

ENGLISH AS A SECOND LANGUAGE

Paper 0510/11

Reading and Writing (Core)

General comments

The majority of candidates were correctly entered at this level and showed a good response to the range of tasks required. Across the seven exercises candidates were able to demonstrate a variety of practical skills, including short answers, form-filling, note-taking, summary writing, descriptive and discursive writing. Each exercise included degrees of difficulty, so differentiation was achieved within individual exercises and throughout the paper. As a result, the whole range of marks could be awarded.

Many candidates completed all exercises, showing evidence of good time management. In cases where exercises were omitted, the most common omissions were in **Exercise 3(2)**, two sentences, **Exercise 5**, summary writing, or **Exercise 7** at the end of the paper. It was uncommon for candidates to omit both extended writing questions. On occasion candidates offered over-long answers to **Exercise 6**, thereby forfeiting marks that could have been gained through better time management.

Generally, a good understanding of the rubric required in different exercises was evident. Nevertheless, there was some indication that candidates needed to apply greater precision in their reading of certain questions, noticeably, in this session, **Exercises 2, 4 and 5**. A further explanation will be given later in this report. It should be emphasised that highlighting key words in questions enables candidates to focus more closely on the relevant sections of the text. There was a continued improvement in the number of candidates attempting **Exercise 3**, form-filling, although Centres are asked constantly to remind candidates of the need for correct spelling and precision of detail. The final section of **Exercise 3**, two sentences, continues to present a challenge, with only the more able candidates achieving full marks, through the inclusion of the required information in accurate sentence formation and with correct spelling and punctuation. It was disappointing to note the number of candidates who omitted this section, or offered answers in note form, rather than in full and complete sentences. Centres are reminded that where candidates offer three or more sentences in this section, credit will only be given for the first two. **Exercise 4** proved to be demanding for the majority of candidates this session, with many unable to match the detail in the text with the appropriate heading in the notes, resulting in correct answers being inappropriately placed. It is pleasing to find, however, that most candidates now understand the requirement for brief, factual notes, rather than full sentences. It was encouraging to see that the word length in **Exercise 5** was well observed, with the majority of those attempting this exercise offering an answer within the 70 words required. Of the two extended writing exercises, **Exercise 6** was better attempted, with many interesting and entertaining responses. It is pleasing to note that many candidates are showing the results of good preparation, through successful use of descriptive language and an awareness of audience by using register and idiom. In both **Exercises 6 and 7**, better candidates were able to use the prompts to develop their own ideas, whereas weaker candidates tended to adhere to the given visual or written stimuli, with merely an additional personal comment.

Presentation of answers and handwriting were acceptable in the majority of scripts, with candidates using blue or black ink. In some instances, where candidates have drafted an answer in pencil, re-written in ink over the draft and erased the pencil marks, Examiners have found this to be extremely difficult to read. Centres are reminded of the necessity for legibility in order for candidates to achieve credit. It is acceptable for candidates to use the blank pages at the end of the question booklet to continue or re-write an answer, but it must be emphasised that it should be clearly indicated to the Examiner that extra pages have been used. As a general rule, candidates are advised that the number of lines and amount of space provided on the page should give an indication of the length of response required. It is recommended that these are used as a guide.

Exercise 1

This exercise was well attempted by the majority of candidates.

- (a) Most answers were correct. Marks were lost through incorrect lifting of the words 'next year's', and some candidates did not answer fully, offering incomplete dates.
- (b) This was well answered. A small minority forgot to indicate dollars.
- (c) Many candidates identified the correct item in the text, but lacked precision in the answer, losing marks by writing '14 and 17', rather than '14 to 17'.
- (d) This question was a good differentiator. The correct answer depended on understanding 'creative' in the question. Those offering 'simulators will take you on a ride' or 'real astronaut training' were not awarded a mark. Weaker candidates understood the idea of 'build' and thus extracted information from the paragraph about the Camp, rather than the visit to the National Space Centre.
- (e) The two options in the mark scheme allowed most candidates to score well in this question. Credit could not be given, however, for careless copying of the phrase involving 'stars and planets' (making it into, for example, 'photograph the starts and plants')
- (f) Most candidates were able to answer this correctly, although some failed to locate the two details of date and time, as required by the question.

Exercise 2

This exercise proved to be more challenging, but many candidates made a creditable effort. A more precise reading of the questions was required to gain full marks and some candidates failed to identify the necessary detail. The whole range of marks was awarded across the exercise.

- (a) Most candidates answered correctly, although marks were lost for misspelling the words 'scarce' and 'expensive'.
- (b) This was well answered, with most candidates locating the facts relating to the reference phrase 'From that moment'
- (c) This presented a challenge for the majority of candidates, many of whom included incomplete information and failed to understand the importance of 'chocolate' as an integral part of the answer. A proportion of candidates managed one mark, but few scored both.
- (d) This again proved to be a demanding question for many candidates and required careful reading of the question. The majority understood the connection between Chloe and her schoolfriends, but many had the wrong emphasis, preferring 'her schoolfriends tested her on her ability', thereby losing a mark, rather than focusing on her skills at identifying 'She was never wrong'.
- (e) The variety of possible answers meant that many candidates were able to respond appropriately and gain a mark, although some did not pay sufficient attention to the detail in the question and wrote generally about Chloe eating a lot of chocolate without relating the information that she 'never puts on weight', this could not be credited.
- (f) This was well answered and most gained two marks. Credit could not be given if a candidate omitted 'every day'. Although some candidates added the supplementary detail 'she needs to feel hungry to do her job properly', provided that the details of 'swims every day' and 'eats light meals' were also included, marks were awarded.
- (g) The graphic required candidates to identify the countries which consumed the least and most amount of chocolate. This was well answered by the majority, marks being lost by those who included every country in the answer.
- (h) This question was well answered and most candidates located the correct information in the text, understanding the relation between expensive chocolate and quality. A small number chose to offer the second option 'good flavour is seldom very cheap' and some candidates copied the last

sentence 'Chocolate is a little treasure we can all carry in this long and hard journey', refer to Chloe's opinion of 'expensive' in the question.

Exercise 3

Candidates continue to show results of better classroom preparation for this exercise. **Sections A** and **B** were well answered, as was the first part of **Section C**, with the final part remaining a challenge for most candidates. More careful spelling is noticeable and greater attention is being paid to the conventions of underlining and ticking boxes. Centres should be reminded that to put a cross in the correct box instead of a tick will lose marks for the candidate.

Section A

The personal details were confidently and accurately written in most cases. Centres are asked to encourage close reading of the text, as mistakes were made by candidates incorrectly transcribing information, such as 'her 18th birthday is next week', 17 being the correct answer in this case. Credit could not be given for answers such as 'Malpensa', this being the name of the airport, not her home town, or 'Milan in Italy', as 'Italy' was required in the following answer.

Section B

Many candidates attempted this section well and gave correct information for the first two questions. The majority also managed to identify the things Flavia liked, with the most popular answer being 'entertainment'. Correct spelling, however, in all these answers is a requirement to achieve marks. **Question b)** presented a greater problem for many candidates who typically failed to emphasise 'places' for the second sentence, with many wrongly choosing 'a bigger selection of salads' or 'fast foods and fizzy drinks'.

Section C

The first part of this section was generally well answered and most candidates correctly transcribed the email address and telephone number. Marks could not be awarded for capitalised letters in the email address.

The final section continues to be demanding for all but the most able candidates and Centres should continue to provide as much practice as possible for this task. It was disappointing to see the number of candidates who omitted these two sentences or answered using note form or bullet points. Marks will only be awarded for full and complete sentences. Centres are asked to remind candidates of this point and also to ensure that the answer is written in the first person 'I' where appropriate. In this exercise candidates were asked to imagine that they were Flavia and write accordingly. Finally, it must be emphasised that the information required to answer correctly will always be found in the stimulus text and candidates are not expected to provide their own creative ideas.

Exercise 4

Most candidates attempted this task, although very few gained full marks. It is pleasing to see that candidates are writing brief notes as answers, rather than attempting to fit complete sentences along the lines. This exercise requires close reading of the text and the ability to locate precise information relating to the individual headings. At times candidates offered superfluous detail or the correct answers in the wrong place. As this is a scanning exercise, candidates should pay attention to the separate headings and highlight key words for each section of the notes, in order to find matching answers in the text.

Differences between free diving and scuba diving

The key point 'no breathing equipment required' was correctly identified by the majority, although many repeated the idea by using 'scuba diving needs air tanks', which could not be credited as a separate point. Very few recognised that this type of diving created no air bubbles nor frightened the fish. Some candidates erroneously included detail about the origin of free diving without any idea of comparison.

Preparation and safety for free diving

A good number of candidates correctly noted the importance of 'staying calm and relaxed' and the necessity to 'wear right weights' in order to be safe. The further suggestion of diving with 'a spotter' and having 'teams of experts standing by' was missed by the majority. Again in this section, weaker candidates included unnecessary facts about Japanese women and diving for pearls.

Aims of free divers

The variety of possible answers in the mark scheme meant that many candidates could gain at least one mark. Most candidates correctly provided the idea of 'aims' by 'divers...want to dive as deep as they can' and 'constantly practise to be the best' by the logic of the last answer being found at the end of the text. A few found different yet correct detail in other paragraphs, 'reach own personal goals' or 'reach record depths'.

Exercise 5

This exercise continues to be the least well addressed in the paper and a considerable number of candidates failed to provide an answer. The summary required candidates to write about the dangers of free diving and the preparation needed to do this safely, thus it was directly related to the notes made under the second heading in **Exercise 4**, 'Preparation and safety for free diving'. Of the candidates who attempted an answer, the majority achieved the appropriate word length and wrote clearly and legibly. Good answers included the information from **Exercise 4**, 'staying calm', 'practise deep breathing' 'dive with a spotter', 'wear right weights', with attempts at paraphrase and logical linking of ideas. It was, however, disappointing to note that many candidates were not able to achieve more than two marks for this exercise, as few had a clear focus on 'dangers' and 'safety'. Less successful candidates offered a general comparison of free diving and scuba diving and relied on copying sections of the stimulus text with little attempt to link ideas together into a cohesive paragraph. Many candidates show a lack of grammatical and sentence control when using their own words and so feel safer copying from the text. Centres are reminded that limited marks can be awarded in these cases and are encouraged to continue to spend classroom time practising the use of synonyms and alternative phrases, as well as joining simple sentences with different connecting words.

Extended Writing: Exercises 6 and 7: General comments

Many candidates attempted both extended writing exercises at an appropriate word length, indicating a good use of time throughout the paper as a whole. Few were unable to provide any answer at all and, as mentioned above, some candidates wrote over-long answers to **Exercise 6**, thus being unable to finish the paper within the allocated time. In general, candidates' handwriting was clear and legible, with few crossings out. The whole range of marks was awarded, from some high quality work offered to less confident writing.

Candidates showed the results of good classroom preparation in structuring and organisation, and the majority used paragraphs to good effect, with a single idea developed within each paragraph. Many developed their writing at some length, sustaining a sense of audience throughout. Evidence showed that most candidates felt more comfortable with the narrative form in **Exercise 6**, rather than the discursive type of essay in **Exercise 7**, which required candidates to use more specialised vocabulary to develop argument and present opinion. Nevertheless, many candidates made a creditable effort to address both topics in an interesting manner.

Exercise 6

Incident at the Local Swimming Pool

In general, this was well attempted. Few misinterpreted the question and most candidates addressed all three bullet points successfully. The visual stimuli act as a guide to help candidates select a theme for their writing. Candidates are not required to use the information from any or all the picture prompts. It is advised that when candidates are in the planning stages, the better answers will develop ideas from just one picture, rather than attempt to provide a description of each, resulting in superficiality. Many correctly adopted a familiar tone in writing to a friend, using conversational devices such as 'You'll never guess what happened!' or 'You can imagine how I felt!' to great effect. Successful candidates engaged well with the task and wrote imaginatively throughout. Less able candidates described each picture individually, which led to a lack of cohesion in the answer, making the writing seem disjointed.

Linguistically, consistency of tense throughout the writing proved to be very difficult for many candidates, who frequently confused present and past tenses, correctly using the past to introduce their letter, but mixing with the present tense within paragraphs and even within the same sentence. Further common errors related to singular/plural agreement of subject and verb, 'he go', 'she see'; irregular noun plurals, 'child/children', 'foot/feet', and the use of quantifiers with countable/uncountable nouns, 'some man', 'a help'.

Overall, Examiners were pleased with the level of improvement in accuracy of spelling across the paper and the use of punctuation and capital letters.

Exercise 7

The Role of Music in our Lives

In this exercise, candidates were presented with four written prompts on the topic of music in our everyday life, two positive and two negative ideas. It is intended that these should serve as a springboard for candidates' own ideas and opinions. The vast majority engaged with this task and responded well to the topic, providing thoughtful answers. As in **Exercise 6**, the more successful contributions were those where candidates used one or more of the written stimuli to their advantage, by making it their own through the inclusion of personal experience or anecdotal detail.

The majority of candidates supplied answers which used an appropriately more formal register and a range of vocabulary connected with the topic of music. Additionally, it was pleasing to note that candidates remembered paragraphing to create the sense of order and balance necessary for this type of writing. Less able candidates did little more than concentrate on the given prompts, in some cases merely performing a copying exercise, with perhaps a short personal comment at the end.

Linguistic errors, once again, were most obvious in the confusion of tenses, often within a single sentence. This tends to occur when candidates are writing at speed and under pressure. Centres could focus on giving candidates short timed writing exercises to improve this. The increasing use of connecting words and discourse markers to provide a sense of cohesion is clearly the result of good classroom practice, however, there were a number of candidates who used these without a real understanding of their function in the sentence. The confusion between 'furthermore' and 'nevertheless' was evident, as was the inaccuracy in the use of phrases such as: 'despite no-one wants to listen to the same music'. Although candidates should be encouraged to attempt this level of sophistication of language in a discursive piece of writing, accuracy needs to be improved. As in **Exercise 6**, Examiners noted a general improvement in spelling and punctuation.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/12

Reading and Writing (Core)

General comments

The majority of candidates were correctly entered at this level and showed a good response to the range of tasks required. Across the seven exercises candidates were able to demonstrate a variety of practical skills, including short answers, form-filling, note-taking, summary writing, descriptive and discursive writing. Each exercise included degrees of difficulty, so differentiation was achieved within individual exercises and throughout the paper. As a result, the whole range of marks could be awarded.

Many candidates completed all exercises, showing evidence of good time management. In cases where exercises were omitted, the most common omissions were in **Exercise 3(2)**, two sentences, **Exercise 5**, summary writing, or **Exercise 7** at the end of the paper. It was uncommon for candidates to omit both extended writing questions. On occasion candidates offered over-long answers to **Exercise 6**, thereby forfeiting marks that could have been gained through better time management.

Generally, a good understanding of the rubric required in different exercises was evident. Nevertheless, there was some indication that candidates needed to apply greater precision in their reading of certain questions, noticeably, in this session, **Exercises 2, 4 and 5**. A further explanation will be given later in this report. It should be emphasised that highlighting key words in questions enables candidates to focus more closely on the relevant sections of the text. There was a continued improvement in the number of candidates attempting **Exercise 3**, form-filling, although Centres are asked constantly to remind candidates of the need for correct spelling and precision of detail. The final section of **Exercise 3**, two sentences, continues to present a challenge, with only the more able candidates achieving full marks, through the inclusion of the required information in accurate sentence formation and with correct spelling and punctuation. It was disappointing to note the number of candidates who omitted this section, or offered answers in note-form, rather than in full and complete sentences. Centres are reminded that where candidates offer three or more sentences in this section, credit will only be given for the first two. **Exercise 4** proved to be demanding for the majority of candidates this session, with many unable to match the detail in the text with the appropriate heading in the notes, resulting in correct answers being inappropriately placed. It is pleasing to find, however, that most candidates now understand the requirement for brief, factual notes, rather than full sentences. It was encouraging to see that the word length in **Exercise 5** was well observed, with the majority of those attempting this exercise offering an answer within the 70 words required. Of the two extended writing exercises, **Exercise 6** was better attempted, with many interesting and entertaining responses. It is pleasing to note that many candidates are showing the results of good preparation, through the successful use of descriptive language and an awareness of audience by using register and idiom. In both **Exercises 6 and 7**, better candidates were able to use the prompts to develop their own ideas, whereas weaker candidates tended to adhere to the given visual or written stimuli, with merely an additional personal comment.

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Exercise 1

This exercise was well attempted by the majority of candidates.

- (a) Most answers were correct. Marks were lost through incorrect lifting of the words 'next year's', and some candidates did not answer fully, offering incomplete dates.
- (b) This was well answered. A small minority forgot to indicate dollars.
- (c) Many candidates identified the correct item in the text, but lacked precision in the answer, losing marks by writing '14 and 17', rather than '14 to 17'.
- (d) This question was a good differentiator. The correct answer depended on understanding 'creative' in the question. Those offering 'simulators will take you on a ride' or 'real astronaut training' were not awarded a mark. Weaker candidates understood the idea of 'build' and thus extracted information from the paragraph about the Camp, rather than the visit to the National Space Centre.
- (e) The two options in the mark scheme allowed most candidates to score well in this question. Credit could not be given, however, for careless copying of 'stars and planets' (inaccurately copied as 'photograph the starts and plants')
- (f) Most candidates were able to answer this correctly, although some failed to locate the two details of date and time, as required by the question.

Exercise 2

This exercise proved to be more challenging, but many candidates made a creditable effort. A more precise reading of the questions was required to gain full marks and some candidates failed to identify the necessary detail. The whole range of marks was awarded across the exercise.

- (a) Most candidates answered correctly, although marks were lost for misspelling words like 'scarce' (often spelt as scare) and 'expensive'.
- (b) This was well answered, with most candidates locating the facts relating to the reference phrase 'From that moment'
- (c) This presented a challenge for the majority of candidates, many of whom included incomplete information and failed to understand the importance of 'chocolate' as an integral part of the answer. A proportion of candidates managed one mark, but few scored both.
- (d) This again proved to be a demanding question for many candidates and required careful reading of the question. The majority understood the connection between Chloe and her schoolfriends, but many had the wrong emphasis, preferring 'her schoolfriends tested her on her ability', thereby losing a mark, rather than focusing on her skills at identifying 'She was never wrong'.
- (e) The variety of possible answers meant that many candidates were able to respond appropriately and gained a mark, although some did not pay sufficient attention to the detail in the question and wrote generally about Chloe eating a lot of chocolate, without relating the information to her. Unless the 'but never puts on weight' was included, this could not be credited.
- (f) This was well answered and most gained two marks. Credit could not be given if a candidate omitted 'every day'. Although some candidates added the supplementary detail 'she needs to feel hungry to do her job properly', provided that the details of 'swims every day' and 'eats light meals' were also included, marks were awarded.
- (g) The graphic required candidates to identify the countries which consumed the least and most amount of chocolate. This was well answered by the majority, marks being lost by those who included every country in the answer.
- (h) This question was well answered and most candidates located the correct information in the text, understanding the relation between expensive chocolate and quality. A small number chose to offer the second option 'good flavour is seldom very cheap' and some candidates copied the last

sentence 'Chocolate is a little treasure we can all carry in this long and hard journey', refer to Chloe's opinion of 'expensive' in the question.

Exercise 3

Candidates continue to show results of better classroom preparation for this exercise. **Sections A** and **B** were well answered, as was the first part of **Section C**, with the final part remaining a challenge for many candidates. More careful spelling is noticeable and greater attention is being paid to the conventions of underlining and ticking boxes. Centres should be reminded that to put a cross in the correct box instead of a tick will lose marks for the candidate.

Section A

The personal details were confidently and accurately written in most cases. Centres are asked to encourage close reading of the text, as mistakes were made by candidates incorrectly transcribing information, such as 'her 18th birthday is next week', 17 being the correct answer in this case. Credit could not be given for answers such as 'Malpensa', this being the name of the airport, not her home town, or 'Milan in Italy', as 'Italy' was required in the following answer.

Section B

Many candidates attempted this section well and gave correct information for the first two questions. The majority also managed to identify the things Flavia liked, with the most popular answer being 'entertainment'. Correct spelling, however, in all these answers is a requirement to achieve marks. **Question b)** presented a greater problem for many candidates who typically failed to emphasise 'places' for the second sentence, with many wrongly choosing 'a bigger selection of salads' or 'fast foods and fizzy drinks'.

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The first part of this section was generally well answered and most candidates correctly transcribed the email address and telephone number. Marks could not be awarded for capitalised letters in the email address.

The final section continues to be demanding for all but the most able candidates and Centres should continue to provide as much practice as possible for this task. It was disappointing to see the number of candidates who omitted these two sentences or answered using note form or bullet points. Marks will only be awarded for full and complete sentences. Centres are asked to remind candidates of this point and also to ensure that the answer is written in the first person 'I' where appropriate. In this exercise candidates were asked to imagine that they were Flavia and write accordingly. Finally, it must be emphasised that the information required to answer correctly will always be found in the stimulus text and candidates are not expected to provide their own creative ideas.

Exercise 4

Most candidates attempted this task, although few gained full marks. It is pleasing to see that candidates are writing brief notes as answers, rather than attempting to fit complete sentences along the lines. This exercise requires close reading of the text and the ability to locate precise information relating to the individual headings. At times candidates offered superfluous detail or the correct answers in the wrong place. As this is a scanning exercise, candidates should pay attention to the separate headings and highlight key words for each section of the notes, in order to find matching answers in the text.

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A good number of candidates correctly noted the importance of 'staying calm and relaxed' and the necessity to 'wear right weights' in order to be safe. The further suggestion of diving with 'a spotter' and having 'teams of experts standing by' was missed by the majority. Again in this section, weaker candidates included unnecessary facts about Japanese women and diving for pearls.

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Extended Writing: Exercises 6 and 7: General comments

Many candidates attempted both extended writing exercises at an appropriate word length, indicating a good use of time throughout the paper as a whole. Few were unable to provide any answer at all and, as mentioned above, some candidates wrote over-long answers to **Exercise 6**, thus being unable to finish the paper within the allocated time. In general, candidates' handwriting was clear and legible, with few crossings out. The whole range of marks was awarded, from some high quality work offered to less confident writing.

Candidates showed the results of good classroom preparation in structuring and organisation, and the majority used paragraphs to good effect, with a single idea developed within each paragraph. Many developed their writing at some length, sustaining a sense of audience throughout. Evidence showed that most candidates felt more comfortable with the narrative form in **Exercise 6**, rather than the discursive type of essay in **Exercise 7**, which required candidates to use more specialised vocabulary to develop argument and present opinion. Nevertheless, many candidates made a creditable effort to address both topics in an interesting manner.

Exercise 6

New Sports and Leisure Centre

In general, this task was reasonably well addressed. Some candidates misinterpreted the question, offering answers which strayed off the topic, by writing about their favourite sport or a familiar holiday resort. Full content marks were awarded to those candidates who included the three required bullet points and developed these ideas to a satisfactory length. A considerable number of candidates focused on the second point, 'describe what activity you took part in', writing the entire task about participating in different sporting activities and failing to mention the other required information. This led to an overly narrative piece of writing, lacking in detail, interest and balance. The visual stimuli can act as a guide for candidates when they are planning their writing, but the answers by candidates who described each picture individually lacked cohesion and appeared somewhat disjointed. Successful candidates elaborated on the information supplied in one or more picture prompts.

Many adopted a familiar tone in writing to a friend, using conversational devices such as 'I must tell you about...', or 'we really must visit again next time you come', to good effect. Linguistically, consistency of tense throughout the writing proved to be difficult to sustain for many candidates, who frequently confused present and past tense. Many correctly started in the past to introduce their letter, but as they progressed, mixed with present tense within paragraphs or even within the same sentence. Further common errors included misspelling 'their/there', 'where/were/we're' and sport-related vocabulary, mistakes included, for example, 'table-tenis' 'swiming'.

Overall, Examiners were pleased with the level of improvement in accuracy of spelling across the use of punctuation and capital letters.

Exercise 7

Attracting More Tourists

In this exercise, candidates were presented with four written prompts on the topic of bringing tourism to the local area, two promoting the idea and two indicating drawbacks. It is intended that these should serve as a springboard for candidates' own ideas and opinions. Many engaged with the task and responded to the topic, providing thoughtful answers. As in **Exercise 6**, the more successful contributions were those where candidates used the stimuli to good advantage, with the inclusion of their own experience and opinions.

The candidates responded to this question on two levels. The majority used the stimuli to provide a balanced discussion on the advantages and disadvantages of increasing tourism in the area, while a number of others attempted to discuss the pros and cons of instigating a publicity campaign. It was more challenging to attempt the latter and Examiners felt that credit should be given in these instances.

An appropriately more formal tone and register was achieved by the more successful candidates, who included a range of vocabulary connected with tourism. Additionally, it was pleasing to note that candidates remembered paragraphing to create the necessary sense of order and balance required in discursive writing. It was disappointing, however, to observe a number of candidates who did little more than concentrate on the given prompts, in some cases merely performing a copying exercise, with a short personal comment at the end. Centres should be aware that high marks for content will not be awarded to candidates who fail to provide evidence of their own language ability by expanding and developing the given stimuli.

Linguistic errors, once again, were most obvious in the confusion of tenses, often within a single sentence. This tends to occur when candidates are writing at speed and under pressure. Centres could focus on giving candidates short timed writing exercises to improve this. The increasing use of connecting words and discourse markers to provide a sense of cohesion is clearly the result of good classroom practice, however, there were a number of candidates who included these without a real understanding of their function in the sentence. The confusion between 'furthermore' and 'nevertheless' was evident, as was the inaccurate use of despite in phrases such as: 'despite the area doesn't have the facilities to welcome visitors'. Candidates should be encouraged to attempt this level of sophistication of language in a discursive piece of writing, but with increased accuracy. As in **Exercise 6**, Examiners noted a general improvement in spelling and punctuation.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/21

Reading and Writing (Extended)

General comments

Overall, the vast majority of candidates were correctly entered at this level, but a number of candidates may have benefited from being entered at Core level, where certain 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 paper as a whole.

There were very few misunderstandings and misinterpretations of the rubric for each exercise. It was pleasing to note that most candidates were precise in their reading of individual questions in Exercises 1 and 2, the rubric in Exercise 5 and the prompts in Exercises 6 and 7. There was a very satisfactory response to the completion of the application form in Exercise 3, where most candidates supplied the required information in brief factual detail. Some were, however, careless with the transcription and spelling of individual words. Overall, there were signs of improvement in the sentence writing in Section D. 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 minimal but successful answers in this exercise. In Exercise 5, it was encouraging to see that both parts of the question were addressed although a good number of candidates wrote more than the stipulated number of words. The extended writing tasks of Exercises 6 and 7 were well attempted generally and the topics seemed to have appealed to this group of candidates. It was pleasing to note the continued improvement in writing with attempts at different register, less formal in Exercise 6 to describe an event and more formal in Exercise 7 when promoting a point of view.

Handwriting and general presentation were acceptable in the majority of cases and an increasing number of candidates used black ink. This is the preferred colour at Cambridge International Examinations and teachers should encourage all candidates to use this in future sessions. 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 these. Time management did not appear to be a problem and there were very few candidates who failed to complete all the exercises in the papers.

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 most candidates. However, some were imprecise in their reading of the text and supplied only the start date, "5th May", which could not be credited.
- (b) This question regarding how much the Space Camp prize was worth was very well answered.
- (c) Most candidates supplied an answer which contained the idea of making life easier for the 'lunonauts' but some wrote only "a new and useful device" which omitted key detail.

- (d) This proved to be a challenging question. Some candidates were careless in their reading of the text and omitted the key word “between” in their answers and wrote “14 and 17 years” which was factually incorrect.
- (e) This was well attempted and most candidates were careful with their reading of the question and supplied two details. Occasionally the incomplete answer “experience weightlessness in space” was offered but could not be credited without the idea of an activity.
- (f) This proved to be a good differentiator. Candidates needed to recognise the key word “creative” in the question. Many overlooked this and were incorrect with the idea of “taking a ride on the simulators”. Some candidates referred to designing a “rocket” rather than a “satellite”.
- (g) This question asking for candidates to provide one activity at the Planetarium was well attempted.
- (h) The answers here were disappointing in that a substantial number of candidates were careless in their reading of the question and failed to provide two details. Most wrote the correct date but omitted the time.

Exercise 2

This exercise proved challenging but it was pleasing to note that answers were generally brief. Overall, the interpretation of the graphical material was very good. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise, however, demonstrated that candidates were careless with their reading of certain questions.

- (a) This was well attempted and most candidates successfully transcribed both ideas of “scarce and expensive”.
- (b) This was well answered and again candidates offered both ideas, transferring the whole of the relevant sentence from the text.
- (c) This was a more challenging question and proved to be a good discriminator. Candidates needed to select two details from four possible answers. Most candidates were credited with one mark but few were able to provide detail precise enough for the second mark. There was either incomplete detail, for example, “it gave her enormous pleasure”, which was too vague, or candidates were confused and offered the answer to question (d) here.
- (d) Most candidates offered precise answers here. Some could not be credited, however, because the response – “her school friends tested her on her ability to identify the chocolate” – did not convey the key idea of Chloe’s skill in correct identification.
- (e) This question about what is unusual about Chloe in this profession was well attempted and all possible options were given.
- (f) This was well answered and most candidates scored two marks here. Some candidates omitted the key detail of “a day” and could not be credited for that answer.
- (g) This was generally well attempted. Candidates could have answered either with the idea that Chloe was critical or that the chocolate was not real. Some candidates gave details of the artificial ingredients of the chocolate to support their answer.
- (h) This was very well answered with candidates identifying the countries which consumed the least and most chocolate.
- (i) Candidates had difficulty in finding examples of what to avoid when buying chocolate but were far more successful in recognising the recommendations. For example, many candidates offered “buy plain or milk chocolate” and “try to spend a little more”. The most able candidates recognised the idea of experimenting with different bars of chocolate and avoiding chocolate which had been subject to temperature change. Many offered the idea that expensive chocolate does not guarantee excellent quality, but this was too vague with no obvious link to the buying of chocolate.

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

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. Sections A to C of the application form were designed to be completed with brief answers. Candidates answered these sections well and there were encouraging signs of better performance in Section D. Overall, selection of key detail from the stimulus text was largely accurate, although this was sometimes negated by carelessness in completing the form, especially with spelling inaccuracies. There were also more problems with deletions than in previous sessions.

Application Form

Section A

Almost all candidates were successful with the name and the details of the address. The age was also well recognised. There were, however, a substantial number of candidates who deleted "male" instead of "female" which would suggest problems of conceptualising this convention. The email address was successfully attempted.

Section B

This was a challenging section but overall it was well attempted. Occasionally candidates wrote simply "Gdansk" as the college attended and could not be credited. Spelling was accurate overall and only a few candidates were careless with "collage". The three subjects were well recognised and the majority of candidates were precise with the spelling, although there was some repositioning of letters in the middle of "archaeology". Candidates were less successful in the following part which required details of previous experience. There were several answers of "low-level security" as a job title, omissions of "local" in front of "history museum" and the error of "6 week" instead of "6 weeks". As a result, many candidates did not score a mark here. The referee's name was well recognised and spelt, but the mark could not always be credited because the occupation was sometimes described simply as "Director" when the full detail should have been "Director of the Museum". Finally, a large number of candidates deleted the wrong option in common with Section A.

Section C

Most candidates recognised the key detail "Provisional" and provided a tick. However, many failed to interpret the information about the job vacancy and answered with a circle around the "Kalingrad Times".

Section D

There was an encouraging improvement in the candidates' performance in this section compared to previous sessions. It is clear that good classroom practice has brought about a more disciplined approach to this task, particularly with regard to observing the stipulated word limits. Many candidates perfected the optimum number of 19/20 words and were able to convey all the relevant content. In addition, many candidates composed a sentence which was generally well punctuated and accurately spelt. From a content point of view, candidates needed to include some reference to Karol's duties or his interaction with the public visiting the museum. There were some answers which bore no resemblance to the facts in the stimulus text and were therefore awarded zero marks. It must be emphasised again that the information for writing this sentence will always be found in the text and candidates should not supply their own personal details or create fictitious answers. This section 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 satisfactorily here. Overall, the exercise proved to be a good discriminator. 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 here. If candidates' answers extend beyond the space provided then they have written too much.

Differences between free diving and scuba diving

Key points were well identified but occasionally candidates duplicated answers, especially in connection with the breathing equipment. Many candidates supplied the same answer in the form of “free diving does not require air tanks” and “scuba diving requires air tanks” and could not be credited twice. Candidates need to ensure that they select clearly different points for each of the notes so as not to risk duplicating an answer and, in effect, losing the chance to gain an extra mark. More able candidates recognised the point about the lack of air bubbles but very few gave an answer which included the idea that free diving does not frighten fish.

Preparation and safety for free diving

This section also proved successful. Most candidates selected the detail about the necessity for wearing the correct weights when free diving. More able candidates identified content points six and seven, noting the idea of diving with a “spotter” and having experts/doctors standing by in case of emergency. However, a good number of candidates duplicated answers under this heading in similar fashion to the first section. For example, many considered that deep breathing, staying calm and not being stressed were separate points, rather than examples of the same idea, and often made two or even three notes conveying the same point.

Aims of free divers

This section was the least successful of the three. Most candidates recognised the idea about the divers’ personal goals (point 8), but only a few selected the reference to practising to be the best, and hardly any conveyed the idea of free divers holding their breath for longer periods of time.

Exercise 5

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric carefully and understood that there were two requirements in the exercise. Candidates needed to write a summary about how the teacher, Rodriguez Desai, thought that his candidates would gain from games-based learning and how the candidates actually benefited. Most candidates addressed both elements of the task and were able to identify the key content points in equal measure. It was encouraging to see that more candidates than ever completed the summary within the prescribed word limit. Some candidates spent too much time giving details of the position of the School in the Atlantic and outlining the strategies and skills required for playing the hand-held games. This did not fulfil the requirements of the rubric and such irrelevant material tended to lead to pieces which were over-long.

Language marks were awarded across the whole range, with the majority scoring two. It was encouraging to note that many candidates attempted to use their own words which would indicate that Centres have been practising the use of alternative vocabulary and expressions. Centres are reminded that the higher marks of three and four for language are available for those candidates who make an attempt to use their own words, so continued practice with verb and adjective synonyms would help here.

Exercises 6 and 7

General comments

In general, these exercises were well attempted and there was little evidence of short work. There are continuing signs of real improvement in time management in this section of the paper. Paragraphs were generally used to good purpose and provided an effective division between the three different ideas that the candidates needed to address in the bullet points. There was often a good attempt to supply a suitable introduction and brief concluding statement, although at times these were generic and unsuitable for the task. It is recommended that greater care should be taken when choosing expressions and ideas to open and close these exercises. Overall there was a good sense of form and shape to the letters.

From a language point of view, the main areas of concern were in subject/verb agreement and the ability to sustain a whole piece in the correct tense. There were frequent instances of mixing present and past tenses within paragraphs and even within sentences. There were many examples where “-ed” was missing from past tense verbs. In addition, articles were often omitted throughout the piece, which lessened the enjoyment for the reader. 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 accompanied by a lack of capital letters, thus making one uninterrupted sentence on occasion.

Exercise 6

In Exercise 6, in addition to the bullet prompts, there is usually a visual guide to help candidates selecting a theme for their writing. Candidates are always free to choose their own material, of course, but when they do use the pictures, it is recommended that only one is covered. It is always advisable to develop one idea in depth rather than attempt to cover all the ideas in a more superficial manner. Examiners are looking for those candidates who can provide some innovative detail as well as demonstrating a more vital style which engages the reader's interest, in order to award marks in the higher bands on the grade criteria grid.

Interesting incident at the swimming pool

Overall this was well attempted and candidates were able to identify with the situation. Very few candidates produced short work. Generally, there was good coverage of all three bullet prompts. The choice of activity was largely drawn from the visual prompts, and the idea of a swimming race or competition featured frequently. Often the storyline involved a drowning child who was rescued by the writer who was then awarded a medal. On other occasions, candidates wrote about a famous swimmer who arrived at the pool unexpectedly. Less successful candidates offered the bare outline of a story without engaging in detail or development. It was very encouraging to note, however, that many candidates used suitably expressive language to convey the unusual and surprising nature of the incident.

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 by, 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.

The part that music plays in our lives

Candidates were able to respond with knowledge and experience on the topic of music in our daily lives. More able candidates managed to expand on the theme enthusiastically. They were able to introduce and develop thoughts on the cultural and historical aspects of music in their own country and around the world. More successful candidates linked music with emotions and the way in which mood can be captured and changed by certain genres. Less able candidates tended to blur the impact of their argument by including lengthy descriptions of specific music types with which they were familiar. There were some candidates who relied too heavily on listing the prompts without making any attempt to develop them and consequently could not be credited with higher marks.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/22
Reading and Writing (Extended)

General comments

Overall, the vast majority of candidates were correctly entered at this level, but a number of candidates may have benefited from being entered at Core level, where certain 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 paper as a whole.

There were very few misunderstandings and misinterpretations of the rubric for each exercise. It was pleasing to note that most candidates were precise in their reading of individual questions in Exercises 1 and 2, the rubric in Exercise 5 and the prompts in Exercises 6 and 7. There was a very satisfactory response to the completion of the application form in Exercise 3, where most candidates supplied the required information in brief factual detail. Some were, however, careless with the transcription and spelling of individual words. Overall, there were signs of improvement in the sentence writing in Section D of the application form. 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 minimal but successful answers in this exercise. In Exercise 5, it was encouraging to see that both parts of the question were addressed although a good number of candidates wrote more than the stipulated number of words. The extended writing tasks of Exercises 6 and 7 were well attempted generally and the topics seemed to have appealed to this group of candidates. It was pleasing to note the continued improvement in writing with attempts at different register, less formal in Exercise 6 to describe an event and more formal in Exercise 7 when promoting a point of view.

Handwriting and general presentation were acceptable in the majority of cases and an increasing number of candidates used black ink. This is the preferred colour at Cambridge International Examinations and teachers should encourage all candidates to use this in future sessions. 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 these. Time management did not appear to be a problem and there were very few candidates who failed to complete all the exercises in the papers.

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 most candidates. However, some were imprecise in their reading of the text and supplied only the start date, "5th May", which could not be credited.
- (b) This question regarding about how much the Space Camp prize was worth was very well answered.
- (c) Most candidates supplied an answer which contained the idea of making life easier for the 'lunonauts' but some wrote only "a new and useful device" which omitted key detail.

- (d) This proved to be a challenging question. Some candidates were careless in their reading of the text and omitted the key word “between” in their answers and wrote “14 and 17 years” which was factually incorrect.
- (e) This was well attempted and most candidates were careful with their reading of the question and supplied two details. Occasionally the incomplete answer “experience weightlessness in space” was offered but could not be credited without the idea of an activity.
- (f) This proved to be a good differentiator. Candidates needed to recognise the key word “creative” in the question. Many overlooked this and were incorrect with the idea of “taking a ride on the simulators”. Some candidates referred to designing a “rocket” rather than a “satellite”.
- (g) This question asking for candidates to provide one activity at the Planetarium was very well attempted.
- (h) The answers here were disappointing in that a substantial number of candidates were careless in their reading of the question and failed to provide two details. Most wrote the correct date but omitted the time.

Exercise 2

This exercise proved challenging but it was pleasing to note that answers were generally brief. Overall, the interpretation of the graphical material was very good. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise, however, demonstrated that candidates were careless with their reading of certain questions.

- (a) This was well attempted and most candidates successfully transcribed both ideas of “scarce and expensive”.
- (b) This was well answered and again candidates offered both ideas, transferring the whole of the relevant sentence from the text.
- (c) This was a more challenging question and proved to be a good discriminator. Candidates needed to select two details from four possible answers. Most candidates were credited with one mark but few were able to provide detail precise enough for the second mark. There was either incomplete detail, for example, “it gave her enormous pleasure”, which was too vague, or candidates were confused and offered the answer to question (d) here.
- (d) Most candidates offered precise answers here. Some could not be credited, however, because the response – “her school friends tested her on her ability to identify the chocolate” – did not convey the key idea of Chloe’s skill in correct identification.
- (e) This question about what is unusual about Chloe in this profession was well attempted and all possible options were given.
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- (h) This was very well answered with candidates identifying the countries which consumed the least and most chocolate.
- (i) Candidates had difficulty in finding examples of what to avoid when buying chocolate but were far more successful in recognising the recommendations. For example, many candidates offered “buy plain or milk chocolate” and “try to spend a little more”. The most able candidates recognised the idea of experimenting with different bars of chocolate and avoiding chocolate which had been subject to temperature change. Many offered the idea that expensive chocolate does not guarantee excellent quality, but this was too vague with no obvious link to the buying of chocolate.

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

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. Sections A to C of the application form were designed to be completed with brief answers. Candidates answered these sections well and there were encouraging signs of better performance in Section D. Overall, selection of key detail from the stimulus text was largely accurate, although this was sometimes negated by carelessness in completing the form, especially with spelling inaccuracies. There were also more problems with deletions than in previous sessions.

Application Form

Section A

Almost all candidates were successful with the name and the details of the address. The age was also well recognised. There were, however, a substantial number of candidates who deleted "male" instead of "female" which would suggest problems of conceptualising this convention. The email address was successfully attempted.

Section B

This was a challenging section but overall it was well attempted. Occasionally candidates wrote simply "Gdansk" as the college attended and could not be credited. Spelling was accurate overall and only a few candidates were careless with "collage". The three subjects were well recognised and the majority of candidates were precise with the spelling, although there was some repositioning of letters in the middle of "archaeology". Candidates were less successful in the following part which required details of previous experience. There were several answers of "low-level security" as a job title, omissions of "local" in front of "history museum" and the error of "6 week" instead of "6 weeks". As a result, many candidates did not score a mark here. The referee's name was well recognised and spelt, but the mark could not always be credited because the occupation was sometimes described simply as "Director" when the full detail should have been "Director of the Museum". Finally, a large number of candidates deleted the wrong option in common with Section A.

Section C

Most candidates recognised the key detail "Provisional" and provided a tick. However, many failed to interpret the information about the job vacancy and answered with a circle around the "Kalingrad Times".

Section D

There was an encouraging improvement in the candidates' performance in this section compared to previous sessions. It is clear that good classroom practice has brought about a more disciplined approach to this task, particularly with regard to observing the stipulated word limits. Many candidates perfected the optimum number of 19/20 words and were able to convey all the relevant content. In addition, many candidates composed a sentence which was generally well punctuated and accurately spelt. From a content point of view, candidates needed to include some reference to Karol's duties or his interaction with the public visiting the museum. There were some answers which bore no resemblance to the facts in the stimulus text and were therefore awarded zero marks. It must be emphasised again that the information for writing this sentence will always be found in the text and candidates should not supply their own personal details or create fictitious answers. This section 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 satisfactorily here. Overall, the exercise proved to be a good discriminator. 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 here. If candidates' answers extend beyond the space provided then they have written too much.

Differences between free diving and scuba diving

Key points were well identified but occasionally candidates duplicated answers, especially in connection with the breathing equipment. Many candidates supplied the same answer in the form of “free diving does not require air tanks” and “scuba diving requires air tanks” and could not be credited twice. Candidates need to ensure that they select clearly different points for each of the notes so as not to risk duplicating an answer and, in effect, losing the chance to gain an extra mark. More able candidates recognised the point about the lack of air bubbles but very few gave an answer which included the idea that free diving does not frighten fish.

Preparation and safety for free diving

This section also proved successful. Most candidates selected the detail about the necessity for wearing the correct weights when free diving. More able candidates identified content points six and seven, noting the idea of diving with a “spotter” and having experts/doctors standing by in case of emergency. However, a good number of candidates duplicated answers under this heading in similar fashion to the first section. For example, many considered that deep breathing, staying calm and not being stressed were separate points, rather than examples of the same idea, and often made two or even three notes conveying the same point.

Aims of free divers

This section was the least successful of the three. Most candidates recognised the idea about the divers’ personal goals (point 8), but only a few selected the reference to practising to be the best, and hardly any conveyed the idea of free divers holding their breath for longer periods of time.

Exercise 5

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric carefully and understood that there were two requirements in the exercise. Candidates needed to write a summary about how the teacher, Rodriguez Desai, thought that his candidates would gain from games-based learning and how the candidates actually benefited. Most candidates addressed both elements of the task and were able to identify the key content points in equal measure. It was encouraging to see that more candidates than ever completed the summary within the prescribed word limit. Some candidates spent too much time giving details of the position of the School in the Atlantic and outlining the strategies and skills required for playing the hand-held games. This did not fulfil the requirements of the rubric and such irrelevant material tended to lead to pieces which were over-long.

Language marks were awarded across the whole range, with the majority scoring two. It was encouraging to note that many candidates attempted to use their own words which would indicate that Centres have been practising the use of alternative vocabulary and expressions. Centres are reminded that the higher marks of three and four for language are available for those candidates who make an attempt to use their own words, so continued practice with verb and adjective synonyms would help here.

Exercises 6 and 7

General comments

In general, these exercises were well attempted and there was little evidence of short work. There are continuing signs of real improvement in time management in this section of the paper. Paragraphs were generally used to good purpose and provided an effective division between the three different ideas that the candidates needed to address in the bullet points. There was often a good attempt to supply a suitable introduction and brief concluding statement, although at times these were generic and unsuitable for the task. It is recommended that greater care should be taken when choosing expressions and ideas to open and close these exercises. Overall there was a good sense of form and shape to the letters.

From a language point of view, the main areas of concern were in subject/verb agreement and the ability to sustain a whole piece in the correct tense. There were frequent instances of mixing present and past tenses within paragraphs and even within sentences. There were many examples where “-ed” was missing from past tense verbs. In addition, articles were often omitted throughout the piece, which lessened the enjoyment for the reader. 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 accompanied by a lack of capital letters, thus making one uninterrupted sentence on occasion.

Exercise 6

In Exercise 6, in addition to the bullet prompts, there is usually a visual guide to help candidates selecting a theme for their writing. Candidates are always free to choose their own material, of course, when they do use the pictures, it is recommended that only one is covered. It is always advisable to develop one idea in depth rather than attempt to cover all the ideas in a more superficial manner. Examiners are looking for those candidates who can provide some innovative detail as well as demonstrating a more vital style which engages the reader's interest, in order to award marks in the higher bands on the grade criteria grid.

First visit to a sports and leisure centre

Overall, this was well answered and candidates made satisfactory attempts to cover all three bullet points. The work was of a satisfactory length. More able candidates wrote with enthusiasm about their visit and provided interesting development about their chosen activities, often expressing excitement at attempting a sport for the first time. Very few candidates introduced elements beyond the visual prompts. Less successful candidates devoted too much of the piece to listing the sports and activities that were available in the Centre without providing any detail or depth about their own participation. For most candidates, the experience was a positive one, especially when the visit included delicious food and drink at the cafeteria, and many concluded the account by expressing the wish that their friend would also visit the Centre soon.

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 by, 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.

The publicity campaign to attract more tourists

Candidates were generally able to identify with the prompts in connection with a publicity campaign to attract more tourists to their area. There was good use of introductory and closing paragraphs, and often a balanced explanation of the advantages and disadvantages of such a campaign. Many candidates were well aware of the impact of tourism in their particular countries. More successful candidates briefly examined the global picture, commenting on economic recession, before developing specifically the issue of their own local council. They were able to select one or two prompts and add original ideas and suggestions. Less able candidates relied too heavily on the prompts and used them with no original input or development. On occasion some less convincing pieces developed into anecdotes about the behaviour of tourists within their particular area, without addressing the idea of the publicity campaign.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/03
Listening (Core)

General comments

A wide range of marks was seen for the entry this session – with stronger candidates achieving almost full marks and weaker candidates tending to score lowly as a result of either difficulty with language at this level or not being able to understand what was required in many of the questions. Examiners reported an increase in the incidence of questions being left unanswered and it is suggested that it is always worthwhile making reasonable attempts, even if candidates lack confidence in spelling.

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 can therefore be rewarded. However, where a response made another word which changed the sense of the response, for example, 'bride' for 'bread', this was not allowed.

Comments on specific questions

Part 1

Generally candidates responded well to this section of the Paper.

Question 1 was generally answered well. There were numerous interesting attempts at the spellings of 'bread' and 'coffee', and Examiners accepted responses which were reasonable but which did not form existing common words and which could be pronounced closely to the original. 'Bride' was seen – and was disallowed; whereas 'cofy', 'coffe', 'cofi', were all allowed.

Question 2 was a useful differentiator, with more able candidates realising that the *exact* point of the choir's appearance was required. There were also difficulties in the spelling of 'choir' – 'quire', 'qyar', 'coir', 'kwayer', were all seen, and accepted. It appeared that the word, 'choir', was not commonly known. Some candidates avoided this by simply responding with 'second', and this was awarded the mark.

Question 3 was generally well answered, though a surprising number of candidates lost the mark by not knowing the difference between 'the weekend after' and 'after the weekend'.

Question 4 saw a high proportion of responses misspelling 'hall' as 'hole' or even 'whole'. This meant the mark was lost as 'hole' forms a regular word and also changes meaning. There was a sense, however, among the Examiners that 'hall' was not a commonly known word.

Question 5 had many candidates who, responding from the point of view of the students, found this item challenging. The simplest response was to state that teachers will look at the names written next to their subject lessons. However, Examiners allowed responses where candidates stated that students would write their own names next to lessons they wished to attend. More straightforward responses along the lines of 'teachers will look at the revision timetable on the wall' were also accepted. Less full responses though, e.g. look at the list, look at the wall, on the timetable, were not credited with the mark.

Question 6 comprised two separate but related ideas for two marks in total. However, if one of the parts was given, a single mark was awarded. Most candidates were able to score one mark, but very few were able to express the two ideas in full to gain full marks. Candidates needed to have heard and understood that not much tennis was played *recently* and if this was understood, the second part of the question was generally correct. Some candidates stated that Lili was 'not much good at tennis' or 'hadn't played at all' and this is of course incorrect. *Practising* tennis was required for the second part, and this was provided by many candidates. Synonymous responses – 'training', 'preparing for' – were allowed.

Part 2

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

Question 7 with five available marks was based on an interview about songbirds in Thailand. Generally, the question was not answered well, with many candidates scoring 1 or 2 marks only.

Item 1 was, however, answered correctly by many – though ‘gardens’ was sometimes misspelled. ‘Gradens’ was seen on a number of occasions, and this was not allowed.

Item 2 saw generally accurate responses and when an incorrect response was given, it was usually off topic.

Item 3 required two answers and candidates tended to lose the mark as a result of not providing both answers. In the second part, cycling was needed but ‘riding’ was often used as equating to this. Examiners did not reward ‘riding’ if it was given outside the required context of riding a bicycle.

Item 4 was reasonably well answered. However, ‘looking good’ was often seen for the second part (and is wrong of course) and it was felt by the Examiners that ‘sing’ was insufficient – though ‘sing(s) well’ was allowed.

Item 5 proved challenging for many candidates. They had to listen for ‘amount’ in the first part. More able candidates responded well with ‘amount of’, but less able candidates struggled.

Question 8 was in response to an interview about a road tunnel and most candidates performed quite well, achieving 5 or 6 marks with apparent ease, and in a good number of cases, full marks.

In Item 1, Examiners saw the correct distance on many occasions. However, some candidates heard ‘70 km’.

Items 2 and 3 were answered very well by most candidates.

In Item 4, the majority of candidates performed well, although a variety of phonetic attempts at ‘fuel’ were seen, ‘fule’, ‘fewel’, ‘fual’, which were allowed. However, ‘patrol’ for ‘petrol’ was not allowed.

Item 5 was answered very well also, despite requiring four words in the response. Occasionally, however, ‘town’ was heard for ‘tunnel’, and this did result in the loss of the mark.

Item 6 was either correct, or incorrect times were given by candidates.

Item 7 also saw a high number of correct answers, although many versions of ‘museum’ were offered, for example, ‘muzium’, ‘mewseam’, ‘musiam’, and most were allowed. If candidates wrote ‘lack’ for lake, however, this was not allowed.

Part 3

Question 9 focused on prime numbers. Many candidates found this exercise very challenging.

Question 10 was a talk about people who live in the Arctic. Candidates appeared to find this topic accessible and tended to score well.

Candidates should ensure that their responses to the true or false questions are clear. It is not wise to enter ticks and crosses in both boxes. Examiners advise candidates to enter ticks only where they believe the statement to be either true or false. Examiners also reported that candidates were leaving some questions unanswered. It is sensible to always enter a tick in all boxes.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/04
Listening (Extended)

General comments

Candidates generally performed well in response to the November 2009 paper. There was evidence throughout of engagement with task and taped text and of much thought and effort in providing answers. Candidates are advised to underline or highlight key words in the question to help them focus on the required answer. A recommended strategy is for candidates 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. Many common errors arise out of misunderstanding of the question word and candidates write for example, (when) 'at 6.30' for (where) 'main School hall'.

The ethos of this component is always to test listening for understanding. In accordance with this concept, Examiners accepted all relevant phonetic attempts at an answer as in previous sessions, except where the candidate attempt made another word and thus changed the sense of the response, for example, 'fair' for 'fare'.

Comments on specific questions

Part 1

Overall candidates engaged very well with this first section demonstrating a good level of aural comprehension and engagement with the subject matter of each scenario. There were 8 marks available here and many candidates scored well over half of these, some scoring full marks.

Question 1 asked where the meeting would take place and needed the answer 'main School hall'. This was generally found to be very accessible and was very well done by candidates except where the question word had been misunderstood or where the candidates transcribed several lines of information hoping the answer was embedded in it. This unfocused approach is not usually credited.

Question 2 needed the answer 'names next to lessons' and many candidates fared well here, showing obvious understanding. However, some just transcribed phrases about the revision timetable but did not address the question fully.

Question 3 carried two marks and asked 'what' and 'how'. These were well answered and showed good understanding. The required answers were 'has not played tennis recently' and 'practise' or 'play now' but to be awarded marks answers had to mention 'tennis' at least once, as this had not been given to candidates in the question.

Question 4 asked 'where' and the answer was 'at the end of the lane/narrow road'. While the majority of candidates answered this correctly, others wrote 'end of line' instead and could not be credited for understanding.

Question 5 required, 'buy matches' and was well done, although some candidates wrote 'buy candles' and could not be credited; generally though very good understanding of the situation was shown here.

Question 6 carried two marks and needed 'every two hours' and 'expensive' in order to acquire both. Candidates engaged well with both points, although there were some 'it takes two hours' and 'very far away' which could not be credited.

Part 2

Question 7 was a note-taking exercise in response to an interview about songbirds in Thailand. Nine marks were available here. Overall, there were some very good full mark responses and most candidates demonstrated obvious understanding of subject matter and vocabulary throughout the exercises.

Item 1 asked for two words for the mark, 'peace' and 'fortune'. This was well answered, although some candidates provided 'piece' and could not achieve the mark.

Item 2 asked for 'gardens'. Many candidates answered 'houses' which was not credited.

Item 3 required 'south' or 'southern'. Candidates who read the prompt on the question paper carefully could have deduced from the context and surrounding words what type of word was required. This is a useful strategy for candidates to employ.

Item 4 required two answers, 'master' or 'owner' and 'told to' or 'on bicycle'. This was generally very well done.

Item 5 also required two answers, 'vitamins' and 'singing'. This was well done by most candidates.

Item 6 asked for 'poles' ('pools' and 'polls' were not credited) and 'select' or 'announce' ('listening' was not credited). Close listening was necessary for this detail.

Item 7 asked for 'prize' ('price' was not acceptable) and 'ten years'. This was generally very well done by candidates.

Question 8 was also a note-taking exercise in response to an interview about a road tunnel. Nine marks were available here. Generally candidates fared well in this section, showing good understanding of both situation and vocabulary presented and again there were many full mark answers.

Items 1, 2 and 3 asked for '17 km', 'each direction' and 'Monday-Friday' respectively and were universally well done.

Item 4 needed 'vehicle', 'bays' and 'steps'. Examiners also accepted 'areas' or 'places' for 'bays' but 'base' was not accepted. Many weaker candidates found this item challenging.

Item 5 asked for 'fuel' or 'petrol'. The majority of candidates were credited with the mark. However, some candidates supplied a list of features here, such as 'vehicles running out of petrol' and ended by negating the answer in its context.

Item 6 asked for 'speed limit' and 'tunnel news'. This was generally well answered with a majority of candidates able to provide both responses to gain the mark. However, there were also some incomplete answers which could not be credited with the mark.

Item 7 asked for two sets of times: 'seven' and 'ten'; 'five' and 'seven'. These were universally well understood and accurately transcribed into the correct line.

Item 8 asked for 'yearly' or 'motorway' pass. Most candidates actually answered 'yearly' but 'motorway' was also a mark scheme option and was credited. Examiners allowed 'year' for 'yearly' but not 'motor' for 'motorway' as this changed the sense of the answer in this context. The majority of candidates performed well on this item.

Item 9 asked for 'lake and museum', 'lack' was not accepted. A majority of candidates provided acceptable responses to be credited with the mark.

Part 3

Question 9 was a text about prime numbers. This task demanded close listening skills for some of the information needed in the answers. Six marks were available here. Candidates generally engaged well with the task and most fared quite well, achieving full mark answers.

Item (a) asked for 'first 10 million digit prime number'. In general, candidates answered this item well, although if 'prime' was omitted the answer could not be credited.

Item (b) asked for 'only divides by 1 and itself' and this was well understood by a majority of candidates.

Item (c) asked for 'geometry'. Again, this was well understood by a majority of candidates.

Item (d) asked for 'no end' but Examiners also accepted a variety of responses, such as 'multiply all known prime numbers and add 1 to get the next' as a valid answer.

Item (e) carried 2 marks and asked for two details – either 'keys for codes' or 'Internet transactions' or 'protect privacy' or 'global security'. Candidates were awarded one mark for each correct response given. The majority of candidates were able to provide two, although some forgot to write that the transactions were 'Internet transactions'.

Question 10 was a text about a librarian. Six marks were available here.

Item (a) had several answer options: 'international', 'saves historical sites', 'cares for old libraries', 'preserves old books/information'. To obtain a mark, candidates had to provide one of these responses. The item was generally answered well, although weaker candidates found it challenging.

Item (b) asked for the number '230,000'. Some candidates found this a challenging item because of problems in writing the number, offering '2300' or '230'. Candidates who wrote the number in words fared better here.

Item (c) asked for two responses, 'world leaders' and 'donated' or 'gave them' which most candidates were able to provide accurately.

Item (d) asked for 'online catalogue' and was also well done.

Item (e) required the ideas of 'brings houses to life' and 'brings visitors' for the mark. Overall, candidates found this item challenging.

Advice

Advice for future teaching would be primarily to focus on the demands of the question, as often candidates list many answers hoping that the actual answer is within it. More work on numbers is always beneficial. Candidates could be taught and encouraged to write numbers in words rather than figures to avoid problems. Listening practice and listening for detail in timed conditions, using many past papers, is always the best approach. A useful follow up task is to ask the candidates to check their own work against the published mark scheme. One way of carrying this out might be to split the paper into sections for close practice. Centres could use several practice sessions of just Questions 1-6 to ascertain the type of scenario used and the sort of answers needed, then some practice using the form-filling Questions 7 and 8 from various sessions and then many examples of Questions 9 and 10 which are the most challenging and discriminating in the component. Candidates should be encouraged to write as clearly as possible and in black pen.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/05

Oral Test

Comments on specific aspects of the Oral Test

Part A – Welcome and brief explanation of the test format

Moderators would like to remind Examiners that a brief summary of the format of the Test should be provided **at the outset**. This should be done in a friendly manner, and can help to place the candidates at ease. Centres are reminded that Moderators need to hear evidence that **Part A** has been conducted, so please ensure that it is recorded.

Part B – The Warm Up

It is good practice to use the warm up to try and select an appropriate topic card for a candidate to discuss further. Moderators continue to 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 candidates' hobbies and interests. Avoid talking about school matters or anything which might make candidates uneasy, such as examinations.

Where Examiners understand the purpose of the warm ups (clearly defined here and in the syllabus) there has been improvement, but where warm ups are too short, too long or lack structure, Moderators have witnessed deterioration. On the whole, Moderators would like the warm ups to remain within the 2-3 minutes specified. Long warm ups are almost always counter-productive and very short warm ups serve little function at all.

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 tape 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 – this part **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 (e.g. A, B, C, D, E and then a repeated manner). Topics should be selected to try to match each candidate's interests and ability (perhaps 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 certainly achieving this, and Moderators report that they enjoy listening to an increasing number of fruitful discussions.

The best discussions were relaxed and allowed a natural conversation to flow, with Examiners picking up on points made by candidates, but returning to the topic at appropriate times to ensure focus. Some Examiners preferred to work through the bullet points/prompts – this is acceptable, but these Examiners should remember to extend the discussions beyond the main prompts.

A few Examiners are reminded, however, that it is **their responsibility** to ensure that candidates speak for a minimum of 10 minutes in their speeches or monologues. This is still happening at a number of Centres. In such cases, the Examiners 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) is now an integral part of the assessment criteria. 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.

Please note: change from May/June 2010 examination session

From the May/June 2010 examination session, the Topic Cards will be modified to reflect the emphasis on **developing** the discussions. The five prompts given **must** be used and we hope that this will assist Examiners in two ways: 1) to ensure focused and relevant conversations, and 2) to apply the ‘Fluency and Development’ criterion more accurately. The *Teacher’s/Examiner’s Notes* on how to conduct the tests (printed on the Examiner’s copy of the Topic Cards) will be updated accordingly. We hope that these modifications will ensure more consistency across the examining work at Centres.

The topics

Development is now an established element of the Fluency criterion. 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.

Card A – the business world – was probably the most challenging. Candidates who had prior experience of business matters (a family business, perhaps) managed very well, however. This was an example of a topic that needed to be offered selectively, based on information gathered in the warm up, and probably not one to give to weaker candidates.

Card B – entertainment – was a popular topic but on some occasions lacked focus, with Examiners allowing candidates to range too widely on entertainment in general. It is important to retain a focus and to develop the topic with this in mind – the prompts given on the card support and enable this approach.

Card C – responsibility – was very popular and accessible to candidates of all ability levels. The last two prompts certainly stretched candidates, but served as useful differentiators when applying the assessment criteria.

Card D – the car – was unfortunately offered mostly to males. The potential to discuss issues beyond the motor car itself was offered in the prompts, but some Examiners allowed the conversation to remain in the descriptive mode. However, this was probably a topic that weaker candidates could engage with more easily. An interest – or disinterest – in cars, could easily be ascertained during a warm up.

Card E – the past – was the most surprising, and revealing, of the topics, with some candidates learning that they do indeed have a past to reflect upon. However, Examiners are again reminded that such topics should not linger too long at prompts 1 and 2 (personal and anecdotal) and that more challenging ideas should be pursued as the discussion develops.

Assessment Criteria

Moderators observed more accuracy again in Examiners awarding marks appropriately in Band 1; this is perhaps because Examiners are becoming more familiar with the updated *Development and Fluency* criterion. Fewer adjustments were therefore made to reflect this, but where adjustment was made, it was usually to lower Band 1 marks into Band 2, and to lower Band 2 marks into Band 3.

Examiners need to be sure that a candidate has contributed considerably and successfully to **the development** of the conversation before being awarded a mark of 9 or a 10.

Centres who allow candidates to offer speeches or monologues are **not** allowing those candidates to participate in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above the Band 2 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 the Examiners at these Centres.

However, there are several procedural matters needing attention:

- Please conduct a final check of the total mark you award each candidate as recorded on the Summary Form(s). Moderators are always surprised, and disappointed, at how many Amendment Forms have to be filled out each session to correct Centres' inaccurate addition of the three criteria marks.
- Please remember to include your copy of the MS1 mark sheet. However, if your Centre uses CAMEO to input candidate marks, then please provide the Moderator with a printed hard copy of the Internal Mark Sheet, generated by CAMEO.
- Please ensure that the Summary Forms are included in the package. This is the most important document for the external Moderator, as it records the criteria marks in addition to the total mark. The Examiner who conducts the tests is responsible for filling out the Summary Form. He or she should sign the form and date it. The form also records the topic cards given to each candidate – in effect; this is the form which is our 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 over a period of one week (see Note 1 of the *Notes on Conducting and Recording the Tests*).
- If internal moderation is conducted (in Centres with large entries) please include a letter with the sample materials informing us of how you went about conducting internal moderation.

Recording samples

CIE is very grateful to have received a greater number of samples on a CD. Moderators welcome this as it makes the task of external moderation more efficient. The use of modern, digital recording equipment is strongly recommended (as opposed to cassette recorders), as this tends to produce higher quality recordings, but also allows the easy transfer of an appropriately collated sample to be burned onto a single CD. Centres should ensure that the CDs can be played at normal speed on a regular, portable CD-player and that they are carefully labelled. Please also remember to use appropriate (strong) packaging when sending in CDs – a handful of broken CDs were received by Moderators.

Conclusion

The main advice to Centres is:

- 1) to ensure that a two-way, spontaneous conversation occurs in **Part D**, utilising the set prompts to develop the depth of the topic so that more able candidates can illustrate their higher-level speaking skill.
- 2) to note that the warm ups are an essential component of the examination and that candidates should be given the full 2-3 minutes to settle themselves. An Examiner should use the warm up phase to seek out a candidate's area of interest and select an appropriate topic for discussion.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/06
Oral Coursework

General comments

Only a small number of Centres entered candidates for this component this session.

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.

Centres are reminded of the ethos of coursework, which is to provide the candidates with a broad range of activities and a variety of ways for their speaking skills to be demonstrated and assessed.

Please note that it is also important, that the activities are designed to accommodate and illustrate second language English competency – remember that the assessment criteria test language skills and not presentational or performance skill, which would be expected of First Language English users.

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

Assessment

This session saw 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 and activities have 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. It is very difficult to moderate candidates involved in group activities.

CIE encourages sample work to be sent in using CDs. Moderators welcome this as it makes the task of external moderation more efficient. The use of modern, digital recording equipment is strongly recommended (as opposed to cassette recorders), as this tends to produce higher quality recordings, but also allows the easy transfer of an appropriately collated sample to be burned onto a single CD. Centres should ensure that the CDs can be played at normal speed on a regular, portable CD-player and that they are carefully labelled.