

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

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Paper 0511/11  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, reading comprehension, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase.
- In **Exercise 2**, the multiple matching exercise, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts. When writing their answer, candidates should clearly indicate the letter they have selected.
- In **Exercise 3**, note-taking, candidates need to ensure that their responses are brief and correspond to the heading of each question. Each line represents a separate point, and candidates should not repeat a point. Where a candidate includes two points on the same line, only the first is taken into consideration. Additionally, candidates should not add extra bullet points unless they have crossed through a previous response.
- In **Exercise 4**, summary writing, it is crucial that answers do not go beyond the required length, as Content points which are included after the stated word limit cannot be credited. Candidates should aim to provide six Content points and address exactly what is being asked in the question.
- In **Exercise 5**, email writing, responses must provide relevant information and be written in an informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and they should adopt a style and register suited to an article, in contrast to the informal email in **Exercise 5**. Ideas should be relevant and developed at an appropriate length.

## General comments

Overall, most candidates were correctly entered for the Core tier. A number of candidates achieved high marks, and for these candidates, the Extended tier paper might have been more suited to their linguistic ability. The majority of candidates were able to engage with the topics in the two final tasks and produce writing which achieved more than the minimum word length. Most candidates appeared to manage their time appropriately, with a small number omitting **Exercise 4**, **Exercise 6**, or individual items in **Exercises 1** and **3**.

A range of tasks was included in the paper, requiring candidates to demonstrate a variety of practical reading and writing skills. These ranged from selecting short relevant details from texts, a multiple matching task and a note-taking exercise, to the more challenging skills of summary writing and extended writing.

## Comments on specific questions

### **Exercise 1**

There were a number of very good responses to the exercise as a whole. Less successful responses tended to include more information than required, which changed the meaning of the expected answer.

### Question 1

This question was well answered by the majority of candidates. Some candidates misunderstood the phrasal verb 'find out about' in the question, and provided either Jennifer's opinion of her previous job, 'I was bored' or the sense of location, 'a fascinating environment'. The misspellings 'college' and 'collage' for 'colleague' could not be credited.

### Question 2

This question proved more challenging for candidates. Many correctly identified the section of the text where the information was found, but a number of responses were too general, stating merely 'medical test', which without the central idea of 'passing' a medical test, could not be credited.

### Question 3

Most candidates correctly responded to the question word 'When' and recognised that a time phrase was required. Others opted for the first-time phrase in the paragraph, 'February to December', which was the length of the winter, and which could not be credited.

### Question 4

This question proved more challenging for candidates. In order to be successful, they needed to select 'the most difficult thing' about the job. There were many difficulties that Jennifer faced, 'the sea freezes', 'the nearest supermarket is 2000 miles away', 'the station is cut off from the outside world', but without reference to the 'biggest challenge', only 'working out how much food to order' corresponded to the demands of the question.

### Question 5

This was well answered by the majority, who correctly selected the food 'to trade' as 'apples'. Responses which included more than one type of fruit were not credited.

### Question 6

There was a good response to this question. Many candidates correctly provided the information that she was 'busy planning a menu'. Some candidates merely repeated the question in their answer, 'didn't remember to put them on' without giving a reason, and this was not credited. The central focus of the question was that she was 'busy', so without this key word, the response was not considered sufficiently precise.

### Question 7

In this question, candidates were required to provide two pieces of advice for one mark each. The majority correctly identified the two ideas, 'exercise before getting into bed' and 'put your clothes in the bed the night before'. Less successful responses provided general information, 'do exercise' or incorrect information, 'put your clothes on the bed', and neither of these could be credited.

### Question 8

This was very well answered by most candidates who recognised that Jennifer missed 'relaxing in a hot bath'. Responses which also included 'a shower' could not be credited.

### Exercise 2

#### Question 9

Most candidates demonstrated a good level of understanding of the task and there were some very successful attempts at the exercise. Overall, the whole range of marks was awarded, with many candidates achieving more than five marks. Few candidates scored no marks, and a small number made no attempt at the exercise. The greatest number of correct answers was to **item (a)**, and the most commonly found wrong answers were **(b)** and **(f)**. It appeared that candidates may have found Text C the most accessible, as this was the most commonly used answer.

Presentation of answers was generally clear. When writing their answers, candidates are reminded that if they change their mind, they should not write the second answer over the first, but should cross out the wrong answer clearly, and write their final choice alongside.

### Exercise 3

This exercise was well attempted, and many candidates answered suitably briefly and in note form. Many candidates showed sufficient understanding of the text and selected relevant information. Greater success in selecting correct details was achieved in **Question 11** than in **Questions 10** and **12**. A number of candidates scored full marks, and a few made no attempt to answer one or more questions in the exercise, particularly **Question 12**. Overall, the whole range of marks was awarded.

#### Question 10

*How this newly discovered fish behaves differently from other 'walking fish'*

There were three marks available for responses in this question and many candidates successfully achieved two key ideas, the most frequently selected being 'uses its four fins to walk', 'walks like a land animal' and 'climbs waterfalls using its body'. Less successful responses provided the detail that 'it jumps or slides forward using its tail', where more precise reading of the text would have indicated that this was the behaviour of 'other' walking fish. Other responses which included the fact that 'its bones were similar to land animals' could not be credited, as this answer described the fish, and did not provide information relating to 'behaviour', as the question demanded.

#### Question 11

*What scientists might learn from the discovery of this new fish*

Two marks were available for responses in this question and the majority of candidates scored well, the most frequently chosen answers being 'what life on Earth looked like 400 million years ago' and 'how living creatures first learned to walk'. A number of responses such as 'what Earth looked like...' or '400 million years' lacked precision and could not be credited. The details of 'why the fish moves in this unique way' and 'whether they are our earliest living ancestors' seemed to have been overlooked by the majority of candidates.

#### Question 12

*Why it was difficult for scientists to study this new fish*

All four key points for this question were recognised, with 'only 2000 exist' and 'not allowed to remove them from caves' being the most popular. Responses could not be credited when a key element was omitted, as in 'not allowed to remove them' or 'needed to obtain special permission'. Without the precise information that the fish were in 'caves' and permission was needed 'from the Thai government', such incomplete answers could not be credited. Candidates are reminded that their notes should correspond to the appropriate heading, as in this series there were many examples of answers to **Question 11** which were written in response to **Question 12**.

### Exercise 4

#### Question 13

Many candidates found this exercise challenging. A significant number wrote beyond the 90 word limit, which in many cases affected the Content and Language marks. Candidates are advised to read the question carefully to ensure they provide information relevant to the task. In this series, candidates had to provide advice to potential visitors to the adventure park. Responses which also included non-essential information such as a description of Treetop World from the first paragraph of the text became unnecessarily long, which frequently led to correct Content points being written after the word limit which could not be credited. Information which does not address the specific requirements of the task or is simply copied from the text should be avoided.

In this series, there were a number of successful responses which demonstrated a good level of grammatical accuracy and the candidate's own words through the use of synonyms, re-structuring the grammar of sentences and linking ideas through the appropriate use of connecting words and phrases.

There were eight possible Content points, and many candidates achieved at least four, while a number scored full marks. Successful responses detailed the need to arrive earlier than the booked time in order to watch others already climbing. The need for safety of personal items was also highlighted, through phrases such as 'wear trousers with zip pockets to keep your belongings safe', and 'don't bring anything valuable to the park'. There were many good attempts at paraphrasing points 5 and 6, for example, 'pay attention to what your guide says' and 'ask for assistance if you need to'. For many candidates the last two Content points proved the most challenging to express in their own words, but there were some good attempts, such as 'wear clothes that you're happy to get dusty' and 'bring a suitable jacket in case it rains'. Less successful responses relied closely on repeating the text language, with additional connecting phrases such as 'also/in addition/but/finally'.

Language marks were awarded across the range, with the majority achieving three or four of the six marks available. Most summaries showed reasonable or good organisation. In general, candidates relied to a greater or lesser extent on the text language, connecting the ideas with a series of linking words. Such reliance placed the Language mark in the middle band. Responses in which large sections of the text were copied without any attempt at using the candidate's own words and those which were presented as a series of bullet points were limited to Language marks in the bottom band. To achieve higher marks for Language, candidates should attempt to express the ideas in their own words as far as possible. Although this appeared to be a challenge for a considerable number of candidates in this series, there were some successful summaries which were well organised, coherent and demonstrated a good level of accuracy throughout.

## Exercise 5

### Question 14

#### *Email*

There were many successful responses to the email writing exercise. Overall, responses showed a satisfactory sense of purpose and candidates attempted to develop the bullet points in a relevant way. More successful responses also showed an awareness of the target audience and adopted a style and register suited to an informal email. Responses which were simple narratives and lacked engagement with the reader were less successful and did not achieve high marks for Content. Development of ideas varied greatly. Some candidates said nothing about the competition other than the fact that they had won it, 'I won a competition', while others wrote every detail about the competition and dealt with bullet points 2 and 3 in a single sentence, 'I met a famous person and I felt happy'. This led to a sense of imbalance for the reader. Candidates are reminded to consider all bullet points when planning their response and include the appropriate amount of detail for each one.

There was a wide variety of responses to the first prompt: many successful attempts explained details of painting a picture of the famous person they hoped to meet, singing, writing a poem or designing a robot and included interesting original ideas. Less successful were the competitions which involved team sports, such as football or basketball competitions, where the whole team won. Similarly, responses which gave details of discovering a golden ticket in a chocolate bar, subscribing to a website or filling in an application form provided little opportunity for development and were less successful.

The second bullet point required candidates to describe their meeting with their chosen famous person, and popular famous people included football players, singers, actors and scientists. Other responses referred to 'a famous person' throughout. The most successful responses were those where a meeting was set up, often in a restaurant or cafe, and candidates described their feelings on meeting the person, such as 'immediately I froze and my heart started hammering', followed by further description of what took place during the meeting, 'she signed my book', 'we took a selfie', 'he talked about his life', 'he said how much he liked my poem'. Less successful were the responses which merely mentioned that the famous person gave out the competition prize and shook hands. Without further development, these could not be credited with marks in the top band for Content.

For the third bullet point, candidates were asked to say how they felt after the meeting, and a number of candidates used this to express how the meeting had affected their way of thinking, given them direction in their lives, or had given them a confidence boost. In many answers this bullet point consisted of a single sentence, 'I felt over the moon'. Candidates are reminded once again to attempt to provide some development to the last point in order to have access to marks in the top band for Content.

In terms of language, stronger candidates were able to personalise their writing effectively, as in 'you know me so well', 'I know you're thinking', 'as you know'. Many candidates took the opportunity to demonstrate good descriptive phrases, 'nut brown eyes', 'wavy hair', 'sparkling smile'. Although most candidates used simple tense construction and common vocabulary, there were some attempts at more complex structures and less common vocabulary, for example 'Not only did she look more beautiful than she does on TV, (even though she looks good there too)'... and 'He highlighted my strengths and weaknesses and things I needed to work on, but most importantly, he motivated me...', 'I felt truly inspired and ready to do my best.' Basic punctuation using full stops and commas was generally accurate, and the majority of candidates used paragraphs to provide effective structure and organisation to their writing. The misuse of articles before adjectives and nouns was regularly seen, as in 'an great opportunity', and commonly 'comption/competition' for 'competition'. Improved accuracy in spelling would advantage the Language mark.

## Exercise 6

### Question 15

#### *Article*

In this series, candidates were required to write an article, discussing whether all candidates should have music lessons at school. The topic appeared to be of personal interest to many candidates who showed their true feelings and opinions in their writing. Less successful responses moved away from the topic of music lessons in school to the broader discussion of the place of music in our lives, which could not be credited with marks in the top band for Content. Candidates are reminded to pay particular attention to the rubric and context of the task, and to write relevantly.

All four written prompts were widely used, and opinions were divided. Stronger responses developed on one side the benefits of music to candidates' creativity and personal development, 'it gives you a chance to be as creative as you can', 'music helps candidates to open up – to be more honest', 'it's the only class you can be yourself in'. Further ideas suggested that music lessons would provide a welcome break from the stresses of other more difficult subjects. On the other side, the argument focused on the fact that music lessons might be divisive and separate the musically talented from those who have no musical knowledge. Many felt that music lessons would take the time from other more important subjects, but this was frequently counterbalanced by the idea that music can improve learning in other subjects too. Overall, the general consensus was that music lessons should be optional during the school day, with non-musical candidates able to benefit from extra study during this time, or they should be part of an after-school programme or private lesson. Less successful responses were characterised by a heavy reliance on the written prompts, and without further development of ideas and opinions could not achieve marks in the top band for Content.

From a language point of view, some candidates took the opportunity to include a range of vocabulary on the topic, for example 'melody, instruments, tunes, guitar, violin', but generally, candidates are encouraged to increase their topic-related vocabulary resources to achieve marks in the top band for Language. Stronger answers also included a variety of often accurate compound and complex sentences which merited high marks. Candidates are encouraged to focus on greater accuracy of tenses in compound and complex sentences. It was noted in this series that some candidates attempted to achieve a very formal register in their introduction and conclusion, and in doing so produced unnatural sounding language, such as 'for eons a heated controversy has ignited the debate...'. Such pre-learned phrases can distract from the focus of the task and may obscure meaning. Overall, many responses were organised effectively into paragraphs and ideas were separated through the use of connecting phrases such as 'on the contrary' and 'taking into account'. Basic punctuation was generally accurate.

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

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Paper 0511/12  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, reading comprehension, candidates are advised to locate the key requirements for each question in the text and to respond briefly and concisely.
- In **Exercise 2**, the multiple matching exercise, it is essential that candidates read each text carefully and ensure that they understand each question in order to find the suitable detail in the text.
- In **Exercise 3**, note taking, candidates need to ensure that their answers are brief and that they correspond to the title for each question. Each line in the Question Paper is intended for one response. Where a candidate includes two points on one line, only the first point is taken into consideration.
- In **Exercise 4**, summary writing, it is important that candidates focus on the key elements of the task, picking out the most important details and writing them down in an orderly and cohesive manner. It is also important to stay within the required number of words as Content points which come beyond the stated word limit cannot be rewarded.
- In **Exercise 5**, extended writing, responses should cover all three bullet points in order to achieve a mark in the top band for Content. Responses should provide relevant information and be written in an informal style.
- In **Exercise 6**, extended writing, candidates must focus on the requirements of the task and write relevantly. It should be noted that the audience for this exercise is not the same as that for **Exercise 5**, so there should be a difference in style and tone.

## General comments

The great majority of candidates were entered at the right level for the Core tier. Most were able to complete the paper in the time allotted. Nearly all the candidates had sufficient time to complete both **Exercise 5** and **Exercise 6**. A very small number made no attempt to answer some questions in **Exercise 1**, and just a few offered no response to either **Exercise 3** or **Exercise 4**.

## Comments on specific questions

### **Exercise 1**

There were many good responses to the questions in this opening exercise. Less successful answers were often too long, which tended to change the meaning of the expected response or made it unclear.

### **Question 1**

This question was well answered. Almost all candidates chose 'Uncle Tom', 'Uncle' or 'Tom'.

### **Question 2**

Some candidates wrongly chose 'planned to get up early' or 'set two alarms' as their response to the question about what Ellie planned to do before the day of her skydive.

### **Question 3**

This question was generally well answered. Incorrect answers usually mentioned oversleeping.

#### Question 4

The most common incorrect answer quoted the instructor's command to 'bend your knees or you'll break your legs', instead of the touch on the shoulder, which was the indication that it was time to prepare to leave the plane.

#### Question 5

This question was clearly well understood and many were able to respond accurately. Some wrong answers placed their focus on her anxiety while waiting for her turn to board the plane.

#### Question 6

The key element here was that Ellie was the last to board the plane and so was the first to jump. Incorrect responses centred on the distractor that it depended on the time that they registered that morning.

#### Question 7

There were many who responded wrongly with 'jumpsuit', 'harness' or 'equipment', whereas Ellie put on her helmet just before she left the plane.

#### Question 8

Many candidates scored just one of the two marks for this question. This was usually for offering 'the cold wind on her face' rather than 'being pushed upwards'. Those who chose to respond with other information wrote of what she experienced rather than what she felt – 'the incredible views all around' and 'speeds of up to 195 Km per hour' and could not be rewarded.

#### Exercise 2

##### Question 9

Most candidates demonstrated a good level of understanding of the task. More than half achieved five or more marks. Only a small number scored no marks. Many were successful in **Questions (b), (c) and (d)**. Many others had difficulty with **Questions (a) and (g)**. If, on reflection, a candidate wishes to change their mind, they should not write the second answer over the first, but should cross out the wrong answer clearly and write the final choice alongside.

#### Exercise 3

This exercise was well attempted and many candidates answered suitably and in note form. Candidates showed good understanding of the text and selected the relevant information. The full range of marks was awarded.

##### Question 10

*What Jennifer enjoys about playing for the university volleyball team*

There were four marks available for this question and many were able to identify three or four key ideas, the most frequent being 'made friends for life' and being able to 'represent the university that she loves'. Less successful answers omitted 'for life' or the verb 'made' from 'made friends for life'. Occasionally candidates offered both 'teammates' and 'made friends for life' as two separate answers on two separate lines and could only be rewarded once.

##### Question 11

*What Jennifer finds difficult about playing for the university volleyball team*

This was a more challenging exercise. Three points were required from the five mentioned in the text. Jennifer had never liked eating first thing in the morning before going to university, where she had to get used to eating breakfast 'before training' and to attend 'volleyball practice before classes start'. Candidates also had to make it clear in their response that Jennifer accepted that she could not go to parties, because there would be either a match or a practice the following day.

## Exercise 4

### Question 12

In Exercise 4, candidates are advised to read the question carefully to be sure they provide all the information relevant to the task. It is important also to focus on grammatical accuracy, on cohesion and on keeping on or below the word limit. The inclusion of information simply copied from the text, or information which does not address the specific requirements of the task should be avoided.

This exercise proved to be a challenge to many of the candidates, although there were some who demonstrated good summary skills and who achieved high marks. The summary discriminated to an extent, but the higher range of marks was not widely awarded.

There were five possible Content points for what Wim had managed to do in extremely cold temperatures and four points for the advice he gives about how to get used to the cold. Some candidates addressed only one of these two aspects to the question, which affected the final Content and Language marks. Similarly, those who exceeded the word limit were unable to access the full range of marks. Going over the word limit was generally caused by an overlong introduction or the inclusion of irrelevant information. In this summary relevant information included some of the exact detail from the text, including the facts that Wim swam under the ice in a lake for 120 metres and that the marathon that he ran was in the Arctic region.

Language marks were awarded across the range, with the majority of candidates achieving three, four, occasionally five or six of the marks available. Many summaries showed reasonable organisation listing the points in the order in which they appeared in the text, rather than re-ordering them or using cohesive devices to link their ideas. To achieve higher marks for Language, candidates should attempt to express their ideas, to some extent, using their own words. Where this was evident, good paraphrasing, mainly through grammatical restructuring of sentences and the use of synonyms helped to move the response into the top band. Basic punctuation, full stops and commas, was generally accurate.

## Exercise 5 *Email*

### Question 13

This exercise was generally well done. Many responses showed a good sense of purpose and many attempted to develop the bullet points. Many also showed a good sense of audience and adopted a style and register suited to the informality of an email to a friend.

A small number of candidates appeared not to understand what is meant by a 'charity'; those who gave detail on the work of the charity usually chose one that supported the poor, the elderly or orphan children.

Describing the preparations for the fashion show occasionally took a good part of the email, often at the expense of detail on how the show itself had gone. Usually the writer was heavily involved in the planning, leading a team of volunteers.

A problem experienced in some less successful emails was to confuse the time frame. The event had already happened, yet there were some responses, which invited the friend to assist with the preparations, or others which had the preparations in the past tense, but the show itself happening sometime in the next few days.

For the Language mark most responses were safe and unambitious. The more successful included greater complexity of language, using relative clauses and, where appropriate, a variety of tenses. In terms of organisation and sequencing, the bullet points can and should be of help for the formation of paragraphs and for cohesion.

## Exercise 6 *Review*

### Question 14

In this series the review was requested by a teacher and was to evaluate a course the writer had attended to learn singing, dancing and acting.



Most candidates stayed with the prompts and usually added supplementary thoughts on their personal experience. Many felt the course filled a gap in the long summer holiday. Others felt what they had learned could prove useful for a future career or for a lifelong hobby. By using this approach many responses were evaluations of the value of the course and not simple descriptions of what they had done in the sessions. The prompts were very useful in this respect.

As in **Exercise 5**, some responses invited the reader to join the course which had yet to take place. Such confusion placed the response in the lower band for Content.

For the Language mark candidates were able to demonstrate their knowledge of the topic-related vocabulary alongside appropriate terminology about drama, song and dance. Ideas were expressed in mainly simple sentences and the writing was generally coherent and organised.

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

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Paper 0511/13  
Reading and Writing (Core)

## Key messages

- In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. In this session, the majority of candidates managed Exercise 1 generally well. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to show some awareness of what is implied but not explicitly stated. Overall, this exercise was generally well attempted with very few omissions.
- In **Exercise 3**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this session, the task proved challenging for some.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempts to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this session, while many candidates interpreted the rubric correctly and successfully located some of the content points, a number included non-salient introductory details which impacted the number of content details available to them within the constraints of the word limit. A good proportion of candidates attempted this, although there were also a small number of candidates who made no attempt to complete the task.
- In **Exercise 5**, email writing, candidates must recognise the need for informal register and should endeavour to provide responses with a sense of audience and sufficient detail to engage the reader's interest.
- In **Exercise 6**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided but to introduce their own ideas and structure their writing cohesively using paragraphs.

In this session, most candidates found the topics accessible and were able to write at appropriate length.

## General comments

Overall, the majority of candidates were correctly entered for the core tier. However, there were a number of candidates who made no attempt at **Exercises 5** and **6**, suggesting that time management might have been an issue for some. 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 six exercises, requiring candidates to demonstrate a variety of skills. There were degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

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

## **Comments on specific questions**

### **Exercise 1**

This exercise was generally well attempted and provided a suitable introduction to the reading comprehension tasks. Some items proved more challenging than others and although there was evidence that the text had been understood, there was also an indication that, at times, more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key details from the text and provided brief and precise responses. Less able candidates demonstrated difficulty interpreting the questions and/or failed to provide responses for some items.

#### **Question 1**

This was well answered with a good majority of candidates correctly identifying 'learn techniques and practice.'

#### **Question 2**

The year '1991' was generally well recognised but could not be credited where 'since' was included.

#### **Question 3**

Very few candidates failed to identify 'Tony Buzan and Raymond Keene' as the correct answer to this item.

#### **Question 4**

This item proved slightly more challenging, although it was generally well attempted with many candidates providing the two details required for two marks. Marks tended to be lost where candidates were distracted by 'binary codes' or where they provided 'names and faces' without 'a set of', or 'pack of cards' without reference to 'the order' of the cards.

#### **Question 5**

This was generally well attempted with the majority of candidates correctly supplying 'International Grandmaster.' A number of candidates also supplied 'World Memory Champion', however, indicating lack of precision in their reading.

#### **Question 6**

This item was well attempted with many candidates achieving both of the marks available. Marks tended to be lost where candidates did not make reference to 'memory' or 'the sport' in at least one of their responses. Marks were also lost when candidates supplied the same detail twice e.g. 'to make memory an Olympic sport' and 'include it in future Olympic Games.'

#### **Question 7**

While a good proportion of candidates correctly identified 'speed reading' as the study skill, many supplied 'chess' indicating a lack of understanding or precision in reading.

### **Exercise 2**

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

#### **Question 8**

- (a) This was generally well attempted. While many candidates correctly supplied C as the source text, a number did not. Text A tended to be the most frequently supplied incorrect response with candidates possibly distracted by 'create matching activities' in this text.
- (b) This item proved reasonably accessible with the majority of candidates supplying text B.

- (c) This was generally well attempted with a good proportion of candidates correctly identifying text A.
- (d) This item was also well attempted, although some candidates lacked precision in their reading and appeared to be distracted by the word 'technology' in text C.
- (e) This item proved more challenging with a number of candidates supplying text A in error.
- (f) This item was well attempted. Text C was most frequently supplied in error, possibly because candidates were drawn to the mention of 'academic writing'.
- (g) The majority of candidates coped well with this item. While text C contained the salient detail, a number of candidates were distracted by text A indicating that candidates perhaps need more practice in inference.
- (h) This item was generally very well answered.

### **Exercise 3**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to score quite well, particularly on sections **10** and **11**. Overall, the exercise produced good differentiation with maximum marks being obtained by the more able candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this session, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

#### **Question 9 – What made Hannah decide to change her career after doing an outdoor survival course**

This section proved to be the most challenging. Three content points from a total of four available were required. Whilst all of these proved accessible, some candidates failed to supply enough detail to fully convey the point to be made. For example, some candidates supplied variations of 'her parents suggested she could make money/make money from wood' or 'she could make money from wood' without the idea of her 'working with wood'. A number of candidates also lacked precision in reading and supplied incorrect answers related to the items Hannah made, such as 'spoons and various other objects', or skills that she had acquired, such as 'how to safely use an axe' and/or 'remove branches from trees', as reasons for her change of career.

#### **Question 10 – What help Hannah was given to set up her company**

This section was generally much better attempted with many candidates correctly identifying two of the four possible answers. There was good recognition of all possible options. However, as with the previous section, marks were lost where candidates supplied incomplete answers such as 'business plan' without 'guidance to produce' and a small number of candidates failed to identify any correct responses for this section.

#### **Question 11 – How Hannah's business has changed since she started her company**

This section was similarly well attempted. Two content points were required from four possible options, all of which proved accessible. Lack of precision in reading led to some candidates supplying incorrect details, however, such as 'she aims to make around ten items a day' and 'she has plans to write a book'.

### **Exercise 4**

Most candidates made a reasonable attempt at this exercise, and a good proportion managed to score quite well. Candidates were required to summarise the ways in which the writer thought tape-ball cricket was better than traditional cricket. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Many candidates, however, performed less well and did not demonstrate the necessary summary skills.

All of the possible content points proved accessible; however, many candidates failed to achieve full marks for content mainly due to indiscriminate lifting of irrelevant details from the text which impacts on the number of words available for the content points. Repetition of key ideas also meant that the summary could not be completed within the prescribed word limits.

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

### **Exercise 5**

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

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

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

***You and your family are going on a day trip to a town that you have been to before. Your friend, who has never been there, is going with you.***

The majority of candidates addressed at least two of the three bullet points and made varying efforts to develop them. The three prompts required candidates to email the friend in order to give details about the travel arrangements, explain what they had done in the town on a previous visit and say what they thought the friend would like about the town.

Generally, candidates seemed to engage with the topic and a reasonable number produced responses with a clear sense of purpose and audience. The two visual stimuli, the first of which showed a family walking, wearing backpacks and the second, the family taking a selfie with a city landscape in the background, were drawn upon by many of the candidates. Only the most able candidates made attempts to develop their ideas sufficiently to achieve higher band marks. The first bullet point was not always handled effectively. A number of candidates appeared to misunderstand the meaning of 'travel arrangements' and supplied details relating to what the friend should bring i.e. 'money' and 'snacks'. Others provided details relating to how they would spend their time on the trip rather than how they would actually get there and a number failed to address this bullet point entirely. The second bullet point was generally better addressed although there was a tendency for some candidates to simply list activities rather than develop particular aspects. Although often the least developed, many candidates chose the third bullet point to interact with the reader, giving these responses an effective sense of audience. A considerable number of candidates misinterpreted the rubric for the third bullet, however, and suggested what the friend would like about the trip as opposed to the town. In fact, whilst most candidates addressed the individual bullet points, it was clear from the responses that a large proportion of candidates had not read the entire rubric carefully. That is, many trips lasted days or weeks and were trips to the countryside, beaches or theme parks rather than to a town.

In terms of language, the majority organised their ideas using paragraphs, although this was not always the case. The language was generally fairly safe and unambitious. Many candidates used tenses inconsistently, and only the more able candidates attempted greater complexity in their use of tenses and sentence construction. Basic punctuation was generally sound, and there were very few problems with the use of commas instead of full stops this session. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion. Very few candidates made no attempt to complete the task in this session.

### **Exercise 6**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided – two relating to each of the rubric requirements in the title. Less able candidates tended to stay very close to these cues. In order to achieve marks in the higher bands, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own

ideas and other perspectives on the topic. Word limits were generally well observed, but time constraints were clearly an issue for a number of candidates who made no attempt at this task.

### **Work experience week**

Candidates were required to write a report for their teacher about a recent work experience week. In the report, they were required to say what they and their classmates had learned over the week and suggest how the experience could be improved if it were repeated. Four prompts were provided; two which related to what had been learned from the experience and two which could be interpreted as aspects to be improved. While many candidates attempted to address the two aspects required, the majority relied heavily on the prompts and struggled to develop their ideas much beyond these. The first aspect was frequently misinterpreted with candidates reporting on what the work involved rather than what they had learned from the experience, and the second aspect was often very minimally dealt with. There was some effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses, but this was not always the case, and few candidates produced pieces which tended towards the upper word limit. Although language was again generally unambitious, candidates appeared to have better control of tenses in this exercise.

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

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Paper 0511/21  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, close reading is required to identify the key point of each question. Candidates are reminded that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, the multiple matching exercise, candidates should practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, it is important that responses are suitably brief and correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. They should also ensure that they do not exceed the 120-word limit. Overlong introductions should be avoided as well as the inclusion of irrelevant information or repetition of points.
- In **Exercises 5 and 6**, responses need to be of an appropriate length, demonstrating imaginative content and a range of language. To achieve marks in the higher bands, it is important for candidates to introduce independent, well-developed ideas in both tasks. Candidates will not be given credit for using language which has simply been copied from the prompts.
- In **Exercise 5**, email writing, candidates are reminded to use an informal register and to address and develop all three bullet prompts. In **Exercise 6**, a more formal register is required and candidates should use persuasive language to convince the reader of their opinions.

## General comments

Overall, candidates were correctly entered at this level.

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

Candidates are reminded 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. They also need to indicate clearly where extra work has been added.

### Comments on specific questions

#### Exercise 1

This exercise was well attempted, and many candidates selected key details and provided brief and precise responses. Others copied a large amount of text which often changed the meaning of the correct answer.

- (1) This was well answered, often with the single word 'colleague'. Some candidates only mentioned 'an advert' and could not be credited.
- (2) This was generally well attempted. Answers which referred only to the 'medical task' without the idea of 'passing' were incomplete and could not be credited.
- (3) This was very well answered with only a small number of candidates choosing the distractor 'February to December' in the text.
- (4) This was well attempted, although occasionally candidates overlooked the wording 'that's not as big a problem' in the text and wrote 'can't pop out to the supermarket'.
- (5) This was very well answered.
- (6) This proved to be a more challenging question. Some candidates answered 'she just didn't remember to put them on', which was simply a repetition of the question. Answers which omitted the key word 'busy' and the misspelling 'planing' were also not credited.
- (7) This was a two-mark question and was generally well attempted. A small number of candidates wrote simply 'do some exercise', omitting the key detail 'before getting into bed' and could therefore not be credited. Also, the misspelling of 'cloths' for 'clothes' could not be credited.
- (8) This was very successfully answered.
- (9) The final question in this exercise is always more challenging, and candidates should be prepared to review the stimulus article as a whole because key information may appear anywhere in the text.

Overall, this question was well answered. Most candidates understood the task and attempted to supply answers about what Jennifer liked about living and working in Antarctica. The most successful answers conveyed full details for each point. For example, for the first point on the mark scheme, 'the colours of the landscape' was an essential detail and not just 'the landscape'. Similarly, for the second point, there had to be a reference to 'make them feel better' and not just the 'preparing meals' idea. For the final point, a number of candidates wrote 'not much to spend her salary on', which was not what Jennifer liked about life in Antarctica. There had to be a reference to 'saving money' as this was the key detail.

#### Exercise 2

This was a multiple matching exercise where candidates had to match details from four texts with letters **A–D** on the question page. Overall, this new type of question was well answered.

Candidates are advised to read each question **(a)–(j)** carefully and note the key words. They should then look for synonyms or expressions in the text which convey the same idea and write the corresponding letter in the space provided.

This task consisted of reviews of four websites that teach people to play the guitar. Correct and incorrect answers were spread evenly throughout the task, but many candidates found questions **(f)** and **(g)** the most challenging. In **(f)**, the key words in the question were 'the teacher's personality'. This should have directed the candidates' attention towards text C which comments on 'the enthusiasm shown by tutor Jerry'. Many candidates selected text B which described Paul Henson as 'a great tutor', but this did not relate to his personality. In **(g)**, the key words in the question were 'appropriate amount', which linked to text A and the phrase 'they don't try to include too much at once'.



Candidates are reminded that the letters **A–D** should be very clearly written and if they change their mind about an answer, they should clearly cross out the original letter and re-write it. Candidates should avoid overwriting their original answer.

### Exercise 3

This exercise proved to be a good discriminator with a range of marks awarded. Most candidates attempted to answer briefly and in note form. The most successful responses showed good understanding of the precise detail in the text. Some candidates omitted key words in certain answers, meaning that those notes were either incomplete or factually incorrect. It is essential that responses follow on from the wording in the heading of the question.

*How this newly discovered fish behaves differently from other 'walking fish'*

A maximum of three marks was available for this question and most candidates conveyed the first and third points on the mark scheme. On occasion, answers could not be credited because candidates omitted the key detail of 'waterfalls'. The second point on the mark scheme was less well recognised and in the final point, the essential detail of 'as it walks' was often omitted from the answer. Less successful answers omitted essential detail such as the use of suitable verbs at the start of each answer.

*What scientists might learn from the discovery of the new fish*

A maximum of three marks was available for this question, which was generally well answered. Most candidates selected points two and three on the mark scheme, and some also recognised the more difficult points one and four. Some candidates needed to be more precise with the wording of point two as they wrote 'what Earth looked like 400 million years ago' without reference to 'life on Earth'. This omission changed the meaning and the answer could not be credited. Some candidates appeared to be imprecise with their reading of the question heading and selected incorrect detail such as 'working in international teams can bring great research results', which had no connection to the idea of new fish.

*Why it was difficult for scientists to study this new fish*

A maximum of three marks was available for this question. Most candidates scored well here and provided full details for each point. Some candidates omitted key words, in particular 'only' from points one and two. Without this key word, the answers 'found in eight caves' and '2000 exist' did not follow the wording in the heading. Similarly, in point four, the answer required the verb 'needed' to be complete and factually accurate.

### Exercise 4

The summary proved to be a very good discriminating exercise and there was a full range of marks awarded for both Content and Language. There were two aspects to this task and candidates needed to convey key details about how to improve your intelligence and how to appear more intelligent to other people. All of the ten Content points covering both aspects proved accessible, although points five and six on the mark scheme were not well recognised. The most successful responses developed the two aspects individually and either used two paragraphs to separate them or selected appropriate expressions such as 'on the other hand' to make a clear distinction for the reader. Candidates who were awarded with the highest marks for Content read the question carefully, organising and addressing the key points sequentially from the text. Very few candidates only covered one aspect of the task.

Many candidates exceeded the 120-word limit. This was largely due to writing overlong introductions, which included copying large amounts of detail from the beginning of the text. Many summaries started with the wording 'There is a popular belief that...' and continued with irrelevant detail from the second paragraph. Similarly, some candidates did not seem selective enough and wrote a description of 'fluid intelligence', which did not address either aspect of the question. Candidates are reminded that there may be whole sections of text which are not relevant when writing the summary and that careful reading of the wording in the rubric is essential.

There were some candidates who seemed to have confused certain details from the two different aspects. This was most evident in point three on the mark scheme where they included the detail about the change of clothing or the wearing of the white coat as how to appear more intelligent, rather than how to improve intelligence.

Some candidates also copied large pieces of text without discrimination. For example, including all the options under point two on the mark scheme about exercise, diet and running was repetitive and a precise selection of just one option would have enabled more Content points. In addition, candidates could not be credited for the wording 'a number of puzzles' rather than 'number puzzles' and not linking the idea of 'complex new material' with 'technology'.

With regard to Language, higher marks are available for those candidates who make an attempt to paraphrase certain words and expressions. Many candidates expressed key details in their own words without losing accuracy or meaning. For example, 'do something that you are not good at' became 'move outside your comfort zone' and 'pick one subject and go into it in depth' became 'study one topic deeply'.

More successful answers also included appropriate conjunctions, which gave the summary a natural flow. They conveyed the relevant Content points with good style rather than in the form of a list. Others used an incorrect, informal register with expressions such as 'What do you think?' and 'It's a good idea, isn't it?'.

## Exercise 5

*Email to a friend about a competition that you won to meet a famous person*

In this exercise, to achieve the higher bands on the grade criteria for Content, candidates are reminded to address and develop all three bullet prompts, and that their writing should convey a good sense of purpose. Many candidates wrote a suitably brief introduction and concluding statement in an informal register, but others were not as concise. Prolonged greetings and conclusions, which are often pre-learnt set expressions and not always relevant, should be avoided. Some candidates used a large number of words at the start and finish of the piece which would be better employed developing the requirements of the bullet points.

For the first bullet point, candidates needed to explain what they had to do to win the competition. There were many varied ideas such as writing articles on environmental projects, designing video games, writing and delivering a speech, or winning swimming or chess competitions.

The second bullet point required candidates to describe their meeting with the famous person. There was often a link between the content of the competition and the chosen celebrity, many of whom were local and well-known within the candidate's own country. Others were globally famous. The most successful responses included factual detail of where the meeting took place, special surprises that the famous person had arranged and the topics of conversation. Overall, the register was positive although there were a few candidates who were disappointed with the meeting and thought that the famous person was horrible, which made for an interesting alternative approach to the second bullet point. There was a small number of candidates who referred throughout to 'the famous person' without ever giving them a name and this created a disconnected and impersonal feel to the whole piece.

The third bullet point required candidates to say how they felt after meeting the famous person. More successful responses included new ideas and details to describe the candidates' feelings. It is important that candidates address the final bullet point fully and do not simply repeat details that have been covered earlier in the piece.

In terms of Language, most candidates used suitable paragraphing to give balance to their writing, although there was a number of candidates who wrote one continuous piece without any capital letters or full stops. Overall, basic punctuation was generally sound and spelling was of a good standard. The most successful answers used ambitious and sophisticated vocabulary and expressions in their piece, for example 'his accent was a bit challenging to decode', 'I had to wow the judges', 'I was truly humbled' and 'I was on tenterhooks'. Other responses needed a wider range of vocabulary as they were a succession of very short, simple sentences which would have been greatly improved by the use of subordinate clauses.

The most successful answers adopted a suitable register, using an appropriately informal tone and addressing the recipient of the email throughout. They were able to express great surprise at winning the competition, excitement at meeting the famous person and euphoria after the meeting. Other candidates did not refer to or involve the recipient of the email and wrote the piece in the form of a story, with too much

detail about what they had to do to win the competition. This overemphasis on the first bullet point often resulted in too little coverage of the second and third bullet points, which affected the mark awarded for Content.

This extended writing task requires candidates to be competent in using a range of verb constructions, in particular past and present tenses. There was some mixing of these tenses as well as non-agreement of subject and verb and these affected the mark that could be awarded for Language.

## Exercise 6

*Article about whether it is important for all students to have music lessons at school*

Generally, articles were of a suitable length and most candidates were able to adopt a formal tone and register. A number of candidates tended to stay very close to the two prompts with little development or independent contribution. The best responses included a clear and well-supported argument together with judicious use of linking words and paragraphing. In order to gain access to the higher mark bands, candidates are advised to try and persuade the reader of their own convictions and opinions.

Many candidates seem to feel that they have to invent titles as a heading for the article, which might help them to focus their ideas, but in fact, many supply their own version which does not match the rubric. As a result, the content is not always focused correctly and tends to follow the direction chosen by the candidate, rather than the specific requirements of the topic. Candidates need to read the rubric carefully and address the statement rather than create their own question.

The most successful answers argued convincingly with a range of ideas that went beyond the two prompts, and candidates supported their opinions and developed them, rather than just listing disconnected points. Many candidates wrote a balanced piece and kept the content within the context of school and music lessons. Some argued that music was sufficiently different from other subjects and therefore allowed for a degree of relaxation, enabling them to escape the stress of school life for a short time. Candidates also wrote about the different skills that a music lesson offers such as building up relationships by working in groups.

On the other side of the argument, many candidates took the view that the subject had no real value in the school curriculum and wasted time which could be better spent with extra work on subjects that had more importance. Some argued that its lack of status meant that many students did not take it seriously and that as a result there were behavioural problems within the class.

Less successful responses remained close to the two basic ideas expressed in the rubric prompts with limited development. There were many who wrote solely about listening to music or music per se with little or no specific reference to school music lessons in the rubric title. This approach was not focused enough and did not effectively address the task. There were also some candidates who included irrelevant material about their own school situation and wrote at length about how music would or would not fit into their class timetable. There were also often conflicting opinions for and against the topic within the same paragraph.

More successful answers included a final paragraph, where candidates were able to summarise their arguments clearly, often adding a new dimension. Others repeated previous points and re-stated broad opinions that they had made in the body of the article, often using the same words. Overall, many candidates achieved a good balance to the writing through attempts to provide an introductory comment on the topic and a concluding opinion.

In terms of Language, most candidates wrote in the correct register, demonstrating a more formal style than in **Exercise 5**, with expressions such as 'artistic perspective', 'hidden potential', 'spontaneity of expression' and 'restoration of focus'. Some candidates achieved some variety of style, often opening with a forceful statement or persuasive technique such as a rhetorical question, for example, 'Do you really believe that we will be happy with the added burden of this subject?'.

More successful responses also included linking words, for example, 'in a nutshell', 'in the same vein' and 'another point to consider' to good effect, which made the piece flow more easily when different points of view were offered. As with **Exercise 5**, some candidates did not observe paragraphing conventions and some wrote one continuous piece. Some also provided an overlong introduction, full of pre-learnt set phrases which had little meaning other than to state that there were arguments for and against. These phrases tended to consist of old-fashioned, inaccurately formed idioms which were out of place in a modern text.

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

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Paper 0511/22  
Reading and Writing (Extended)

## Key messages

- In **Exercise 1**, reading comprehension, close reading is required to identify the key point of each question. Candidates should be reminded that answers should be brief to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, the multiple matching exercise, candidates should practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts.
- In **Exercise 3**, note-taking, responses should be suitably brief and must correspond to the headings of each section. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, candidates should include eight relevant ideas from the original text and avoid lifting irrelevant information. They are advised to read the instructions carefully to understand what information is to be summarised. They should attempt to rephrase the Content points without altering the meaning. All aspects of a Content point should be communicated. Adhering to the specified word limit is important as any Content points given after the word limit cannot be credited.
- In **Exercises 5 and 6**, candidates need to focus on the requirements of the task and ensure all aspects are developed. The content should be relevant to the task, and the style and register should be consistently appropriate. Candidates should aim to demonstrate a range of appropriate structures and vocabulary. Outdated and excessive use of idioms can seem unnatural, so if included, idioms should be appropriately and effectively used. It is also important that both **Exercises 5 and 6** are paragraphed to aid organisation of ideas.

## General comments

A range of tasks was included in the paper, requiring candidates to demonstrate a variety of practical reading and writing skills. These ranged from selecting short relevant details from texts, a multiple matching task and a note-taking exercise, to the more challenging skills of summary writing and extended writing.

Candidates are advised to consider the entire paper and divide the time available according to the difficulty and total points for each exercise. Throughout the paper, the spaces and number of lines are arranged to guide candidates as to the length of answer required and they should not consistently exceed this.

### **Exercise 1**

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding.

- (1) This question was very well answered. Very occasional incorrect responses were 'her brother', 'Ellie's mum and dad' or 'Ellie herself'.

- (2) This question was well answered. Some incorrect answers were 'set two alarm clocks' or 'attached to an instructor'. These responses were not about plans as required by the question, so could not be credited.
- (3) This question was well answered. A few candidates gave 'overslept', suggesting they had not understood that Ellie set off on time and it was the amount of *traffic* that had caused the delay.
- (4) This question was generally well answered. Some candidates answered 'bend your knees or you'll break your legs', which was what Ellie needed to do just before landing, not how the instructor indicated that landing was imminent.
- (5) This question was very well answered. An unusual incorrect response was 'waiting for the right time to jump', which was not how Ellie occupied the time in which she had to wait.
- (6) This question was well answered. A few candidates wrote 'last person jumps out first' and omitted the idea that Ellie was the last *on the plane*. There were other references to waiting a long time or being the last to register, which could not be credited.
- (7) This question was well answered. Some candidates gave an incorrect response such as 'harness', 'parachute' or 'jumpsuit', and did not follow the sequence of the process before the jump in the text. Others added 'equipment' to the correct response 'helmet', which negated this answer.
- (8) This question was generally well answered. There were candidates who only gave one or no correct details. Some misinterpreted the question as 'How did Ellie feel ...', giving responses such as 'scared', 'anxious' or 'excited' when the question required an answer that referred to something external, not an internal emotion. Some candidates gave the response 'incredible views', which connected to sight rather than feeling something.
- (9) This question was well answered and a significant number of candidates provided three or four correct details. Some gave incomplete details writing for example 'sitting in the doorway', omitting a key detail 'of plane'. Others gave responses unsupported by the text such as 'being the first to jump'.

## Exercise 2

In this exercise, candidates need to recognise the key words in the question and ensure that the text they select fully supports their choice of answer. They should look for synonyms and rephrasing of the ideas.

- (a) This question was very well answered. A few candidates gave **(A)** although the text states 'not all teenagers would be particularly interested in taking part', or **(B)**, possibly linking 'self-confidence' in the text to 'confident' in the question.
- (b) This question was very well answered. **(C)** was the most common incorrect response. Candidates may have incorrectly linked 'We were taught to do it at school' in **(C)** with 'schools' in the question, rather than recognising that 'it could be a good opportunity for teachers to get their candidates involved' in **(B)** is a close rephrasing of the requirements of the question.
- (c) Candidates responded well to this question. A few gave **(B)** as their answer, possibly connecting 'elderly' and 'young people' to 'families getting together' in the question.
- (d) This question was well answered. **(D)** was the most common incorrect response, suggesting that candidates mistakenly linked 'music' in the question to the general theme of text **(D)**.
- (e) This question was well answered. **(C)** was the most common incorrect choice. Candidates connected 'learning something new' in this text with 'learning about other cultures' in the question and did not recognise that 'discover more about other countries' in **(D)** clearly responded to the question.
- (f) This question was well answered. **(A)** and **(D)** were the most commonly chosen incorrect responses and candidates may have incorrectly linked the idea of families to 'local communities'.
- (g) This question was quite well answered. Some candidates selected **(B)**, which suggests they missed the negative idea in the text 'doesn't need to be about giving money to charity' when the question asks about who mentions a way that money could be collected.

- (h) This question was well answered. **(C)** was the most common incorrect response, possibly because candidates equated 'gain new skills' with 'sense of achievement' in the question.
- (i) This question was quite well answered. Some candidates chose **(D)** and may have confused 'relax' in the question with 'cheers people up' in the text.
- (j) This question was well answered. A number of candidates selected **(A)** instead of **(C)**. They may have taken the phrases 'non stop lives' or 'risk rushing around' as denoting the anxiety mentioned in the question, rather than connecting this to the phrase in text **(C)** 'people feel uneasy about participating'.

### Exercise 3

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

#### *What Jennifer enjoys about playing for the university volleyball team*

This section was generally well attempted and there were candidates who correctly provided the five notes required from the possible six options. Incorrect notes tended to be the result of candidates not identifying the precise meaning of a particular phrase or omitting key details. For example, 'play at university level' did not express the required point 'represent university', which suggests the idea of taking pride in and contributing to the status of her university rather than the standard of volleyball played. Similarly, 'present university' conveys a different idea. 'Coaches' on its own did not provide the key idea that the coaches had an *impact* and 'useful skills' did not communicate the idea of acquiring these through volleyball, so could not be credited. Note ideas were occasionally repeated. For example, 'friends' and 'added to her experience' were sometimes given as two separate notes. A few candidates included notes for the second heading about difficulties such as 'getting up early', which suggests they misinterpreted the text.

#### *What Jennifer finds difficult about playing for the university volleyball team*

This section was very well attempted and a significant number of candidates provided the required four correct notes out of a possible five. Sometimes notes were not clearly or fully expressed as in 'social aspects', which does not communicate what made social aspects difficult. The inclusion of the idea of *missing out on* these was essential for the mark to be awarded. Similarly, 'eating breakfast' did not include the key idea of eating *before training*. Such details are necessary in order for the ideas to be sufficiently communicated.

### Exercise 4

Candidates are encouraged to read the requirements of the summary carefully to ensure the focus is correct. They are also advised to count the number of words they write to ensure they do not lose marks for both Content and Language by exceeding the word count. They should carefully consider whether or not the information included is relevant to the summary topic.

#### Content

A significant number of candidates seemed to have approached this summary from the wrong perspective. Their summary points focused on the advantages/disadvantages of taking photos with phones/cameras or the differences between taking photos with phones and cameras. Candidates also exceeded the word count and thus lost marks for Content points made after 120 words.

Candidates were expected to write a summary giving advice on using a phone to take photographs. There were nine possible Content points and there were candidates who gained the full 8 marks for Content. A significant number of candidates successfully located five or more of these, whilst others provided between three or four points. Other candidates were unable to include any creditable Content points as they focused on points concerning cameras, not phones. There were also candidates who wrote more than the 120-word limit because of a longer than necessary introduction, expansion of points, or irrelevant information. They

included information unrelated to the summary topic such as the ease with which phones connect to the internet and photos can be shared. Sometimes candidates attempted to make points but expressed them inaccurately. For example, they wrote 'tap the screen' rather than 'tap to focus'. When giving advice, the inclusion of purpose or result can be important. Occasionally, points were not clear or precise enough. For instance, a few candidates advised that taking too many photos should be avoided, when it was shooting *videos* that had an adverse effect. Sometimes an attempt to paraphrase could affect the language used adversely as in 'tap the screen to indicate the *substance* you want to focus on'. 'Substance' in this instance is not an appropriate synonym for 'object'. Candidates are encouraged to use their own words appropriately, so should take care and choose vocabulary and expressions that fit the context. There were a number of candidates who demonstrated a good awareness of the summary writing skills required, keeping within the 120-word limit and organising points skilfully, whilst attempting to express this to some extent in their own words.

### Language

Language marks were awarded across the whole range with the majority of candidates gaining three to six marks. In order to achieve seven or eight marks (top band) for Language, candidates must attempt to use their own words, as well as organising the Content points. There were candidates who effectively used synonyms or paraphrased points, wrote coherently with appropriate cohesive devices, and achieved a high level of accuracy, thus gaining 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 5**

In this exercise, candidates complete an email task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise, in this case an account of organising a fashion show. The extent to which the bullet points are addressed and developed within the context will determine the band achieved for Content. If any bullet point is not addressed, this has a significant effect on the Content mark. For a mark in the higher bands, candidates should demonstrate a good or excellent sense of purpose whilst developing and effectively communicating the Content. Candidates are advised to use an appropriate and consistent register. The mark for Language will depend on the accuracy, range and organisation of the language used.

*Email to a friend about a fashion show*

### Content

Generally, candidates dealt with the topic appropriately, and the vast majority provided sufficiently developed, relevant content. Some fulfilled the task skilfully and effectively. A small number of candidates wrote an email to a friend about a future fashion event, which affected the Content mark. Candidates scoring lower marks for Content tended to give shorter responses below 150 words that lacked development. Most addressed all three bullet points, but these were not always well developed. Candidates were expected to write an email to a friend telling them about a fashion show they and others had recently organised at their school to raise money for charity. They were asked to say what kind of charity it was, explain what they did to help organise the show, and describe what happened at the show. The emails were, in general, in an appropriate informal register. The most consistently well-developed bullet point concerned how they had helped organise the show. Candidates mentioned such things as designing posters, finding a venue, printing and distributing invitations, sourcing models and arranging lighting. They had many ideas regarding what was involved when organising such an event. Regarding the charity itself, a small minority of candidates gave no details of this, only mentioning that the show had been in aid of charity, which did not address the bullet point. Others merely named the type of charity but did not develop this aspect of the email. The more effective emails explained the choice of charity and supplied details of its work. Orphanages, hospitals and children in poverty or with disabilities were popular choices. There were candidates who did not describe the fashion show, merely saying it was successful rather than providing information about it. Those who covered this bullet point described the clothes, the reaction of the audience, celebrities who attended and any mishaps that occurred. The most effective emails made what was written relevant to the reader with references to shared experiences or the target reader's interests, writing for example, 'I know you're interested in fashion' or 'Do you remember that orphanage we visited?'. Such emails were cohesive in how the three bullet points were integrated, with natural openings serving as good introductions to the rest of the email, and endings which provided an appropriate concluding comment.

## Language

The vast majority of candidates used a good range of well-organised language. Language conveying an informal tone is generally appropriate in an email, so formal vocabulary and structures are unlikely to be suitable. Occasionally, candidates mixed informal with formal language, so the tone was inconsistent. The use of more formal links such as 'firstly, secondly, in conclusion' may not suit the register of the email. When candidates introduce learned idiomatic language inappropriately and inaccurately, this also reduces the quality of the language. Some candidates were able to construct sentences of different lengths, which included more complex structures and a high level of accuracy. Most emails included paragraphing, which when used appropriately aided effective organisation of the task.

Language deserving of the higher bands should be very natural, easy for the reader to follow and grammatically correct. There should be an evident range of appropriate vocabulary. An example of such language is, 'You know that our school has long been supporting a fund for wildlife. Last spring some candidates went to Africa with that charity as volunteers and I remember you were quite disappointed when you missed the deadline of submitting the application form.' In this example complex language is used accurately and effectively. There were candidates who attempted more complex language but could not produce this accurately in terms of tenses, punctuation or spelling as in, 'We've gave the money we raise to WHO, this left not even a single coin in our pokets'. Some candidates attempted to include learned idioms which were inappropriate, inaccurate or used excessively. Some such examples are: 'blessfully happy' and 'hold your horses because this event would blow your mind'. Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not demonstrate a sufficient range of language for the higher bands. There were a few candidates who often used commas instead of full-stops. Candidates should try to ensure language used is accurate, appropriate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling. Paragraphs should be included to guide the reader.

## **Exercise 6**

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

*Review of course attended in the school holidays*

## Content

Candidates were expected to write a review for their teacher of a singing, dancing and acting course they had attended in the school holidays. They were provided with two prompts which supplied ideas for candidates who might need them, although they do not have to use these. There was one prompt in the question stating the course was brilliant and taught new things, and another suggesting that the course soon became boring.

Most candidates fulfilled the task with a generally good sense of purpose and audience often with some reference to the ideas in the prompts. Some discussed the value of holiday courses or learning new things rather than reviewing a course they had taken part in, which meant the task was only generally fulfilled and this affected the Content mark. Candidates achieving marks in the top band described their experience of the course, evaluated it and supported their views with examples or evidence. They included details of breathing techniques in singing, or learning the tricks of acting, elaborating on the kind of classes taught and giving their views on the standard of teaching. They explained how the course was beneficial often referring to confidence building or making friends, and also outlined any problems experienced such as slow paced or unimaginative teaching.

## Language

The full range of marks was awarded for Language, with most candidates attempting some more complex structures and some less common vocabulary. There were candidates who demonstrated a good range of complex structures with only occasional non-impeding errors, enabling them to achieve the precision



required for marks in the top band. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'Amiable teachers helped those who struggled with stage fright and offered encouragement and suggestions. In the end of the program, I felt much more confident in daily life than before.' Some candidates attempted more complex language which included errors as in 'On one hand many candidate believed that had this course could learn new things such as playing guitar, heating drums and even having a performance.' In general, the majority of candidates used language with a good level of accuracy that included non-impeding errors when attempting more complex structures. In order to access top band marks, candidates should include a wide range of accurate language that is well organised and sequenced.

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

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Paper 0511/23  
Reading and Writing (Extended)

## Key messages

In **Exercise 1**, reading comprehension, it should be emphasised that precise reading is required to identify the key point of each question. Candidates should be reminded that for this task, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.

In **Exercise 2**, multiple matching reading comprehension, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was very well attempted although there was evidence that some candidates would benefit from more preparation for items which assess inference.

In **Exercise 3**, note-taking, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.

In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempts to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this session, while many candidates interpreted the rubric correctly and successfully located some of the content points, many did not express these details as advice. A number of candidates also continued to include non-salient introductory details which impacted the number of content details available to them within the constraints of the word limit.

In the extended writing exercises, 5 and 6, responses should be of an appropriate length and should include relevant content and a range of language. In **Exercise 5**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough depth and detail to sustain the reader's interest. In **Exercise 6**, 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

The majority of candidates were entered appropriately for the extended tier.

It is important that candidates be reminded of the need for legible handwriting in the extended pieces of writing required for Exercises 5 and 6. 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.

In this session, time management did not appear to be a major problem. There were relatively few omissions and nearly all candidates managed to complete the extended writing exercises.

## **Comments on specific questions**

### **Exercise 1**

This exercise was generally well attempted by candidates and provided a suitable introduction to the reading comprehension tasks. There was evidence from the majority of responses that the text had been understood and there were very few omissions. In some cases, greater precision needed to be applied in the reading of the questions. Most candidates interpreted the rubric accurately, selected key details from the text and provided brief and precise responses for all items.

#### **Question 1**

This was very well answered with the vast majority of candidates correctly identifying 'learn techniques and practice.'

#### **Question 2**

The year '1991' was well recognised, but could not be credited where 'since' was included.

#### **Question 3**

Most candidates identified 'Tony Buzan and Raymond Keene' as the correct answer to this item.

#### **Question 4**

This item was generally well attempted with many candidates providing the two details required for two marks. Marks tended to be lost where candidates provided 'names and faces' without 'a set of' or 'pack of cards' without reference to 'the order' of the cards.

#### **Question 5**

This was extremely well attempted with the vast majority of candidates correctly supplying 'International Grandmaster.' Occasionally candidates also supplied 'World Memory Champion', however, indicating a lack of precision in their reading.

#### **Question 6**

This item was well attempted with many candidates achieving both of the marks available. Occasionally, candidates did not make reference to 'memory' or 'the sport' in at least one of their responses. Candidates did not gain marks where the same detail was provided twice e.g. 'to make memory an Olympic sport' and 'include it in future Olympic Games.'

#### **Question 7**

While a good proportion of candidates correctly identified 'speed reading' as the study skill, many supplied 'chess' indicating a lack of understanding or precision in reading.

#### **Question 8**

This item was generally well attempted with many candidates achieving at least three of the four available marks.

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

## **Exercise 2**

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

### **Question 9**

- (a) This was generally well attempted with a good proportion of candidates correctly identifying text B. Text A tended to be the incorrect response supplied, possibly because candidates were distracted by the idea presented in the final sentence i.e. 'check the meaning of individual words.'
- (b) This item proved accessible with the vast majority of candidates supplying text C.
- (c) This was generally well attempted. While many candidates correctly supplied D as the source text, a number did not and the full range of texts was supplied in error. Of these, again Text A tended to be the most frequent with candidates possibly distracted by the reference in this text to 'other people' and 'everyone.'
- (d) This item was very well attempted, although some candidates lacked precision in their reading and appeared to be distracted by the word 'technology' in text D.
- (e) While a number of candidates correctly identified A as the text which contained the salient detail, a number provided incorrect responses, with text D the most frequent of these, indicating misunderstanding.
- (f) This item proved more challenging with a number of candidates supplying text B in error.
- (g) This item was generally well attempted. D was most frequently supplied in error, possibly because candidates were drawn to the mention of 'academic writing'.
- (h) While text D contained the salient detail, all options were provided with the most frequent being text A. This indicates that candidates need more practice in inference.
- (i) The majority of candidates supplied the correct response, text A, for this item. A number were distracted by the other options, particularly text C, which made reference to translation.
- (j) This item was extremely well answered.

## **Exercise 3**

This exercise was reasonably well attempted. Many candidates were able to show enough understanding of the text and extract the relevant information to gain marks, particularly on sections **11** and **12**. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this session, there were attempts to keep answers generally brief, in note form and written within the space provided. Where candidates omitted or repeated key details marks could not be awarded. Candidates should be reminded to check that each point they make has a different focus.

### **Question 10 – What made Hannah decide to change her career after doing an outdoor survival course**

Three content points from a total of four available were required. Whilst all of these proved accessible, some candidates did not supply enough detail to fully convey the point to be made. For example, some candidates supplied variations of 'her parents suggested she could make money/make money from wood' or 'she could make money from wood' without the idea of her 'working with wood'. A number of candidates also lacked precision in reading and supplied incorrect answers related to the skills Hannah had acquired such as 'how to safely use an axe' and/or 'remove branches from trees' as reasons for her change of career.

### **Question 11 – What help Hannah was given to set up her company**

This section was generally well attempted with many candidates correctly identifying three of the four possible answers. There was good recognition of all possible options. However, as with the previous section, candidates did not gain marks when they supplied incomplete answers, such as 'business plan' without 'guidance to produce'. A small number of candidates did not identify any correct responses for this section.

### **Question 12 – How Hannah's business has changed since she started her company**

This section was similarly well attempted. Three content points were required from four possible options, all of which proved accessible. Lack of precision in reading led to some candidates supplying incorrect details, such as 'she aims to make around ten items a day' and 'she has plans to write a book'.

### **Exercise 4**

Candidates were required to summarise only one aspect of the text – the advice that a handwriting expert gave about how to improve your handwriting. Successful candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Some candidates, however, appeared to require further practise of the necessary summary skills prior to the examination.

Relatively few candidates achieved full marks for content and a number produced summaries which exceeded the prescribed word limit. A number of candidates copied information from the text without sufficient care as to the rubric requirements. Some, for example, lifted elements of the introduction, which only served to contextualise the writer's consultation with the handwriting expert, Lucy Pidd. This inevitably impacted on the number of words available for content points. A particular area of focus for classroom activities might be practising expressing the key points in the correct register. Whilst candidates seemed able to locate relevant content details, there was a tendency for many of them to produce a report of the writer's experience with Lucy Pidd rather than express the salient details as advice given to improve handwriting. That is, they either did not use the imperative form or omitted key functional verbs or expressions such as 'should' or 'It is important to...'. Candidates should be reminded of the importance of meeting the rubric requirements in their conveyance of content details.

Language points were awarded across the range with many candidates receiving at least five of the eight marks available. The inclusion of irrelevant information can affect the language mark as it may indicate lifting without discrimination. Again, candidates should ensure that they focus on the summary requirements. To achieve high marks for language, they should also make an attempt to paraphrase. Successful responses expressed the salient points succinctly with appropriate conjunctions giving the summary a natural flow. Candidates are credited if they can convey the relevant content points with some sense of the relevant style rather than in the form of a list.

### **Exercise 5**

Although this exercise was reasonably well attempted, a number of candidates did not fully address the rubric requirements.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material.

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

**You and your family are going on a day trip to a town that you have been to before. Your friend, who has never been there, is going with you.**

The vast majority of candidates addressed all three bullet points and made varying attempts to develop them. The three prompts required candidates to email the friend in order to give details about the travel arrangements, explain what he/she had done in the town on a previous visit and say what he/she thought the friend would like about the town.

The two visual stimuli, the first of which showed a family walking, wearing backpacks and the second, the family taking a selfie with a city landscape in the background, were drawn upon by many of the candidates. Generally, responses showed some sense of purpose, and in many cases, there was an attempt to develop the prompts. The first bullet point was often the least well dealt with. A number of candidates appeared to misunderstand the meaning of 'travel arrangements' and supplied details relating to what the friend should bring i.e. 'a jacket' and 'comfortable shoes'. Others provided details relating to how they would spend their time on the trip rather than how they would actually get there. The second bullet point was generally well addressed although there was a tendency for some candidates to simply list activities rather than develop particular aspects. Although often the least developed, many candidates chose the third bullet point to interact with the reader, giving these responses an effective sense of audience. A considerable number of candidates misinterpreted the rubric for the third bullet, however, and suggested what the friend would like about the trip as opposed to the town. Whilst most candidates addressed the individual bullet points, it appeared that a large proportion of candidates had not read the entire rubric carefully. That is, many trips lasted days or weeks and many were trips to the countryside, beaches or theme parks rather than to a town. Some candidates wrote of trips already taken. Nevertheless, most responded to all prompts and some with the level of detail and expansion necessary to achieve a top band mark.

In terms of language, many wrote in paragraphs, although this was not always the case. Most candidates showed generally good control of tenses and sentence structure with the more successful attempting greater complexity and demonstrating ease of style and a wide range of vocabulary. Punctuation was generally sound, and there were few problems with the use of commas instead of full stops in this session. Most candidates used an email format with the correct salutation and appropriate conclusion.

### **Exercise 6**

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

### **Work experience week**

Candidates were required to write a report for their teacher about a recent work experience week. In the report, they were required to say what they and their classmates had learned over the week and suggest how the experience could be improved if it were repeated. Two prompts were provided; one which related to what had been learned from the experience and one which could be interpreted as an aspect to be improved. While the majority of candidates addressed the two aspects required, the first tended to be much more fully developed than the second. Many relied on the prompts and reported on what the work involved rather than what they had learned from the experience. Candidates typically wrote of having worked in local shops, restaurants and bakeries, and sometimes more than one workplace, where they learned how challenging working life can be along with various skills such as communicating effectively, taking responsibility and time management. In terms of how the experience could be improved, the vast majority commented on the duration of the experience as suggested by the prompt. More able candidates developed this aspect beyond discussing the length of the activity and proposed ideas such as better preparation and the provision of transport to and from the business as suggested improvements. A number of candidates produced well-developed pieces which provided a full account of the experience. There was some effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses.

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

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Paper 0511/31  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1** and **2**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercise (i.e. **Exercise 2**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercises 2**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercises 2**, it is advisable for candidates to practise using the framework provided by the gapped statements, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Exercise 3**) and the multiple choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. sea/see, weak/week etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).

- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

### **General comments**

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

### **Comments on specific questions**

#### **Questions 1-4**

Overall this section was well answered. There were few omissions but responses could not be credited when the word limit was exceeded.

#### **Question 1**

- (a) The majority of candidates identified the correct response: 'volcano'. There was a wide variety of spelling variants that could be credited but some candidates gave the distractors e.g. 'castle', 'beach' and 'island'.
- (b) This was very well answered by the vast majority of candidates. However, many candidates wrote 'brother', 'brother and sister' and some candidates included 'nephew' in their answer.

#### **Question 2**

- (a) This was very well attempted and a large number of candidates were able to score a mark as a wide variety of spelling variants could be credited. Quite a few candidates selected 'main hall' as their answer.
- (b) There was a mixed response here with several weaker responses including the wrong figure. If a symbol was provided, the £ sign was usually correctly transcribed. Sometimes no symbol was provided. A few candidates wrote an incorrect currency sign e.g. € or \$. Many candidates wrote '£4.50' and some wrote '4 pounds 20 cents'.

#### **Question 3**

- (a) This was quite well attempted as there were many acceptable spellings. The most common error was 'money exchange' or 'managing money'. Weaker responses included 'financial planning' or 'financial change'.
- (b) This was generally well attempted by the vast majority of candidates. The following responses could not be credited: 'office and email', 'email the office' and 'take email'.

#### **Question 4**

- (a) This question was really well answered with a wide range of recognizable attempts at spelling 'title'. Some responses that could not be credited were 'tyte', 'tattle' and 'tight'. Some chose to give the distractor 'plot'.
- (b) This question was generally well answered. However, some candidates added extra detail which negated the mark e.g. 'near the garden'. Many candidates went for the distractor 'desk'. Other responses that could not be credited were 'in the cold', 'at office' and 'at home'.



### Question 5

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

- (i) This question was well attempted and most candidates gained a mark due to the very wide range of accepted spellings. Weaker candidates wrote '30<sup>th</sup> June'.
- (ii) This was consistently well answered by the majority of candidates. Some of the incorrect responses were 'lives', 'lifes' and 'laves'.
- (iii) On the whole, this question was quite well attempted by the vast majority of candidates. Many candidates wrote 'wood' or 'wooden' and lost the mark. Other incorrect answers were 'weapons and sticks', 'stacks' and 'steaks'.
- (iv) There was a mixed level of success here. The answers were fairly evenly divided between the expected 'wool' and various distractors. Some of the incorrect responses were 'whole', 'human hair', 'wood' and 'fibres'.
- (v) This was generally well attempted by the majority of candidates. Weaker candidates sometimes used the plural form 'stones' and consequently lost the mark. Other responses that could not be credited were 'stand', 'stove', 'goods' and 'tobacco'.
- (vi) This was consistently well attempted by the vast majority of candidates. However, some candidates wrote the singular 'bone' and lost the mark. The following responses could not be credited: 'x-ray art', 'barns' and 'bands'.
- (vii) There was a mixed level of success. Many candidates gave a partial answer with 'sand' only. Other incorrect answers were 'cultures' and 'figures'.
- (viii) This was extremely well attempted by the vast majority of candidates. Some of the incorrect responses were 'visa', 'Austrian passport', 'pass boat' and 'pass board'.

### Question 6

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

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

### Question 7

Generally, candidates responded very well to this question.

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

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

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Paper 0511/32  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should also be reminded not to include words which are already printed on the question paper before or after each gap as part of their answer.
- In the matching speakers **Exercise 3** and the multiple choice questions in **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and it will not be credited.
- Candidates should be encouraged to read and listen to the rubric very carefully for each question on the paper. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3**, they will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

## General comments

- There was evidence of good exam techniques being used by candidates this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). However, in some cases this still needs to be done more effectively, as some candidates tend to underline all words, rather than selecting the key words in each question.
- There have been fewer instances where candidates' handwriting was illegible. However, the letters that still cause some difficulty to decipher are a/o (e.g. lost/last), o/u, e/a (e.g. college/collage) and m/n. It

also was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage learners to write by hand as often as possible.

- Candidates have improved in indicating which answer they intend as their final choice, especially when neatly crossing out their first attempt and writing clearly their final answer. Some candidates still wrote over half-erased attempts which often resulted in their final answer being illegible.
- The vast majority of answers now adhere to the required word limit set out in the rubric of each exercise.
- Candidates need to be reminded not to use the same letter more than once in **Exercise 3**. There were still quite a few instances where candidates provided the same letter repeatedly. However, there has been improvement in dealing with **Exercise 4**, with few occasions where candidates ticked more than one box, or left all three boxes unticked.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some and learners would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts.
- Most candidates seemed to be aware of the distracting information in the listening exercises and did not generally include these in addition to the correct detail.
- Learners would benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns, correct word forms, etc.) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not make the required fit in **Exercise 2** (e.g. 'confident' instead of 'confidence', 'advertise' instead of 'advertising').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Some candidates appeared less familiar with more frequent everyday words, for example, 'restaurant', 'pizza', 'college' and 'furniture'.
- Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap (e.g. buy and sell/import and export).

### Comments on specific questions

#### Questions 1–4

Overall, this section was fairly well attempted by more than half of the candidates. Most marks were lost where candidates selected the distracting detail in error instead of the correct answer. This was particularly prevalent in **items 1(a), 1(b), 2 (a), and 3 (a)**.

#### Question 1

- (a)** This question was answered reasonably well. Most candidates provided extra detail, such as 'seeing his friends', 'meeting old friends', 'can't see friends' and attempts like these were also credited. Marks were lost due to the distracting details 'heat', 'cold country' and 'his parents' being provided. Marks were also lost where extra information changed the intended meaning, for example 'contacting his friends', 'friends on social media'. The singular form 'friend' and spelling attempts which put the intended meaning in doubt (e.g. frinds, firendes) could not be credited.
- (b)** The expected answer was 'next year' and most candidates were fairly successful in providing this detail. A number of candidates also provided the extra detail 'early next year'. Where marks were lost, this was due to the distracting detail 'two months' being selected in error. Other incorrect answers included poor interpretation of the correct detail (e.g. in a year, after a year, 1 year later, etc.).

## Question 2

- (a) This question proved challenging overall. In addition to the expected answer '(he) got lost', candidates sometimes provided a range of attempts at the expected detail and some of these were creditable – for example, 'lost (the/his) way', 'missed the way', 'he was lost', etc. However, incomplete and ambiguous answers (e.g. 'lost') could not be given the mark. Marks were also lost in instances where candidates provided distracting detail. For example, 'traffic was terrible', 'forgot his phone', etc.
- (b) There was a high level of success here. The expected answer was '10:30'. Some answers also included extra detail (e.g. after 10:30, not before 10:30, 10:30 next day) and all of these attempts were awarded the mark. However, where the extra detail changed the intended meaning (e.g. 'before 10:30'), the answer lacked the necessary detail (e.g. tomorrow) or the spelling attempts put the intended meaning in doubt (e.g. ten thirdly), marks could not be given.

## Question 3

- (a) The question asks for an activity the woman spent doing that morning. Only a small number of candidates provided the correct detail 'gardening'. Spelling attempts which did not obscure the meaning of the expected answer (e.g. 'gardining', 'gardning') were credited. However, some spelling attempts put the intended meaning in doubt and resulted in candidates losing the mark. These included 'gradening' and 'gardling'. Spelling attempts which created a new word (e.g. 'guarding') were also not credited. Weaker candidates selected the distracted details from the recording as their answers (e.g. 'cleaning', 'running round the house', 'camping', etc.) and could not be given the mark.
- (b) Candidates achieved a reasonable degree of success here. More than half of the candidates provided the expected detail 'restaurant'. Some candidates also provided the correct extra detail 'pizza restaurant' and gained the mark. While spelling attempts such as 'resturant' and 'restaurent' were allowed, ambiguous spelling attempts were not. Other answers which could not be credited were attempts where misspelt extra information created a new meaning: for example, 'Peter's restaurant', 'pita restaurant' and 'peat restaurant'.

## Question 4

- (a) Candidates dealt with this item fairly well. The intended answer for this question was 'graduation' and most candidates provided that. Other attempts included various combinations of the correct idea with extra detail (e.g. 'son's graduation', 'her son graduating', 'graduation party', etc.) and were also given the mark. Spelling attempts which put the intended meaning in doubt could not be allowed. These included 'gradration' and 'grajuation', etc. This was also the case for spelling attempts which created a new meaning (e.g. 'sun's graduation'). Weaker candidates provided attempts which did not convey the same idea as the expected answer (e.g. 'her graduation', 'his son's graduation, etc.) or selected the distracting detail 'wedding anniversary' from the recording in error. These attempts resulted in candidates losing the mark.
- (b) Candidates achieved a high degree of success here, with most providing the correct detail 'hotel' and securing the mark. Most marks were lost where candidates selected the distracting detail 'home' or provided the plural form 'hotels'.

## Questions 5(a) – 5(h)

Most candidates dealt with this part of the test less successfully than the rest of the test. Candidates were more successful in attempting **items (a), (c), and (h)**. There was also a high number of No Responses for this exercise, especially for **items (b), (c) and (f)**.

## Question 5

- (a) There was a mixed level of success here and only a relatively small number of candidates supplied the required detail 'City College'. Some creditable attempts also included unambiguous spelling attempts, such as, 'City Colledge' or 'Citi College'. Attempts which could not be credited included incomplete answers, such as 'College', answers which were too general e.g. 'business school' or included the distracting detail 'Central University'. Most marks were lost where poor spelling

attempts put the intended meaning in doubt: 'City Coleag', or created a new meaning 'city collage' or 'city colleague'.

- (b) Only a few candidates attempted this item well. The expected detail here was 'company owners', but other alternative attempts were also credited (e.g. 'running businesses', 'capital owners', 'running companies', etc.). Most marks were lost because of the use of the wrong word form, such as 'company owner', 'company owned' or 'company owns'. Poor spelling attempts which put the intended meaning in doubt (e.g. 'company ownists', 'comperry owners', etc.) and answers which lacked the necessary detail (e.g. 'owners', 'businessmen') were not given the mark.
- (c) Only a small number of candidates answered this item well and provided the correct detail 'confidence'. Most incorrect attempts included the distracting detail 'knowledge' and 'contacts'. Attempts which were presented using the wrong word form 'confident' could not be credited. While some stronger candidates provided the correct, or recognisable, spelling for this item (e.g. 'confidense'), most attempts, such as 'confedenice', 'confidens' put the meaning in doubt and lost the mark.
- (d) Only a small number of spelling attempts were recognisable here and, therefore, accepted (e.g. furnture, funiture, etc.). However, many spelling attempts were ambiguous and therefore failed to gain the mark. Most errors also included answers which were too general (e.g. 'goods'), repeated paraphrased ideas from the item on the question paper (e.g. import and export) and inclusion of the distracting detail 'nineteen-sixties clothes'.
- (e) This question targeted the idea of what the speaker created *first* for her business and only a small number of candidates selected the correct detail 'plan' needed here. Candidates lost marks as a result of selecting the distracting detail 'account'. The plural form 'plans', which does not fit the gap grammatically, could not be credited. This was also the case for spelling attempts which created a new meaning, such as 'plane'.
- (f) The correct detail 'advertising' was successfully selected by a very small number of candidates. Spelling attempts such as 'avertising', 'advitizing' could not be given the mark as they put the intended meaning in doubt. Other wrong answers included the distracting details 'finance' and 'maths'. Weaker candidates also included 'advertise' as their answer. However, this word form did not fit the gap and therefore could not be given the mark.
- (g) Only a limited number of stronger candidates provided creditable attempts. For example, 'somewhere bigger', 'expand' and 'larger offices'. Weaker candidates tended to provide the distracting detail 'capital'. Other attempts which failed to secure the mark were answers which did not convey the same idea as the expected answer. Such attempts included 'somewhere available', 'a bigger company' and 'big offices'. Spelling attempts which altered the intended meaning (e.g. 'bigger officers') could not be credited.
- (h) This was the most successfully attempted item in this part of the test. In addition to the expected detail 'stay calm', stronger responses also provided alternative attempts, such as 'calm down', 'not stress' and 'stay cool'. All these attempts were credited. Attempts which could not be credited were mostly poor spelling attempts (e.g. 'stay clam', 'stay come'), incomplete answers (e.g. calm) or answers which did not convey the same idea (e.g. 'work continuously', 'stay patient', 'pay attention').

### Exercise 3

Most candidates dealt relatively well with this part of the test. Opinion D was often given, in error, as the answer for speaker 1 and opinion E for speaker 4. The answers for speakers 5 and 6 were sometimes inverted. There were minimal omissions. There were a number of candidates who used the same letter more than once and consequently these attempts could not be given the mark. It is also in this part of the test where most illegible answers appeared, as candidates often wrote over their initial responses.

### Exercise 4

There was a mixed level of success in this part of the test. There were minimal instances where candidates did not provide any answers to some of the items in this part of the test.

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

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Paper 0511/33  
Listening (Core)

## Key messages

- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read, no marks can be awarded.
- In responses where one idea or detail is required, candidates are advised to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the word must be clear from these attempts. Spelling attempts that create a homophone are not accepted (e.g. court/caught, poor/pour).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric carefully for each question on the paper.
- The word formation of the expected responses in **Exercise 2** should make an acceptable fit in the gaps for each item on the Question Paper.
- In **Exercise 1 (Questions 1 to 4)** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. Candidates should be encouraged to provide concise answers.
- In the gap-filling exercise candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same exercise (i.e. gap-filling – **Exercise 2**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Exercise 3**) and the multiple choice questions (**Exercise 4**) candidates should be encouraged to make it clear which answer they wish to be taken as their final selection by Examiners. It needs to be emphasised that where crossing out of a rejected selection is not clear that this will be seen as ambiguous by an Examiner. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** they will not be credited. Similarly, for each individual question in **Exercise 4**, if two boxes are ticked rather than one, and the intended response is not clear, then no marks can be given.

- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

### **General comments**

- There was evidence of good exam technique preparation (e.g. prediction of answers, highlighting key words on questions, etc.).
- Some candidates left quite a few gaps blank in this paper. Candidates are encouraged to provide responses to all questions and items.
- Successful responses were those which provided short, clear answers. Some candidates wrote too much and in doing so either changed the meaning of the expected answer or provided a response which was not clear.
- Learners need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.
- There was a wide range of spelling variants where credit could be given as the intended meaning was not in doubt. However, in some cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### **Questions 1 – 4**

Overall this section was fairly well answered. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A reasonable number of candidates answered this question correctly with the expected response 'primary school'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance, 'at the pool', 'business studies course', 'swimming competition'. On rare occasions, additional detail provided negated the expected response e.g. 'private school', 'primary school competition', 'high school'. Answers such as these could not be given credit as they changed the meaning of the overall response.
- (b) Some candidates provided the expected response: 'determination'. Other forms of the word were also credited e.g. 'determined'. Where marks were lost this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'musical taste' or 'sense of humour'. In several instances, additional detail provided negated the expected response e.g. 'determination and humour', 'determination, musical taste'. Answers such as these could not be given credit as they changed the meaning of the overall response

#### **Question 2**

- (a) A fair number of candidates answered this question correctly with the expected response 'climate change'. Recognisable spelling attempts that did not put meaning in doubt were also accepted e.g. 'climet change', 'climat change', 'climate changing'. Attempts where the spelling put meaning in doubt could not be credited e.g. 'climbing change', 'climax change'. These variants created new words which altered the meaning of the expected response.
- (b) This question was reasonably well answered. The expected response here was 'a presentation'. Many candidates provided the correct response and gained the mark. Weaker responses provided the distracting details 'project' or 'field trip'. Also, some candidates negated their response by listing several details in addition to the expected response e.g. 'presentation, project, trip'. These types of answers could not be credited, as they did not demonstrate specific selection of what the boy was preparing for 'at the moment' in the transcript i.e. 'a presentation'

### Question 3

- (a) Some candidates provided the expected response e.g. '(inside) (a) castle'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'mountain' or 'beach hotel'. Recognisable spelling attempts that did not put meaning in doubt were accepted – e.g. 'castel', 'casstle'. Attempts where the spelling put meaning in doubt could not be credited e.g. 'carso' 'caselo', 'corso'. Some spelling attempts created new words, so credit could not be given e.g. 'casino'. 'coastal. In some instances, additional detail provided negated the expected response e.g. 'outside a castle', 'sky castle', 'besides a castle'. Answers such as these could not be given credit as they changed the meaning of the overall response
- (b) There was a mixed level of success here. Some candidates provided the expected response e.g. '(the) (poor) service'. 'Service' on its own was also creditable as a response. Recognisable spelling attempts that did not put meaning in doubt were accepted e.g. 'servis', 'servise'. In many instances, however, 'poor' was misheard as 'pool' – so candidates lost marks by referring to 'pool service' – which altered the meaning of the expected response. Marks were also lost due to the distracting information from the recording being given incorrectly as a response – for instance: 'the restaurant' or 'noisy guests'. In several instances, additional detail provided negated the expected response e.g. 'poor restaurant service', 'noisy guests service'. Answers such as these could not be given credit as they combined distracting detail with the expected answer and changed the meaning of the overall response.

### Question 4

- (a) Generally well answered. The expected response here was '(an) apple (tree)'. The plural 'apples' was also accepted. In several cases, the mark was lost when the spelling variant put meaning in doubt e.g. 'napel tree', 'apta tree'. In some instances, 'apple' was misheard as 'adult' so credit could not be given due to the change in meaning. Marks were also lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'cherry tree' or 'blossom'.
- (b) The expected response here was 'direct sunlight'. Many answers were too generalised, e.g. just 'sun' or 'sunlight', so could not be credited. The variants 'direct sun' and 'direct sunshine' were also allowed. Several spelling variants were seen, most of which could be credited e.g. 'direct sunlite', 'direkt sun lite'. However, 'direct sunrise' was not credited as it changed the meaning of the overall response. Marks were also sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'a particular soil' or 'shelter'.

### Question 5

Overall this section was answered with a mixed level of success. Any reasons for loss of marks are outlined in the descriptions of individual responses below.

- (a) There was a mixed level of success here. The expected response here was 'chemists'. In addition, 'a chemist' or 'the chemist' could also be credited. However 'chemist' could not be credited as it did not make a suitable fit for the gap. Most alternative spelling attempts put meaning in doubt as they were not recognisable attempts at the answer e.g. 'kames', 'quemes', 'kamise'. Also, there were several attempts that created new words, so could not be allowed e.g. 'kansas', 'camels', 'camps'. Marks were also sometimes lost due to the distracting information from the recording being given incorrectly as a response – for instance, 'Holland', 'China' or 'grocery stores'.
- (b) Fairly well answered on the whole. The expected response 'silver' was often encountered and credited. 'Silver' was usually spelt correctly. On rare occasions, spelling variants put meaning in doubt so could not be credited e.g. 'sulfar' or 'slaver'. Marks were often lost when the distracting detail 'silk' or 'cotton' were given in error.
- (c) The expected response here was 'Royal court'. However, quite a large number of candidates provided the wrong distracting details 'professors' or 'doctors' as a response. Recognisable spelling attempts that did not put meaning in doubt were accepted e.g. 'royal coart', 'royal cort'. On some occasions, spelling variants put meaning in doubt so could not be credited as they created new words which altered the meaning of the response as whole e.g. 'royal port', 'royal chord', 'world court'



- (d) This proved a challenge for some candidates. The expected response here was 'tea gardens'. The singular form 'tea garden' could not be accepted as it did not make an acceptable fit for the gap. A large number of candidates provided the wrong distracting details 'tea shops' or 'coffee houses', so credit could not be given. The answer was sometimes wrongly transcribed as 'tea guards – which could not be given credit as it changed the meaning of the answer.
- (e) There was a mixed level of success here. A fair number of candidates provided the expected response 'letters' here and attained the mark. The singular form 'letter' could not be accepted as it did not make an acceptable fit for the gap. In some instances extra detail provided negated the response by changing the overall meaning e.g. 'love letters'. Quite a few candidates provided the distracting details 'poems or 'paintings', which could not be credited.
- (f) The question was fairly well answered on the whole. The expected answer was 'sugar' and this was often encountered. However, marks were sometimes lost when the distracting details 'spice', 'herbs' or 'chemicals' were given.
- (g) Generally well answered. Many candidates provided the expected response 'Russia' or acceptable spelling variants such as 'Rusia' or 'Russiar'. The distractor 'America' was rarely encountered.
- (h) There was a mixed level of success here. Some candidates provided the expected response '70' or 'seventy' here and attained the mark. However, an equally large number of candidates provided the wrong distracting figures from the transcript e.g. '119' or '12.5'. In several instances, 70 was misheard and incorrectly transcribed as '17' or '7'. When the figure was given as a word: 'seventy', this was almost always spelt correctly.

#### Question 6

A mixed level of success was apparent here. Many candidates matched at least 3 to 4 of the speakers correctly. Candidates appeared most successful in the matching of speaker two, three and four to the appropriate letter. Doubling of letters was very rarely encountered.

#### Question 7

Generally, candidates appeared to perform better in the multiple choice **Questions 7(a), (b), (c) and (h)**. The correct responses to **7(d), (e), (f) and 7(g)** were perhaps slightly less consistently encountered. Sometimes, it was not always clear which tick was intended as a final choice. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.

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

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Paper 0511/41  
Listening (Extended)

## Key messages

- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1, 2 and 5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for the specific details required.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Exercises 2 and 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercises 2 and 5**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercises 2 and 5**, it is advisable for candidates to practise using the framework provided by the gapped statements, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Exercise 3**) and the multiple choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. sea/see, weak/week etc.).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. s/z as in 'prices' and 'prizes').
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres, etc.).
- Learners should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail, etc.) in various formats (e.g. announcements, informal dialogues, formal talks, etc.).

## General comments

Candidates were required to use a set number of words for **Exercises 1, 2 and 5**. A large number of candidates who made correct responses could not be credited as they exceeded the required number of words. Successful responses were those which provided short, clear answers and which adhered to the word limit required. Candidates should be reminded that the answer will be heard; they must not make up an answer. Similarly, candidates would do well to remember that no two questions will have the same answer.

### **Comments on specific questions**

#### **Exercise 1**

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

#### **Question 1**

- (a) The majority of candidates identified the correct response 'volcano'. There was a wide variety of spelling variants that could be credited but some candidates went for the distractors e.g. 'castle', 'beach' and 'island'.
- (b) This was very well answered by the vast majority of candidates. However, many candidates wrote 'brother', 'brother and sister' and some candidates included 'nephew' in their answer.

#### **Question 2**

- (a) This was very well attempted and a large number of candidates were able to score a mark as a wide variety of spelling variants could be credited. Quite a few candidates selected 'main hall' as their answer.
- (b) There was a very mixed response here with weaker candidates choosing the wrong figure. If a symbol was provided, the £ sign was usually correctly transcribed. Sometimes no symbol was provided. Occasionally candidates wrote an incorrect currency sign e.g. € or \$. Many candidates wrote '£4.50' and some wrote '4 pounds 20 cents'.

#### **Question 3**

- (a) This was quite well attempted as there were many acceptable spellings. The most common error was 'money exchange' or 'managing money'. Many weaker candidates wrote 'financial planning' or 'financial change'.
- (b) This was generally well attempted by the vast majority of candidates. The following responses could not be credited: 'office and email', 'email the office' and 'take email'.

#### **Question 4**

- (a) This question was really well answered with a wide range of recognizable attempts at spelling 'title'. Some responses that could not be credited were 'tyte', 'tattle' and 'tight'. Weaker candidates often gave the distractor 'plot'.
- (b) This question was generally well answered. However, some candidates added extra detail which negated the mark e.g. 'near the garden'. Many weaker candidates went for the distractor 'desk'. Other responses that could not be credited were 'in the cold', 'at office' and 'at home'.

#### **Exercise 2**

#### **Question 5**

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

- (i) This question was well attempted and most candidates gained a mark due to the very wide range of accepted spellings. Weaker candidates wrote '30<sup>th</sup> June'.
- (ii) This was consistently well answered by the majority of candidates. Some of the incorrect responses were 'lives', 'lifes' and 'laves'.

- (iii) On the whole, this question was quite well attempted by the vast majority of candidates. Some candidates wrote 'wood' or 'wooden' and lost the mark. Other incorrect answers were 'weapons and sticks', 'stacks' and 'steaks'.
- (iv) There was a mixed level of success here. The answers were fairly evenly divided between the expected 'wool' and various distractors. Some of the incorrect responses were 'whole', 'human hair', 'wood' and 'fibres'.
- (v) This was generally well attempted by the majority of candidates. Weaker candidates sometimes used the plural form 'stones' and consequently lost the mark. Other responses that could not be credited were 'stand', 'stove', 'goods' and 'tobacco'.
- (vi) This was consistently well attempted by the vast majority of candidates. However, some candidates wrote the singular 'bone' and lost the mark. The following responses could not be credited: 'x-ray art', 'barns' and 'bands'.
- (vii) There was a mixed level of success. Many candidates gave a partial answer with 'sand' only. Other incorrect answers were 'cultures' and 'figures'.
- (viii) This was extremely well attempted by the vast majority of candidates. Some of the incorrect responses were 'visa', 'Austrian passport', 'pass boat' and 'pass board'.

### Exercise 3

#### Question 6

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

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

### Exercise 4

#### Question 7

Generally, candidates responded very well to this question.

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

### Exercise 5

#### Question 8

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

### Part A

- (i) There was a mixed level of success here. Distractors were presented as much as the expected answers. The common errors were 'studies', 'funding' and 'researchers'.
- (ii) This was quite well answered by most candidates. Some candidates wrote 'housework', 'classwork' and 'reading' which were not creditworthy.
- (iii) This question was generally well answered due to the wide range of accepted answers. Some answers that did not score a mark were 'creativity', 'length', 'study' and 'homework'.

- (iv) This proved a very challenging question for a large number of candidates; amongst the incorrect responses were 'imagination', 'concrete' and 'children'.
- (v) There was a very mixed level of success here. Distractors were selected as much as the expected response. Some of the incorrect responses were 'patterns', 'circumstances', 'software' and 'behaviour'. Some of the incorrect spellings were 'overstatin' and 'obertation'.

## Part B

- (i) This was generally well answered and there was a wide range of recognisable attempts at the correct response. However, the following attempts could not be credited: 'not permanent', 'toys' and 'temporary'.
- (ii) This was generally well answered and there was a wide range of recognisable attempts at the correct response. The most common errors were 'attention', 'tension', 'intense' and 'consequences'.
- (iii) There was a very mixed level of success here. Many candidates picked out the distractors and some responses had nothing to do with the question e.g. 'constipation', 'consolation', 'cancellation' and 'conversation'.
- (iv) This question was generally well attempted and the vast majority of candidates offered the correct spelling. However, 'upstruct' and 'psychological' could not be credited.
- (v) This question was quite well attempted by the vast majority of candidates. However, the following could not be accepted: 'compacity', 'language' and 'improve'.

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

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Paper 0511/42  
Listening (Extended)

## Key messages

- Candidates should be reminded of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should not be in doubt. Spelling attempts that create a homophone are not accepted (e.g. son/sun).
- In **Exercise 1, Questions 1 to 4** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **exercises 2, 5A and 5B** candidates should also be reminded not to include words, which are already printed on the question paper before or after each gap, as part of their answer.
- In the matching speakers **Exercise 3** and the multiple choice questions **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited.
- Candidates should be encouraged to read and listen to the rubric very carefully for each question on the paper. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given is correct, it will not be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one then no marks can be given.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

## General comments

There has been an increased amount of evidence of good exam techniques being used by candidates this session (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.). However, in some cases this still needs to be done more effectively, as some candidates tend to underline all words, rather than selecting the key words in each question.

There have been fewer instances where candidate's handwriting was illegible. This has been huge improvement on previous sessions. However, the letters that still cause some difficulty to decipher are a/o (e.g. lost/last), o/u, e/a (e.g. college/collage) and m/n. It also was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage learners to write by hand as often as possible.

Candidates have also improved when indicating which answer they intend as their final choice, especially when clear crossing out their first attempt and writing clearly their final answer. However, some candidates still wrote over half-erased attempts which often resulted in their final answer being illegible.

The vast majority of answers now adhere to the required word limit set out in the rubric of each exercise, which is a huge improvement on previous years.

Candidates still need to be reminded not to use the same letter more than once in **Exercise 3**. There were still quite a few instances this session where candidates provided the same letter twice or three times. However, there has been improvement in candidates dealing with **Exercise 4**, with hardly any occasions where candidates ticked more than one box, or left all three boxes unticked.

Overall, as in previous sessions, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some and learners would benefit from more practice to ensure they can follow and *navigate* themselves through longer texts.

Most candidates seem to be aware of the distracting information in the listening exercises now and do not include these in addition to the correct detail.

Learners would benefit from more listening practice for the correct grammatical detail (e.g. singular/plural nouns, correct word forms, etc.) as well as phonetic detail. Although some candidates selected the correct detail, they did not always transcribe the word in the correct form they heard. By changing the word forms, candidates' final answers did not make the required fit in **Exercises 2, 5A and 5B** (e.g. 'confident' instead of 'confidence', 'advertise' instead of 'advertising', 'drove' instead of 'driving').

It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with words such as 'engineering', 'engine', 'function', but seemed to be less familiar with more frequent everyday words, for example, 'restaurant', 'pizza', 'college' and 'furniture'.

Learners should be made aware that words which appear in the supporting text around the gaps on the question paper are paraphrased in the recording and are not words/phrases that will form the answer in the gap (e.g. buy and sell/import and export).

It is not advisable to enter candidates who are at a much lower level than expected for the extended tier.

### **Comments on specific questions**

#### **Exercise 1**

#### **Questions 1–4**

Overall, this section was fairly well attempted by most candidates. Most marks were lost where candidates selected the distracting detail in error instead of the correct answer. This was a particular issue in **items 1(a), 1(b), 2(a), and 3(a)**.

Other reasons for loss of marks are outlined below.

#### **Question 1**

- (a) This question was answered fairly well. Most candidates provided extra detail, such as 'seeing his friends', 'meeting old friends', 'can not see friends' and attempts like these were also credited. Where marks were lost, this was mostly due to the distracting details 'heat', 'cold country' and 'his parents' being provided as the answer. Marks were also lost where extra information changed the intended meaning, for example 'contacting his friends', 'friends on social media'. The singular form 'friend' and spelling attempts which put the intended meaning in doubt (e.g. frinds, firendes) could not be credited either.
- (b) The expected answer was 'next year' and most candidates were successful in providing this detail. A number of candidates also provided the extra detail 'early next year'. Where marks were lost, this was due to the distracting detail 'two months' being selected in error. Other wrong answers included poor interpretation of the correct detail (e.g. in a year, after a year, 1 year later, etc.).

## Question 2

- (a) This question was attempted reasonably well. In addition to the expected answer '(he) got lost', candidates often provided a range of attempts at the expected detail and most of these were creditable – for example, 'lost (the/his) way', 'missed the way', 'he was lost', etc. However, incomplete and ambiguous answers (e.g. 'lost') could not be given the mark. A lot of marks were also lost in instances where candidates provided distracting detail. For example, 'traffic was terrible', 'forgot his phone', etc.
- (b) There was a high level of success here. The expected answer was '10:30'. Some answers also included extra detail (e.g. after 10:30, not before 10:30, 10:30 next day) and all of these attempts were awarded the mark. However, where the extra detail changed the intended meaning (e.g. 'before 10:30'), the answer lacked the necessary detail (e.g. tomorrow) or the spelling attempts put the intended meaning in doubt (e.g. ten thirdly), marks could not be given.

## Question 3

- (a) The question asks for an activity the woman spent doing that morning. Most candidates provided the correct detail 'gardening'. Spelling attempts which did not obscure the meaning of the expected answer (e.g. 'gardining', 'gardning') were credited. However, some spelling attempts put the intended meaning in doubt and resulted in candidates losing the mark. These included 'gradening' and 'gardling'. Spelling attempts which created a new word (e.g. 'guarding') were also not credited. Weaker candidates selected the distracted details from the recording as their answers (e.g. 'cleaning', 'running round the house', 'camping', etc.) and could not be given the mark.
- (b) Candidates achieved a reasonable degree of success here. Most candidates provided the expected detail 'restaurant'. Some candidates also provided the correct extra detail 'pizza restaurant' and gained the mark. While spelling attempts such as 'resturant' and 'restaurent' were allowed, ambiguous spelling attempts like 'reastrant' and 'restrunt' were not. Other answers which could not be credited were attempts where misspelt extra information created a new meaning: for example, 'Peter's restaurant', 'pita restaurant' and 'peat restaurant'.

## Question 4

- (a) Candidates dealt with this item extremely well. The intended answer for this question was 'graduation' and most candidates provided just that. Other attempts included various combinations of the correct idea with extra detail (e.g. 'son's graduation', 'her son graduating', 'graduation party', etc.) and were also given the mark.

However, spelling attempts which put the intended meaning in doubt could not be allowed. These included 'gradration' and 'grajuation', etc. This was also the case for spelling attempts which created a new meaning (e.g. 'sun's graduation').

Weaker candidates provided attempts which did not convey the same idea as the expected answer (e.g. 'her graduation', 'his son's graduation, etc.) or selected the distracting detail 'wedding anniversary' from the recording in error.

- (b) Candidates achieved a high degree of success here, with most providing the correct detail 'hotel' and securing the mark. Answers where candidates selected the distracting detail 'home' or provided the plural form 'hotels' could not be credited.

## Exercise 2

### Questions 5(a) – 5(h)

This exercise provided a mixed level of success. On average, candidates scored between 4 and 5 marks. The most successful attempts were for **items (a), (b), (c), (d) and (h)**. Most No Responses appeared for **items (f) and (g)**.

## Question 5

- (a) There was a good level of success here and most candidates supplied the required detail 'City College'. Some creditable attempts also included unambiguous spelling attempts, such as, 'City



Colledge' or 'Citi College'. Attempts which could not be credited included incomplete answers, such as 'College', answers which were too general e.g. 'business school' or included the distracting detail 'Central University'. Some marks were also lost where poor spelling attempts put the intended meaning in doubt: 'City Coleag', or created a new meaning 'city collage' or 'city colleague'.

- (b) Most candidates attempted this item reasonably well. The expected detail here was 'company owners', but other alternative attempts were also credited (e.g. 'running businesses', 'capital owners', 'running companies', etc.). Poor spelling attempts which put the intended meaning in doubt (e.g. 'company ownists', 'comperry owners', etc.) and answers which lacked the necessary detail (e.g. 'owners', 'businessmen'), or the use of the wrong word form, such as 'company owner', 'company owned' or 'company owns' were not given the mark.
- (c) Most candidates answered this item fairly well and provided the correct detail 'confidence'. Most incorrect attempts included the distracting detail 'knowledge' and 'contacts'. Attempts which were presented using the wrong word form 'confident' could not be credited either. While most candidates provided the correct, or recognisable, spelling for this item (e.g. 'confidense'), a few attempts, such as 'confedenice', 'comfidens' put the meaning in doubt and could not be credited.
- (d) Candidates attempted this item reasonably well and most spelling attempts were considered recognisable and, therefore, accepted (e.g. furnture, furniture, etc.). However, ambiguous spelling attempts, such as 'furnature' and 'furnicher' failed to gain the mark. Most errors included answers which were too general (e.g. 'goods'), repeated paraphrased ideas from the item on the question paper (e.g. import and export) and inclusion of the distracting detail 'nineteen-sixties clothes'.
- (e) This question targeted the idea of what the speaker created *first* for her business and only a small number of candidates selected the correct detail 'plan' needed here. Most candidates were unsuccessful as a result of selecting the distracting detail 'account'. The plural form 'plans', which does not fit the gap grammatically, could not be credited. This was also the case for spelling attempts which created a new meaning, such as 'plane'.
- (f) There was a mixed level of success for this item. The correct detail 'advertising' was successfully selected by less than a half of the candidates only. Alternative answers which conveyed the same or a very similar idea (e.g. advertisements, promotion and marketing) were also allowed. Spelling attempts such as 'avertising', 'advitizing' could not be given the mark as they put the intended meaning in doubt. Other wrong answers included the distracting details 'finance' and 'maths'. Weaker candidates also included 'advertise' as their answer. However, this word form did not fit the gap and therefore could not be given the mark.
- (g) There was a very low level of success for this item. Stronger candidates provided a range of creditable attempts. For example, 'somewhere bigger', 'expand' and 'larger offices'. Weaker candidates tended to provide the distracting detail 'capital'. Other attempts which failed to secure the mark were answers which did not convey the same idea as the expected answer: 'bigger offices'. Such attempts included 'somewhere available', 'a bigger company' and 'big offices'. Spelling attempts which altered the intended meaning (e.g. 'bigger officers') could not be credited either.
- (h) This was the most successfully attempted item in this part of the test and most attempts secured the mark. In addition to the expected detail 'stay calm', stronger candidates also provided alternative attempts, such as 'calm down', 'not stress' and 'stay cool'. All these attempts were credited. Attempts which could not be credited were mostly poor spelling attempts (e.g. 'stay clam', 'stay come'), incomplete answers (e.g. calm) or answers which did not convey the same idea (e.g. 'work continuously', 'stay patient', 'pay attention').

### Exercise 3

Most candidates dealt extremely well with this part of the test. The majority of candidates matched, on average, 5-6 speakers correctly with the expected letter. The most correct answers were for speakers 2, 3, 5 and 6. Opinion D was often given, in error, as the answer for speaker 1 and opinion E for speaker 4. The answers for speakers 5 and 6 were sometimes inverted.

There were minimal omissions. There were still a number of candidates who used the same letter more than once and consequently these attempts could not be given the mark. It is also in this part of the test where most illegible answers appeared, as candidates often wrote over their initial responses.

#### Exercise 4

This part of the test was attempted fairly well, on the whole, with most candidates scoring 6 marks. Weaker candidates tended to be less successful with **items (c) and (d)** – giving option A in error in both cases, and **(h)** – also giving option A in error.

There were minimal instances where candidates did not provide any answers to some of the items in this part of the test.

#### Exercise 5

##### Part A

There was a reasonable level of success for this question. On average, candidates scored 3 marks. The more successful attempts were for **items (a), (c) and (d)**. Some candidates also dealt reasonably well with **item (b)**. The vast majority of marks were lost due to the inclusion of distracting information instead of the correct detail. Some attempts indicated that candidates did not understand what the required idea was, as their responses were nonsensical. There were also a number of No Responses for this part of the test.

- Item (a)** Candidates attempted this item fairly well. The expected answer was 'teachers', but a fair number of candidates included synonymous nouns, which were also credited. These attempts included 'teachers', 'professors' and 'lecturers'. There were a lot of spelling attempts which were also credited, as they did not put the intended meaning in doubt. For example, 'tuitors', 'tutours'. However, spelling attempts which were unrecognisable (e.g. turters, tutters, etc.) were not rewarded. Attempts which did not convey the same meaning as the intended answer (e.g. his teacher, some teachers, IT teachers, etc.) could not be allowed; the same applied to the distracting detail 'mathematicians'.
- (b)** This item was attempted well by around a half of the candidates only. The required detail was 'difference engine' and there was a range of spelling attempts which were also allowed. For example, 'difference engin' and 'diffrence engine'. However, unrecognisable spelling variants, such as 'difren engine' and 'differs engan' could not be given the mark. Answers where candidates provided incomplete answers (e.g. 'engine', 'difference'), or the distracting detail 'analytical engine', in error were unsuccessful.
- (c)** There was a reasonable level of success for this item. The required answer was 'planets'. Most spelling attempts could not be allowed as they changed the intended meaning (e.g. plants). The singular form 'planet' was also disallowed. The majority of weaker candidates tended to include random nouns from the recording, such as 'navigators', 'maps' and 'British government'.
- (d)** This item was the most successfully attempted item in this part of the test. Apart from the intended answer 'finance', candidates also provided synonymous nouns and phrases, such as 'funds', 'money', 'financial help' and secured the mark. Other alternative creditable attempts included 'awareness' and 'attention'. Recognisable spelling attempts which were awarded the mark were, for example, 'finace' and 'finnance'. Where poor spelling attempts put the intended meaning in doubt (e.g. 'finase', 'fainance', etc.) or created a new meaning (e.g. fiancé), marks could not be awarded.
- (e)** Only a small number of candidates provided the correct detail 'printer'. Attempts, such as 'printing machine' and 'print machine', were also credited. Common errors were the inclusion of the wrong word form 'print' and 'printing'. Attempts which changed the intended meaning (e.g. printed machine) were also not allowed. Weaker candidates tended to select the distracting detail 'calculating machine' or random nouns from the recording (e.g. 'museum', '4000 parts'). This item also had the most No Responses.

## Exercise 5

### Part B

**Part B** was attempted much better than **part A**. Most candidates scored between 3 and 4 marks on average. The most successful attempts were for **item (c)**. **Items (a), (d)** and **(e)** were reasonably well attempted overall. Candidates were least successful with **item (b)**. There were also a few No Responses for this part of the test.

- Item (a)** There was a reasonable level of success in this item. The adjectives 'electric' and 'electronic' were also allowed, instead of 'electrical', as part of the expected answer 'electrical engineering'. Creditable spelling attempts included 'electrical engineering' and 'electrical engineering'. Where candidates lost marks, this was mainly due to use of the wrong word form 'electrical engineer' or incomplete answers (e.g. engineering). Some weaker candidates also included the distracting detail 'physics' from the recording in error. Poor spelling attempts which could not be allowed included 'electrical ingenaring' and 'electrical engering'.
- (b)** Almost half of the candidates dealt reasonably well with this item. Stronger candidates tended to provide the correct spelling of the expected answer, but 'drving' was also allowed. Spelling attempts which changed the intended meaning (e.g. diving) or used the wrong word form (e.g. 'driver', 'drove') could not be rewarded. Other incorrect attempts included the distracting detail 'doing experiments' or random words, such as 'graduated' and 'in college'.
- (c)** This item was attempted very well on the whole. Most candidates provided the expected answer 'function', but alternative answers such as 'job' and 'task' were also given the mark. Some candidates included an extra detail with their answers (e.g. 'system function' and 'calculator function') and these responses were credited. While 'funtion' and 'fuction' were credited as recognisable spelling attempts, 'fancion' and 'funcation' were not, as they put the intended meaning in doubt. Other common wrong answers included 'calculation' and 'device'.
- (d)** Most candidates coped reasonably well with this item and gained the mark, despite misspelling the expected answer 'reliable'. The most common spelling variants which were credited included 'relyable', 'relible' and 'relaible'. Spelling variants which were not recognisable and, therefore, not credited included: 'relayable', 'releable', 'rellable', etc. Some candidates provided alternative answers which expressed a very similar idea and were given the mark (e.g. accurate, precise, etc.). However, other adjectives, such as, 'fast', 'good' or 'complex' were not allowed.
- (e)** This item was attempted fairly well. The expected answer was 'desk', but 'table' was also allowed as a creditable alternative. Common errors were the inclusion of the distracting details 'whole room' and 'rucksack', and giving the plural form 'desks' in error.

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

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Paper 0511/43  
Listening (Extended)

## Key messages

- In responses where one idea or detail is required, candidates are advised just to put one response. Where two items are required, candidates should write only two.
- Learners' awareness should be raised of the importance of using the right singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the word must be clear from these attempts. Spelling attempts that create a homophone are not accepted (e.g. court/caught, poor/pour).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Learners should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. t/d as in 'tends' and 'tents').
- Some questions involve transcribing various numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of sixty and sixteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'hrs' for hours, 'min' for minutes, 'km' for kilometres, etc.).
- Candidates should be encouraged to read the rubric very carefully for each question on the paper.
- The word formation of the expected responses in **Exercise 2** and **Exercise 5 Parts A and B** should make an acceptable fit in the gaps for each item on the Question Paper.
- In **Exercise 1 (Questions 1 to 4)** candidates should try to establish what a question is asking for, by highlighting the question words, e.g. how, why, when, and the key words in the question. In most cases, a short, direct response is most successful. In cases where candidates decide to supply additional information, in 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.
- In the gap-filling exercises candidates should be encouraged to try and predict the answers in the gaps. At the end of each listening section, candidates should also check their responses carefully.
- In the same exercises (i.e. gap-filling – **Exercises 2** and **5 A/B**), candidates should be reminded not to include words that are printed on the question paper before or after each gap as part of their answer.
- In the matching speakers question (**Exercise 3**) and the multiple choice questions (**Exercise 4**) candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners. It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3** then, even if one of the responses given in one of those is correct it will not be credited. Similarly, for each individual question in **Exercise 4**, if two boxes are ticked rather than one, and the intended response is not clear, then no marks can be given.
- Candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should also be reminded to write their answers in the spaces provided on the question paper.

## General comments

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

Learners need to be reminded of the importance of clear handwriting. Some answers were illegible due to poor letter formation or the size of the writing.

There was a wide range of spelling variants where credit could be given as the intended meaning was not in doubt. However, in some cases the spelling of certain items was such that the candidates intended answer was not clear, so could not be credited.

### **Comments on specific questions**

#### **Exercise 1**

#### **(Questions 1 – 4)**

Overall this section was fairly well answered. Any reasons for not awarding marks are outlined in the descriptions of individual responses below.

#### **Question 1**

- (a) A large number of candidates answered this question correctly with the expected response '(primary) school'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance, 'at the pool', 'business studies course', 'swimming competition'. On rare occasions, additional detail provided negated the expected response e.g. 'private school', 'primary school competition', 'high school'. Answers such as these could not be given credit as they changed the meaning of the overall response.
- (b) A very mixed level of success here. Some candidates provided the expected response: 'determination'. Other forms of the word were also credited e.g. 'determined'. Where marks were lost this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'musical taste' or 'sense of humour'. In several instances, additional detail provided negated the expected response e.g. 'determination and humour', 'determination, musical taste. Answers such as these could not be given credit as they changed the meaning of the overall response

#### **Question 2**

- (a) A large number of candidates answered this question correctly with the expected response 'climate change'. Recognisable spelling attempts that did not put meaning in doubt were also accepted e.g. 'climet change', 'climat change', 'climate changing'. Attempts where the spelling put meaning in doubt could not be credited e.g. 'climbing change', 'climax change'. These variants created new words which altered the meaning of the expected response.
- (b) Generally well answered. The expected response here was 'a presentation'. Most candidates provided the correct answer and gained the mark. Weaker candidates lost the point by providing the distracting details 'project' or 'field trip'. Also, some candidates negated their response by listing several details in addition to the expected response e.g. 'presentation, project, trip'. These types of answers could not be credited, as they did not demonstrate specific selection of what the boy was preparing for 'at the moment' in the transcript i.e. 'a presentation'

#### **Question 3**

- (a) A mixed level of success here. Some candidates provided the expected response e.g. '(inside) (a) castle'. Where marks were lost, this was mostly due to the distracting information from the recording being given incorrectly as a response – for instance: 'mountain' or 'beach hotel'. Recognisable spelling attempts that did not put meaning in doubt were accepted – e.g. 'castel', 'casstle'. Attempts where the spelling put meaning in doubt could not be credited e.g. 'carso', 'caselo', 'corso'. Some spelling attempts created new words, so credit could not be given e.g. 'casino', 'coastal. In some instances, additional detail provided negated the expected response e.g. 'outside a castle', 'sky castle', 'besides a castle'. Answers such as these could not be given credit as they changed the meaning of the overall response
- (b) A very mixed level of success here. Some candidates provided the expected response e.g. '(the) (poor) service'. 'Service' on its own was also creditable as a response. Recognisable spelling attempts that did not put meaning in doubt were accepted e.g. 'servis', 'servise. In many instances,

however, 'poor' was misheard as 'pool' – so candidates lost marks by referring to 'pool service' – which altered the meaning of the expected response. Marks were also lost due to the distracting information from the recording being given incorrectly as a response – for instance: 'the restaurant' or 'noisy guests'. In several instances, additional detail provided negated the expected response e.g. 'poor restaurant service', 'noisy guests service'. Answers such as these could not be given credit as they combined distracting detail with the expected answer and changed the meaning of the overall response.

#### Question 4

- (a) Generally well answered. The expected response here was '(an) apple (tree)'. The plural 'apples' was also accepted. In rare cases, the mark was lost when the spelling variant put meaning in doubt e.g. 'napel tree', 'apta tree'. In some instances 'apple' was misheard as 'adult' so credit could not be given due to the change in meaning. When the distracting information from the recording was given as a response, for instance 'cherry tree' or 'blossom', no marks could be awarded.
- (b) A very mixed level of success. The expected response here was 'direct sunlight'. Many answers were too generalised, e.g. just 'sun' or 'sunlight', so could not be credited. The variants 'direct sun' and 'direct sunshine' were also allowed. Several spelling variants were seen, most of which could be credited e.g. 'direct sunlite', 'direkt sun lite'. However, 'direct sunrise' was not credited as it changed the meaning of the overall response. When the distracting information from the recording was given incorrectly as a response, for instance, 'a particular soil' or 'shelter', no marks could be awarded.

#### Exercise 2

#### Question 5

Overall this section was answered with a mixed level of success. Any reasons for not awarding marks are outlined in the descriptions of individual responses below.

#### Item 5

- (a) A mixed level of success here. The expected response here was 'chemists'. In addition, 'a chemist' or 'the chemist' could also be credited. However 'chemist' could not be credited as it did not make a suitable fit for the gap. Most alternative spelling attempts put meaning in doubt as they were not recognisable attempts at the answer e.g. 'kames', 'quemes', 'kamise'. Also, there were several attempts that created new words, so could not be allowed e.g. 'kansas', 'camels', 'camps'. Marks were not awarded for giving the distracting information from the recording as a response – for instance, 'Holland', 'China' or 'grocery stores'.
- (b) Well answered on the whole. The expected response 'silver' was often encountered and credited. 'Silver' usually spelt correctly. On rare occasions, spelling variants put meaning in doubt so could not be credited e.g. 'sulfar' or 'slaver'. The distracting details 'silk' or 'cotton' were not creditworthy.
- (c) A mixed level of success here. The expected response here was 'Royal court'. However, quite a large number of candidates provided the wrong distracting details 'professors' or 'doctors' as a response. Recognisable spelling attempts that did not put meaning in doubt were accepted e.g. 'royal coart', 'royal cort'. On some occasions, spelling variants put meaning in doubt so could not be credited as they created new words which altered the meaning of the response as whole e.g. 'royal port', 'royal chord', 'world court'
- (d) This proved a challenging item for most candidates. The expected response here was 'tea gardens'. The singular form 'tea garden' could not be accepted as it did not make an acceptable fit for the gap. A large number of candidates provided the wrong distracting details 'tea shops' or 'coffee houses', so credit could not be given. The answer was sometimes wrongly transcribed as 'tea guards – which could not be given credit as it changed the meaning of the answer.
- (e) A mixed level of success here. A fair number of candidates provided the expected response 'letters' here and attained the mark. The singular form 'letter' could not be accepted as it did not make an acceptable fit for the gap. In some instances extra detail provided negated the response by changing the overall meaning e.g. 'love letters'. Quite a few candidates provided the distracting details 'poems' or 'paintings', which could not be credited.

- (f) Fairly well answered on the whole. The expected answer was 'sugar and this was often encountered. The distracting details 'spice', 'herbs' or 'chemicals' were not credited.
- (g) Generally well answered. Many candidates provided the expected response 'Russia' or acceptable spelling variants such as 'Rusia' or 'Russiar'. The distractor 'America' was rarely encountered.
- (h) A very mixed level of success here. Some candidates provided the expected response '70' or 'seventy' here and attained the mark. However, an equally large number of candidates provided the wrong distracting figures from the transcript e.g. '119' or '12.5'. In several instances 70 was misheard and incorrectly transcribed as '17' or '7'. When the figure was given as a word: 'seventy', this was almost always spelt correctly.

### Exercise 3

#### Question 6

A fairly good level of success was apparent here. Many candidates matched 5 to 6 of the speakers correctly. Candidates appeared most successful in the matching of speaker two, three and four to the appropriate letter. Doubling of letters was very rarely encountered.

### Exercise 4

#### Question 7

Generally, candidates appeared to perform better in the multiple choice **Questions 7(a), (b), (c) and (h)**. The correct responses to **7(d), (e), (f) and 7(g)** were perhaps slightly less consistently encountered. Sometimes, it was not always clear which tick was intended as a final choice. However, these instances were rare and in general the multiple choice format posed no problem for the vast majority of candidates.

### Exercise 5

#### Part A

A clear, and fairly even, divide was evident overall between the successful and less successful candidates in this question. Any reasons for not awarding marks are outlined in the descriptions of individual responses below.

#### Item 8A

- (a) A fair degree of success here. The expected response here was 'manual skill' and only the singular form could be credited. This was often encountered and credited. Some responses lacked specific detail i.e. just 'skill', so credit could not be given. The plural form was also often given: 'manual skills' – which could not be credited, as it did not create an acceptable fit for the gap. The distracting details 'imagination' or 'patience', were not acceptable for the mark.
- (b) Candidates were generally successful here. The expected response for this item was 'plastic', which was often encountered and invariably spelt correctly. The distracting details 'stone', 'marble' or 'glass', were not credited.
- (c) Generally well answered. The expected responses here, 'metal' or 'metal skeletons' were often encountered. The response 'skeletons' on its own, which was sometimes encountered, could not be credited. Some spelling attempts at 'metal' put the meaning in doubt so credit could not be given e.g. 'neckle', 'mekal'. The word 'Metal' was sometimes wrongly transcribed as 'medal', which could not be credited, as this variant created a different word with a totally different meaning.
- (d) A very mixed level of success here. The expected response here was 'emotional power'. However, incorrect distracting details from the recording such as 'historical importance' or 'physical strength', were encountered just as frequently as the expected response. Some effective alternative paraphrases of the expected answer were credited e.g. 'emotional impact', 'emotive power', 'emotional essence'. Answers which were too generalised and provided just 'power' could not be credited as they did not specify in what way sculpture proved powerful.

- (e) Consistently well answered. Most candidates provided the expected response '(marathon) runner' or acceptable spelling variants such as 'marathon runnar' or 'marathon runer'. In some cases, candidates changed the form of the word runner in a way that changed the meaning of the response as a whole e.g. 'marathon run', so did not gain credit.

## Part B

A clear, and fairly even, divide was evident overall between the successful and less successful candidates in this question. Any reasons for not awarding marks are outlined in the descriptions of individual responses below.

### Item 8B

- (a) A very mixed level of success here. The expected response here was 'rough drawings' (plural form). However, incorrect distracting details from the recording such as 'practical demonstrations or 'online galleries', were encountered more frequently than the expected response. Some acceptable paraphrases of the expected answer included: 'draft drawings', 'rough images' and 'raw drawings'. The variant 'raft drawings' however, could not be credited as this misspelling created a new word which altered the meaning of the response a whole.
- (b) A mixed level of success here. The expected response 'roman statues', was encountered fairly often. However, the word 'roman' was often wrongly transcribed and this consequently changed the meaning of the answer as a whole, so credit could not be given e.g. 'romance statues', 'rowing statues', 'rolling statues', 'roaming statues'. Other responses lacked the required detail 'roman' so could not be credited e.g. just 'statues'. 'Roman sculptures' or 'Roman sculpture' were acceptable paraphrases that were given credit; the distracting details 'giant spider' or 'gold deer', were not.
- (c) A mixed level of success here. The expected answer here was 'using tools'. The verb here: 'using', or an acceptable paraphrase, was an essential part of the answer and required for a mark. Many candidates offered just 'tools', which could not be credited as it did not specify the exact type of help that was required with tools. Acceptable/creditable paraphrases of the response as a whole included 'tool usage' and 'managing tools'. However, in some instances, the verb given changed the meaning of the answer as a whole so credit could not be given e.g. 'sculpting tools', 'shaping tools', 'designing tools'. One particular distracting detail from the recording: 'shaping muscles' was often given in error.
- (d) Generally well answered. The expected response here was '(carnival) mask' and this was encountered fairly frequently. The word 'mask' on its own was also creditable. Acceptable spelling variants of 'mask' included 'masc' and 'maske'. In several cases, the extra detail 'carnival' was misheard as other words, thus changing the overall meaning of the answer as a whole and negating the answer e.g. 'clown mask', 'comedy mask', 'caramel mask', 'camera mask', 'colonial mask', 'cannibal mask'.
- (e) Consistently well answered, with the vast majority of candidates providing the correct answer 'movement' or 'movements'. The distracting details 'form' or 'behaviour' were very rarely encountered.



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

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Paper 0511/51  
Speaking

## Key messages

- Overall, tests have been conducted well by Centres.
- Teachers and Examiners are strongly advised to read the Moderation Report sent to their Centre.
- Teachers are encouraged to read the 369427 Cambridge IGCSE English as a Second Language Learner Guide (Cambridge Secondary 2) for advice on how to prepare candidates for the test.
- In Centres where one or more Examiner has conducted the test, internal moderation is mandatory, in order to ensure consistency. Centres should refer to the fact sheet on Internally Assessed Speaking Tests from Cambridge International for guidance on how to do this.
- Candidates must not bring mobile phones, smart watches or any other electronic devices into the Examination room.
- Centres must check the quality of audio recordings before sending them to Cambridge.
- Examiners are required to read out Part **A** verbatim.
- Examiners are required to follow the timings and instructions stated in Part **A** regarding the conduct of the test. Examiners should choose an appropriate assessment card for the candidate from Part **B**.
- Candidates are strongly encouraged to use the full amount of time for Part **C** and to seek clarification if necessary, so that they are fully prepared for Part **D**.
- Examiners need to paraphrase difficult vocabulary and phrases more simply when asked. Repeating the phrase on the card does not always help candidates understand the idea expressed in the prompt.
- Examiners should seek to engage candidates in a two-way conversation from the outset in Part **D**.
- Examiners are advised to use more supplementary questions to elicit fuller responses from candidates in part **D** of the test.
- Candidates who performed well supported their answers with examples or personal anecdotes.

## General comments

### **Part A**

Most Examiners read the script provided verbatim, as instructed. However, a few Examiners are paraphrasing, often omitting important information in the process. Some Examiners did not inform candidates that they could keep the card until the end of the test, for example. Part **A** was occasionally omitted.

### **Part B**

This part was frequently too short and occasionally too long. Most Examiners are making efforts to put candidates at ease by being friendly and positive. Good Examiners often start by asking candidates what they like to do in their free time. Some Examiners introduce assessment card topics into the warm up as a way of identifying a suitable card for the candidate to the detriment of the development of a more natural conversation.

### **Part C**

Nearly all Examiners announced the assessment card. In many cases, the choice of assessment card for a candidate seems arbitrary. Some preparation periods were too short with Examiners allowing candidates to proceed or asking candidates if they were ready before 2 minutes had passed. Examiners should ensure that candidates spent at least 2 minutes preparing. Some Examiners are taking too long to choose an assessment card between the end of Part **B** and the start of Part **C**. Examiners should be familiar with the cards to the extent that they are able to hand the selected card to the candidate almost immediately.

## Part D

Overall, Examiners conducted this part well, using open-ended questions – giving candidates the opportunity to provide longer responses – and generally encouraging candidates to perform to the best of their ability. However, some Examiners asked the prompts as questions, and made minimal efforts to develop the conversation, while others allowed candidates to simply work their way through the prompts without seeking to engage the candidate in a two-way discussion. In this series, more candidates asked the Examiner questions as part of the discussion. This is good practice but it should not result in too much talking time from Examiners. Timings were generally accurate, although sometimes too short, particularly with weaker candidates, and on occasion too long.

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

A number of Centres – more than in previous years – applied the mark scheme too severely, across the criteria. In such cases, scaling was applied. Examiners are reminded that native speaker proficiency is not required in order for maximum marks to be awarded.

**Structure** – Some Centres showed a tendency towards severity and a seeming reluctance to award top marks. One example of such severity was too great a focus on minor slips which did not impair communication. Occasionally, scores on Structure were too severe where candidates were quiet or seemed to lack confidence. Some Examiners rewarded control of structure over and above range of structure.

**Vocabulary** – This assessment criterion was generally applied accurately, although again a trend towards severity did emerge. Candidates who used a range of vocabulary to express emotions and reactions achieved high marks. While expressions such as ‘kind of’, ‘cool’ and the use of ‘like’ as an interjection (‘it’s, like, really nice’) can be useful discourse markers for candidates and will not impact negatively on their marks; such expressions are unlikely to yield a high score on Vocabulary. Examiners should reward ambitious candidates who are clearly attempting complexity, albeit unsuccessfully.

**Development and Fluency** – There was a tendency towards slight severity on this criterion. Candidates who deliberate and take time to choose more sophisticated vocabulary and to include a range of structures, are often being marked too severely in Centres where ‘fluent’ is understood to mean ‘fast’. In Centres where the standard is particularly high, it is possible that *all* candidates could achieve the highest mark, even though some may be noticeably stronger – effectively performing above the highest mark – than others. On the other hand, there were instances of some candidates being generously marked where they spoke at length, despite a lack of focus to their response.

### **Administration**

**Recordings** – Recordings were of an acceptable quality though in some cases background noise is evident. This could be distracting for candidates. Some audio tracks were not labelled with the candidate’s name and number. There were a few instances of blank, unplayable CDs or recordings of poor quality.

**Sampling** – Most Centres provided the correct number of samples across the range of marks and Examiners. However, sampling is occasionally unrepresentative of the full range of marks and in these cases it is usually the highest or lowest scoring candidate who is not included in the sample.

**Documentation** – This is generally good with fewer clerical errors than previously. Centres are reminded to enter candidates in numerical order on the summary forms and asterisk those that are part of the sample.

### **Internal moderation after the speaking tests**

Centres are reminded that where more than one Examiner is used at a Centre, internal moderation is mandatory. Where internal moderation was carried out during this Series, guidelines supplied by Cambridge International as to how to conduct it, were often not adhered to.

Each Examiner should list their candidates in descending order of marks (in ‘rank order’) so that the candidate with the highest mark appears at the top of the list, and the candidate with the lowest mark appears at the bottom of the list.

The lead Examiner should review the marks of each Examiner. To do this, the lead Examiner is required to listen to a range of candidates (top, middle, and bottom scoring) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of

candidates across all Examiners within a Centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all of the marks given by that Examiner in that mark range. The adjusted marks are the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

### **Comments on Specific Assessment Cards**

#### **A – National monuments**

This card was not frequently chosen. Strong responses were those where references were made to a specific visit, and to the emotions experienced by the candidate. Candidates who had travelled widely answered this well, although some candidates simply listed rather than described monuments. Prompt 2 asks for differences between visiting a monument and seeing it in pictures, so comparatives such as 'it was much bigger than I imagined' were helpful here. Prompt 2 enabled candidates to use vocabulary for describing emotions and sensations: 'in pictures you can't feel emotions', 'you feel overwhelmed to see ...' Prompts 3 and 4 gave candidates the opportunity to disagree strongly. Examples of useful expressions: 'This is nonsense in my opinion'; 'I disagree strongly because it's important to see where you came from.' In response to Prompt 5, most candidates expressed the view that monuments connect the past to the present, that this is a good thing and can serve as a lesson: 'It should be a warning for us that that shouldn't happen a second time.'

#### **B – Our neighbours**

This card was reasonably frequently chosen. Some candidates interpreted 'neighbours' as family members and some candidates had to ask for clarification of the meaning of 'neighbouring countries'. In response to Prompt 3, vocabulary varied from 'If it's any horrible neighbours, they can talk to you for other neighbours', to the more succinct 'Gossips can be really annoying.' Words and phrases describing the impact of bad neighbours included 'dreadful', 'irritating', 'get on each other's nerves', 'it can be tricky for you to sleep' and 'the noise can get out of hand'. In response to Prompts 4 and 5, stronger-performing candidates were able to imagine scenarios rather than simply recount personal experience, often using conditionals and other complex structures. Others related personal experience of neighbouring countries helping each other.

#### **C – Quick thinking**

This card was frequently chosen. Synonyms for quick used were: 'sharp', 'rapid'. Prompt 1 elicited strong responses characterised by anecdotes and a range of past tenses: 'Suddenly my horse refused to jump and I knew I was going to fall off.' Prompt 2 produced a variety of jobs including soldier, teacher, waiter, investment banker and fireman. Prompt 3 enabled candidates to use linking structures to express contrast, for example, 'on the one hand ... on the other', as well as lengthier expressions of contrast, such as, 'I have an example of the opposite.' Prompt 3 also elicited conditionals and relative clauses. Successful responses to Prompt 4 included anecdotes and references to technology. One good example given was the microwave which has encouraged people to cook more quickly but unhealthily. Prompt 5 allowed candidates to use speculative language and conditionals, as well as the passive voice. Some good idiomatic language was also employed effectively by candidates: 'think on their feet'; 'let it all sink in'; 'brush through it'; 'putting people's lives on the line'; 'doing things in a matter of seconds'; and 'in the blink of an eye'.

#### **D – Losing and finding things**

This card was frequently chosen. Many candidates responded well to Prompt 1 drawing on their own experiences: 'When I lost the bracelet my grandmother gave me, it was awful. I felt really devastated.' More fluent candidates used colloquialisms to good effect ('rush of adrenaline', 'misplaced', 'turned the house upside-down'). In response to Prompt 2, candidates tended to draw on similar items, for example, keys, phones or ID cards. One example of a successful response: 'A common thing to lose is the sunglasses. When you go to a restaurant you lose or forget them there.' Prompt 4 elicited some good discussion, and among stronger candidates, language of justification and conditionals: 'If I lost a wallet I'd want it returned'; 'If you found it on the street, it would be impossible to return a banknote to its owner.' In response to Prompt 5, most candidates agreed that losing electronic data is more serious though sometimes easier to retrieve where it is shared among people.

## **E – Surprises**

This card was frequently chosen. All candidates were able to respond to Prompt 1. Typical examples given were receiving news of the death of a pet, doing well in an exam, witnessing a magic trick, or a surprise party. In response to Prompt 2, many distinguished between good and bad surprises and their corresponding reactions. Vocabulary ranged from single-word items: 'scream', 'freeze', 'laughing', 'crying', 'happy', 'angry', and 'mad', to expressions: 'can be a roller coaster', 'normally, they are positive shock, then enthusiastic'. The best responses attempted to give an explanation for people's reactions, for example, 'people don't like surprises sometimes – it scares them because they like having their life planned a particular way – don't like things to just happen out of the blue'. Typical candidates' responses to Prompt 3: 'you have to know the person – what she likes, what she wants, when she has time', 'you do not want to surprise them with something they do not like because things can go horribly wrong'. In response to Prompt 4, candidates often used comparative language and this served them well on Structure: 'as an adult you remember the gift and the circumstances for longer than when you are a child'. Speculative language was useful for Prompt 5: 'life would be boring without surprises'.

## **F – Parties**

This card was frequently chosen. Most candidates responded to Prompt 1 by talking about a party they had been to rather than one they had organised. Prompt 1 elicited a range of past simple verbs and past time markers. Prompt 2 elicited first and zero conditionals. Some frequently expressed ideas were 'if it's too noisy...', 'if you don't know anyone there...'. A common view expressed was that parties are not as enjoyable if there is a mix of age groups or people candidates do not know. Prompt 3 elicited suggestions such as 'you could go to the park', and comparatives such as 'the beach is much better because you can ...'. Many candidates disagreed with the view stated in Prompt 4 that good parties are always noisy, qualifying their opinions with the idea that noise prevents people from speaking to each other. Useful adverbs and phrases employed by candidates included: 'excitedly', 'carefully', 'throw a party', 'book a room', 'make a reservation', 'catering and service', as well as descriptions of different types of music and dancing.

## **G – Older and younger generations**

This card was frequently chosen and generated lively discussions. The word 'generations' needed clarification for some candidates. In response to Prompt 1, all candidates were able to provide examples of somebody from a different generation who they admired and respected – often a grandparent or other family member. Prompt 2 typically elicited views that the younger generation are 'more open-minded' than the older generation who are 'not so great at dealing with technology' but can give 'advice about life'. Words linked to technology proved very useful in responding to Prompts 2 and 3. Prompt 4 elicited ideas around a 'simpler lifestyle' for older generations, contrasting with there being 'much more pressure on our shoulders'. In response to Prompt 5, stronger candidates gave examples of young politicians. Language and vocabulary of comparison proved useful for this topic as whole, as did time adverbials referring to the past and the future.

## **H – Playing**

This card was the most frequently selected. The verb 'play' was repeated extensively throughout and few candidates came up with alternatives. In response to Prompt 1, candidates drew on personal examples, referencing games they played as children, using past tenses and 'used to'. Prompt 2 appeared harder to develop: stronger candidates talked about different seasons and how this affected playing indoors or outdoors. Many candidates were in favour of young people spending more time outdoors rather than sitting indoors on screens. Vocabulary relating to health benefits was incorporated into these responses. Some candidates struggled with Prompt 3 but stronger candidates were able to talk about specific games and the benefits and drawbacks of these: 'because in this way candidates are motivated'. In response to Prompt 4, stronger candidates used words such as 'stereotype' and 'sexism' and produced sophisticated arguments for example: 'it's nothing more than an outdated stereotype'. Prompt 5 was well developed by many candidates who supported their answers with personal examples. Ideas such as age-related games were discussed with mentions of games like chess. Some candidates talked about how adults needed a way to de-stress. Good vocabulary related to sports a lot of the time for example 'tactics', 'physical power', 'in good physical shape'.

## **I – Working while you study**

This card was infrequently selected. It appeared to be outside the experience of some candidates, leading to a discussion of hypothetical situations. Many candidates recognised the advantages and disadvantages of working while studying, and used contrastive phrases such as 'on the one hand ... on the other' to good

effect. Prompts 1 and 2 gave candidates the opportunity to discuss various jobs and talk about casual work as compared to professional or full-time work. Prompt 3 elicited ideas around time management, managing one's personal finances, daily routines, and achieving a balance between work and study. In response to Prompt 4, many candidates felt that work experience was only useful if it directly related to their chosen career. Few candidates were in agreement with the view expressed in Prompt 5.

### **J – Confidence**

This card was frequently selected. Many candidates over-used the word 'confidence' and as such missed an opportunity to demonstrate their paraphrasing skills. There were however some very mature and sophisticated responses: 'Your confidence is your third supporting pillar along with your parents.' In response to Prompt 1, many candidates exclusively referred to personal examples while stronger-performing candidates talked about famous people and demonstrated a greater range of vocabulary through doing so. In response to Prompt 2, many candidates drew on personal experiences of taking exams, performing, or participating in sports to describe a situation where they felt confident. In response to Prompt 3, candidates talked about doctors, lawyers, teachers, and politicians; some effectively using good topic-specific vocabulary such as 'surgery', 'in court' in their discussions. In response to Prompt 4, many candidates were able to give a specific example of how a teacher had helped them. Examples of collocations used to good effect by candidates were: 'believe in yourself', 'lack self-esteem', 'the key to success'.

### **K – Keeping things**

This card was infrequently selected. Prompt 1 was well developed with detailed and persuasive descriptions of special items e.g. 'This book was very important to me because it was passed down through generations from my grandparents, so has special sentimental value for me.' In response to Prompt 2, stronger candidates used modals and adjectives of emotion to good effect: 'they may feel secure with their things around them' was one such example. The most developed responses were elicited by Prompt 4: 'There are many people who have so much money and luxury but are still not really satisfied because they have no real friends, or deep values in life.' Some candidates struggled with Prompt 5, finding it hard to expand on this idea in great detail, saying little beyond, 'yes I agree because we should save money.'

### **L – Brands**

This card was infrequently selected. Prompts 1 and 2 elicited a range of linking devices: 'because', 'therefore', 'due to', as well as comparative structures such as, 'not nearly as expensive as ...' In response to Prompt 1, successful candidates talked in detail about why they chose certain brands, while weaker candidates tended to restrict themselves to one familiar topic, for example, clothing. Conditionals were effectively used in response to Prompt 3: 'If we didn't have social media influencers, people would still judge each other.' Prompts 4 and 5 elicited a range of structures including passives, comparatives, phrases for agreeing and disagreeing, as well as single-word items such as 'advertising', 'influencing', 'success', 'failure' and 'product'. Stronger answers to Prompt 5 discussed the role of big brands in the developing world and the use of advertisements to manipulate behaviour. Phrases such as 'quality versus quantity', 'judging a book by its cover', 'brainwashed', 'social media presence' was also characteristic of higher-level responses. A useful language base for this topic was vocabulary relating to shopping, advertising, likes and dislikes as well as the ability to give reasons for one's likes and dislikes.

### **M – Heroes**

This card was frequently selected. Successful responses described a national hero and their achievements fully. Weaker responses described sports stars or celebrities. Some candidates gave inspiring answers to Prompt 1, for example, 'he goes by the name of ....., and he defended Lebanon'; 'he fought off-....soldiers'. One advantage frequently mentioned was the ability to influence, which in turn produced some very incisive discussions of heroism. For Prompts 1 and 2, phrases such as 'fought for human rights', 'showed leadership' and 'campaigned for equality' characterised higher-level responses. Prompt 3 also elicited some high-level phrases such as 'lack of privacy', 'people admire you'. Prompt 4 enabled candidates to engage in a discussion of real-life experiences. Stronger answers compared the challenges of teaching to those of nursing: 'A teacher can train your mind whereas a nurse can save your life.' Prompt 5 elicited the terms 'global news' and 'social media'. A wider range of tenses could have improved performance on this topic.

### **N – Travel**

This card was very frequently selected. Prompt 1 proved to be minimally generative, sometimes eliciting a simple list of items with little expansion or development, for example, 'my father travels by plane to his work, I

go on a bus to school'. Prompt 2 elicited strong responses. Here, candidates were given the opportunity to demonstrate their ability to use a wide range of narrative tenses: 'After I had finished my exams, I decided to travel to Spain. While I was travelling around the country, I got really excited about the food and people.' Many candidates appeared confident with the topic and as such were able to produce complex sentences from the outset, providing a solid and effective response to Prompt 3, in particular. Examples of good vocabulary and collocations used were: 'scenery', 'landmarks', 'comfort', 'greater independence', 'economic reasons', 'share costs'. Prompt 4 proved to be a little less accessible, though stronger candidates were able to link travelling on foot with improving physical health and protecting the environment, often employing excellent vocabulary and phrases: 'improved physical and mental health', 'fight obesity', 'protect resources', 'pollution', 'carbon footprint', 'carbon dioxide levels'. Prompt 5 elicited some enthusiastic responses: 'Yes it's very important. Students can broaden their understanding and learn about other cultures and customs. This will make them more mature in life.'

### **O – Virtual Reality**

This card was frequently selected. Successful responses featured the language of speculation and also conditionals. Most candidates had had some kind of virtual experience they were able to draw on in relation to Prompt 1. Prompt 2 elicited language such as 'the real world' and 'escape'. The most accessible prompt appeared to be Prompt 3. Candidates for whom the overall topic appeared to have most resonance were able to express pertinent opinions about the risks of spending too much time away from reality. One such example was: 'People who play on these games, forget to relate to their friends, family and the real world. They also start to damage their health because they are always acting in the virtual world, but not moving in real life.' Many candidates struggled with the concept expressed in Prompt 4. Prompt 5 elicited a range of future forms and conditionals. Examples of good vocabulary and phrases used throughout discussions of this topic were: 'risk of losing contact with the real world', 'interact', 'socialise', 'risk', and 'excessive'. A good variety of adjectives to describe the virtual reality experience would have helped weaker candidates, as well as more confidence with modal verbs which would have enabled them to avoid repetition of 'realistic'.

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

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Paper 0511/52  
Speaking

## Key messages

- Examiners should read through the Teacher's/Examiner's notes and the assessment cards thoroughly before conducting the tests.
- New Examiners should watch the Speaking Test training video before conducting tests.
- Teachers should read the Cambridge IGCSE English as a Second Language Learner Guide (Cambridge Secondary 2) for helpful advice on how to prepare candidates for the speaking test.
- Teachers should conduct practice/mock tests with candidates before they take the test.
- Examiners should pay attention to timings and should be encouraged to use timers.
- Noise should be kept to minimum.
- Examiners should use open questions to elicit more complex responses from candidates in part **D**.
- Examiners should engage candidates in a two-way conversation from the outset.
- Examiners should listen to candidates' answers and respond to them, rather than simply reading the next prompt.
- Successful responses included examples or personal anecdotes.
- Teachers and Examiners should read the Moderation Report sent to the Centre which gives advice on the conduct of the test.
- Teachers and Examiners should ensure correct transfer of marks from WMS to MS1.
- Centres should send the correct number of samples across the range of marks.
- Centres should check recordings for quality before sending to Cambridge International.
- If more than one Examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates. Please refer to the Cambridge International Fact Sheet on Internally Assessed Speaking Tests and the Speaking Test Handbook for guidance.

## General comments

### **Part A**

Almost all Examiners read verbatim from the script as instructed. A small number of Examiners paraphrased this part. The instructions that only Part **D** is assessed and the candidate can keep the card until the end of the test are sometimes omitted. Some Examiners started the test by asking the candidates if they are nervous, which should be avoided.

### **Part B**

The warm up section was generally well conducted with Examiners enabling candidates to discuss their hobbies and interests and using these as a basis for selecting an appropriate card. There were some instances of Examiners asking questions about school or exam preparation when a discussion of hobbies and interests may have been more effective for card selection. Some Part **B** sections were too short, often with Examiners stopping this part when they felt they could choose a relevant card, and some were too long. Occasionally Part **B** was conducted before Part **A** which is to be avoided.

### **Part C**

The preparation time was generally adhered to although sometimes the preparation periods were an inappropriate length. There were a number of instances where it was the candidates themselves who said they were ready after only a short time. Some Centres did not announce the topic card at the beginning of Part **C** as instructed. Candidates tended not to ask for clarification of the prompts, although this is allowed if necessary. Overall, assessment cards were chosen with care and a wide selection of cards was used.

## **Part D**

Overall the standard of discussions is improving with most Examiners engaging in two-way conversations from the outset. Generally there is suitable involvement with the topics and Examiners often actively encouraged candidates to extend the topics. Generally, all five prompts were used and in the correct order. However, there were instances of Examiners taking a Question and Answer approach and running through the prompts too quickly or paraphrasing so that the meaning was lost. There were examples of discussions being too long although fewer than in previous series. A number of Part **D** discussions were too short. Candidates must be given the full 6 – 9 minutes for this part of the test.

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

**Structure** – Overall this was mostly accurate with a tendency to slightly severe. The most variance was when moderating between Band 3 and Band 2. Candidates who were missing the occasional article or mixing their word order were often more severely marked than was necessary. Examiners had to be careful to ensure a wide range of structures were demonstrated with particularly fluent candidates.

**Vocabulary** – This was generally accurate with slight fluctuations of severity or generosity in some instances. Often the vocabulary mark was lower than was appropriate if the structure was impaired. Some candidates who used C1 words were placed in lower band 2.

**Development and Fluency** – This was generally accurate with some slightly severe and some slightly generous marking. Some candidates who spoke faster than other candidates and had pronunciation errors were given higher marks than those who spoke slower but with fewer errors. Sufficient opportunities were given to allow demonstration of development and fluency.

It would be beneficial with some candidates to encourage them to speak a little slower so that their meaning is clearer.

### **Administration**

**Recordings** – Background noise was evident in some recordings and should be minimised where possible. Candidates need to be sufficiently close to the microphone to be clearly heard. Large Centres must indicate which Examiner had examined which candidates, making it difficult to moderate a range of Examiners. All tracks were separated and labelled, though centres are reminded to label their samples with candidates' names as well as numbers.

**Sampling** – Centres are advised to check the information about how many samples are to be sent.

**Documentation** – Overall, the final marks submitted to Cambridge International were generally accurate. Examiners are encouraged to use the electronic documents for accuracy of transcription and addition of marks.

**General comment** – Centres are reminded that candidates must not bring mobile phones, smart watches or any other electronic devices into the Examination room. If such devices are being used by an Examiner to record the test, these must be on silent.

### **Internal moderation after the speaking tests**

Where more than one Examiner is used at a Centre, internal moderation must be carried out according to the guidelines supplied by Cambridge International.

Each Examiner should list their candidates in descending order of marks. The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that



mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

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

#### **A – Day trips**

This card was very frequently chosen. Some candidates asked for clarification of what was meant by a day trip. Sometimes the candidate gave examples of going to a foreign country which indicated a trip rather than a day trip specifically. Successful responses drew on the candidates' own experiences.

#### **B – Understanding others**

This card was frequently used. Some candidates were able to respond well to the topic, but others needed to further develop their ideas. In response to prompt 1, many engaged well and discussed poignant memories. Prompt 2 was similar with effective responses giving sophisticated insight. Strong candidates developed their ideas effectively by using a wide variety of linking words and sentence structures.

#### **C – Being impressed**

This card was chosen less often. When chosen, the topic was handled well in most cases. A wide range of responses to the prompts were given and the prompts were generally understood and engaged with.

#### **D – Special occasions**

This card was frequently chosen. Candidates sometimes asked for clarification regarding the topic which was given promptly and appropriately. Some less effective responses contained repeated use of the phrase 'special occasion' without specific references to examples. The special occasions discussed around Prompt 1 were most often birthday parties or weddings that candidates had attended. In response to Prompt 3, candidates provided knowledge of what arranging a special occasion might involve and tended to use the 'if' conditional: 'If you are concerned about the outcome you will worry.' Many appeared to find it difficult to be specific about what makes an occasion special whereas Prompt 5 elicited varied responses and most candidates had a lot to say. They also introduced effective linking phrases: 'From what I've experienced'; 'I can also say'; 'On the other hand if you have...'

#### **E – Awards**

This card was frequently chosen and was often given to candidates who expressed an interest in sport. Weaker responses demonstrated a lack of understanding of the difference between award and reward. In response to Prompt 1, most could provide examples before moving on to the advantages and disadvantages of awards, leading to the use of interesting vocabulary such as 'over confident', 'inferior', 'superior' and, in one instance, 'self-actualisation'. Responses to Prompt 3 encouraged the 'if' conditional and deliberation: 'Well, it depends on...' and pros such as 'increases your motivation levels'; 'makes you strive'; 'is an incentive' and boosts 'self-esteem'.

#### **F – Fresh air**

This card was frequently chosen. Candidates were able to talk about pollution using a lot of relevant subject-related vocabulary. For Prompt 1, many candidates explained the health benefits of fresh air and said they felt more positive being outdoors. Prompt 2 elicited a range of ideas on how local people can keep the air clean, such as planting trees, car pooling and using green materials, using vocabulary such as 'dispose', 'decompose' and 'renew'. Similarly, Prompt 3 elicited a range of ideas such as wearing masks, air filters in homes, schools and public places, such as hospitals. For Prompt 4, many candidates felt it was the government's responsibility: 'we pay taxes, we elect them hoping for a better life'; 'it's the country's fault';

'without government leadership it's hard for individuals to keep the air clean'. Others felt that businesses should also bear some of the blame, 'industrialisation releases CO<sub>2</sub> into the air'.

### **G – Taking a break**

This card was fairly frequently used. Most candidates engaged with the idea of relaxation for Prompt 1. Short breaks involved frequent references to bathroom breaks, taking a nap, going on social media, sleeping, cooking and video games. Stronger responses tended to expand on the examples given through development of pros and cons. The more open concept in Prompt 5 required some prompting from Examiners, with stronger responses often referencing the benefits of a gap year.

### **H – Being bored**

This was infrequently chosen. Weaker responses demonstrated difficulty in modifying 'bored' or in offering new vocabulary and phrases for each prompt. In response to Prompt 2, there were a range of activities offered for preventing boredom such as fidgeting, playing chess, using Google to learn something, reading or talking to people. Prompt 3 elicited many reasons for boredom. Stronger candidates offered 'we're born with different skills and people tend to like the things they're good at' which then led on to 'being not good at something makes you bored ... a lack of knowledge, not just too much free time'.

### **I – Making music**

This card was frequently chosen and elicited some good topic-specific vocabulary such as 'hip hop', 'remix', 'lyrics', 'soundtrack', solo'. Some examples of people who make music were music teachers or famous pop singers. The reasons given for making music in Prompt 2 were commonly 'to express emotions' or 'for fun/relaxation/relieving stress'. There was some differentiation in response to Prompt 3, between the separate aspects of making music – some felt that writing songs was easier done alone, as there might be too much different input from a group, whereas playing and singing was better done with others as it was 'more interesting to share ideas'. Responding to Prompt 5, candidates referenced how the use of social media and singing in different languages helps communication.

### **J – Cash**

This card was often chosen and worked well when the Examiner made sure beforehand that the candidate had some interest in the topic. Prompt 1 was accessible to candidates, although some needed the key word 'cash' explained. A range of topic related vocabulary was generated, including 'wallet', 'bank balance', 'ATM', 'lavish lifestyle', 'credit/debit card', 'hacker', 'interest rate', 'robbery' and 'pay with plastic'. Often candidates compared rural areas with towns and cities, 'you need cash in rural areas'; 'in some countries you can still barter in villages'. Prompt 3 generated conditional structures ('If you want to buy something expensive you can use your debit card') and Prompt 4 elicited some good vocabulary such as 'scamming' and 'cybercrime'.

### **K – Films**

This card was frequently chosen, with candidates seeming confident in discussing streaming and other on-line movie channels. For Prompt 1, most candidates were able to provide topic vocabulary such as 'superhero', 'trilogy' and 'sound effects'. Candidates at all levels were able to refer to specific genres – 'comedy', 'action', 'horror'. Prompt 2 enabled some to demonstrate advanced phrasing; 'Watching in the cinema has its perks'; 'If you want to save money, you can watch it at home', 'I prefer watching films at home, so that you can sit around with your friends and share some popcorn.' Prompt 3 was best answered when candidates referred to specific examples, as this generated general topic vocabulary.

### **L – Interviews**

This card was chosen less often, but worked well if the Examiner had established that the candidate had some experience of interviews. Stronger candidates were able to express their experiences in response to Prompt 1 using a range of structures and verb tenses. 'As I've changed school very often, I've had many interviews'; 'The questions weren't the ones I'd been expecting'. Candidates used a range of structures in response to Prompt 3 and good development was given around Prompt 5.

### **M – Clothes people wear**

There were many strong responses to this topic. The prompts elicited a good range of vocabulary. Good development was around the discussions about fashion design, the clothes that celebrities wear and also the merits of fashion design as a career choice.

### **N – Being helpful**

This card was infrequently used. Prompt 1 saw some candidates unsure about what ‘occasion’ meant in this context. There was a good range of responses: ‘I helped my brother when he had a problem with a friend’ to ‘I helped my older sister choose clothes for her wedding.’ For Prompt 2, candidates were able to discuss ways they had helped other people, rather than how other people had helped them: ‘I was going through a difficult time at school and my friend was always there to listen to me’. Good development was around whether celebrities were helpful to society or not.

### **O – The media**

This card was frequently chosen and candidates engaged very well with this topic. For Prompt 1, most candidates preferred to find out about the news from social media. Prompt 3 elicited a lot of discussion about fake news: ‘the internet has all kinds of news, real and fake’; ‘Fake news is morally wrong’; ‘It can damage a person’s image’. Prompt 4 elicited the names of jobs, such as ‘journalist’, ‘broadcasters’, ‘news reporters’. Good development was mostly around the reasons why candidates would not want to work in the media: ‘I’d prefer to work in an office and not have to travel around to different places.’

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

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Paper 0511/53  
Speaking

## Key messages

- Examiners should engage candidates in a two-way conversation from the outset.
- Candidates did well when they supported answers with examples or personal anecdotes.
- Teachers and Examiners should read the Moderation Report sent to the Centre which gives advice on the conduct of the test.
- Teachers should read the Cambridge IGCSE English as a Second Language Learner Guide (Cambridge Secondary 2) for helpful advice on how to prepare candidates for the speaking test.
- Read out Part **A** verbatim.
- Examiners should follow the timings and instructions they state to candidates in Part **A** regarding the conduct of the test.
- Examiners should use Part **B** to choose an appropriate assessment card for the candidate.
- Candidates must be encouraged to use the full amount of time for Part **C** and to seek clarification if necessary, so that they are fully prepared for Part **D**.
- Examiners need to paraphrase difficult vocabulary/phrases simply when asked.
- Examiners should use supplementary questions to help elicit productive responses from candidates in part **D** of the test.
- Check the quality of the recordings before sending to Cambridge International.
- Candidates must not bring mobile phones, smart watches or any other electronic devices into the Examination room.
- If more than one Examiner is used, the candidates' marks must be internally moderated to ensure a common standard is applied to all candidates. Please refer to the Cambridge International Fact Sheet on Internally Assessed Speaking Tests and the Speaking Test Handbook for guidance.

## General comments

### **Part A**

Most Centres followed the script in the Teacher's/Examiner's Notes and did not attempt to paraphrase it. Some Examiners did not inform candidates that they could keep the card until the end of the test as instructed. Part **A** was occasionally omitted.

### **Part B**

This part was often very short. Each candidate should be given the full 2–3 minutes so that the Examiner can put the candidate at ease and seek out a productive topic for discussion by focusing on the candidate's interests, hobbies, and life outside school. Examiners often start by asking candidates what they like to do in their free time which is an effective way to open discussion. Some Examiners introduce assessment card topics into the warm ups as a way of identifying a suitable card for the candidate, instead of allowing a natural conversation to develop. In many cases, the choice of assessment card for a candidate still seems quite arbitrary. Care should be taken to select a suitable card for each candidate.

### **Part C**

This part was often very short with some Examiners allowing candidates to proceed with Part **D** when they said they were ready to begin, or asking candidates if they were ready to start before 2 minutes had elapsed. Examiners should make sure that candidates take at least 2 minutes to prepare. Examiners should be familiar with the cards, and be able to hand the selected card out almost immediately after **Part B**.

## **Part D**

This part was well conducted and candidates were generally given the full 6–9 minutes. However, some Part **Ds** were too short. Candidates must be given the full 6 – 9 minutes for this part of the test.

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

The marking criteria were generally well applied.

Structure – Some Centres showed a tendency to severity with a reluctance to award the top marks to very good candidates.

Vocabulary – This was generally satisfactory

Development and Fluency – This was generally satisfactory

### **Administration**

Recordings – Audio tracks were not always named with the candidate's name and number. There were a few instances of blank, unplayable CDs or recordings of poor quality.

Sampling – Most Centres provided the correct number of samples across the range of marks and Examiners. However, the sampling is occasionally unrepresentative of the full range of marks and, in these cases, it's usually the highest or lowest scoring candidate not included. These must be included in the sample sent to Cambridge International.

Documentation – Overall, the final marks submitted to Cambridge International were generally accurate.

### **Internal moderation after the speaking tests**

Where more than one Examiner is used at a Centre, internal moderation must be carried out according to the guidelines supplied by Cambridge International.

Each Examiner should list their candidates in descending order of marks. The candidate with the highest mark should be at the top of the list, and the candidate with the lowest mark should be at the bottom of the list.

The lead Examiner should then review the marking by each Examiner. To do this, the lead Examiner should listen to a range of candidates (top, middle, bottom) from each Examiner, identifying if there are points on the mark range where adjustments are required. This will produce a consistent rank order of candidates across all Examiners at your centre. If no adjustments are required to an Examiner's marks, these are the final total marks that should be submitted to Cambridge International. If an adjustment to an Examiner's marks is required, the lead Examiner should make this adjustment to all the marks given by that Examiner in that mark range. The adjusted marks are then the final total marks which should be submitted to Cambridge International.

The lead Examiner should record the final total marks for all candidates in the final column of the working mark sheet or oral examination summary form. They should then submit these marks to Cambridge International according to the instructions set out in the Cambridge Handbook.

When candidates' marks have been internally moderated, the change should be indicated on the WMS against each of the criteria.

## **Comments on Specific Assessment Cards**

### **A – Thoughts and feelings**

This card was frequently chosen and gave candidates the opportunity to use a wide range of vocabulary connected with feelings. In response to Prompt 1, many candidates compared and contrasted formal and informal situations. A wide range of opinions were expressed using useful phrases such as 'not necessarily', 'on the other hand'. Many drew on personal experience and stronger responses demonstrated a wide range of vocabulary.

### **B – Buying and selling**

This card was frequently chosen. Candidates spoke about topics such as phones, clothes, video games. Some candidates were able to use the conditional tense to express their views. In response to Prompt 3, candidates were able to use a range of vocabulary to describe the qualities a salesperson requires such as 'self-confidence', 'charisma' 'good appearance', 'knowledge of the product'.

### **C – Handwriting**

This card was frequently chosen. Candidates were generally adept with at identifying situations where they write by hand through phrases such as 'Mostly, I write by hand when I use it for specific purposes, such as documents.'

### **D – Charity**

This card was infrequently chosen. Candidates were not always able to express ideas about helping others effectively: 'I can't give money as I don't earn anything.'. However, responses to Prompt 2 were more effective, with candidates able to give examples of people who need help: 'homeless people', 'children with no parents'. Most candidates were able to use conditional tenses such as 'If I could, I would like to work with children; I would not expect to be paid.'

### **E – Aunts and uncles**

This card was rarely chosen. All candidates had a family member they could describe with varying degrees of success, often providing examples or anecdotes to support points: 'I have an uncle who is very funny. When I was a child, he always took me and my cousin to the pool'. In response to Prompt 4, the majority of candidates used a range of comparatives such as 'I am more open with my friends than my parents'. Some stronger candidates effectively argued that celebrities have different influences than older relatives.

### **F – Taking a year off**

This card was infrequently chosen. However, when chosen candidates responded well. Many responses talked about visiting other countries and were very grounded in their reasons for doing so: future careers being top of the list for many. Prompt 4 was particularly well reasoned and explained.

### **G – Visiting places**

This card was frequently chosen and generated some strong vocabulary about travel and how candidates liked to travel. All candidates were able to give examples of an interesting place they had visited in response to Prompt 1, either at home or abroad, supported with anecdotes of a family or school trip. Some seemed less confident with the idea of sightseeing in a group, but many called on the experience of school trips. Prompt 5 generated some really strong opinions, using conditionals and some really good imaginative answers.

### **H – Friendships**

This card was not frequently chosen. However, it worked well with candidates giving some good responses. Most candidates responded effectively to Prompts 1 and 2 with a personal anecdote.

### **I – Comedy**

This card was frequently chosen and some very good responses were submitted. Responses included a range of vocabulary and strong opinions in response to the prompts.

## **J – Organising**

This card was frequently chosen and candidates responded well to Prompt 1. Most had experience of an event that required organisation, such as a surprise party or a wedding. Prompt 2 generated some good ideas such as 'write things down', 'keep calm', 'don't panic'. Candidates spoke of the size of the event, the weather, the number of guests and the venue. Stronger candidates coped well with the change of direction in Prompt 5: most candidates wanted everything planned out and organised – a lot talked about their lives and careers in the future.

## **K- Music**

This was a popular choice by Examiners. Candidates were generally able to talk about the different genres of music they liked in response to Prompt 1 though not all candidates had personal experience of attending a live performance, but could describe a live performance they had seen on television. Some candidates discussed the benefits of Music as a school subject effectively: 'Music is very good for your brain and helps you study'. Prompt 5 generated some good answers and a range of vocabulary connected to emotions such as 'calm, energised, happy, sad, pensive, nostalgic'.

## **L – Fast food**

This was frequently chosen and all candidates could discuss fast food. Most candidates gave 'pizzas', 'fries', 'hamburgers' as examples of fast food and the reasons were that they liked the taste and they were 'fast'. Opinion was divided on Prompt 3. Many candidates drew on their experience of family meals to respond to Prompt 5.

## **M – Achievement**

This card was not chosen quite so frequently. It worked well when chosen and the arguments were presented with some good linking devices 'by the way', 'for example'. Most candidates talked about money, fame or a having a good profession in response to the prompts.

## **N – Being active**

This was frequently chosen. Prompt 1 gave candidates the opportunity to use a range of sports vocabulary and to demonstrate how they participate in those sports. In response to Prompt 2, candidates gave examples of family members who were not very active such as 'my sister spends all her time talking to her friends on the phone, she never does any sport'.

## **O – Nature around us**

This was not frequently chosen. Most candidates could describe a natural place, such as a lake, beach or park they had been to, which generated a range of descriptive vocabulary of varying complexity. Candidates also often called upon a range of descriptive vocabulary to describe a place they would like to visit. Prompt 5 generated different views on protecting the environment and candidates were able to use a range of appropriate vocabulary and structures.