, candidates found the questions requiring vocabulary knowledge the most challenging. The words *rowing* and *camping* proved difficult for many. Teachers should ensure that their candidates are exposed to a wide range of vocabulary in as many different contexts as possible. Centres are advised to give a good range of reading and listening materials to their candidates to try to develop a reasonably wide range of vocabulary.

Finally, candidates should avoid unclear crossings-out and take care to form letters very clearly.

## General Comments

There was a wide distribution of marks, suggesting that the paper differentiated between candidates. The evidence was that the majority of candidates knew what to expect in the examination and had been well prepared. Few questions were omitted.

## Comments on Specific Questions

### Questions 1 – 6

Candidates generally responded well to this section of the paper. There were very few omissions.

### Question 1

A number of candidates wrongly said that the man was going to work after his haircut; others lost the mark for using the plural *friends*.

### Question 2

*Rowing* proved difficult for many candidates who erroneously put *rolling* or *rawing*.

### Question 3

This question was generally well answered, although some added *CD* or *DVD*, which negated the mark.

### Question 4

This proved difficult as many candidates were listening for words rather than an overall understanding and included *chocolates* and *flowers*. The plural *ribbons* also negated the mark.

### Question 5

The spelling of *science-fiction* caused difficulty with some candidates putting words like *friction*, *scince* and *sciences* instead.

### Question 6

Most candidates were awarded the second mark but a significant number referred to the *dentist's appointment* or *diving* for the first part.

### Questions 7 and 8

These questions overall discriminated very effectively between the candidates and there was a good spread of marks. The need for grammatical accuracy, including the need to use singular and plural forms correctly, was a challenge to some. However, there were very few omissions and most were able to attempt all questions.

### Question 7

- (i) This was generally well answered although some had difficulty discriminating the 'l' sound and wrote *grass* instead of *glass*.
- (ii) This was less well answered as some included *an*, or gave *artists*. *1989* also disallowed the mark.
- (iii) Only a minority offered *steel* alone, which was the only acceptable answer.
- (iv) A variety of numbers was offered but when candidates chose to write the correct number in word form, they often lost the mark by writing *tousand*, *thausand* or *thousands*.
- (v) Candidates lost marks on this question by putting *camp* or *campaign*.

### Question 8

- (i) This was a straightforward question. A few put *80* instead of *18*, or *bilion* or *billions*.
- (ii) Here candidates hedged their bets by including *washing machine* as well as *family car*, which disallowed the mark.
- (iii) *Volcanoes* plural was necessary for the mark; some candidates put *photographs* which perhaps demonstrated that they were picking out familiar words.
- (iv) This was answered well.
- (v) This question was found to be challenging as *historical figures*, *pets and wild animals* or *favourite film stars* were incorrectly offered.



- (vi) This question was generally well answered apart from those whose spelling was unacceptable e.g. *tunder, strom, funderstorms* and *thanderstom*.
- (vii) This was found to be very difficult with candidates giving a variety of answers: *disc, diagrams* and *solar system* being the most common. A number of candidates did not attempt the question.

### Question 9

These questions, as in previous examination series, required candidates to indicate whether a statement is 'True' or 'False' by ticking the appropriate box. This question was done reasonably well, with candidates generally showing themselves to be well practised at the format, with very few making the error of ticking more than one box, or of leaving boxes blank. There were still 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.

### Question 10

Candidates performed reasonably well in this task, showing a good level of understanding of what they had heard. Question 10(a) proved to be the most difficult, demonstrating that candidates need to pay close attention details in the spoken text. A few ticked more than one box or did not make clear any changes they had made. Surprisingly, there were a few candidates who did not tick any box.

Teachers should continue to review the multiple choice format and various strategies for approaching it.

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

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Paper 0511/33  
Listening (Core)

## Key Messages

- Candidates need to provide clear and legible responses. The formation of individual letters must be clear.
- 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.
- It is important to use the right singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to recreate the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. Thai/tie, week/weak, etc.).
- Pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. c/s as in 'raicing' and 'raising').
- Candidates should try to establish what a longer question is asking for, by highlighting the question words, e.g. which, what, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. This applies to **Questions 1 to 6**.
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units.
- In the gap-filling exercises (**Questions 7 and 8**) candidates should be encouraged to try and predict the answers. At the end of each listening section, candidates should also check their responses carefully.
- In the gap-filling questions, candidates should be reminded not to include words that are printed on the question paper after each gap as part of their answer. There should be no more than one or two words per gap.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.
- In the true or false questions (**Question 9**) and the multiple choice questions (**Question 10**) candidates should make it absolutely clear which answer they wish to be taken as their final selection by examiners.

## General Comments

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers, often in note form. Some candidates wrote too much and, in doing so, either changed the meaning of the expected answer or provided a response which was not clear.

- Where candidates offered an alternative phonetic transcription comprising the correct number of syllables, and accurate vowel and consonant sounds, it was more likely that credit could be given.

### **Comments on Specific Questions**

#### **Question 1**

Many stronger candidates offered the expected response 'North Street'. However, marks were often lost by weaker candidates either as a result of inaccurate phonetic attempts, such as 'North strite' or 'North streed', or the selection of the wrong street from the recording: 'Harris Street'.

#### **Question 2**

Well answered by the majority of candidates, who provided the expected response 'platform 3' or '3'. Weaker candidates, however, were distracted and wrongly entered 'platform 1' or 'platform 8'.

#### **Question 3**

This was a challenging item. Two items were required for a mark and whilst candidates usually provided one of the details required: 'it's free', the other detail expected frequently lacked the detail required. Candidates were also expected to identify that the museum was a good place to **'learn about local history'**. Many candidates generalised here: e.g. 'learn about history' (omitting 'local') or wrote only 'history' with no further detail. Answers which indicated the idea of specific **local** history such as 'learn about **the** history' or 'learn about **Liverpool** history' were credited.

#### **Question 4**

This question proved challenging for many candidates. Marks were lost due to the addition of excess detail (e.g. 'Thai restaurant, the gift shop, the bakers'). Here the candidates were expected to select the specific key ('Thai restaurant' only). A common misspelling of Thai as 'tie' could also not be credited as it changed the meaning of the intended answer. The alternative key 'not just for boats', when offered, was usually more successful.

#### **Question 5**

Around half of all candidates answered this question correctly. A common phonetic attempt at 'dry' that was also accepted was 'drie'. However, 'dry place' could not be accepted as this could also indicate an interior area and did not convey the exact idea of 'dry land'. Many candidates however, offered 'dry field' which was credited as an acceptably synonymous idea.

#### **Question 6**

This question required two details and proved challenging for a large number of candidates. The vast majority of candidates selected the first detail 'pineapple' as expected but often provided inaccurate phonetic attempts which could not be credited: e.g. 'pinnacle', or provided the plural form 'pineapples' which altered the meaning of the intended response, as two single items were required. The second expected detail was 'lychees', which proved a challenging word for candidates to reproduce.

### Question 7

- (i) The first detail 'ice' was supplied by many candidates. Many candidates, however, provided the wrong detail 'rocks' here. The second detail 'water', however, was often correctly given. Both details were required for a mark.
- (ii) Two details were required here for a mark: 'up to 80' and '10 to 12' or 'between 10 and 12'. The question proved very challenging for most candidates who often lost marks by omitting the key detail 'up to' on the first item, e.g. '80', or not expressing the second detail as a range, e.g. '10 and 12'. The second detail was more often given correctly than the first. A common alternative variant of the second detail that was accepted was '10–12'.
- (iii) This was reasonably well answered by many candidates with the key 'rails' being a common credited response. The other key 'track' was encountered less. Weaker candidates however, often provided the response 'railway' alone and this could not be credited as it did not specify. The fuller response 'railway track' was credited as the idea of a track/rails was expected here. The plural 'tracks' could not be credited as only one specific track was involved.
- (iv) This item required two details for a mark and most candidates found this question very challenging. Many candidates provided the wrong detail for the first gap, e.g. 'stone blocks' or 'roads'. Here 'rafts' was expected. Weaker candidates also found it difficult to provide accurate phonetic attempts of this item e.g. 'roafs', 'ruff'. The second detail expected was 'canals' which, when given, was usually spelt accurately. Many candidates lost marks by reversing the order of the details, i.e. providing 'canals' in the first gap and 'rafts' in the second. This altered the intended meaning so the mark could not be given.
- (v) A challenging item for many candidates. The expected response here was 'dry season'. A large number of candidates offered 'structures', 'building' or 'position', rather than identifying that a season was required here. Sometimes the key detail 'dry' was omitted – so the answer was not specific enough, e.g. 'season' and could not be credited. Quite a few candidates omitted this item entirely.

### Question 8

- (i) This item proved challenging for many candidates. Where answers could not be credited this was normally due to poor phonetic attempts at 'raising', e.g. 'rising' and 'raicing'. The second detail 'education' was usually provided accurately.
- (ii) Many candidates found this item demanding. Weaker candidates sometimes offered inaccurate phonetic attempts at 'January': e.g. 'junuary', 'Janary'. However, most provided the key as expected. The second detail '9' was often correct. On quite a few occasions '8' or '10' was provided in error. Both details were required for a mark and frequently given as expected by candidates.
- (iii) Around half of all candidates proved successful here providing the intended response: '2400'. Common errors were '2004' or '24000'.
- (iv) A challenging item for many candidates. A reasonable number of candidates provided the weather conditions required here – referring to the rain and cold. 'Cool' when offered for the detail 'cold' could not be credited as this suggests a positive/less extreme climatic condition so altered the meaning of the response as a whole. Also, weaker candidates often gave one of the details as 'hungry' so changed the meaning of the response as a whole so a mark could not be given.
- (v) A very challenging item for many candidates – with many providing just one of the required details, 'weeks' and 'temperature' correctly. A significant number of candidates provided the wrong detail for the first gap: e.g. 'days', 'nights' and 'hours', so the mark could not be given.
- (vi) This item proved challenging for many candidates who often provided the wrong detail 'beautiful' rather than the correct detail 'soft' in the second gap to describe the feathers.
- (vii) The majority of candidates selected the correct figure '226' and transcribed it correctly.

### Question 9

Generally, candidates did well here, scoring between 4 and 5 (out of 5) and mostly selecting true or false accurately overall.

Weaker candidates sometimes lost marks by offering both true and false responses for individual items. Also, it was not always clear which tick was intended as a final choice when a candidate had not clearly crossed out the response they initially gave before changing their mind. However, these instances were rare and in general the format was familiar to the vast majority of candidates.

### Question 10

There were very few errors in the presentation of answers here, and the vast majority of candidates appeared familiar with the multiple choice format. The range of marks here was quite wide and, overall, the question provided effective discrimination between weaker and stronger candidates. Candidates were more consistently successful in selecting the correct box for parts **(a)**, **(c)** and **(d)** than **(b)**, **(e)** and **(f)**. The last two items **(e)** and **(f)** proved the most challenging for most candidates. On rare occasions candidates lost marks by ticking more than one box for each question or not deleting unintended ticks clearly enough.

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

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Paper 0511/41  
Listening (Extended)

## Key Messages

The general ethos of this component is one of 'listening for understanding'.

Candidates are given credit where they make an accurate phonetic attempt at a spelling. The main feature of an accurate attempt is that it is pronounced as the target word is in Standard English. Spelling attempts that create a word with a different meaning are not accepted. When making phonetic attempts, it is recommended that candidates try to recreate the number of syllables in the word that has been heard, and also try to recreate the vowel and consonant sounds accurately.

Most candidates attempted to keep their answers concise and relevant and very few attempted to write complete sentences in answer to Questions 1 – 6. Writing over-long responses wastes valuable listening time and can increase the risk of error. There were also fewer instances where candidates left questions unanswered. Candidates should always make an attempt at a question.

In this examination series there were very few unanswered questions. Candidates usually attempted to spell the required word. If candidates come across an unfamiliar word, they could try rephrasing the answer in their own words, perhaps offering a synonym or paraphrase.

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 't' sound of *'bright'* was required. Similarly *cunny* could not be awarded a mark as the initial 's' sound was a requirement in *sunny*. Internal vowel sounds were also critical in some answers, for example *farms* and *mask*.

Candidates should practise recognising and writing down numbers. Writing the number out in words is permissible.

Candidates should be made aware of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.

Candidates should try to establish what a longer question is asking for, by highlighting the question words e.g. how, why, when, and the key words in the question.

The questions that proved the most challenging on this paper were those requiring grammatical accuracy in Questions 7 and 8 or vocabulary knowledge in Questions 9 and 10. 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. 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 as it can help eliminate any errors.

## **General Comments**

There were various degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

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. In cases where there is any uncertainty, the item will be marked as wrong.

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.

Candidates should be reminded that they will hear the answer; they must not make up an answer.

Relevant exam practice activities could include:

- Predicting – information (e.g. number / name / date), part of speech, grammar fit in gaps by paying attention to the context surrounding the gapped items i.e. what part of speech is required, is it plural or singular, does it fit the context and avoiding repetition of words before/after the gap.
- Underlining key words (before listening) helps with context and focuses students on related text in the recording.
- Raising awareness of connected speech patterns / voiced and unvoiced consonants / weak vowel sounds and pronunciation / spelling of diphthongs.
- Systematic and on-going spelling tests of vocabulary frequently occurring in past papers.
- Reminding candidates that re-reading and checking their final responses within the context of the whole text would help them.

## **Comments on Specific Questions**

### **Questions 1 – 6**

This exercise was very well attempted and provided a suitable introduction to the listening paper. There were very few omissions.

#### **Question 1**

This question was very well attempted. The vast majority of the candidates gave both options 'sunny' and 'bright'. However, some wrote 'sun bright' or 'shining bright' while quite a few lost the mark by saying 'rainy'.

#### **Question 2**

A reasonably accessible question, this discriminated effectively. Some candidates were confused between the history homework and the research notes. The majority of candidates who scored a mark gave the answer as 'notes'; very few wrote 'research'. Other incorrect responses were 'notes for history lesson', 'notes for homework', 'history essay', 'notebook', 'CD for notes' and 'CD'. Some candidates wrote the singular 'note'.

### Question 3

- (a) Almost all candidates got 'table' although some weaker candidates wrote 'wardrobe', 'bed' or 'mobile phone'.
- (b) Some candidates wrote 'apologised' while others lost the mark by writing 'manger' for 'manager' and 'costumer' for 'customer'. 'Manager' and 'customer' were not required in the response and these words were actually given in the question.

### Question 4

Candidates seemed to find this question difficult, with many unable to locate the correct detail. Many provided chocolate chips. There were several misspellings of blueberries. A few wrote the singular 'blueberry' which could not be credited. Some included other ingredients in their answer – this was incorrect information that negated their correct response and could not be awarded.

### Question 5

This was generally well answered although some candidates wrote 'quize', 'quis', 'queese', 'quish' or 'kiz'. Some mentioned 'documentary' and 'all about crocodiles'.

### Question 6

Both parts of this question were well attempted by the majority of candidates. 'Yellow door' was almost always correct but many candidates lost the mark for 'tree' as they wrote 'trees' or 'tree house'.

### Question 7

This was well attempted by most candidates. Some answers required that the response was either singular or plural. The answers provided were not always a good grammatical fit and wrong singular and plural nouns lost students some valuable marks.

- (i) This was nearly always correct. Some candidates lost the mark because of the incorrect number of 'zeros' or for writing 'millions' instead of 'million'.
- (ii) This question was quite well attempted by the majority of candidates although some offered the wrong years '1960' and '1984'.
- (iii) This question was well attempted by the majority of candidates. A few wrote 'construction of walls' while others gave the answers as 'houses' and 'roofs'. Quite a few candidates lost the mark by including 'roofs' with 'walls', thus negating their correct answer.
- (iv) This question proved challenging for some candidates, although the required answers – 'leopards' and 'monkeys' – were not obscure words. Again, this illustrates how students need to ensure they have a wide range of vocabulary. A common error was to offer the singular words, which did not make grammatical sense in the context. A large number of phonetically correct words were accepted. 'Monkeys' seemed to be widely known but 'leopards' was less well known. 'Striped hyenas' and 'river dolphins' often wrongly featured here.
- (v) The vast majority of candidates got '63' although some candidates wrote '198'.
- (vi) Several candidates offered 'camaras' or the singular 'camera' and lost the mark. Other common wrong answers were 'satellites' and 'tracking devices'.
- (vii) This was generally well attempted. The majority of the candidates gave the answer 'farmland'. Some candidates wrote the singular 'farm' or spelt it as 'forms' and lost the mark.



### Question 8

Good candidates did really well on this question but the less able found it quite challenging. Some answers required that the response was either singular or plural and the answers had to be a good grammatical fit.

- (i) Candidates often did not pick out the required best slogan, giving both. Other common errors were 'foreign features', 'forming features', 'following futures' and 'forwarding futures'.
- (ii) This question proved quite challenging. Not many candidates seemed to have the word 'remote' in their vocabulary, and many did not recognise that the phrase 'in the countryside' made the answer 'rural' a repetition. Many candidates mentioned both 'remote' and 'rural' and lost the mark. The synonym 'isolated' was accepted.
- (iii) This was generally well done by a large number of candidates. The mark was lost if the candidates gave the answer 'travel' without 'by car or lorry'.
- (iv) This was quite well attempted and most candidates were able to pick out and spell the word 'construction'.
- (v) Although the vast majority of candidates were able to pick out 'libraries', the mark was sometimes lost because of wrong spelling e.g. 'libries' and 'laibraries'. Some candidates gave the singular 'library' while others wrote 'two boats' and 'two books'.
- (vi) This question was answered quite well, although many wrote 'candlelights' or 'candle' without 'a'. Quite a few candidates wrote 'gas lamps', 'torches' and 'electric lamps'.
- (vii) This was usually correct but some wrote down 'cleanliness' and 'hand washing'. Some lost the mark because of writing the singular 'skill'.
- (viii) This was quite well attempted. The mark was lost because of the plural 'cultures' or singular 'tradition'.
- (ix) This question was found to be reasonably challenging. A large number of candidates scored this mark although some gave the singular 'fund'. Many candidates offered 'sponsors' or 'two boats' as their answer.

### Question 9

This was a good discriminating question. There were difficulties with most parts of this question for some candidates, especially where singular/plural nouns were involved. Although the candidates understood the text, not all were able to express themselves with sufficient accuracy to gain all the possible marks.

In parts (c), (e) and (f) candidates sometimes included too much information in their answers which negated the correct answer. Candidates should always read the question carefully.

- (a) There were a lot of good answers here. Some spelt 'sharks' as 'shocks' while others lost the mark for writing the singular 'shark'. Quite a few candidates wrote 'protection for sharks' which could not be rewarded.
- (b) This was quite well attempted. The vast majority of candidates were able to pick out the right answer 'rough seas'.
- (c) A large number of candidates got this right. Incorrect responses included 'strong mental thoughts', 'strong mind', 'strong mentality' and 'mental stage'.

- (d) This item was the best attempted in the whole question. 'Focus' was sometimes spelt as 'focuse' or 'foucous' and 'lose' was spelt as 'loose'.
- (e) The majority of candidates located the correct answer 'mask' but some lost the mark by adding 'goggles' or 'skin tight body suit'. Some spelt 'mask' as 'musk'.
- (f) A large number of candidates gave the correct answer 'team' and then negated it by adding 'never give up' and 'never too old to chase your dreams'.

#### Question 10

This was also a good discriminating question. There were difficulties with most parts of this question for some candidates, especially where singular/plural nouns were involved. Parts (a) and (e) proved particularly difficult. Although the candidates understood the text, not all were able to express themselves with sufficient accuracy to gain all the possible marks.

- (a) A large number of candidates did not offer the key word 'they' or 'lights'. Others offered the singular 'light'. Some thought that it was the 'colours' that changed and moved while many mentioned specific colours e.g. 'shades of green and blue, red or purple' and this negated their correct answer.
- (b) 'March' was the only answer required here but the many candidates were not able to pick out the specific information and instead wrote 'late August and early April'.
- (c) A large number of candidates missed the key words 'they' or 'lights' and wrote 'do not always appear', so lost a mark. Others wrote the singular 'light'. Many candidates wrote 'lights are not turned on every night' which could not be awarded.
- (d) A large number of candidates were able to score a mark here. The synonyms 'sled' and 'sleigh' were accepted. When dogs were mentioned, it was often implied that they were on the sledge or pushing it, not pulling it e.g. 'sledge full of dogs' and 'sledge used by dogs'.
- (e) Very few candidates gained both the available marks here. Many candidates failed to mention 'cloudless or clear sky', so lost a mark. If 'lake' was mentioned, the key word 'middle' was missing and 'view' was missing from the response 'nothing blocked the view'. The vast majority of candidates scored the mark for 'trees were far away'.

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

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Paper 0511/42  
Listening (Extended)

## Key Messages

- Responses should be clear and legible. The formation of individual letters must be clear.
- 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.
- It is important to use the correct singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to recreate the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. meet/meat, steel/steal, etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. k/g as in 'lack' and 'lag').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'b' for billion, 'km' for kilometres, etc.).
- In the gap-filling exercises (Questions 7 and 8), candidates should be encouraged to try and predict the answers. They should also try to look for clues in the text that might help them in deciding the correct detail (e.g. prepositions). When filling in the gaps, the answers need to be an accurate grammatical fit. This is a key feature of Questions 7 and 8 on this paper. At the end of each listening section, candidates should also check their responses carefully.
- In the same exercises, there should be no more than one or two words per gap. Candidates should also make sure that they read the whole text of the question before filling in the gaps to ensure that the detail they are supplying is not already part of the text.
- Candidates should try to establish what a longer question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. This applies to Questions 9 and 10.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should write their answers in the spaces provided on the question paper.

## General Comments

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words in questions, etc.).

- Candidates left very few questions unanswered. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were short, clear answers, often in note form. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Successful alternative answers are credited when shades of meaning are retained. Learners should be made aware of the differences in meaning between words that are commonly confused (e.g. old / traditional).
- Where candidates offered an alternative phonetic transcription comprising the correct number of syllables and accurate vowel and consonant sounds, it was more likely that credit could be given.

### **Comments on Specific Questions**

#### **Questions 1 – 6**

##### **Question 1**

This question was dealt with fairly well by most candidates. Marks were sometimes lost due to weak phonetic attempts (e.g. 'basket/buket/friut/fruite'). Answers that could not be credited contained mention of 'chocolate' or 'flowers' as these details did not demonstrate that candidates selected the correct detail. Additional information 'with a ribbon round the basket' was allowed. However, some marks were lost when candidates provided the plural form 'ribbons' as this altered the meaning.

##### **Question 2**

Most candidates answered this question correctly. Weaker candidates tended to select the wrong detail 'history' or changed the wording of the intended answer, which altered the meaning (e.g. book about science fiction, science and fiction) and lost marks as a result. Most candidates spelt the answer correctly. However, 'science fiction' or 'science friction' could not be given the mark.

##### **Question 3**

This question required two details. The vast majority of candidates selected the correct second detail '27<sup>th</sup>', but did not select the first detail. The most common wrong answer was 'going to the dentist'. Other wrong answers included 'driving', or 'driving lesson'.

##### **Question 4**

This question was generally well answered. Most phonetic attempts at 'chocolate' were accurate (e.g. choclote, chocolet) and were therefore credited. Answers that were not credited lacked precision 'hot drink', 'chocolate drink', or were incomplete 'chocolate'. Weaker candidates selected the wrong detail 'tea' and 'coffee'.

##### **Question 5**

This question was challenging. There were some wrong phonetic attempts, such as 'special office section', 'special of the section', 'speacial offer section'. Other answers could not be credited as they lacked the specific detail required for a mark 'special section'.

##### **Question 6**

Two items were required in this question. Most candidates only managed to secure one mark – providing the first detail 'super Saturday' correctly. Weaker candidates lost marks due to incorrect phonetic attempts (e.g. supper Saturday, super Satarday, super Suterday). The second detail had to convey the idea of '9–5'. Correct answers included successful paraphrasing (e.g. between 9 and 5, after 9 and before 5, 9 until 5). However, answers that suggested the exact time either 'at 9', or 'at 5', were not given the mark. Some answers lost marks as they included extra detail that altered the meaning (e.g. 'leave after 9 and return after 5, between 9am and 5am).

### Question 7

- (i) This was generally well answered by most candidates. Weaker candidates either misspelled the key detail as 'grass', or put the plural form 'glasses'.
- (ii) This was generally well answered. Where marks were lost, candidates selected the wrong detail 'sculptor', or supplied the wrong additional information 'artist 1989'.
- (iii) The gap in the sentence required material only, in this case 'steel'. 'Steel structures' therefore could not be awarded and nor could 'huge steel' as this adjective refers to 'structures' in the script, not the material. Some candidates offered 'steal'. This answer could not be credited as it created a new meaning.
- (iv) Most candidates did not identify the correct number referring to the amount of snow needed. The plural form '30 thousands' was not accepted. Where candidates offered the number written as a word, this occasionally resulted in a wrong phonetic attempt at 'thousand'. For example, 'thirty tousand', or 'thirty thousand' did not secure a mark.
- (v) About half of the candidates supplied the correct detail 'reception'. There were some accurate phonetic attempts at 'reception'. For example: 'riception', or 'reseption'. Some attempts, such as 'reception', did not provide an accurate phonetic transcription and were not credited. Some candidates provided items that were already on the list on the question paper such as 'coffee shop' and 'restaurant'.
- (vi) The correct detail was often missed. The most common incorrect answers included 'sleeping bag'. Where the correct detail 'mattress' was identified, most phonetic attempts were accurate e.g. 'matress'. However, 'mattrace', 'metress', or 'matreses' could not be credited.
- (vii) The correct detail was 'camping'. Most candidates were not successful in identifying which detail was needed here and instead supplied activities already on the list on the question paper. The most common incorrect answers were 'skating' and 'skiing'. 'Camp' also did not secure the mark as it did not provide a grammatical fit.

### Question 8

- (i) This was correctly answered by most candidates. Marks were lost where the plural form of billion was offered '18 billions', or where candidates offered '80 billion' instead of '18 billion'.
- (ii) This was generally well answered. However, some candidates supplied the correct detail: 'family car' followed by an incorrect detail: 'washing machine'.
- (iii) This was attempted reasonably well. Marks were lost, however, where the singular form 'volcano' was given, instead of 'volcanoes'. Most phonetic attempts were accurate, for example: 'volcanos'.
- (iv) This question proved challenging. Some stronger candidates offered a paraphrased detail 'equipment' for 'instruments' which was credited. 'Tecnology' was also credited as the phonetic attempt was accurate. Weaker candidates failed to identify the correct detail and most commonly offered 'power', or 'signal' as an answer. Answers that contained the plural form 'memories' instead of 'memory' also failed to secure a mark.
- (v) Many candidates supplied '2020' as their answer and did not secure the mark.
- (vi) Most candidates found this question challenging and included 'historical figures', which is already part of the text on the question paper. There were also some attempts at 'film stars' that could not be credited. 'Celebrities', or 'film artists', for example, were not credited as this answer is not synonymous with 'film stars'. However, 'film actors', or 'movie stars' were given the mark as these answers did not alter the meaning.
- (vii) This was answered well by most candidates. Marks were lost due to poor phonetic attempts at 'thunderstorms' such as 'tunderstorms', 'thunderstoms', or 'thandestorms'. 'Storms' on its own lacked the specific detail required.

- (viii) Strong candidates offered an alternative answer 'variety' which was given the mark. The plural form 'diversities', on the other hand, was not credited as it is not a grammatical fit.
- (ix) The most common incorrect answers included: 'images', 'diagrams', or 'equipment'. The singular form 'instruction' was not awarded a mark.

#### Question 9

- (a) This was generally well answered. The singular form 'five push-up' could not be credited. Answers that suggested 'five push-ups for each medal' also could not be given the mark as this wording of additional information altered the meaning.
- (b) this question was challenging for many candidates. Most marks were lost due to inaccurate phonetic attempts at 'bungalow', for example: 'bangalore', 'bangalow', or 'bunglow'. 'Bungalo', on the other hand, was awarded a mark. Most candidates also offered the extra adjective 'modest'. In some cases this was misspelt as 'modern', or 'moderate' and answers like these did not secure a mark as the adjectives created a new meaning to 'modest bungalow'.
- (c) This was well answered by most candidates. There were some very accurate phonetic attempts at the expected answer that were credited, such as 'lak of determination', 'lack of ditermination', or 'lack of deturmination'. Answers that only contained 'determination' were not given a mark.
- (d) The question asked what changed Usain's mental attitude. The answer required was 'given nickname', or 'given name Lightning Bolt'. Some candidates offered extra information, but worded the answer in a way which changed the meaning. For instance: 'he won a race and was given a nickname'. This answer suggests that Usain's mental attitude was changed by winning the race as well as being given a nickname, which is incorrect. Answers like these could not be credited. Phonetic attempts at 'Lightning Bolt' often were unsuccessful as they created a new meaning. For example: 'given nickname of Lighting Bolt'. The verb form in the answer was also important. Answers, such as 'giving nickname' were not awarded a mark as this wording suggested a different idea to 'given nickname'.
- (e) Most candidates did not identify the two food details required. Common incorrect answers were 'proteins and carbohydrates'. These two details were not credited on their own, or as additional information, as candidates did not show the ability to select the key detail required for a mark.
- (f) Two details were required for a mark. Once again candidates had to show they could make the correct selection of the key detail. Answers that altered the meaning of the key detail, such as 'one short leg' were not awarded a mark. However, answers which suggested comparison 'one leg slightly short' were credited.

#### Question 10

- (a) Many candidates offered reasonable alternatives to 'criminals' and were given a mark. These alternatives included: 'burglars', 'thieves' and 'robbers'.
- (b) The question asked for two concrete examples of financial problems caused by untidiness. Most candidates offered the detail of 'loss of job', but struggled to identify the second detail. While 'lost job', 'lose job', 'get fired', or 'it could cost your job' were accepted, 'loose job' was not given a mark. Where candidates supplied the second detail of 'spilling coffee on computer' it was generally correct. Marks were lost through inaccurate phonetic attempts at 'spilling', for example 'spitting', or a lack of precision, for example 'put drink on computer'. Any reference to 'distraction', 'poor grades', or 'falling over' was not credited as these are not financial problems.
- (c) Most candidates offered 'chocolate' followed by the additional detail 'bar'. Some candidates misheard this additional information writing 'chocolate box', or 'chocolate ball'. These answers were not awarded a mark. The plural form 'chocolates' was also not credited. However, 'chocolate' and 'chocolate' were given a mark as they were phonetically accurate.
- (d) This question produced a wide variety of answers. The answers were often a combination of the two key details 'creativity' and 'generate ideas', for example, 'creative ideas' or 'generate creativity'. 'Imagination' and 'new ideas' were credited as acceptable alternatives. There were also a lot of

accurate phonetic attempts at 'creativity', such as 'criativity', or 'creativity'. The singular form 'creative idea' was not credited.

- (e) Some candidates offered good alternatives to the expected answers, for example 'traditional option' and 'traditional style' were both accepted. The answer 'old drink', however, was not awarded a mark as the adjective 'old' was not close enough in meaning to 'traditional'. 'Tradition', 'familiar/traditional', or 'traditional one/familiar one' could not be credited as they lacked precision. Some answers missed a mark due to inaccurate phonetic attempt at the key detail, for example: 'familiar drink', or 'familiar verson'.

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

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Paper 0511/43  
Listening (Extended)

## Key Messages

- Candidates need to provide clear and legible responses. The formation of individual letters must be clear.
- 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.
- It is important to use the right singular/plural form of nouns as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to recreate the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. Thai/tie, week/weak, etc.).
- Pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'raicing' and 'raising').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units.
- In the gap-filling exercises (**Questions 7 and 8**), candidates should be encouraged to try and predict the answers. At the end of each listening section, candidates should also check their responses carefully.
- In the gap-filling questions, candidates should be reminded not to include words that are printed on the question paper after each gap as part of their answer. There should be no more than one or two words per gap.
- Candidates should try to establish what a longer question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in conjunction with the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers. This applies to **Questions 9 and 10**.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.



## **General Comments**

- There was more evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Candidates left very few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers, often in note form. Some candidates wrote too much and, in doing so, either changed the meaning of the expected answer or provided a response which was not clear.
- Where candidates offered an alternative phonetic transcription comprising the correct number of syllables, and accurate vowel and consonant sounds, it was more likely that credit could be given.

## **Comments on Specific Questions**

### **Question 1**

This question proved challenging for many candidates. The addition of excess detail (e.g. 'Thai restaurant, the gift shop, the bakers') lost marks. Here the candidates were expected to select the specific key ('Thai restaurant' only). A common misspelling of Thai as 'tie' could also not be credited as it changed the meaning of the intended answer. The alternative key 'not just for boats', when offered, was usually more successful.

### **Question 2**

Most candidates answered this question correctly. A common phonetic attempt at 'dry' that was accepted was 'drie'. However, 'dry place' could not be accepted as this could also indicate an interior area and did not convey the exact idea of 'dry land'. Many candidates offered 'dry field' which was credited as an acceptably synonymous idea.

### **Question 3**

This question required two details and proved challenging for a large number of candidates. The vast majority of candidates selected the first detail 'pineapple' as expected but often provided inaccurate phonetic attempts which could not be credited: e.g. 'pinnapple', or provided the plural form 'pineapples' which altered the meaning of the intended response, as two single items were required. The second expected detail was 'lychees', which proved a challenging word for candidates to reproduce.

### **Question 4**

Most candidates provided the intended key '15 minutes' as per the mark scheme or '15 minute interval' which was also credited. The common abbreviation 'min' for minutes was often encountered and credited.

### **Question 5**

Generally speaking, this question was well answered. There were a variety of acceptable phonetic attempts that were credited such as 'fossil', 'fosil' and 'phosil'. Weaker candidates did not provide accurate phonetic attempts for the key 'fossil', e.g. 'fussel', and lost marks.

### **Question 6**

Two items were required in this question. Many candidates only managed to secure one mark providing either the key 'special delivery' or 'arrive by Tuesday'. There were many effective paraphrases of the latter such as 'get there by Tuesday'. Weaker candidates sometimes lost the mark by offering 'get it by Tuesday' or 'get them by Tuesday' which could not be credited as it suggested *receiving* rather than sending the package to another recipient. The third key for this item 'receipt' proved challenging for many candidates, who often failed to provide accurate phonetic attempts, e.g. 'recip', 'receive', 'recive', so lost a mark here.

### Question 7

- (i) The first detail was supplied by many candidates. Some candidates, however, provided the wrong detail 'rocks' here. The second detail 'water' was usually correctly given. Both details were required for a mark and weaker candidates sometimes provided one detail only – usually 'water' – so the mark could not be given.
- (ii) Generally well answered. The vast majority of candidates provided the correct response: 'gravity' here, almost always spelled accurately.
- (iii) Two details were required here for a mark: 'up to 80' and '10 to 12' or 'between 10 and 12'. The question proved very challenging for most candidates who often lost marks by omitting the key detail 'up to' on the first item, e.g. '80', or not expressing the second detail as a range, e.g. '10 and 12'. The second detail was more often given correctly than the first. A common alternative variant of the second detail that was accepted was '10–12', however this was often given in conjunction with an incorrect first detail – so the mark could not be given.
- (iv) Well answered by many candidates with the key 'rails' being a common credited response. Weaker candidates often provided the response 'railway' alone and this could not be credited as it did not specify. However the fuller response 'railway track' was credited as the idea of a track/rails was expected here. The plural 'tracks' could not be credited as only one specific track was involved.
- (v) Most candidates did not provide both required details for the mark. Weaker candidates provided 'rolling' for the first detail which could not be credited. 'Side to side' was credited as an effective paraphrase of the key. For the second detail, several candidates offered 'few weeks' which was very different to the intended key so could not be credited.
- (vi) This item required two details for a mark and most candidates found this question very challenging. Many candidates provided the wrong detail for the first gap, e.g. 'stone blocks' or 'roads'. Here 'rafts' was expected. Weaker candidates also found it difficult to provide accurate phonetic attempts of this item, e.g. 'roafs', 'ruff'. The second detail expected was 'canals' which, when given, was usually spelt accurately. Many candidates lost marks by reversing the order of the details, i.e. providing 'canals' in the first gap and 'rafts' in the second. This altered the intended meaning so the mark could not be given.
- (vii) A very challenging item for many candidates. The expected response here was 'dry season'. A large number of candidates offered 'structures', 'building', or 'position', rather than identifying that a season was required here. Sometimes the key detail 'dry' was omitted – so the answer was not specific enough, e.g. 'season' and could not be credited. Quite a few candidates omitted this item entirely.

### Question 8

- (i) Most candidates dealt with this well. Inaccurate phonetic attempts at 'raising', e.g. 'rising' and 'raicing' could not be credited. The second detail 'education' was usually provided accurately.
- (ii) Candidates often lost marks by providing a general idea in the first gap – 'centres' or 'places' – rather than the key 'school(s)', or omitted the first or second detail entirely. A wide variety of spelling variants for 'volunteer(s)' could be credited as good phonetic attempts: e.g. 'voluntiers', 'volanteers', 'voluntears'.
- (iii) A generally well answered question. Some candidates sometimes offered inaccurate phonetic attempts at 'January': e.g. 'juniuary', 'Janary'. However, most provided the key as expected. The second detail '9' was usually correct. On rare occasions '8' or '10' was provided in error. Both details were required for a mark and frequently given as expected by candidates.
- (iv) The majority of candidates proved successful here providing the intended response: '2400'. Common errors were '2004' or '24000'.
- (v) A reasonably well answered item. A large number of candidates provided the weather conditions required here – referring to the rain and cold. 'Cool' when offered for the detail 'cold' could not be credited as this suggests a positive/less extreme climatic condition so altered the meaning of the

response as a whole. Candidates who gave one of the details as 'hungry' changed the meaning of the response as a whole, so a mark could not be given.

- (vi) A reasonably well answered item, with many candidates providing both details 'weeks' and 'temperature' as required for a mark. However, a significant number of candidates provided the wrong detail for the first gap: e.g. 'days', 'nights' and 'hours' so the mark could not be given.
- (vii) Around half of the candidates were successful here. Candidates often lost marks by providing the wrong detail 'beautiful' rather than the correct detail 'soft' in the second gap to describe the feathers.
- (viii) The vast majority candidates selected the correct figure '226' and transcribed it correctly.
- (ix) Around half of candidates were successful here providing the expected response 'releasing birds' or offering the response with non-negating detail, e.g. 'releasing young birds into the wild'. Candidates lost marks by providing an inaccurate phonetic attempt for 'releasing' – most frequently 'realising'.

### Question 9

- (a) A fairly evenly mixed level of success here, with around half of all candidates providing the key 'safety' or an acceptable synonym such as 'security'. Responses with acceptable extra detail such as 'safety inspectors' or 'safety of people' were also credited. Inaccurate phonetic attempts of the key, e.g. 'safty' and 'savety', or the wrong detail being provided, 'stunts', 'performers', 'organisation', resulted in lost marks.
- (b) Again, a fairly evenly mixed level of success here. The full and exact name of the circus 'High Heels Club' was required here – so answers such as 'High Heels' or 'The Heels Club' could not be credited due to imprecision. Inaccurate phonetic attempts for the key, e.g. 'High Heills Club', 'High Leels Club' and 'High Hells Club', could not be awarded.
- (c) This question required candidates to identify the reason for the early success of the circus and the vast majority of candidates provided the expected responses 'didn't use animals' or 'focused on acrobatics'. Some weaker candidates lost marks by omission of the detail 'focused on' and wrote just 'acrobatics'. However, it was the particular *focus* on this aspect of the circus's performance that was required in a candidate's response if this detail was offered. Also, weaker candidates sometimes provided a response that was contrary to one of the keys: 'they used animals'.
- (d) Nearly half of candidates proved successful here. The idea 'consult someone' was very frequently provided or paraphrased well: 'talk to an expert', 'talk to someone with experience'. The second detail required, 'recreate stories from ancient times', was less often provided accurately. Key detail was frequently omitted: e.g. 'recreate stories'. There were inaccurate phonetic attempts at 'recreate' or 'ancient' such as 'recreat', 'recreat' and 'acient' or 'asiant'. Both details were required for a mark here.
- (e) This question proved rather challenging for many. More than half, however, successfully conveyed the expected idea of 'using a 3D image of (every) performer'. Where marks were lost it was usually through lack of detail, i.e. omitting any verb such as use/take/photograph – e.g. 'a 3D image' or inaccurate phonetic attempts at the word 'performer' – most commonly 'preformer'.

### Question 10

- (a) Generally answered well. The majority of candidates provided a full answer with a subject 'the Lights...' or 'they' plus the two required details, e.g. 'they change and move'. Weaker candidates omitted the subject required offering responses such as 'change and move' which could not be credited. Sometimes only one detail was provided, e.g. 'the lights move' so no mark could be given as both details were required for a mark.
- (b) The question required the candidates to identify the one specific month, 'March', which was best for observing the Northern Lights. Most candidates could not identify this.

- (c) A wide variety of expected responses could be credited here. Of these, the majority of candidates provided the first detail 'they do not always appear' or the second detail 'need to watch for several nights' or appropriate paraphrases such as 'they don't appear all the time' and 'need to wait for many nights'. Weaker candidates failed to provide the main subject they/the Lights required as part of the expected response: e.g. 'do not always appear' so a mark could not be given.
- (d) More than half of the candidates provided the expected response 'sledge'. Some candidates gave extra detail that cancelled out the key, e.g. 'cars and a sledge', or had difficulty providing an accurate phonetic attempt at 'sledge', e.g. 'sleg', 'slage', 'sleag'.
- (e) Candidates were required to identify what enabled the speaker to see the lights clearly from the lake. This was due to a 'cloudless sky'/'clear sky' *and* that he could 'stand in the middle of the lake', 'nothing blocked his view'/'trees were far away/half a kilometre away'. The first clear sky detail was not often provided and, as this was a discrete detail worth one mark, the majority of candidates did not achieve the full two marks available here. Many candidates also lost marks due to the omission of key details – providing partial answers such as: 'could stand in the lake' (needs 'middle'), 'nothing blocked' (needs 'view').

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

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Paper 0511/05  
Oral Communication

## Key Messages

- Read and become familiar with the *Teacher's/Examiner's Notes* booklet in advance of the session, and refer to it during the session. This contains detailed guidance on how to conduct the tests, assess candidates' performance, and prepare the samples to be returned to CIE. It is important to read the notes every session to become aware of any changes in procedure.
- 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.
- Try to make sure as much as possible, through subtle elicitation in Part **B**, that the assessment cards chosen for the candidates are 'a good match'.
- Keep within the stated timings: 2-3 minutes for Part **B** (this should not include the time used to explain the format of the test), 2-3 minutes for Part **C** and 6-9 minutes for Part **D**. Tests which are too short or too long are counter-productive.
- Examiners should use more open questions and be sufficiently familiar with the prompts to develop a conversation, not just conduct a question and answer session. Examiners must avoid interrupting the candidate or finishing their sentences for them.
- 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, as little or no conversation has taken place. Please do not therefore allow or encourage monologues or speeches.
- When awarding marks for Development and Fluency, the candidate should only get high marks if they are able to contribute at some length and demonstrate the ability to expand and develop the topic and contribute original ideas.
- All Centres should 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). Please rename the individual tracks on the CD with the candidate number and name (instead of track 1, track 2 etc.). Please **do not stick labels on the CDs**; a list of candidates in the sample (names and numbers) on the CD cover or a separate sheet is quite acceptable. **Please do not submit recordings on cassette tapes.**
- Make sure the candidates can be clearly heard and check the quality of the recordings before despatching to CIE.
- Consider conducting a trial run of the test with another teacher so that the teacher/examiner is more familiar/confident with how the test should be conducted. This will allow you to consider how to explain vocabulary and ideas in the prompts, as well as in developing the ideas.

## **General Comments**

Most seemed to know what to expect in the test, regardless of whether Part **A** was included in the recorded section of the test. Candidates were able to develop their ideas and speak to a satisfactory length in Part **B** and in the Part **D** conversation.

Please make sure that clerical checks are carried out 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 sent to CIE on the Mark Sheet. If the Centre has been internally moderated, these are the marks that are submitted to CIE. Please ensure that the Assessment Cards used are recorded on the Summary Form.

### **Part A – Welcome and brief explanation**

Although fewer Centres omitted Part **A** this series, many examiners are still failing to state that only Part **D** is assessed. The time taken for Part **A** should not be included in the 2-3 minute warm up.

### **Part B – The Warm Up**

The aim of the warm up is to relax the candidate and select an appropriate assessment card. However, questions should not be asked that directly relate to the assessment cards. Most examiners avoided talking about school and examination topics, tending to ask more general questions, and kept within the allotted 2-3 minutes. However, some examiners used an unfocused 'introduce yourself' instruction which meant that a short monologue followed; this is not so helpful in choosing a suitable topic.

### **Part C – Selecting and handing out the assessment card, and allowing preparation time.**

Centres are reminded to announce the assessment card prior to the preparation phase.

Most Centres followed the new instructions and did not pause the recording. This phase was often too short (sometimes because the candidate said they were ready to start). It is important to give the candidate the full 2-3 minutes to allow them to adequately prepare for the assessed phase.

Most, but not all, examiners responded appropriately to queries about the assessment cards. However, there some examiners who simply repeated the prompts without giving further explanation.

### **Part D – the Conversation**

This was generally managed well this series, with fewer monologues.

The best discussions 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 work through the five bullet points/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. What is expected is 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.

Examiners must not interrupt candidates or finish their sentences. This robs the candidates of the opportunity to display their linguistic skills.

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.

Although the allotted time is 6-9 minutes, some examiners are stopping short of this or barely allowing 6 minutes. The full time must be used in order to allow the candidate the opportunity to fully develop the conversation.

## **Comments on Specific Questions**

### *A Listening to Music*

This was a popular choice, particularly for weaker candidates and was a good fall-back for examiners when no particular topic had been elicited from the warm up. The first three prompts were relevant and accessible and confidently handled by all candidates. However, for the fourth prompt, candidates had to search for examples of when music was used to unite or divide people. Only the most able candidates were able to fully develop the final prompt.

### *B Nature Conservation*

This was a reasonably popular card, often chosen for more able candidates. In response to the first prompt, most candidates spoke about wild animals rather than plants. However, some examiners chose to ignore the 'or' in the first two prompts and encouraged candidates to speak about animals **and** plants. There was a degree of overlap between prompts two and three. The fourth prompt allowed able candidates to show shades of meaning in their vocabulary choices. Prompt five encouraged passionate and focused responses, often drawing on candidates' experiences in their local area.

### *C Governing a Country*

This was a less popular choice, reserved for stronger candidates. It worked well with informed candidates who applied their own knowledge and drew comparisons from world history. There were some hesitant responses to the first prompt. The second prompt was effective and responses were full and thoughtful. Some candidates needed 'pros' and 'cons' explained in the third prompt. The fourth prompt proved more difficult and sometimes needed paraphrasing. However, the stronger candidates responded well to prompt five citing the United Nations and the EU, amongst other things.

### *D Solo Activities*

This was a very popular choice across the range of candidates. Most candidates were able to enter into the conversation with the opening prompt and were able to relate to it, expanding upon their list of solo games or activities. The second prompt encouraged candidates to recall childhood memories and this was often a good conversation point. Weaker candidates struggled to move beyond the first two prompts. Prompts three and four overlapped to some extent and only the most able candidates were able to respond to prompt five.

### *E Taking a Walk*

This was a moderately popular card and most prompts were accessible to even the weakest candidates when rephrased. Most candidates could engage with the first prompt, although it was difficult for some candidates to describe a walk they would like to take. The second prompt proved more challenging. Prompt three relied on candidates' own experience of walking or travelling on public transport. The fourth prompt needed further explanation from the examiner and then worked well with discussion about trespassing and boundaries. The final prompt was accessible for all candidates with good discussions about obesity and deterioration in health; some candidates needed 'implications' explained.

### *F Being Up To Date*

This was a reasonably popular choice across the range of candidates. Some candidates listed clothing and fashion items when discussing the first prompt. Others listed technology and audio devices. Prompt two was approached more from a generational point of view and, interestingly, in prompt three most candidates did not consider themselves to be up to date, recognising that it was impossible and impractical to try to keep pace with fashion. Prompt four was accessed with a variety of responses, with stronger candidates being able to explore whether or not the need for keeping up to date is manufactured by industry. Prompt five proved more difficult. It needed further explanation from the examiner and few candidates understood what was expected of them. However, the most able were able to move into more psychological reflections.

### *G Winning*

This was a popular choice. The general idea of 'winning' was broad enough to effectively cover a wide range of personal scenarios which were called upon for the first two prompts. All candidates were able to explain how they felt when they won or lost something. Most candidates responded well to the more discursive

prompts three and four, often expressing strong views about these issues. There was quite a large jump to prompt five; only the most able could engage with this prompt.

#### *H Superheroes*

This was quite popular across the candidate range. The first two responses worked well when further explained by the examiner, although there was a tendency to list super-powers and qualities. The third prompt opened up discussion about subjects of admiration and past heroes. The heroes ranged from fire-fighters and policemen to the candidates' parents, or world leaders, such as Nelson Mandela. For prompt four, most agreed that superheroes are often men but most referred to Wonderwoman and many to Catwoman as well; they struggled with the 'implications' of this. A challenging prompt five, but strong candidates noted that we need to invent superheroes to feel safe and escape from the real world.

#### *I Equality*

This was less popular, generally chosen for stronger and more mature candidates. The first two prompts elicited a good range of responses, allowing candidates to draw on their own experiences for the first prompt and to call upon their knowledge of history and world affairs for the second prompt. The third prompt gave candidates the opportunity to take a more philosophical approach and, in prompt four, all candidates felt that education was key to reducing inequality, being able to call upon examples in their own countries. The fifth prompt was more difficult, especially for younger candidates.

#### *J Jobs*

This was a popular and accessible choice for all candidates, often being a natural transition from the warm-up in which the candidates mentioned their career aspirations. Examiners found this an easy topic to work with. Candidates were able to give examples of jobs they would like to have and why. In prompt two, 'job satisfaction' often needed to be clarified by the examiner and was generally interpreted as being happy in your job. The third prompt generated a lot of ideas on unemployment. Most candidates approved of a benefit system, although some candidates needed a little explanation on this. The stronger candidates were able to develop this prompt well.



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

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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. If a Centre only has one candidate it is preferable to opt for Component 05.
- Please remember that the assessment criteria are designed to test language skills not presentational or performance skills. Therefore, Centres should avoid prepared monologues as they are difficult to assess for development and fluency.
- Centres should 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). Please list 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. It would be preferable if the individual tracks on the CD could be re-named with the candidate number and name (instead of track 1, track 2, etc.).

## Comments on Specific Tasks

This session saw a good range of coursework activities from Centres that 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, mock interviews and then also taking part in small group discussions.

A balance of role playing and authentic material was also seen.