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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# ENGLISH AS A SECOND LANGUAGE

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Papers 0510/01 (Core) and 0510/02 (Extended)

Reading and Writing

## General remarks

Most candidates seemed to have been entered for the correct tier, although there were some Centres that had high expectations of their candidates which exceeded performance. In many Centres it was obvious that candidates had been well-prepared and had practised a great deal for the test and, in the main, these candidates did well. Time management was also good with few, if any, exercises being omitted.

However, candidates from some Centres struggled with the requirements of the examination especially in **Part 1: Exercise 3** and in **Part 2: Exercise 3**, the summary question. Many candidates did not attempt the latter exercise, especially in the Core tier. There were other omissions from **Part 3** in both Core and Extended papers from all Centres but it was most noticeable in Centres with weaker candidates. Candidates from one or two Centres wrote just one or two lines for their responses to **Part 3**, indicating that they may have run out of time or ideas. If candidates do not attempt all exercises, it is likely to have a detrimental effect on their overall score.

Nevertheless, within each Centre, a wide range of scores was achieved across both tiers of the examination and it is hoped that, in future sessions, newer Centres will improve performance once their examination technique is adapted to the precise requirements of the new syllabus.

The handwriting of some candidates was again hard to decipher; this is a problem which recurs year after year and really needs to be addressed by teachers and candidates. Examiners do their utmost to understand what candidates have written but in some cases it is very difficult.

**Comments on specific questions****Part 1****Exercise 1 – Go Ape**

This proved to be a discriminating first exercise which rewarded some of the more able candidates. Many candidates engaged well with the vocabulary and subject matter.

- (a) A common mistake was to omit the idea that the trail was high up or 10 metres above the ground and give the answer 'spectacular tree-top trail'.
- (b) Some candidates had trouble interpreting the word 'qualities' and gave the answers 'flora and fauna' or 'friends and youth group'.
- (c) Generally well answered, although some candidates gave responses about the course being monitored or well hidden which were already excluded by the question. A few mentioned 'flora and fauna' again. Some assumed that the award had already been won whereas the course had only been short-listed or recommended for an award.
- (d) Generally well answered, although a few candidates reiterated the question.
- (e) Well attempted by most with two correct options given.
- (f) This was accurately answered by most candidates.
- (g) This was generally well answered although some candidates gave responses which were incorrectly lifted from the text.

**Exercise 2 (Extended Paper only) – DVT**

- (a) Well answered by the majority, although some wrote 'blood clot' or 'death', muddling cause and effect.
- (b) Again well attempted by the majority of candidates, who correctly identified two details.
- (c) This proved more challenging, though many achieved one of the correct responses, even where the answer was lifted from the text. A common incorrect response was, 'fitted with tiny movement sensors' without any explanation.
- (d) This was well answered and showed good understanding; many of the mark scheme alternatives were given.
- (e) Almost always correctly answered.

**Exercise 2 (Core Paper only) – Yachtswoman**

This proved to be a very accessible exercise for the majority of Core candidates, though few scored full marks.

- (a) Generally well answered with both details correctly identified.
- (b) Some candidates lifted the information about the problem with the mast and omitted the essential notion of the strong wind.
- (c) Some again lifted incorrectly from the text, 'blown upside down' or 'thrown all over the place'. The question required detail of Emma's physical injury.
- (d) This question required candidates to correctly identify the location of the rest of the competitors who were in the middle of the Atlantic.

**Exercise 3 – Seamounts**

This was a challenging and discriminating exercise.

- (a) The most able candidates were able to identify the correct answer. However, many negated the correct response, 'ocean floor', by prefacing it with '1 000 metres from'.
- (b) Some candidates answered this correctly but a number responded with the answer to part (c) instead, 'believed to be extinct since the time of dinosaurs'.
- (c) Many candidates answered this correctly. Some copied sentences from the next paragraph to do with the longevity of the orange roughly or 'disturbances in habitat'.
- (d) There were few correct responses to this question. Many candidates looked for the word 'threatened' in the text and responded with, 'threatened habitats which support...' or 'acting as stepping stones'. Some candidates wrote about fishing boats rather than too much fishing.
- (e) **(Extended Paper only.)** Many found this accessible and correctly identified that there was less volcanic activity in the area. Some incorrectly wrote that there was 'no volcanic activity' and others wrote about the 'quantity of seamounts yet to be researched'.
- (f) This was also accessible to the majority.

**Part 2****Exercise 1 – Mission Possible**

- (a) Apart from those candidates, mainly Core, who failed to clarify the lift from the first sentence, 'attempt to reach a record breaking', this was correctly answered by the majority of candidates.
- (b) Well answered by the majority.
- (c) Able candidates coped with this challenging question well and identified that the balloon had to be filled with helium.
- (d) On the whole well answered, although some lost the mark because they did not mention 'flares' but explained about the experiments and collection of information from the stratosphere instead.
- (e) Common mistakes were to offer the answer 113 740 ft or to omit the unit of measurement (feet).
- (f) **(Extended Paper only)** Candidates coped very well with this question, with the majority correctly identifying four content points for full marks. Very few wrong answers appeared here although some weaker candidates did not attempt to answer the question.

**Exercise 2 – Big Cat Rescue – Summary**

In spite of some improvements in the summary writing, candidates are still having difficulties in concentrating on the requirements of the question and in using their own words. In the main, word length requirements were observed but there are still candidates who seem unaware that there is a limit. Some candidates chose to omit this question, possibly due to lack of time or preparation.

A lot of candidates selected irrelevant information, giving a description of Belize, the 'flora and fauna' and the way the jaguar is used as a symbol to encourage tourism. Almost all of this information was lifted directly from the text. Nonetheless, there were some responses which gained full marks for correctly identifying four content points and which also gained high marks for language.

### **Exercise 3 (Extended Paper only) – Young Gymnasts**

As candidates become familiar with the requirements of the test, performance in the note-making exercise is improving. Successful candidates are reading the question carefully and are more accurate in their focus and response. As a result, this was a good exercise for the majority.

- (a) This was the only area where candidates appeared to misunderstand the task, giving 'coaches' as one of the incorrect responses.
- (b) This was the most successfully answered part of the note-making although some candidates wrote a lot of ideas on the same line.
- (c) Many gained full marks in this section.

### **Exercise 3 (Core Paper only) – Form Filling**

Year on year candidates are improving in this section of the paper. Very few candidates now use their own details and most are adhering to the requests to circle or tick as required. The main difficulties are in the addresses, where candidates are lifting directly from the text and often including unnecessary prepositions.

#### ***Name***

This was usually correctly answered, although Blickling was sometimes mis-spelt and the 's' at the end of Andreas was missing from some scripts.

#### ***Age***

This was also correct for the majority of candidates but some gave '10 years' as an answer.

#### ***Address and School Address***

As mentioned above, some candidates included prepositions unnecessarily.

#### ***Two main interests***

Mostly correctly answered. The main error was where candidates answered in the third person.

#### ***Years of stamp collecting***

This was usually correct.

#### ***Number of stamps***

This was usually correct.

#### ***Categories***

Again, usually correct but a few candidates circled more than the two correct categories.

#### ***Name of Supervising Adult***

This was usually correct but some gave the name 'Andreas Blickling' or mis-spelt the surname as in the first section.

#### ***Telephone number***

Usually correct.

#### ***Preferred venue***

This caused some problems for candidates from some Centres who incorrectly ticked 'within Asia', otherwise the majority of candidates obtained the mark.

**Part 3**

Successful candidates are able to manage their time well in the examination to respond to the final writing exercises in an interesting and fluent way. They are mostly aware of the word length requirements, tone and register and, in the main, are performing well. Many Centres are teaching candidates how to use idioms and similes with some degree of relevance and success. Tense usage is improving, with better candidates who are producing some very accurate, fluent and stylish work. Less able candidates are not always able to display this confidence and make mistakes in grammar, expression and spelling. Paragraphing has shown some improvement, but again some candidates do not know how to use them and often there is no paragraphing at all. At all levels, there is evidence of spelling errors of common words, inappropriate use of lexical items and mistakes with irregular verbs.

**Exercise 1**

Most candidates addressed all the rubric prompts even if the final one on safety was an afterthought. The topic elicited good responses, although a few candidates thought that the letter was a personal one to their own parents. This did not affect the content too much but the tone and register were not always appropriate. Some did not appear to know what a playgroup was and wrote instead about building a playground. Good candidates picked up the heading, using it as an introduction to establish the tone, and proceeded to give a good number of activities which would be offered. Less able candidates merely listed the activities and some even used bullet points. The safety issue was almost always covered by all candidates giving a variety of reassuring safety measures. There was some confusion in the use of tenses (this was a project for the future) but the meaning was clear in almost all cases. For some candidates, there were serious problems with word order such as 'we want to come our parents'. Common spelling errors were 'grate' for 'great', 'price' for 'prize', 'they're' for 'there are', 'leave' for 'live' and 'fill' for 'feel'.

**Exercise 2**

There was evidence of good engagement with this exercise for the majority of candidates, who understood the rubric and did their best to write about what, for many, may have been a real life experience. The fund-raising included car washes, cake sales, concerts and simply asking for money. Many candidates said that it had been 'the best time of their life' and wrote with enthusiasm about the way in which group members had worked together for the greater good. There were some criticisms of how fund-raisers were treated by unpleasant members of the public but, in the main, the tone of the responses was positive. Details about how much money was raised, and what it had been used for, were also mentioned. However, there were some difficulties in expression and grammar and paragraphing was sometimes inconsistent. Spellings of common words were sometimes incorrect for example, 'by' for 'buy', 'past' for 'passed', 'loose' for 'lose', 'were' for 'where'. It would be helpful if Centres gave some help to candidates in these matters for the future.

**Exercise 3 (Extended Paper only)**

This elicited the most committed response from many candidates who were passionate about the topic of genetically modified foods. Many forged a link between this potential future health hazard and the possibility of resolving world hunger and starvation. Others wrote about 'pills instead of food', negative health and work related issues and the pollution of water and land. These responses came from more fluent candidates who advanced some good arguments and used appropriate grammar, tone and register. Less able candidates lifted from the prompts and generalised about them.

<b>Papers 0510/03 (Core) and 0510/04 (Extended)</b>
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<b>Listening</b>
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**General comments**

Candidate responses to the November 2005 0510/03 and 04 listening components covered the entire mark range and showed evidence of engagement and focus on task and taped text at all levels. The overall performance was generally good and some candidates scored nearly full marks while others failed to score at all. Some Centres, where the overall achievement levels were weak, are advised that they would fare better to enter candidates for the Core Paper. With both tiers, there was opportunity for response at all ability levels.

Examiners credited phonetic attempts at answers except where the attempt created another word and so altered the sense of the answer e.g. 'whether,' for 'weather'. Examiners marked positively; where there was evidence of listening for understanding in an answer, the response was credited. Candidates coped well with the format and timing of the examination, rarely omitting answers and, on the whole, having enough time to complete the test. The use of true and false exercises for **Part Three** of Paper 3 remains effective; there was evidence of much thought here, with candidate reworking and crossed-out notes.

**Comments on specific questions*****Part One***

This part of the paper was the short question and answer section, comprising six scenarios demanding concise answers. Candidates generally fared well; there was obvious engagement with the situation and vocabulary presented. Scores varied from 0 to 8.

**Question 1** needed the idea that Abdulla had a swimming competition; most candidates understood this idea but some left 'swimming' out of the answer. The drink in **Question 2** is 'orange juice', although some candidates thought that it was a 'glass of oranges' and failed to score. Most candidates understood that Daron's pizza toppings were tomato and pineapple in **Question 3** but there were some difficulties with expressing the answer; some wrote, 'pie apple' which could not be credited. **Question 4 (Question 1 Paper 4)** needed 'in 15 minutes' and 'to avoid the bad weather' since the question asked 'when' and 'why'. Many candidates only answered a part of this question. **Question 5 (Question 2 Paper 4)** required the answer '12 km'; many candidates wrote '48 km' instead. **Question 6 (Question 3 Paper 4)** carried two marks and needed two directions to the library. This question was generally well answered; candidates needed to write two of 'turn left' or 'go to the end of the road' or 'follow the signposts'. **Question 4** of Paper 4 needed the answer '£2.99' but candidates were often distracted by the other prices mentioned and did not focus on the actual answer. The flights at 17.00 and 23.30 in **Question 5** of Paper 4 were well understood by most candidates although some wrote '7.00' or '5 o'clock in the morning', confusing the figures. Ummi's letter in **Question 6** carried two marks. Candidates needed to write about whether she was reliable/trustworthy and how long Mr. Dossi had known her. Often candidates wrote 'trust' or 'reliable' which did not make sense as answers. Examiners looked for answers such as 'reliability'.

Generally, responses to **Part One** of the papers demonstrated a good level of aural comprehension.

**Part Two**

This part of the component comprised two form-filling exercises and was generally well attempted by candidates who engaged with the task and taped text.

**Question 7** concerned an interview with a coffee grower in Nicaragua. Most candidates understood that the farm was in the north of Nicaragua and so scored the first point. The second response required was 'small/family farms'. The FTFT was a 'non-profit-making' organisation; again well understood by candidates. FTFT pays farmers a 'guaranteed/fair' price for the harvest. The next answer needed was 'logo' and then the idea of Juan being able to buy better food for his family; these were universally well answered. The last answer on Paper 4 needed the idea of 'stability' being maintained.

The more challenging **Question 8** concerned Antarctica, a vast 'white' wilderness. The changes were 'ice blocks' melting and 'green plants' growing. The Southern Ocean was 'warmer'. 'Seals' and 'whales' were affected by this. Penguins sought new sites for 'breeding' and 'feeding'. 'Commercial fishermen' exploited the ocean. The required number in the next answer, '13 500', gave rise to many difficulties. Candidates fared better where they wrote out the number as words. The website address in Paper 4 also produced many transcription errors, often with 'Antarctica' and the 'ac.uk' incorrect. Work on numbers would help to boost scores here; candidates would also benefit from checking work after completion to make sure of the accuracy of what is submitted.

**Part Three**

This was the most challenging part of the paper in accordance with the pattern of progression of difficulty. **Question 9** was about nutrition. Some candidates responding to Paper 3 had difficulty with answers **(b)**, **(c)** and **(i)**, all of which were false. The remaining questions were well answered. Paper 4 candidates had to give three details of the interviewer's lunch; chocolate/coffee/apple would suffice. The only 'good' item for **(b)** was the apple which is full of 'fibre' and 'vitamin C'. The attitude of people towards packed lunches needed to change for **(c)**. Some candidates wrote about changing a chocolate bar for an apple. In **(d)**, the named items were 'carrot'/'apple'/'milk'/'currant bun' and candidates needed to select three of these. The nutritionist advised people to 'think ahead' for **(e)** and the concluding suggestion was to keep the whole diet healthy **(f)**.

**Question 10** of Paper 3 was in response to a talk about a flying car. Candidates tackled this question very well, showing obvious engagement with subject matter and vocabulary presented. Answers **(b)** and **(c)**, which were both false, presented some difficulty, as did **(f)** and **(g)**. All other answers were accurate.

**Question 10** of Paper 4 was about a project for **(a)** equipping rural Indian villages with computers; again candidates seemed to engage well with the context of this exercise. The advantages for local people **(b)** were; a chance to learn/help in daily life/free course. For **(c)**, candidates had to select three of; e-mails/telephone calls/create text/Internet/photographs, and usually answered well. Part **(d)** needed the idea of the weather/farming/local information being online. Candidates had to select one option. The villages benefit **(e)** from a bonus fee for each person trained and the best consequence of the project **(f)** is that families are brought closer together through computer use.

**Conclusion**

Advice for the future would be, as always, to practise using past papers, tapes and mark schemes under examination type conditions. Teachers would do well to reinforce the importance of checking papers thoroughly, and help candidates develop strategies to focus on the actual question requirements. Work on words such as 'where' and 'when' would be valuable, also a check to see if all parts of a question have been answered. Finally, practise of numbers, weights and measures would help to boost candidate scores, as would general vocabulary-building.

Many candidates were able to demonstrate good general aural understanding.



<p><b>Paper 0510/05</b></p>
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<p><b>Oral</b></p>
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### **General comments**

This session saw approximately 5800 candidate entries, from about 300 Centres.

### **Comments on specific aspects of the examination**

#### ***Part A***

##### **Welcome and brief explanation**

Examiners are asked to give a brief explanation of the format of the test; of what the candidates can expect to happen in the following 10 minutes or so. For example, it is important that candidates are aware that **Part B** is not assessed. How this is done is perhaps best left to the discretion of Examiners at Centres. If the Examiner is the candidates' regular class teacher, it may suffice to simply confirm that the candidates 'know what will happen'. However, at Centres where the Examiner is meeting candidates for the first time, Moderators expect to hear a full explanation of the test format.

#### ***Part B***

##### **The warm up**

Examiners are reminded that the warm up serves two purposes: to place the candidate at ease and to perhaps indicate which Topic Card might be the most productive for discussion. At Centres where the candidates are known to the Teacher/Examiner, it is of course likely that a short warm up is all that is needed. However, at Centres where candidates are meeting Examiners for the first time, the Examiner's skill and sensitivity in conducting an appropriate warm up is more apparent.

Warm ups should not be too long or too short; Centres should adhere to the 2-3 minutes suggested in the Teacher's/Examiner's Notes. The warm ups should not be too formal or formulaic; the focus should be on the candidate and an effort should be made to make that person feel as comfortable as possible, given that he or she is about to take an examination. Examiners should not include the topic of examinations, or talk about how nervous a candidate might be, in the warm ups, nor is it likely that a candidate will be placed at ease by talking entirely about his or her school.

#### ***Part C***

##### **Handing out the topic card and preparation time**

Moderators would prefer that tapes are paused at this stage, while the candidate considers the contents of the card. This must be less stressful for candidates than leaving the tape running. Also, it is not necessary to read out word-for-word what is printed on the card. A summary of the topic is fine.

Candidates are allowed to ask questions during this stage, but this need not be recorded.

Examiners are reminded that the selection of topic cards should not be random. It is not fair to candidates to choose cards in this manner, i.e. A, B, C, D, E and then a repeated pattern. Topics should be selected to try to match each candidate's interest and ability (from evidence in the warm up, perhaps). Moderators are listening to see how, and how well, this is done by Examiners.

There is no need to use all of the cards, and certainly no need to distribute topics/cards evenly. However, please do attempt to use a good range of topics.

Under no circumstances should candidates be allowed to choose their cards or be involved in the choice of the topic.

**Part D****The conversation**

The aim of the cards is to generate focused discussion, and many Examiners and candidates are achieving this in a variety of ways. The very best discussions are those during which Examiners create a relaxed atmosphere, allowing candidates to speak easily and at a good length. Such Examiners are confident, in control (without dominating of course) possess an understanding tone of voice, are friendly but in a professional manner, and respond to most of what candidates say.

Some Examiners are reminded, however, that it is their responsibility to do as much as possible to ensure that candidates do not offer speeches, or do not try to sustain monologues. In these cases, the Examiner should intervene quickly and begin a conversation. If a candidate is talking continuously for more than 30 seconds, this is not likely to result in a proper conversation/discussion.

Moderators would like to hear discussion/conversation from the outset; there is no need for an introductory or extended speech by the candidate about the topic.

For a conversation to occur, there needs to be input from both parties. It is not acceptable to regard the test as an interview, proposing a series of questions in a formal manner. It is acceptable for Examiners to add to the conversation with views and/or ideas, which may lead to prompts for further discussion. Examiners should aim to establish a 'semi-formal' environment.

**The topic cards**

Moderators report that Cards A, B, and C were well within the experience of candidates, easily accessible and produced lively and interesting conversations. There were some good conversations about the topic of working in health care, Card D, often where the candidate's parents or siblings were employed in the field. Card E necessitated more abstract discussion, but was handled very well by some of the older, perhaps more mature candidates. Examiners should remember that a range of topics is provided so that a suitable one can be selected for each candidate.

Many Examiners realise that these topics are starting points, and go some way in developing broader discussion. This is fine. The prompts are not intended to be prescriptive; indeed, there is no requirement to use them all.

Examiners are expected to attempt to work with the candidate in developing a topic. Some of the prompts invite an element of critical analysis; others allow anecdotal/personal response. Examiners are encouraged to differentiate in terms of the content and the difficulty of the topics. It is good examining to 'thin out' a topic for a weaker candidate. Equally so, Examiners will need to ask more challenging questions of more able candidates, perhaps introducing more abstract strands of discussion. The assessment criteria are designed to accommodate such differentiation.

**Assessment criteria**

Structure and vocabulary are being applied with a good deal of confidence and accuracy. Fluency, however, is still being over-rewarded in two main areas:

- the ability to maintain and sustain conversation/dialogue
- accurate and clear pronunciation and intonation.

For the latter, Examiners are reminded that pronunciation and intonation is probably not an issue or concern for those candidates in Band 2 or Band 1. However, this aspect does become more relevant and noticeable in Band 3, and of course, in lower Bands.

Moderators are sympathetic here: a candidate with excellent conversational skill but 'heavy' intonation and obtrusive pronunciation is as difficult to assess as one who pronounces clearly with natural intonation, but who is unable to generate, develop or sustain conversation. Examiners need to strike a balance between these key descriptors in the fluency criterion.

In a number of Centres, Moderators detected slight leniency. Adjustments were made to reflect this, particularly in lowering Band 1 marks into Band 2. Moderators also stated, however, that very few Centres were outside what might be regarded as tolerable for this component, suggesting that assessment is becoming more accurate.

**Administrative procedures**

Many Centres are clearly aware of the tasks and duties that need to be carried out by the External Moderators and the moderating team are very grateful to the Examiners at these Centres.

However, there are several procedural matters which, if conducted more efficiently, would make external moderation swifter and easier:

- Moderators are still having to complete an unacceptable number of Amendment Forms. Mistakes in adding up and/or transcription will have been drawn to a Centre's attention on the report. Would these Centres please nominate a person other than the Examiner (e.g. a colleague in the English department) to check the totals which are being arrived at. It really is unacceptable to award a mark to a candidate after an examination, and then record a different mark on the official documentation.
- Some Centres are still failing to include both of the required forms. The Moderator's copy of the Mark Sheet (MS1) is important to confirm accurate transcription of the marks. The Summary Form is equally important, as this indicates the breakdown of the marks into the three criteria for all of the candidates.
- As regards sampling, ideally Moderators prefer to receive the minimum number of recordings (10 for most Centres, or 15 or 20 for large Centres) on one or two cassettes. However, it is appreciated that cases will occur where a considerable amount of work is involved in transferring recordings to other tape(s). In these cases, Centres will need to make a decision as to whether the size of entry necessitates transference. Moderators are happy to receive a few extra recordings if this makes it much easier for the Centre.
- It seems that a number of Centres are not recording all of their candidates. These Centres are reminded that all candidates must be recorded; the sample is then drawn from these. It is clearly unfair to those candidates who are to be recorded if others are not, particularly as candidates become aware of this disparity.

**Advice to large Centres**

The use of more than one Examiner should be seen only at large Centres i.e. those with a large number of candidates. We might define a large Centre as having more than 30 candidates. It is assumed, therefore, that a single Examiner should be in a position to conduct up to 30 oral tests. Many Examiners have shown that they are able to cope with significantly more than this number.

Where more than one Examiner is required, Centres should ideally offer a training session or workshop to ensure that the Oral Tests are conducted in a similar manner.

It is also important that steps are taken to ensure that the assessment criteria have been applied consistently, achieved by some type of internal moderation. It is very difficult for External Moderators to confirm competent examining when Examiners at the same Centre are interpreting and applying the criteria differently.

It is requested, therefore, that Centres who need to use more than one Examiner, appoint a single Examiner to be responsible for overseeing the Oral Test examination session. Duties should include: planning the tests; drawing up a suitable testing timetable; ensuring that each Examiner has a good number of candidates to examine (at least 30); monitoring the examining team to maintain consistency throughout the session; and organising and collating the documentation which is sent in to CIE.

In short, CIE needs to see that a single person has assumed responsibility for the Centre's submission.

<p><b>Paper 0510/06</b> <b>Oral (Coursework)</b></p>
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**General comments**

In the ideal portfolio of coursework a candidate would complete three different tasks. It would be very pleasing to see that candidates have been involved in group discussions and pair-work, in addition to making individual presentations. Evidence of this should be presented on the Individual Candidate Record Cards.

There was more evidence this session that some Centres are not only doing the above, but they are successfully integrating the activities into normal teaching/schemes of work. This was particularly so where work on literary texts was seen.

At such Centres, where a good range of activities were completed using a variety of formats, candidates appeared to enjoy themselves and perform well.

However, at a few Centres, candidates completed three quite similar activities. It is not acceptable, for example, to ask candidates to deliver three talks, even if they focus on three different topics. The result of this approach is inevitably limited and disappointing coursework.

The External Moderator urges these Centres to think again about why they opt for the Coursework component. The aim of coursework is to broaden a candidate's learning experience, not to limit it, and to give a candidate more scope for conveying his or her oral skills than in a single, more formal test.

Where coursework begins to resemble an Oral Test, it should probably not be conducted.

If there is any confusion as to what is appropriate coursework, it is recommended that candidates are entered for the Oral Test (0510/05).

**Assessment**

Assessment was sound in almost all cases. The exception (where leniency was observed) was the result of the limited and inappropriate approach to coursework described above.

**The advice to Centres remains very similar**

A Moderator is seeking to fulfil two main duties while listening again to a Centre's coursework: initially to confirm the Centre's interpretation and application of the assessment criteria, but also to confirm that a variety of appropriate tasks have been completed.

For the moderation process to be completed efficiently, it is still requested that Centres submit only a recording of candidates engaged in a discussion or a conversation. This might be with a Teacher/Examiner or it might be with another candidate.

There is no need to send in examples of group work, and/or recordings of candidates' presentations or speeches. Indeed, Centres are reminded that there is no need to record activities which will not feature in the sample sent in. It would be far too cumbersome to have to record all coursework activities, and it would negate the aim of assessing candidates in a more relaxed and possibly creative/expressive atmosphere.