

**Location Entry Codes**

As part of CIE's continual commitment to maintaining best practice in assessment, CIE has begun to use different variants of some question papers for our most popular assessments with extremely large and widespread candidature. The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions are unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiner's Reports.

<b>Question Paper</b>	<b>Mark Scheme</b>	<b>Principal Examiner's Report</b>
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

**Who can I contact for further information on these changes?**

Please direct any questions about this to CIE's Customer Services team at: [international@cie.org.uk](mailto:international@cie.org.uk)

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/11  
Reading and Writing (Core)

## General Comments

On the whole candidates appeared to be correctly entered for the Core tier and few would have benefited from being entered at the Extended tier with its greater demands and rigour. A significant minority of candidates seemed to have been entered for the examination before they were ready for it. The papers offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills. There were degrees of difficulty within each exercise and differentiation was achieved.

There were very few misunderstandings and misinterpretations of the rubric, though, as will be discussed with reference to individual questions, candidates needed to pay careful attention to the precise wording of questions.

Time management did not appear to be a problem and most candidates responded at the right length. In Exercises 1 and 2 many candidates resorted to writing out the relevant section of the text that contained the correct answer. This is not a problem, provided that the correct piece of text is selected – an appropriate phrase preferably rather than anything longer – and that this is done in such a way that the question is properly answered. There was evidence of continued improvement in the way candidates handled the form-filling in Exercise 3 and the note-taking task in Exercise 4. It was especially pleasing to see more candidates confidently going about the transcription work and the note-taking. There was improvement too in the summary work of Exercise 5, though this is an area for which more specific preparation and training would be beneficial. The extended writing tasks of Exercises 6 and 7 were generally well done. Handwriting was generally acceptable and papers mostly well presented.

## **Exercise 1**

This provided a suitable introduction to the reading comprehension tasks, with question (c) posing the greatest challenge.

- (a) This was well answered though the place-name 'Iceland' confused some.
- (b) Careful reading of the question helped candidates to the correct, and brief, answer "balance and relax".
- (c) This proved the most challenging question of the exercise. Many candidates missed the significance of "one other ingredient" and wrote about mineral salts, while others found it difficult to differentiate between ingredient and effect.
- (d) Most candidates answered this correctly, with many writing out the sentence "Our restaurant is rated one of the top fifty in the world."
- (e) This was successfully answered, with most candidates correctly giving the website address.

## **Exercise 2**

This exercise was generally well attempted and a full range of marks achieved within the grades accessible to Core candidates. Candidates who relied too much on reproducing the original text were caught out by the wording of some of the questions.

- (a) The requirement to "compare" the numbers of bee-keepers in town and country made this a challenging question. It could be expressed either way round but some clear indication of comparison was essential for a mark to be awarded.

- (b) Most candidates achieved a mark here, though a significant minority, while correctly identifying the information required, failed to notice the wording of the question and incorrectly gave as their answer the complete sentence from the text; “This was just before a parasitic mite killed off millions of bees.”
- (c) This was generally well answered with most candidates referring to “what the bees had fed on” as their answer. Slightly fewer offered the equally correct “time of year”.
- (d) This was generally well answered with candidates correctly saying that the courses were “often over-subscribed” or that there were “queues to join”.
- (e) Those who studied the graph carefully correctly read and responded with “six thousand”. A surprising number of candidates offered the total of just six, even though this was at variance with what the text stated and the graph was clearly labelled in bold type “number (in thousands)”.
- (f) Most candidates successfully identified two details among the wide range of possible answers in the text.
- (g) This question proved a little more challenging and some candidates struggled to find two possible disadvantages.
- (h) As with question (a), the comparison asked for in this question defeated many candidates and several chose to leave the question unanswered.

### Exercise 3

There has been a pleasing improvement in the approach to the form-filling exercise and this was maintained. Candidates showed a better understanding of the conventions that apply and are transcribing the required information with greater care and accuracy. Only a few failed to follow the rubric instruction “Imagine you are Abdul” and similarly, few failed to comply with the precise instructions of the form.

### Holiday Booking Form

#### Section A

It is often a single word in the wording that makes all the difference, and so it proved here. Few candidates appreciated that the details (First name and Surname) of all the passengers were required or that only the preferred means of contact was to be given.

#### Section B

This section was generally well done and careful reading of the text was generally evident. However, many candidates struggled with the detail of the departure date, not appreciating that the departure would be on the day after the last night in the hotel.

#### Section C

Many candidates chose to leave this section blank, but among those who did complete it, it was pleasing to note that the previously reported improvement in tackling this section is being maintained. Candidates wrote in sentences, although not always two separate ones. The second sentence, requiring details of any special hotel room requirements, was better answered than the first. Most candidates successfully sought the information in the text, rather than trying to make use of ideas of their own.

### Exercise 4

This was another exercise where candidates continue to show improvement as they become more familiar with the precise requirements. Most candidates showed a good grasp of the text and successfully produced notes for the bullet points. These were, for the most part, identifiably in note form, with weaker candidates relying heavily on phrases from the original. The sequence of the headings was successfully followed, too, with few candidates putting notes under the wrong heading.

**Medical benefits**

Candidates scored well here, with the most common mistake being the failure to include the detail that human body parts/organs were involved.

**Discoveries in space**

This section was well answered with many getting full marks. The discovery of “neighbours in outer space” was noted by most, as was “how the earth was formed”.

**Consequences of animal studies**

This provided more of a challenge. All the possibilities in the text were made use of by candidates but the concepts involved were challenging for some of the weaker candidates.

**Exercise 5**

Disappointingly, a number of candidates continue to leave this section blank. If candidates are under pressure of time, this is perhaps an exercise they might be tempted to leave and return to if time permits. This is a pity since, as an increasing number of candidates are demonstrating, once the note-taking of Exercise 4 has been done a good deal of the preparatory work for Exercise 5 has already been completed. It is pleasing to report that there were few instances of candidates exceeding the 70 word limit – indeed a few erred in the other direction – and the sequencing of material was generally evident. Weaker candidates who tackled this question simply reproduced sentences from the original text. It must be emphasised that it is the notes that candidates have already made that are best employed. The exercise becomes an important stage in the development of summary writing techniques if it is prepared for with this in mind.

**Exercise 6**

Overall this was well attempted with candidates responding readily to the prompts supplied. There was a good sense of audience; many expressed dismay at being away from the friend to whom they were writing and concern that the new friend might be thought to have usurped the position of the former. All candidates were able to give some description of their new school, though the comparison with their former one was not always effectively made. The new friend was invariably described, often with enthusiasm and gratitude. Least was mentioned with regard to feelings about the new town.

To gain full content marks all three bullet points needed to be addressed and developed in some way. The best candidates were able to convey a sense of newness and strangeness. Some made good use of the third bullet point in this respect, describing how they had been rescued from feeling lonely and lost by the individual who befriended them.

The writing was well organised with the required number of words and there was good evidence of paragraphing.

**Exercise 7**

The final exercise required candidates to write in more formal manner and to present their considered viewpoint on a given topic. The rubric clearly stated that they should give their views about the issue – in this case the use of mobile phones and their advantages and disadvantages – and Examiners were looking for something beyond the sentiments expressed in the four prompts containing typical quotations on the subject. Candidates are not obliged to make use of these comments at all and the best made only cursory reference to them. Those who relied heavily on them were not able to score very highly for content.

Mobile phones are clearly a valued piece of equipment among candidates and few argued against them, most pointing out in effect that the disadvantages were more in respect of the user than the instruments themselves.

More able candidates conveyed a good sense of audience, presenting an article that was lively and persuasive. Organisation and paragraphing were also evident and word length was well observed.

# ENGLISH AS A SECOND LANGUAGE

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**Paper 0510/12**  
**Reading and Writing (Core)**

## General Comments

On the whole candidates appeared to be correctly entered for the Core tier and few would have benefited from being entered at the Extended tier with its greater demands and rigour. A significant minority of candidates seemed to have been entered for the examination before they were ready for it. The papers offered a range of tasks within the seven exercises, requiring the candidates to demonstrate a variety of practical skills. There were degrees of difficulty within each exercise and differentiation was achieved.

There were very few misunderstandings and misinterpretations of the rubric, though, as will be discussed with reference to individual questions, candidates needed to pay careful attention to the precise wording of questions.

Time management did not appear to be a problem and most candidates responded at the right length. In Exercises 1 and 2 many candidates resorted to writing out the relevant section of the text that contained the correct answer. This is not a problem, provided that the correct piece of text is selected – an appropriate phrase preferably rather than anything longer – and that this is done in such a way that the question is properly answered. There was evidence of continued improvement in the way candidates handled the form-filling in Exercise 3 and the note-taking task in Exercise 4. It was especially pleasing to see more candidates confidently going about the transcription work and the note-taking. There was improvement too in the summary work of Exercise 5, though this is an area for which more specific preparation and training would be beneficial. The extended writing tasks of Exercises 6 and 7 were generally well done. Handwriting was generally acceptable and papers mostly well presented.

## **Exercise 1**

This provided a suitable introduction to the reading comprehension tasks, with question (c) posing the greatest challenge.

- (a) This was well answered though the place-name 'Iceland' confused some.
- (b) Careful reading of the question helped candidates to the correct, and brief, answer "balance and relax".
- (c) This proved the most challenging question of the exercise. Many candidates missed the significance of "one other ingredient" and wrote about mineral salts, while others found it difficult to differentiate between ingredient and effect.
- (d) Most candidates answered this correctly, with many writing out the sentence "Our restaurant is rated one of the top fifty in the world."
- (e) This was successfully answered, with most candidates correctly giving the website address.

## **Exercise 2**

This exercise was generally well attempted and a full range of marks achieved within the grades accessible to Core candidates. Candidates who relied too much on reproducing the original text were caught out by the wording of some of the questions.

- (a) The requirement to "compare" the numbers of bee-keepers in town and country made this a challenging question. It could be expressed either way round but some clear indication of comparison was essential for a mark to be awarded.

- (b) Most candidates achieved a mark here, though a significant minority, while correctly identifying the information required, failed to notice the wording of the question and incorrectly gave as their answer the complete sentence from the text; “This was just before a parasitic mite killed off millions of bees.”
- (c) This was generally well answered with most candidates referring to “what the bees had fed on” as their answer. Slightly fewer offered the equally correct “time of year”.
- (d) This was generally well answered with candidates correctly saying that the courses were “often over-subscribed” or that there were “queues to join”.
- (e) Those who studied the graph carefully correctly read and responded with “six thousand”. A surprising number of candidates offered the total of just six, even though this was at variance with what the text stated and the graph was clearly labelled in bold type “number (in thousands)”.
- (f) Most candidates successfully identified two details among the wide range of possible answers in the text.
- (g) This question proved a little more challenging and some candidates struggled to find two possible disadvantages.
- (h) As with question (a), the comparison asked for in this question defeated many candidates and several chose to leave the question unanswered.

### Exercise 3

There has been a pleasing improvement in the approach to the form-filling exercise and this was maintained. Candidates showed a better understanding of the conventions that apply and are transcribing the required information with greater care and accuracy. Only a few failed to follow the rubric instruction “Imagine you are Abdul” and similarly, few failed to comply with the precise instructions of the form.

### Holiday Booking Form

#### Section A

It is often a single word in the wording that makes all the difference, and so it proved here. Few candidates appreciated that the details (First name and Surname) of all the passengers were required or that only the preferred means of contact was to be given.

#### Section B

This section was generally well done and careful reading of the text was generally evident. However, many candidates struggled with the detail of the departure date, not appreciating that the departure would be on the day after the last night in the hotel.

#### Section C

Many candidates chose to leave this section blank, but among those who did complete it, it was pleasing to note that the previously reported improvement in tackling this section is being maintained. Candidates wrote in sentences, although not always two separate ones. The second sentence, requiring details of any special hotel room requirements, was better answered than the first. Most candidates successfully sought the information in the text, rather than trying to make use of ideas of their own.

### Exercise 4

This was another exercise where candidates continue to show improvement as they become more familiar with the precise requirements. Most candidates showed a good grasp of the text and successfully produced notes for the bullet points. These were, for the most part, identifiably in note form, with weaker candidates relying heavily on phrases from the original. The sequence of the headings was successfully followed, too, with few candidates putting notes under the wrong heading.

**Medical benefits**

Candidates scored well here, with the most common mistake being the failure to include the detail that human body parts/organs were involved.

**Discoveries in space**

This section was well answered with many getting full marks. The discovery of “neighbours in outer space” was noted by most, as was “how the earth was formed”.

**Consequences of animal studies**

This provided more of a challenge. All the possibilities in the text were made use of by candidates but the concepts involved were challenging for some of the weaker candidates.

**Exercise 5**

Disappointingly, a number of candidates continue to leave this section blank. If candidates are under pressure of time, this is perhaps an exercise they might be tempted to leave and return to if time permits. This is a pity since, as an increasing number of candidates are demonstrating, once the note-taking of Exercise 4 has been done a good deal of the preparatory work for Exercise 5 has already been completed. It is pleasing to report that there were few instances of candidates exceeding the 70 word limit – indeed a few erred in the other direction – and the sequencing of material was generally evident. Weaker candidates who tackled this question simply reproduced sentences from the original text. It must be emphasised that it is the notes that candidates have already made that are best employed. The exercise becomes an important stage in the development of summary writing techniques if it is prepared for with this in mind.

**Exercise 6**

Candidates generally responded appropriately to this exercise, though weaker ones were uncertain about some of the precise requirements. There was generally a good sense of audience and most candidates managed to give some indication as to why they should be selected for the exchange. Self-recommendation is not an easy task and some of the suggested reasons for selection lacked conviction.

More assured was the response to the second bullet point and ideas ranged from details of what lessons they wanted to be involved in to suggestions about cultural and recreational activities they could take part in.

There were pleasing attempts at structure and paragraphing and letters conformed to the required length. The best answers conveyed a sense of excitement and adventure; some wrote with a real sense of longing to experience a broadening of their horizons.

**Exercise 7**

The final exercise required candidates to write in more formal manner and to present their considered viewpoint on a given topic. The rubric clearly stated that they should give their views about the issue – in this case dangerous or risky sports and activities – and Examiners were looking for something beyond the views expressed in the four prompts containing two comments in favour and two rather more critical. Candidates are not obliged to make use of these comments at all and the best made only cursory reference to them. Those who relied heavily on them were not able to score very highly for content.

Opinion seemed fairly evenly divided among candidates. Many urged caution on those wishing to indulge in risky sports and the quotation “People should think about their friends and relatives...” was the most frequently used prompt. Others expanded on the “buzz of excitement” of another speech bubble to point out that life without risk was pretty dull. What exactly might be considered “dangerous or risky sports and activities” varied but the best answers discussed the issue by referring to personal experience or to activities beyond sailing solo and parachute jumping.

More able candidates showed a good sense of audience, appealing effectively to an imaginary magazine readership. Organisation and paragraphing were also evident and word length was well observed.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/21

Reading and Writing (Extended)

## General comments

Overall, the majority of candidates were correctly entered at this tier, but a small number obtained scores equivalent to F and G grades. These candidates could arguably have benefited from being entered at Core tier, where the tasks would have been more suited to their linguistic ability.

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

There were very few misunderstandings and misinterpretations of the rubric for each exercise. However, there was some evidence that candidates were careless in their reading of individual questions. This was particularly apparent in Exercises 1 and 2 and it should be emphasised to candidates that precise reading of the wording of each question is as important as good skimming and scanning of the text. There was continued improvement in the completion of the application form in Exercise 3, particularly in Sections A and B. More candidates are achieving the accuracy of transcription demanded in this exercise. Section D, however, continues to be challenging for all but the most able candidates and detailed comment will be supplied in the relevant section later. Exercise 4 was generally attempted successfully and it was pleasing to note that more candidates are displaying the results of good classroom preparation and answering with brief notes rather than in sentences. Teachers should continue to use the brevity of the mark scheme as a guide on what would constitute a minimal but successful answer here. In the past, a good number of candidates have chosen not to attempt the summary task in Exercise 5. However, it was encouraging to see that hardly any of this session's candidature left a blank page and word lengths were generally well-observed. The extended writing tasks of Exercises 6 and 7 were well-attempted generally and the topics seemed to have appealed to this cohort of candidates.

Handwriting and general presentation were acceptable in the majority of cases and candidates used black ink. Candidates generally avoided the "For Examiner's Use" column to the right of each answer page. It is permissible for candidates to use the blank pages at the end of the booklet as a continuation of their answers, especially in Exercises 6 and 7, but they need to indicate clearly to the Examiners where extra work has been added. Generally candidates should be advised that the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this. Time management did not appear to be a problem and there were very few candidates who failed to complete all the exercises.

## Exercise 1

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

- (a) This was well-answered by all candidates.
- (b) Although many candidates gave the correct answer, some offered only "part of a national sea garden" which was not precise enough.



- (c) This was a challenging question and any addition to “sea turtles” disqualified the answer. A large number of candidates added “birds”.
- (d) This question proved to be a good differentiator. Candidates were required to read carefully the paragraph referring to “north to south”, and “opposite season”. Many lacked precision and answered “September and October”.
- (e) This was very well-answered and both options were used.
- (f) Some candidates lacked the precision required for a correct answer. Many made reference to “40 to 60 days” which made no sense in the context of the question.
- (g) Many candidates selected the correct idea from the text but were imprecise with their reading of the question. Some candidates missed the wording of the “last boat” and offered incorrectly “between 8 am and 4 pm”.
- (h) Most candidates answered correctly here, but some omitted to mention the detail “on one of the islands”.

### **Exercise 2**

This exercise was well-attempted and it was pleasing to note that answers were generally brief. However, the interpretation of the graphical material was less convincing. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise, as with Exercise 1, demonstrated that candidates were careless with their reading of certain questions.

- (a) When a question requires a comparison, it is especially important that candidates provide a comparative reference which refers back unambiguously to the wording of the question. Here there were two main errors. Firstly, candidates referred to “worker bees” or “working people” rather than “bee-keepers”. Secondly, many candidates chose to answer “more” but omitted to include “in the town”. This gave an incorrect answer.
- (b) This was generally well-answered.
- (c) Most candidates answered correctly and used both options on the mark scheme.
- (d) Most candidates were successful here, but a number were imprecise with their reading of the text and chose “waiting lists to buy expensive beehives”.
- (e) The interpretation of the graphic was disappointing. A large number of candidates failed to register the reference to “thousands” on the vertical axis and answered “6”.
- (f) This was well-attempted with brief answers. Most candidates scored two marks here. A few wrote “physical” and “manual” as separate ideas and could only be credited once.
- (g) Most candidates were credited with the idea of being “stung”. However, the second mark proved more elusive and although most mentioned “the humming sound” there was often no idea of “frightening the neighbours”.
- (h) The comments regarding a comparison apply here as with question (a). There must be some idea of a comparison in the answer, so “10 kilos of honey” was incomplete. Similarly, poorly expressed phrasing such as “twice as less” was not tolerated.
- (i) Most candidates achieved at least two marks here, generally by recognising points 1, 4 and 5. In some instances, candidates listed the points which were correct for (f), referring to the bee-keepers and not the advantages of bee-keeping. This would again suggest a failure to read the question carefully. Overall, answers were usually produced in note form, often as bullet points, which is acceptable.

### **Exercise 3**

Candidates continue to be better prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. The application form was designed to be progressively more difficult and indeed most candidates answered well in the first two sections but found **Section C** challenging. Overall, there were fewer spelling errors than in previous sessions and transcription from the stimulus text was largely accurate.

#### **Application Form**

##### **Section A**

Almost all candidates scored the maximum four marks here. Occasional errors were made with a “z” in Elisabeth, and the confusion of “e” and “a” in Sapezal.

##### **Section B**

This was again well-attempted and only occasional spelling errors in “Mato Ponto” and “college” denied a small number of candidates full marks in this section.

##### **Section C**

This was a good differentiator and many candidates found this challenging. The date preferences were generally well-applied but some candidates only used the numbers 1 and 3 to fill out two of the boxes. Examiners were looking for some idea of “looking after” or “feeding” as well as the idea of “horses etc.” and some candidates omitted this detail. A pleasing number of candidates were able to transfer information from the third person to the first person in the part which required the candidate to indicate the personal gains from the scheme. However, there were still many who used “she” here, which was a pity because most were able to select two relevant details. Spelling was generally accurate for both ideas.

##### **Section D**

Many candidates failed to follow the requirements of the rubric and gave only one example of working in a group. In addition, relatively few were able to convey this information in a sentence of between twelve and twenty words and many answers were considerably longer. A number of other candidates failed to observe the rubric by writing two sentences. This section continues to be very challenging for all but the most able candidates and Centres should ensure that ample practice is given to this task. Those who observed the rubric requirements composed a sentence which was generally well-punctuated and accurately spelt. Finally, it must be emphasised that the information for writing this sentence will always be found in the stimulus text. A number of candidates supply their own personal details or create fictitious answers. This is not intended to be a creative writing task.

### **Exercise 4**

Most candidates were able to show enough understanding of the text and extract the relevant information to score very well here. Overall, the exercise was very successfully attempted. The number of candidates who continue to write full sentences is diminishing and most answers are becoming briefer and in note form. The bullet points and the length of line should be a guide to candidates as to how to present their answers.

#### **Medical benefits**

Key points were well-recognised but occasionally candidates were unable to identify discrete points and repeated the same idea, especially in connection with re-growing lost limbs and regenerating failing organs. All the five possible points were used and candidates showed a good understanding of the relevant passage in the text.

#### **Discoveries in space**

This section proved more challenging. Hardly any candidates were able to express clearly the idea that the Big Bang could have been one of many similar occurrences and were imprecise with their answer about “what happened after the Big Bang”. The idea of alternative life in space was well-recognised and worded in a variety of forms.

### **Consequences of animal studies**

Many candidates offered precise answers and used all three options in equal measure. Some could not be credited because their answers were incomplete; for example, no mention of “exploitation” with regard to the oceans, and no indication as to who or what had given up eating meat.

### **Exercise 5**

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric and the requirements of the exercise carefully. Candidates needed to write a summary with two ideas - the problems of climbing Mount Everest and the reasons why so many people want to climb it. Many candidates offered balanced pieces which addressed both issues. There was evidence of the good use of linking words and expressions when progressing from the first to the second idea. Most candidates were able to identify all the key content points in equal measure, with the exception of point one which proved more elusive. The vast majority completed the summary within the prescribed word limit. Those candidates who were less successful spent too much time concentrating on the specific details about the two mountaineers, Rob Gauntlett and James Hooper, with their financial problems and their last-minute change of route. Both of these had no connection with the problems encountered during the climb. In that respect, it was clear that some candidates had not read the wording of the question carefully enough. This led to some irrelevant pieces which were often too long.

The marks awarded for language were more varied. It was encouraging to note that more candidates are attempting to use their own words and that Centres have been practising the use of alternative words and expressions. As in previous sessions, less able candidates copied whole sections of the text and used a disproportionate number of words to convey a single content point.

### **Exercise 6**

In general, these exercises were well-attempted. The word limits were well-observed and there was little evidence of short work. This is pleasing because it indicates an improvement in time management over the paper as a whole. Paragraphs were generally used to good effect and provided an effective division between the three different ideas that the candidates needed to address in the bullet points. There was usually a good attempt to supply a suitable introduction and brief concluding statement. Overall there was a good sense of form and shape to the letters.

The main area of concern was in verb/subject agreement and the ability to sustain a whole piece in the correct tense. There were many instances of mixing present and past tenses within paragraphs and even within sentences. These are areas that need to be improved in order to raise the language mark above the “satisfactory” band. Basic punctuation was sound, although there are still many candidates who substitute commas for full stops throughout the whole piece. This is sometimes accompanied by a lack of capital letters, thus making one uninterrupted sentence.

Overall this question was well-attempted and candidates were able to identify with the situation. Generally, coverage of all three bullet prompts was achieved and there were very few candidates who produced short work. It must be emphasised that candidates must address and develop these prompts in order to achieve the higher bands on the grade criteria. In addition, a suitable register is required and in many cases this was less successful. The feelings about the new town, the new school and a new friend were positive but there was a general lack of enthusiasm to support this. There were many bland, factual statements about more shopping malls, and nicer classrooms with bigger windows. To achieve a mark in the top bands candidates should convey a good sense of purpose and engage the reader’s interest. Examiners are looking to reward those candidates who can demonstrate a more vital style and provide some innovative detail.

**Exercise 7**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title - to guide candidates. Less-able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style through, for example, the use of rhetorical questions. It is recommended that candidates are selective in their choice of prompts, perhaps one for and one against, and attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands. Most candidates gave a balanced view and considered both sides of the argument with good use of paragraphs and linking words to support this. Word limits were well-observed and it appears as though time constraints at this stage of the paper were not a problem for the vast majority of candidates.

Candidates were able to connect with the topic of mobile phones and generally the arguments were for their advantages rather than their disadvantages. There were many commendable attempts to introduce the piece with an overview of the subject and to provide a concluding opinion. This gave a sense of cohesion to many of the pieces. Although there was a good deal of reliance on the prompts, more able candidates managed to expand adequately on these ideas and produced pieces that were persuasive. Less able candidates tended to blur the impact of their argument by including small stories about accidents or events which often bordered on the irrelevant.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/22

Reading and Writing (Extended)

## General comments

Overall, the majority of candidates were correctly entered at this tier, but a small number obtained scores equivalent to F and G grades. These candidates could arguably have benefited from being entered at Core tier, where the tasks would have been more suited to their linguistic ability.

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

There were very few misunderstandings and misinterpretations of the rubric for each exercise. However, there was some evidence that candidates were careless in their reading of individual questions. This was particularly apparent in Exercises 1 and 2 and it should be emphasised to candidates that precise reading of the wording of each question is as important as good skimming and scanning of the text. There was continued improvement in the completion of the application form in Exercise 3, particularly in Sections A and B. More candidates are achieving the accuracy of transcription demanded in this exercise. Section D, however, continues to be challenging for all but the most able candidates and detailed comment will be supplied in the relevant section later. Exercise 4 was generally attempted successfully and it was pleasing to note that more candidates are displaying the results of good classroom preparation and answering with brief notes rather than in sentences. Teachers should continue to use the brevity of the mark scheme as a guide on what would constitute a minimal but successful answer here. In the past, a good number of candidates have chosen not to attempt the summary task in Exercise 5. However, it was encouraging to see that hardly any of this session's candidature left a blank page and word lengths were generally well-observed. The extended writing tasks of Exercises 6 and 7 were well-attempted generally and the topics seemed to have appealed to this cohort of candidates.

Handwriting and general presentation were acceptable in the majority of cases and candidates used black ink. Candidates generally avoided the "For Examiner's Use" column to the right of each answer page. It is permissible for candidates to use the blank pages at the end of the booklet as a continuation of their answers, especially in Exercises 6 and 7, but they need to indicate clearly to the Examiners where extra work has been added. Generally candidates should be advised that the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this. Time management did not appear to be a problem and there were very few candidates who failed to complete all the exercises.

## Exercise 1

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

- (a) This was well-answered by all candidates.
- (b) Although many candidates gave the correct answer, some offered only "part of a national sea garden" which was not precise enough.

- (c) This was a challenging question and any addition to “sea turtles” disqualified the answer. A large number of candidates added “birds”.
- (d) This question proved to be a good differentiator. Candidates were required to read carefully the paragraph referring to “north to south”, and “opposite season”. Many lacked precision and answered “September and October”.
- (e) This was very well-answered and both options were used.
- (f) Some candidates lacked the precision required for a correct answer. Many made reference to “40 to 60 days” which made no sense in the context of the question.
- (g) Many candidates selected the correct idea from the text but were imprecise with their reading of the question. Some candidates missed the wording of the “last boat” and offered incorrectly “between 8 am and 4 pm”.
- (h) Most candidates answered correctly here, but some omitted to mention the detail “on one of the islands”.

### **Exercise 2**

This exercise was well-attempted and it was pleasing to note that answers were generally brief. However, the interpretation of the graphical material was less convincing. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise, as with Exercise 1, demonstrated that candidates were careless with their reading of certain questions.

- (a) When a question requires a comparison, it is especially important that candidates provide a comparative reference which refers back unambiguously to the wording of the question. Here there were two main errors. Firstly, candidates referred to “worker bees” or “working people” rather than “bee-keepers”. Secondly, many candidates chose to answer “more” but omitted to include “in the town”. This gave an incorrect answer.
- (b) This was generally well-answered.
- (c) Most candidates answered correctly and used both options on the mark scheme.
- (d) Most candidates were successful here, but a number were imprecise with their reading of the text and chose “waiting lists to buy expensive beehives”.
- (e) The interpretation of the graphic was disappointing. A large number of candidates failed to register the reference to “thousands” on the vertical axis and answered “6”.
- (f) This was well-attempted with brief answers. Most candidates scored two marks here. A few wrote “physical” and “manual” as separate ideas and could only be credited once.
- (g) Most candidates were credited with the idea of being “stung”. However, the second mark proved more elusive and although most mentioned “the humming sound” there was often no idea of “frightening the neighbours”.
- (h) The comments regarding a comparison apply here as with question (a). There must be some idea of a comparison in the answer, so “10 kilos of honey” was incomplete. Similarly, poorly expressed phrasing such as “twice as less” was not tolerated.
- (i) Most candidates achieved at least two marks here, generally by recognising points 1, 4 and 5. In some instances, candidates listed the points which were correct for (f), referring to the bee-keepers and not the advantages of bee-keeping. This would again suggest a failure to read the question carefully. Overall, answers were usually produced in note form, often as bullet points, which is acceptable.

### **Exercise 3**

Candidates continue to be better prepared for the specific demands of this exercise which requires application of the conventions of form-filling and total accuracy in spelling. The application form was designed to be progressively more difficult and indeed most candidates answered well in the first two sections but found **Section C** challenging. Overall, there were fewer spelling errors than in previous sessions and transcription from the stimulus text was largely accurate.

#### **Application Form**

##### **Section A**

Almost all candidates scored the maximum four marks here. Occasional errors were made with a “z” in Elisabeth, and the confusion of “e” and “a” in Sapezal.

##### **Section B**

This was again well-attempted and only occasional spelling errors in “Mato Ponto” and “college” denied a small number of candidates full marks in this section.

##### **Section C**

This was a good differentiator and many candidates found this challenging. The date preferences were generally well-applied but some candidates only used the numbers 1 and 3 to fill out two of the boxes. Examiners were looking for some idea of “looking after” or “feeding” as well as the idea of “horses etc.” and some candidates omitted this detail. A pleasing number of candidates were able to transfer information from the third person to the first person in the part which required the candidate to indicate the personal gains from the scheme. However, there were still many who used “she” here, which was a pity because most were able to select two relevant details. Spelling was generally accurate for both ideas.

##### **Section D**

Many candidates failed to follow the requirements of the rubric and gave only one example of working in a group. In addition, relatively few were able to convey this information in a sentence of between twelve and twenty words and many answers were considerably longer. A number of other candidates failed to observe the rubric by writing two sentences. This section continues to be very challenging for all but the most able candidates and Centres should ensure that ample practice is given to this task. Those who observed the rubric requirements composed a sentence which was generally well-punctuated and accurately spelt. Finally, it must be emphasised that the information for writing this sentence will always be found in the stimulus text. A number of candidates supply their own personal details or create fictitious answers. This is not intended to be a creative writing task.

### **Exercise 4**

Most candidates were able to show enough understanding of the text and extract the relevant information to score very well here. Overall, the exercise was very successfully attempted. The number of candidates who continue to write full sentences is diminishing and most answers are becoming briefer and in note form. The bullet points and the length of line should be a guide to candidates as to how to present their answers.

#### **Medical benefits**

Key points were well-recognised but occasionally candidates were unable to identify discrete points and repeated the same idea, especially in connection with re-growing lost limbs and regenerating failing organs. All the five possible points were used and candidates showed a good understanding of the relevant passage in the text.

#### **Discoveries in space**

This section proved more challenging. Hardly any candidates were able to express clearly the idea that the Big Bang could have been one of many similar occurrences and were imprecise with their answer about “what happened after the Big Bang”. The idea of alternative life in space was well-recognised and worded in a variety of forms.

### **Consequences of animal studies**

Many candidates offered precise answers and used all three options in equal measure. Some could not be credited because their answers were incomplete; for example, no mention of “exploitation” with regard to the oceans, and no indication as to who or what had given up eating meat.

### **Exercise 5**

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric and the requirements of the exercise carefully. Candidates needed to write a summary with two ideas - the problems of climbing Mount Everest and the reasons why so many people want to climb it. Many candidates offered balanced pieces which addressed both issues. There was evidence of the good use of linking words and expressions when progressing from the first to the second idea. Most candidates were able to identify all the key content points in equal measure, with the exception of point one which proved more elusive. The vast majority completed the summary within the prescribed word limit. Those candidates who were less successful spent too much time concentrating on the specific details about the two mountaineers, Rob Gauntlett and James Hooper, with their financial problems and their last-minute change of route. Both of these had no connection with the problems encountered during the climb. In that respect, it was clear that some candidates had not read the wording of the question carefully enough. This led to some irrelevant pieces which were often too long.

The marks awarded for language were more varied. It was encouraging to note that more candidates are attempting to use their own words and that Centres have been practising the use of alternative words and expressions. As in previous sessions, less able candidates copied whole sections of the text and used a disproportionate number of words to convey a single content point.

### **Exercise 6**

In general, these exercises were well-attempted. The word limits were well-observed and there was little evidence of short work. This is pleasing because it indicates an improvement in time management over the paper as a whole. Paragraphs were generally used to good effect and provided an effective division between the three different ideas that the candidates needed to address in the bullet points. There was usually a good attempt to supply a suitable introduction and brief concluding statement. Overall there was a good sense of form and shape to the letters.

The main area of concern was in verb/subject agreement and the ability to sustain a whole piece in the correct tense. There were many instances of mixing present and past tenses within paragraphs and even within sentences. These are areas that need to be improved in order to raise the language mark above the “satisfactory” band. Basic punctuation was sound, although there are still many candidates who substitute commas for full stops throughout the whole piece. This is sometimes accompanied by a lack of capital letters, thus making one uninterrupted sentence.

Candidates made very satisfactory attempts to cover all the three bullet points and the vast majority of candidates were within the prescribed word limits. Most of the writing involved learning about other cultures and the opportunities to visit interesting places as well as exchange customs with the host school. Paragraphs were well-used to separate the ideas although the candidates’ range of imagination was not wide. There were some candidates who misread the rubric and reported on a visit that had already taken place.



**Exercise 7**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title - to guide candidates. Less-able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style through, for example, the use of rhetorical questions. It is recommended that candidates are selective in their choice of prompts, perhaps one for and one against, and attempt to develop those in some depth rather than giving superficial coverage to all four. There needs to be evidence that candidates can develop arguments and persuade the reader of their convictions in order to gain access to the higher mark bands. Most candidates gave a balanced view and considered both sides of the argument with good use of paragraphs and linking words to support this. Word limits were well-observed and it appears as though time constraints at this stage of the paper were not a problem for the vast majority of candidates.

Candidates were able to identify with the prompts supplied in connection with the topic of risky sports and activities. There was good evidence of introductory paragraphs, suitable points of view for and against the subject and concluding comments which often included a balanced summary of the argument. Less able candidates wrote about sports in general, often as part of a piece which developed into an unfocused discussion of healthy living issues. More able candidates widened the argument beyond the personal and developed the idea of the effects that such dangerous activities have on concerned friends and relatives.

# ENGLISH AS A SECOND LANGUAGE

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<p><b>Paper 0510/03</b> <b>Listening (Core)</b></p>
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## General comments

There was again a wide range of achievement, enabling the full range of marks to be awarded by Examiners. Many candidates had clearly been well prepared for the test and knew what to expect. A considerable number of candidates, however, struggled to build up momentum and scored low marks as a result.

As in previous sessions, spelling was not taken into account in accordance with the “listening for understanding” ethos of the component; phonetic attempts at the answer could therefore be rewarded unless this made a difference in meaning. Please see examples of this in the detailed comments which follow.

Examiners reported fewer gaps being left by candidates. This is a welcomed development since it is always worthwhile making a reasonable attempt, even if a candidate lacks confidence in the spelling of some words.

## Comments on specific questions

Generally candidates responded well to this section of the paper.

**Question 1** was very well answered with most candidates aware that the weather would be improving later on in the afternoon. Some candidates misspelled weather for “whether”, and answers given as “whether improving” were disallowed as the meaning here is changed and the idea presented becomes incomplete. Answers which approximated to improving weather e.g. weather will be better, weather will be good or fine, were allowed. However, “the weather will be perfect” was not rewarded since this conveys a different shade of meaning.

**Question 2** did not pose many problems, with many candidates responding correctly that it was possible for Jyoti to visit between the 11<sup>th</sup> and the 15<sup>th</sup>. Examiners allowed numerical responses – i.e. 11 and 15, as this conveyed understanding. Candidates who stipulated the particular month of the visit were not awarded the mark. A small number of candidates, however, declared that the visit could occur on the 11<sup>th</sup> to the 15<sup>th</sup> of ‘this month’ were allowed the mark.

**Question 3** caused difficulty for many candidates, who failed to spot that *three* details were required. This proved, therefore, to be a challenging question.

**Question 4** proved to be a difficult task for some candidates, who failed to recognise that the petrol could be found “at the supermarket after the roundabout”. Many candidates omitted the reference to the roundabout.

**Question 5** also required three details (as **Question 3**). However, on this occasion, many candidates were able to answer successfully.

**Question 6** saw most candidates understanding that a practice session would occur before the match. Practice was occasionally misspelled and was generally allowed. The second part of the question was answered less well, however. Examiners allowed various combinations of “6.10 bus” – e.g. “six ten bus”, “610 bus” – and were flexible as long as they were confident that the candidate had understood the reference to the particular bus which needed to be caught. A large number of candidates quoted an incorrect bus and/or time – 6.30 and 7.30 were common incorrect responses.

Where candidates provided both items on one line, Examiners allowed both marks if correct. A line left blank therefore did not lead necessarily to zero marks. However, please advise candidates in future sessions to use both lines where two responses are required

This part of the paper comprised two note-taking exercises.

**Question 7**, with five available marks, was based on an interview with a marine archaeologist. This question was answered reasonably well by many candidates. Item 1 was answered correctly by many – although many chose to include “long” in their answer. Item 2 required an understanding that new discoveries were recorded and this proved difficult for some. Perhaps surprisingly, however, many candidates correctly identified that “conferences” had been attended and generally spelled the word correctly.

Item 3 was generally answered poorly. In Item 4, “webcam” proved a difficult word to spell though some efforts were allowed. If the first part of the question was correct, it was generally followed by a correct understanding that “tools” were used. Item 5 posed some problems for candidates who transcribed the website address as www.mas.org, or suggested that .com should be the suffix.

**Question 8** was related to an interview about some newly discovered animal species and candidates coped better this time with the increased depth of the question.

Correct responses to Item 1 were frequent and the question was unproblematic. Item 2 was perhaps the most accessible question on the paper and was answered correctly by the majority of candidates; “underground” was spelled correctly on almost all occasions. Item 3 also saw mostly accurate responses with candidates identifying five million years as the answer. Item 4 posed some challenge, with candidates sometime repeating one of “ears, eyes and teeth”. All three body parts saw interesting spellings.

Item 5 was generally well answered; candidates recognising that the species dated from nine to ten thousand years ago. However, a large number of candidates wrote these dates in unusual formats e.g. 9 to 10,000 was commonly seen. Where Examiners could see that the dates had been recognised correctly, they were flexible with the manner in which this was conveyed.

Item 6 required candidates to understand that settlers had brought with them strong mainland mice: “settlers” was not a familiar word, however, and most phonetic attempts were not close enough. Those candidates who chose to offer “humans” or “people” gained the mark and on such occasions, safer synonyms should be preferred. Item 7 was usually either correctly answered or the response was completely wrong; synonyms for “low” were allowed.

Candidates should be clear about their responses to the true or false questions – it is not wise to enter ticks and crosses in both boxes. Candidates should be instructed to enter **ticks** only where they believe the statement to be either true or false.

**Question 9** focused on the construction of a new tunnel which will link the European and Asian sides of Istanbul. Candidates scored reasonably well on this exercise.

**Question 10** was a talk about sea horses. There was a good deal of parity between the two true and false exercises on this occasion, and candidates scored equally well on this question as for **Question 9**.

# ENGLISH AS A SECOND LANGUAGE

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<p><b>Paper 0510/04</b> <b>Listening (Extended)</b></p>
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Candidates generally performed well in response to this paper. There was evidence throughout of engagement with task and source text, and of thought and effort in providing answers. Candidates are advised to underline parts of the question in order to help focus on the required answer. A particular strategy here is to underline the questioning word used, for example, “how”, “why”, “where,” and to make sure that this is attended to in the course of the answer. This component tests listening for understanding, and, in accordance with this ethos, Examiners accepted relevant phonetic attempts at an answer, except where this made another word and changed the sense of the response, for example, “frog” rather than “fog”.

Although presentation was generally good, candidates should be advised to write clearly in black ink.

The first part of the paper was the short question and answer section, comprising six short scenarios which demand concise answers. Candidates generally performed well on this part and demonstrated a good level of aural comprehension and engagement with the subject matter of each scenario.

**Question 1** asked for two details about where exactly petrol could be found and needed the answers: “after the roundabout” and “supermarket”. Some candidates wrote “round and round” and could not be credited and many omitted the roundabout entirely. The question asked for two details as well as the exact location.

**Question 2** needed the answers “toffee”, “lemon” and “vanilla”. A number of candidates, apparently unable to distinguish the initial consonant sound, wrote “coffee” instead. The distractors, “chocolate chip” and “strawberry” were sometimes offered. On the whole, this question was well answered and many variants of the spelling of “vanilla” were accepted by Examiners.

**Question 3** carried two marks and asked for both why and how. The required answers were “to practise” and “6.10 bus”. These were universally well answered and generally showed good understanding.

**Question 4** asked for a list of three items; “knife”, “matches” and “candles”. Some candidates named the birthday cake which was already listed in the question. Several variants of “knife” were accepted.

**Question 5** allowed two options; “fill in an application form” and “explain why you want to be chosen”. Many candidates answered this accurately and demonstrated good understanding of the requirements of the question.

**Question 6** carried two marks and needed simply “fog” and “free overnight stay” in order to acquire both. Candidates engaged well but often were unable to express “fog”, offering instead “fork” and “frog” and other variations.

There were eight marks in total available for questions 1-6 and many candidates scored well over half of these, some managing the full eight marks.

**Question 7** was a form-filling exercise in response to an interview with a marine archaeologist. Seven marks were available. The first item needed “field/practical (work)” and “diver”. This was well answered although some candidates gave “filled” or “feeled” and could not achieve the mark. The second item required “shipwrecks” and “old harbours”. Many answered with “ship racks”. The third item needed “new discoveries” and “conferences”. The marine archaeologist's typical day required “write report”, which most candidates were able to provide. The exhibition question needed “webcam” and “tools”. The website address should have been straightforward but many candidates made errors with “.org” or wrote “.com” instead. The final question was about the “email newsletter” list. This was generally well attempted by candidates.

**Question 8** was also a form-filling exercise, in response to an interview about some newly discovered animal species. The first two answers were simply “white” and “blind”. The “underground” idea was well handled by most candidates, as was “five million” for the next answer. The “big eyes, ears and teeth” were also well done although some candidates supplied a list of far too many features and negated the answer. The numbers “9-10 thousand” were mostly accurately transcribed, as was “humans/people/settlers” for the next item. The “low” population for the next item was sometimes omitted, as was the final required response, the discriminator, “Cyprus/modern life”. On the whole, candidates performed well in answering **Question 8**, displaying good understanding of both situation and vocabulary.

**Question 9** was more challenging and its subject was the building of a new tunnel. Item **(a)** needed the tunnel to be mentioned and the idea of its length or the fact that it would link Asia and Europe. The three advantages for **(b)** were: less congestion, easier transport, resistance to earthquakes, and the idea of the link between two continents. In **(c)** the delay was caused by the discovery of 4<sup>th</sup> century Constantinople, and any answer expressing the importance of such a find was credited. Many candidates wrote “they found Constantinople” and achieved the mark. The roof strengthening in **(d)** needed the idea of “concrete being injected into the seabed”. Answer **(e)** was simply “earthquake” but many candidates wrote “earthquick” which could not be rewarded. There were a number of available options for **(f)** such as “there are two already” or “no room” or “it won’t carry as many people as a tunnel”.

**Question 10**, about the solar system, was the most challenging exercise, in accordance with the progression of difficulty within this component. Item **(a)** had many options; planets, moons, asteroids, dwarf planets. Examiners also accepted the ideas of the “inner system”, “asteroid belt” and “outer system” which some candidates supplied accurately. For the next question, **(b)**, “became a dwarf planet” was required. For **(c)**, mention of the length of orbit, “more than 200 years”, was needed. Many options were available for **(d)**, although only two details were asked for: “orbits a star”, “is not a star”, “large”, “spherical”, “own gravity” were all credited here. Question **(e)** was possibly the most challenging question on the paper, and needed “smaller” or “further from the sun” plus “250 years for orbit”. Item **(f)** required the response of “more planets being discovered”, hence the need for re-classification.

Advice for future teaching would be primarily to focus on the demands of the actual question posed, since candidates often list a series of answers in the hope that the actual answer is contained within. Further work on numbers would also be beneficial. Many candidates offer “millions” for “billions” or “hundreds” for “thousands” and number and measure is frequently tested in the paper. Listening for detail using past question papers is a recommended approach, under timed conditions.

# ENGLISH AS A SECOND LANGUAGE

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<p>Paper 0510/05 Oral Communication</p>
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## Comments on specific aspects of the Oral Test

### ***Part A – Welcome and brief explanation of the test format***

It is preferable that a brief summary or reminder of the format of the test is provided **at the outset**. This should be done in a friendly manner, and can help to place the candidate at ease. Centres are reminded that Moderators need to hear evidence that **Part A** has been conducted, so please ensure this is recorded.

### ***Part B – The warm-up***

It is good practice to use the warm up to try to select an appropriate topic card for a candidate to discuss further. Moderators note that, in some cases, Examiners miss an opportunity to present a suitable topic for discussion, particularly when a candidate has expressed an interest in an area in which one of the topic cards could have generated a productive conversation.

Please therefore talk about general matters in the warm-up, drawing out the hobbies and interests of candidates. Avoid talking intensely about school matters, exam nerves or anything which might make candidates uneasy. On the whole, Moderators would like the warm-ups to be a little shorter and to remain within the 2-3 minutes specified. Long warm-ups are almost always counter-productive.

### ***Part C – Handing out the topic card, and preparation time***

Please note that the Examiner chooses the topic card; under no circumstances should the choice be offered to the candidate.

The recording should be paused after the warm-up; that is, after the Examiner has announced which topic card he/she has chosen for the candidate. Candidates are allowed to ask questions during this stage while they study the Card and this **need not** be recorded.

The selection of topic cards should **not** be random or prepared beforehand. It is not fair to candidates to choose Cards in this manner (A, B, C, D, E and then a repeated pattern). Topics should be selected to try to match each candidate's interests and ability (ideally gleaned from evidence in the warm-up). Moderators are listening to see how, and how well, this is done by Examiners.

### ***Part D – The conversation***

The aim of the cards is to generate **focused discussion** on the topic/theme given. Many Examiners and candidates are achieving this, and Moderators report that they enjoy listening to many fruitful discussions.

A pleasing aspect was the development of responses. The best discussions were relaxed and allowed a natural conversation to flow, with Examiners picking up on points made by candidates and returning to the topic at appropriate times to ensure focus. Some Examiners prefer to work through the bullet points/prompts and this is acceptable, but these Examiners should seek to extend the discussions beyond the main prompts.

A few Examiners are reminded, however, that it is their responsibility to ensure that candidates do not offer speeches or monologues. This is still happening at a number of Centres. In such cases, the Examiner should intervene quickly and begin a conversation.

Moderators would therefore like to hear discussion/conversation **from the outset**. There is no need for an introductory speech by the candidate about the topic.

Examiners are reminded that 'development' of the conversation has been incorporated into the fluency criterion. What is expected is that Examiners will help guide candidates through the levels of the discussion (the supplied prompts on the topic cards increase in sophistication) thereby allowing stronger candidates to illustrate higher level speaking skills.

### ***The topic cards***

The structure of the topic cards is such that, as the Examiner and the candidate move through the conversation/discussion using the five prompts, the depth of discussion increases. The first two prompts remain personal – drawing out the candidate's personal experience and views – and the third prompt takes the discussion into general matters. The fourth and fifth prompts offer the Examiner and the candidate the opportunity to move into more sophisticated ground. These prompts are intended to be more challenging and will occasionally encourage discussion of abstract concepts.

Moderators report that all five cards were within the experience of candidates and produced lively and interesting discussions.

#### Card A: Building developments and nature

Where this card was chosen, candidates performed well. It was a topic which worked particularly well in locations where the theme is contemporary and where the candidates were well-informed and engaged with the issue on a regular basis.

#### Card B: Medical matters

This topic suited candidates who had some experience of hospitals, either as a result of personal illness or injury, or by dint of having parents or close relatives who are doctors. The final prompt, asking if only people who followed a healthy lifestyle should receive medical care, created some lively discussion and strong views.

#### Card C: Change

This was a very popular topic and proved accessible to candidates of all ability levels. For less able candidates the discussion tended to remain at the personal level. For the able candidates the nature of change and the effects on society opened up more probing conversation.

#### Card D: The responsibilities of fame

This topic led to many enjoyable conversations from the perspective of the candidates. In most cases, the famous people discussed were of an international nature. Moderators were surprised at how few candidates chose to talk about people well-known in local contexts. Some conversations tended to stay with the famous people in question without moving on to the larger issue of the effects and responsibilities of fame.

#### Card E: Games

This topic often led to discussion about broader aspects of games and game-playing. Many candidates focused on computer games and the positive and negative effects of this.

### ***Assessment criteria***

Moderators observed fewer instances of leniency in respect of Examiners inappropriately awarding marks in Band 1. Fewer adjustments were therefore made to reflect this, but where adjustment was made, it was usually to lower Band 1 marks into Band 2.

Examiners need to be sure that a candidate has contributed considerably and successfully to the development of the conversation before being awarded a 9 or a 10. Centres who allow candidates to offer speeches or monologues are **not** allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above the Band 3 criteria would be acceptable.

### ***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 Examiners at these Centres.

However, there are several procedural matters needing attention:

- Please conduct a final check of the total mark awarded to each candidate as recorded on the Summary Form(s). Moderators are always surprised and disappointed at the number of Amendment Forms that need to be completed each session to correct the inaccurate addition by Centres of the three criterion marks. It would be useful for the Centre's internal moderator or a colleague to check that mark additions are correct.
- Please include your copy of the MS1 mark sheet, or, if the Centre uses CAMEO to input candidate marks, please provide the Moderator with a printed hard copy of the Internal Mark Sheet, generated by CAMEO.
- Please ensure that Summary Forms are included in the package. This is the most important document for the external Moderator, since it records the individual marks for each criterion, in addition to the total mark. The Examiner who conducts the tests is responsible for completing the Summary Form properly and fully. He or she should sign the form and date it. The form also records the topic cards given to each candidate and it is the working record of the examining undertaken.
- The use of more than one Examiner should be seen **only** at large Centres i.e. those with a large number of candidates. The syllabus defines 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.
- Where internal moderation is conducted (in Centres with large entries) please include a letter or brief explanation as to how the process of internal moderation was conducted.

### ***Closing remarks***

CIE is very grateful to have received a much larger number of samples on Compact Disc (CD format). Moderators welcome this as it makes the task of external moderation quicker and more efficient. CIE encourages Centres to send in samples on CDs or on DVDs.

The **main advice** to Centres is to ensure that a two-way, spontaneous conversation occurs in **Part D**, utilising the set prompts to develop the depth and breadth of the topic.



# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/06

Oral Communication (Coursework)

## General comments

In the ideal portfolio of coursework a candidate would complete three **different** tasks over a period of several months. It is suggested that candidates take part in a group discussion, some pair-work, and also make an individual presentation. Evidence of these should be presented on the Individual Candidate Record Cards, which should contain full descriptions of the tasks undertaken.

A small number of Centres entered candidates for this component this session. There appears to be some confusion at some Centres about what constitutes appropriate and productive coursework. The paragraph above should help to clarify this. It is not permissible, for example, to conduct a series of very similar interviews or discussions on topics and then take an average of these as the final coursework mark. Indeed, this approach is in conflict with the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their speaking skills to be assessed.

If a teacher is not completely confident, therefore, in designing and implementing three different and productive oral coursework tasks then it is advisable to opt for **Component 0510/05, the Oral Test**.

## **Assessment**

This session saw general accuracy in applying the mark scheme.

## **Advice to Centres**

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 has been completed.

For the moderation process to be completed efficiently, Centres need 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.

CIE encourages sample work to be sent in using CDs or DVDs. It is preferable for all of the candidates in the sample to be collated onto a single CD.