

**Location Entry Codes**

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

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

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

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

Question Paper	Mark Scheme	Principal Examiner's Report
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
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# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/11

Reading and Writing (Core)

## General comments

The majority of candidates taking the Core tier this session responded well to the paper, showing evidence of good preparation for the range of tasks required. They were able to demonstrate the different skills demanded for short answers, form-filling, note-taking, summary writing and extended writing. Each exercise included questions of varying difficulty to achieve differentiation and the full range of marks was awarded.

Most candidates managed to complete all exercises, indicating that time management was good for almost all Centres. If candidates omitted an exercise, it was usually Exercise 5 (summary writing) or one of Exercises 6 or 7. Very few candidates had insufficient time to complete both extended writing questions.

Candidates continue to show good improvement in completing the form-filling in Exercise 3, with greater attention being paid to the rubric demands of circling and ticking boxes. The last section of this exercise, however, continues to present more of a challenge, with only the more able candidates achieving good scores through the precise inclusion of the required information and accurate sentence formation. Centres should encourage candidates to write two sentences in this section. Even if all the necessary detail is supplied accurately, full marks cannot be achieved from one sentence. Responses to Exercise 4 showed an overall improvement, with more candidates writing clear, accurate note-form answers. A considerably better attempt was made in Exercise 5 this session, with only a small number of candidates omitting this task. The required 70 words were achieved by many candidates, and candidate attempts to use own words rather than reproducing the text were evident. The extended writing tasks in Exercises 6 and 7 were generally well attempted, with many candidates fulfilling the question requirements appropriately and at suitable length.

Candidates' handwriting was acceptable and legible in most cases, with answers written along the answer line. Centres should encourage candidates to contain their answers to the length of the line where possible. Questions requiring two details in the answer also showed improvement. A further noticeable improvement is the clear indication by candidates to the Examiner when an answer is written or continued on the blank pages at the end.

## Exercise 1

This exercise was well attempted, with many candidates scoring full marks.

- (a) This question was usually answered correctly. Mistakes were made when candidates included 'bananas'.
- (b) This question was well answered. Some candidates misunderstood 'ingredient' in the question and answered 'non-stick frying pan'.
- (c) The majority of candidates scored well, although a number confused the 'benefit of wrapping rice and curry in banana leaves' with 'the advantages of using banana leaves as packaging' in question (e).
- (d) This question was a good differentiator. Many candidates missed 'crops' in the question and offered the idea of 'protecting villagers from getting wet on rainy days' instead of 'providing shade to plants'.
- (e) Most candidates were able to identify two of the three details required and answered well, although some candidates wrote about preventing the packing materials from getting squashed. Fewer candidates offered the answer 'far more eco-friendly'.

- (f) This question was correctly answered by the majority of candidates. The words 'to make attractive hampers and salad bowls' were not given credit, as not relating to 'wedding decorations' in the question.

### Exercise 2

This exercise contained a range of difficulty in the questions and was generally well answered. Many candidates were able to identify the correct factual detail in the text and showed a good understanding of the graphical element.

- (a) Most candidates answered correctly, although some missed out the qualifying 'almost'.
- (b) This question was a challenge for many candidates. Most located the correct information in the text for **b(i)**, although the idea of 'growing' new teeth was essential for a mark. In **b(ii)**, some candidates wrote generally about the idea of drugs, whereas the specific detail of 'develop drugs which can imitate the effects of eating less' was required.
- (c) The majority of candidates responded well to this question. The inclusion of 'this is, of course, a real exception' could not be credited, as the question was targeted at the detail of Jeanne-Louise Calment's life.
- (d) This was another challenging question for some candidates, some of whom wrote generally about 'the developments in medical science', which could not be awarded a mark. It was important for candidates to identify the precise detail of 'cleaner living conditions' for one mark and 'the discovery of life-saving medicines' for a second mark. The correct answers were credited regardless of the order in **(d)(i)** and **(d)(ii)**.
- (e) This question was usually answered correctly. Most candidates identified the idea of 'cells slowly stop repairing themselves'. Marks were lost if candidates included 'be able to reverse the process'.
- (f) The graphic required candidates to study the ages of men and women throughout a period of time and compare the life expectancy of male and female in 1930. The majority of candidates interpreted the data correctly and made the comparison, either by stating the ages of men and women, or by calculating the difference in years. The answer that women lived longer than men contained insufficient detail. A number of candidates omitted 'years' in the answer 'five years' difference' or reversed the ages for men and women, thereby losing a mark.
- (g) This question proved to be a good differentiator. It was important for candidates to convey the reasons why humans cannot live for 200 years, including either the idea that we now have major health problems such as cancer and heart disease, or that in order to live to be 200, we would have to wipe out these major health problems. The more able candidates correctly identified one of these points, selecting and reducing the information 'because of cancer and heart disease', while others incorrectly answered 'it will not be possible to exceed'.
- (h) This question was well answered by the majority of candidates, who correctly understood the need for comparison 'start to achieve more of our dreams' if we live longer. A few candidates included the idea of discovering our human potential, which was also correct.

### Exercise 3

On the whole, candidates continue to show improved preparation in the conventions of form-filling. Total accuracy of spelling is required and also adherence to the instructions given. Most candidates answered well in the first and second sections, but had difficulty in completing the third.

### Section A

A good number of candidates gained full marks in this section. However, marks were lost by some through the failure to use block capitals. Some candidates continue to write the address in the wrong order. Inaccuracy in transferring age 18 to 17 and the inclusion of 'at' before 'Greenhead Music College' lost further marks.

### Section B

Most candidates identified 'clarinet' as the correct instrument, although 'clarinet playing' and mistakes in spelling such as 'clarient' lost marks. The majority of candidates correctly circled the months of 'October' and 'November', but many missed the idea of 'composing' as well as 'singing' during the course.

### Section C

This section proved to be a good differentiator. A sizeable number of candidates omitted the surname for Zohreh's mother, writing only 'Zinat', thereby losing a mark. The two email addresses continue to cause problems with transcription.

The final part of this section in which candidates are required to write two sentences remains a challenge for many candidates. However, it is encouraging that more candidates attempted this part this session. A good improvement is noticeable in the number of candidates using the first person, and the more able candidates selected the relevant information for both sentences and gained maximum marks. There are, however, a considerable number of candidates who do not achieve full marks, either through writing incomplete sentences, without a capital letter or full-stop, or through spelling mistakes. Finally, Centres are asked to remind candidates that all the information required to answer this exercise is contained in the text and no attempt to invent information is required.

### Exercise 4

Overall, this exercise was well attempted, with many candidates achieving high marks by identifying the content points correctly from the stimulus text. It is encouraging that more candidates this session wrote brief answers in note form, rather than full sentences.

The first section was usually answered correctly, with a variety of short answers and little repetition. The second section was also well attempted, with most candidates preferring Andy Roddick's 'arch his back', Michael Phelps' 'over-size feet' and Mia Hamm's 'less than one litre of sweat an hour'. Marks were lost by candidates omitting the specific physical advantage, referring only to 'Andy Roddick – fastest serve in the game'; 'Michael Phelps – fourteen-times Olympic swimming champion' and 'Mia Hamm – 'the best all-round woman footballer'.

### Exercise 5

This exercise continues to be the least successful in the paper, with a number of candidates omitting it. However, of those who attempted an answer, the majority achieved the appropriate word length and made a considerable effort to sequence their notes from Exercise 4. It is good to observe that more candidates in this session attempted to use their own words, although a sizeable number still continue to lift detail from the text. Good answers included the factors used by sports organisations in selecting sportspeople and related these factors to the examples given of sports stars. Marks were lost through candidates not making the connection between the two sections in Exercise 4 and merely listing the sports stars by name and their particular physical advantages.

It is encouraging to see improvement in candidates' preparation and understanding of the requirements of this exercise.

**Exercise 6**

On the whole, candidates addressed the topic of inviting candidates to become part of a team well. A good number created an atmosphere of excitement and enthusiasm, and some wrote very persuasively throughout, thereby scoring high marks for content.

It was noticeable, however, that a number of candidates limited their choice of activity to the picture prompts and many candidates felt they had to use all the pictures, sending a team for camping, drama and swimming. This created an unclear picture for Examiners and resulted in an unconvincing answer. Some candidates answered this point well, with football and basketball being the most popular choices. Centres are asked to encourage candidates to use the pictures merely as possible idea prompts and that candidates' own ideas will be credited. The second bullet point was generally well attempted. The third bullet point was the least successfully addressed, with some candidates confusing how the team will be selected and how to apply to be in the team. A number of candidates missed out this point and were unable to attain top marks for content.

Most candidates wrote answers of a suitable length and many used paragraphing to give a logical structure to the essay. The most able candidates wrote with a good degree of fluency and accuracy, gaining top marks.

**Exercise 7**

Many candidates answered this question at some length and included personal experience drawn from familiarity with computers. The question required candidates to present a more formal and balanced case on the question of playing computer games. It was encouraging to see that the majority of candidates were able to write a structured article, with paragraphs giving a sense of cohesion throughout. It must be emphasised that the prompts are intended as a stimulus and the more successful candidates developed their own ideas from these prompts. However, a number of candidates concentrated on the advantages and disadvantages of computer use in general, rather than on computer games, and some less able candidates wrote a personal account of their own computer use, without any attempt at discursive writing. These were a minority and many candidates produced an effective answer.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/12

Reading and Writing (Core)

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### Exercise 4

Overall, this exercise was well attempted, with many candidates achieving high marks by identifying the content points correctly from the stimulus text. It is encouraging that more candidates this session wrote brief answers in note form, rather than full sentences.

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It is encouraging to see improvement in candidates' preparation and understanding of the requirements of this exercise.



**Exercise 6**

This exercise required candidates to describe a special festival or important day in the candidates' own country. It was an integral part of the question that this festival had already taken place. A number of candidates misunderstood the question and wrote their article planning a future celebration and inviting fellow candidates to take part in the planning. Whilst some credit was given for these attempts, Examiners were unable to credit such answers with the full range of marks. Successful candidates created a real sense of atmosphere, with many writing about New Year, a seasonal festival or Independence Day, while less successful candidates limited their answer to the school environment, choosing a school anniversary or remembering a visit by a famous person.

A considerable number of candidates used the picture prompts as inspiration for the main attraction of the festival, with few developing their own ideas beyond these. It should be emphasised that the pictures offer some ideas but that candidates are encouraged to use their own ideas. Many candidates linked the second and third bullet points, with the younger candidates taking part as the focal element of the festival and thereby benefitting from the experience.

Paragraphs were generally used to give a logical structure to the answer and the word limits were observed. The most able candidates wrote fluently and were able to convey information and create a sense of atmosphere.

**Exercise 7**

This question required candidates to write a letter to the cinema manager, adopting a more formal tone and register, giving opinions on the proposal to increase the price of cinema tickets. Most candidates tended to stay very close to the given prompts, writing generally about both sides of the issue, and Examiners felt that in many cases the candidate's own opinion was unclear. The most successful candidates wrote an effective answer by adopting a position and developing supporting arguments.

**Location Entry Codes**

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# ENGLISH AS A SECOND LANGUAGE

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**Paper 0510/21**  
**Reading and Writing (Extended)**

## General comments

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

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

There were very few misunderstandings and misinterpretations of the rubric for each exercise. However, there was some evidence that candidates needed to apply greater precision in their reading of individual questions, particularly in Exercise 2, and the rubric and prompts of Exercises 6 and 7. It should be emphasised to candidates that precise reading of the wording of each question and the instructions to each exercise are vital as the first requirements to a successful answer. There was continued improvement in the completion of the application form in Exercise 3, particularly in *Sections A to D*. More candidates are achieving the accuracy of transcription demanded in this exercise, combined with brief factual detail. *Section E* proved challenging for many candidates and detailed comment will be supplied in the relevant section later. Exercise 4 was generally attempted successfully and it was pleasing to note that more candidates are displaying the results of good classroom preparation and answering with brief notes rather than in long 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 word lengths were generally well-observed. The extended writing tasks of Exercises 6 and 7 were well-attempted generally and the topics seemed to have appealed to this group of candidates.

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 for 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 this. 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 very 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. Occasionally, "bananas" was offered as one of the three foods.
- (b) Candidates were very successful in identifying the "hygienic" idea but on occasion some answers lacked the word "friendly" and could not be credited.

- (c) This was well-answered, although imprecise reading of the question sometimes produced the answer “non-stick frying pan”.
- (d) This question was well-attempted.
- (e) This question proved to be a good differentiator. Many candidates failed to make the connection between the leaves and the crops and made reference to the rain and wet, which introduced an incorrect human element.
- (f) This was well-answered and candidates offered two details. All three options were used. On occasion imprecise reading and expression meant that candidates conveyed the idea that the leaves protected the packaging material rather than acting as the packaging themselves.
- (g) This question was well-attempted.

### **Exercise 2**

This exercise proved challenging but it was pleasing to note that answers were generally brief. The general interpretation of the graphical material was better than in previous sessions but several answers lacked precision. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise demonstrated that candidates were careless with their reading of certain questions.

- (a) Many candidates selected the correct idea from the text but lacked precision in their answer. There were many who omitted the word “almost”, which rendered the answer “It has doubled” to be factually inaccurate.
- (b) This proved to be a challenging question in both parts. Many candidates wrote incomplete answers by omitting the verbs “growing” and “developing”. Other key words were often overlooked and answers which did not contain the idea of the “stem cells” or “eating less” were not credited. Occasionally, the “areas” in the question were understood as geographical areas and there were a few answers of “Europe” and “France”.
- (c) This was well-answered, with factual details accurately supplied.
- (d) Most candidates conveyed the idea of “cleaner living conditions” but there were some who offered “life-saving medicines” without the idea of “discovery” and could not be credited.
- (e) This was well-attempted and full answers were given.
- (f) As mentioned above, many candidates correctly interpreted the general information on the diagram but failed to convey the precise factual detail as indicated by the numbering. Many answers such as “5” and “women lived longer than men” were not precise enough.
- (g) This was generally well-attempted. Candidates could have answered either with examples of life-threatening health problems, such as cancer and heart disease, or with the answer of “major health problems”.
- (h) This was pleasingly attempted and most candidates conveyed the comparative idea of “achieve more of our dreams”.
- (j) Candidates had great difficulty in finding examples of predictions but were far more successful in their recognition of the effects of changes in eating habits. For some candidates there was confusion between the two headings and often the ideas of the reduction of calorie intake and better health were included in the predictions section. Generally, candidates only selected the idea of “living to 200 years of age” in the first section. However, the results of healthier eating proved more successful and all possibilities were used in equal measure.

Centres are reminded that this final question in Exercise 2 is global and is designed to differentiate. Candidates should be prepared to review 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 D* of the application form were designed to be completed with brief answers. Candidates answered these sections well but found *Section E* challenging. Overall, there were fewer spelling errors than in previous sessions and transcription from the stimulus text was largely accurate.

#### *Application Form*

##### *Section A*

Almost all candidates were successful with the name and contact details. The address was less successful and Centres are reminded that the use of prepositions such as “at” and “in” cannot be credited. The correct order of the address is also important.

##### *Section B*

This was a more challenging section but overall it was well-attempted. The majority of candidates offered two correct details for the first answer, although the idea of the “Diploma” was occasionally missing and the year sometimes appeared as “2009”. Both responses relating to the accommodation were largely accurate, although some candidates were careless with the spelling of “paid” and many offered “subsided” for “subsidised”.

##### *Section C*

A significant number of candidates found the YES/NO deletion confusing and chose the wrong answer. If one answer has been deleted, it is not necessary to circle the alternative. The other three tasks, however, caused few problems and the convention of circling was well observed.

##### *Section D*

Most candidates conveyed the message in the form of a tick. This was a significant improvement on previous sessions when many crosses were used. However, many candidates were careless with their choice of box and assumed that the “Finance Office” was the most logical. The e-mail address of the teacher was very well-attempted and candidates were generally accurate with the spelling of Margaret Thomson, although there was some carelessness with “Margret” and “Thompson” (sic).

##### *Section E*

This section continues to be very challenging for all but the most able candidates and Centres should continue to ensure that ample practice is given to this task. Firstly, it must be stressed that if candidates are outside the prescribed word limits for the sentence they automatically score zero, as per the mark scheme. It was noticeable this session that this requirement was better observed than previously but there were still too many candidates who wrote in excess of 20 words. Those who observed the rubric requirements composed a sentence which was generally well-punctuated and accurately spelt. Julian was seeking financial help because of an increase in rent and travel and answers had to reflect this idea of paying more than in previous years.

Finally, it must be emphasised that the information for writing this sentence will always be found in the stimulus text. A number of candidates continue to supply their own personal details or create fictitious answers. This is not intended to be a creative writing task.

### **Exercise 4**

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

*Factors for sports organisations when selecting sportspeople*

Key points were recognised but occasionally candidates duplicated answers, especially in connection with the “biological make-up/genetic advantages” and “mental application/how an individual reacts”. However all possible combinations of the seven content points were used and candidates showed a good understanding of the relevant sections in the text.

*Examples of sports star and his/her specific physical advantage*

This section proved a little more challenging. The example supplied to guide the candidates helped in that all answers included a name and a detail. However, less-able candidates were careless in their reading of the requirements and offered a name and an occupation (Liz Halliday – woman racing driver) instead of a physical advantage. In the case of Andy Roddick, many answers wrongly concentrated on his fast serve and not on the physical reasons why it was so extraordinary. Better candidates were able to provide relevant details of special biological features, but sometimes lacked precision as to what exactly made these stars special. For example, in the case of Mia Hamm, it was the fact that she produced “less than one litre of sweat per hour” that was significant, not simply that she produced less sweat. Centres are reminded that candidates are required to write brief notes here but essential detail needs to be included.

**Exercise 5**

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric and the requirements of the exercise carefully. Candidates needed to write a summary about the negative effects on children who watch too much television. Most candidates were able to identify the key content points in equal measure, with the exception of point nine which proved more elusive. It was encouraging to see that more candidates than ever completed the summary within the prescribed word limit. Those candidates who were less successful spent too much time concentrating on their own general views about television. Although these were often well written, they did not address the rubric requirements and could not be credited with content points. Average candidates focused on relevant points at the beginning of the summary but then tended to digress with suggestions as to how to solve the problem of excessive television, which was irrelevant to the task. This tended to lead to pieces which were over-long. Less-able candidates copied chunks of irrelevant material with no reference to the task but these types of answer were encouragingly fewer than in previous sessions.

Language marks were awarded across the whole range. It was encouraging to note that more candidates attempted to use their own words and that Centres have been practising the use of alternative words and expressions. Centres are reminded that higher marks of three and four for language are available for those candidates who make an attempt to use their own words, so further practice with verb and adjective synonyms would be useful.

**Extended writing: general comments**

In general, Exercises 6 and 7 were well-attempted. The word limits were generally observed and there was little evidence of short work. This is pleasing because it indicates an improvement in time management across the paper as a whole. 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. Overall there was a good sense of form and shape to the letter/article.

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

**Exercise 6**

In Exercise 6, in addition to the bullet prompts, there is usually a visual guide to help candidates when 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. In addition, candidates must address and develop the bullet prompts in order to achieve the higher bands in the criteria

for content. In order to achieve a mark in the top bands, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vital style and provide some innovative detail.

### Association of World Youth Groups

On the whole this was well-attempted and candidates were able to identify with the situation. There were very few candidates who produced short work. Generally, coverage of all three bullet prompts was achieved, although some candidates did not address the idea of how the team would be selected. The choice of activity was largely drawn from the visual prompts, although some candidates were able to introduce their knowledge of other activities to good effect. There was a creditable attempt at analysing the types of skill required for the different activities. In most cases, a suitable register was achieved, with many expressions of encouragement and enthusiasm when inviting the candidates to take part in the activities.

### Exercise 7

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title - to guide candidates. Less able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style through, for example, the use of rhetorical questions. 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.

### Computer games

Candidates were able to respond with assurance and experience on the topic of computer games and there was a good balance of argument, both for and against. There were many commendable attempts to introduce the piece with a brief overview of the subject and to provide a concluding opinion. This gave a sense of cohesion to many of the pieces. Although there was a good deal of reliance on the prompts, more able candidates managed to expand convincingly on these ideas and produced pieces that were persuasive. They also introduced some original thoughts and ideas into the argument. Less able candidates tended to blur the impact of their argument by including lengthy descriptions of specific games with which they were familiar. There were some candidates who did not fully address the requirements of the rubric and wrote about computers in general rather than computer games. These pieces tended to drift into irrelevance with comments about the impact of computers in business and everyday life.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/22

Reading and Writing (Extended)

## General comments

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

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

There were very few misunderstandings and misinterpretations of the rubric for each exercise. However, there was some evidence that candidates needed to apply greater precision in their reading of individual questions, particularly in Exercise 2, and the rubric and prompts of Exercises 6 and 7. It should be emphasised to candidates that precise reading of the wording of each question and the instructions to each exercise are vital as the first requirements to a successful answer. There was continued improvement in the completion of the application form in Exercise 3, particularly in *Sections A to D*. More candidates are achieving the accuracy of transcription demanded in this exercise, combined with brief factual detail. *Section E* proved challenging for many candidates and detailed comment will be supplied in the relevant section later. Exercise 4 was generally attempted successfully and it was pleasing to note that more candidates are displaying the results of good classroom preparation and answering with brief notes rather than in long 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 word lengths were generally well-observed. The extended writing tasks of Exercises 6 and 7 were well-attempted generally and the topics seemed to have appealed to this group of candidates.

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 for 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 this. 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 very 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. Occasionally, "bananas" was offered as one of the three foods.
- (b) Candidates were very successful in identifying the "hygienic" idea but on occasion some answers lacked the word "friendly" and could not be credited.



- (c) This was well-answered, although imprecise reading of the question sometimes produced the answer “non-stick frying pan”.
- (d) This question was well-attempted.
- (e) This question proved to be a good differentiator. Many candidates failed to make the connection between the leaves and the crops and made reference to the rain and wet, which introduced an incorrect human element.
- (f) This was well-answered and candidates offered two details. All three options were used. On occasion imprecise reading and expression meant that candidates conveyed the idea that the leaves protected the packaging material rather than acting as the packaging themselves.
- (g) This question was well-attempted.

### **Exercise 2**

This exercise proved challenging but it was pleasing to note that answers were generally brief. The general interpretation of the graphical material was better than in previous sessions but several answers lacked precision. A full range of marks was achieved on the exercise as a whole. Some answers in this exercise demonstrated that candidates were careless with their reading of certain questions.

- (a) Many candidates selected the correct idea from the text but lacked precision in their answer. There were many who omitted the word “almost”, which rendered the answer “It has doubled” to be factually inaccurate.
- (b) This proved to be a challenging question in both parts. Many candidates wrote incomplete answers by omitting the verbs “growing” and “developing”. Other key words were often overlooked and answers which did not contain the idea of the “stem cells” or “eating less” were not credited. Occasionally, the “areas” in the question were understood as geographical areas and there were a few answers of “Europe” and “France”.
- (c) This was well-answered, with factual details accurately supplied.
- (d) Most candidates conveyed the idea of “cleaner living conditions” but there were some who offered “life-saving medicines” without the idea of “discovery” and could not be credited.
- (e) This was well-attempted and full answers were given.
- (f) As mentioned above, many candidates correctly interpreted the general information on the diagram but failed to convey the precise factual detail as indicated by the numbering. Many answers such as “5” and “women lived longer than men” were not precise enough.
- (g) This was generally well-attempted. Candidates could have answered either with examples of life-threatening health problems, such as cancer and heart disease, or with the answer of “major health problems”.
- (h) This was pleasingly attempted and most candidates conveyed the comparative idea of “achieve more of our dreams”.
- (j) Candidates had great difficulty in finding examples of predictions but were far more successful in their recognition of the effects of changes in eating habits. For some candidates there was confusion between the two headings and often the ideas of the reduction of calorie intake and better health were included in the predictions section. Generally, candidates only selected the idea of “living to 200 years of age” in the first section. However, the results of healthier eating proved more successful and all possibilities were used in equal measure.

Centres are reminded that this final question in Exercise 2 is global and is designed to differentiate. Candidates should be prepared to review 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 D* of the application form were designed to be completed with brief answers. Candidates answered these sections well but found *Section E* challenging. Overall, there were fewer spelling errors than in previous sessions and transcription from the stimulus text was largely accurate.

#### *Application Form*

##### *Section A*

Almost all candidates were successful with the name and contact details. The address was less successful and Centres are reminded that the use of prepositions such as “at” and “in” cannot be credited. The correct order of the address is also important.

##### *Section B*

This was a more challenging section but overall it was well-attempted. The majority of candidates offered two correct details for the first answer, although the idea of the “Diploma” was occasionally missing and the year sometimes appeared as “2009”. Both responses relating to the accommodation were largely accurate, although some candidates were careless with the spelling of “paid” and many offered “subsided” for “subsidised”.

##### *Section C*

A significant number of candidates found the YES/NO deletion confusing and chose the wrong answer. If one answer has been deleted, it is not necessary to circle the alternative. The other three tasks, however, caused few problems and the convention of circling was well observed.

##### *Section D*

Most candidates conveyed the message in the form of a tick. This was a significant improvement on previous sessions when many crosses were used. However, many candidates were careless with their choice of box and assumed that the “Finance Office” was the most logical. The e-mail address of the teacher was very well-attempted and candidates were generally accurate with the spelling of Margaret Thomson, although there was some carelessness with “Margret” and “Thompson” (sic).

##### *Section E*

This section continues to be very challenging for all but the most able candidates and Centres should continue to ensure that ample practice is given to this task. Firstly, it must be stressed that if candidates are outside the prescribed word limits for the sentence they automatically score zero, as per the mark scheme. It was noticeable this session that this requirement was better observed than previously but there were still too many candidates who wrote in excess of 20 words. Those who observed the rubric requirements composed a sentence which was generally well-punctuated and accurately spelt. Julian was seeking financial help because of an increase in rent and travel and answers had to reflect this idea of paying more than in previous years.

Finally, it must be emphasised that the information for writing this sentence will always be found in the stimulus text. A number of candidates continue to supply their own personal details or create fictitious answers. This is not intended to be a creative writing task.

### **Exercise 4**

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

*Factors for sports organisations when selecting sportspeople*

Key points were recognised but occasionally candidates duplicated answers, especially in connection with the “biological make-up/genetic advantages” and “mental application/how an individual reacts”. However all possible combinations of the seven content points were used and candidates showed a good understanding of the relevant sections in the text.

*Examples of sports star and his/her specific physical advantage*

This section proved a little more challenging. The example supplied to guide the candidates helped in that all answers included a name and a detail. However, less-able candidates were careless in their reading of the requirements and offered a name and an occupation (Liz Halliday – woman racing driver) instead of a physical advantage. In the case of Andy Roddick, many answers wrongly concentrated on his fast serve and not on the physical reasons why it was so extraordinary. Better candidates were able to provide relevant details of special biological features, but sometimes lacked precision as to what exactly made these stars special. For example, in the case of Mia Hamm, it was the fact that she produced “less than one litre of sweat per hour” that was significant, not simply that she produced less sweat. Centres are reminded that candidates are required to write brief notes here but essential detail needs to be included.

**Exercise 5**

Candidates attempted this exercise creditably. It was very pleasing to note that many had read the rubric and the requirements of the exercise carefully. Candidates needed to write a summary about the negative effects on children who watch too much television. Most candidates were able to identify the key content points in equal measure, with the exception of point nine which proved more elusive. It was encouraging to see that more candidates than ever completed the summary within the prescribed word limit. Those candidates who were less successful spent too much time concentrating on their own general views about television. Although these were often well written, they did not address the rubric requirements and could not be credited with content points. Average candidates focused on relevant points at the beginning of the summary but then tended to digress with suggestions as to how to solve the problem of excessive television, which was irrelevant to the task. This tended to lead to pieces which were over-long. Less-able candidates copied chunks of irrelevant material with no reference to the task but these types of answer were encouragingly fewer than in previous sessions.

Language marks were awarded across the whole range. It was encouraging to note that more candidates attempted to use their own words and that Centres have been practising the use of alternative words and expressions. Centres are reminded that higher marks of three and four for language are available for those candidates who make an attempt to use their own words, so further practice with verb and adjective synonyms would be useful.

**Extended writing: general comments**

In general, Exercises 6 and 7 were well-attempted. The word limits were generally observed and there was little evidence of short work. This is pleasing because it indicates an improvement in time management across the paper as a whole. 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. Overall there was a good sense of form and shape to the letter/article.

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

**Exercise 6**

In Exercise 6, in addition to the bullet prompts, there is usually a visual guide to help candidates when 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. In addition, candidates must address and develop the bullet prompts in order to achieve the higher bands in the criteria

for content. In order to achieve a mark in the top bands, candidates should convey a good sense of purpose and engage the reader's interest. Examiners are looking to reward those candidates who can demonstrate a more vital style and provide some innovative detail.

School festival to celebrate an important day

Overall, candidates made satisfactory attempts to cover all the three bullet points and work was of a satisfactory length. The task provided the candidates with a good opportunity to use their knowledge of their own country's traditions and many did so to good effect. More able candidates wrote with enthusiasm about their school festival and the highlight of the day. More successful candidates introduced elements beyond the waving of flags and singing the national anthem, such as the appearance of a celebrity. Less successful candidates devoted too much of the piece to general explanations of the chosen tradition without linking it to the school festival. In addition, some candidates did not address the idea of how the younger candidates benefited from the experience. There were a number of candidates who misread the rubric and described the preparations for a festival in the future.

**Exercise 7**

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. There was a selection of four prompts - two for and two against the proposal in the title - to guide candidates. Less able candidates tended to stay very close to these cues, at worst copying them directly with little or no development or personal contribution. More able candidates expanded on the prompts and showed some independence of thought. They also achieved some variety of style through, for example, the use of rhetorical questions. 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.

Price of cinema tickets

Candidates were generally able to identify with the prompts supplied in connection with the proposal of a substantial increase in the price of cinema tickets. There was good evidence of introductory paragraphs, a balanced explanation of the advantages and disadvantages of such an increase and concluding comments. These final thoughts often included alternative suggestions as to how the cinema management could resolve the problem. Very few candidates used their own ideas throughout but more able candidates selected one or two prompts only and developed them, adding original ideas and suggestions. There were topical references to the current economic crisis and the more convincing pieces were written in a polite yet forceful register. Less able candidates wrote about the improvements that the cinema had recently made without linking these to the price increase. On occasion some less convincing pieces developed into an unfocused discussion of the merits of going to the cinema as opposed to renting or buying DVDs.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/03  
Listening (Core)

## General comments

Candidates performed very well on the core tier Listening component this session, with a high proportion achieving good marks. Few candidates appeared to struggle; very low marks were rare and tended to be the result of candidates being entered for the examination who were not of the linguistic standard required for the IGCSE English as a Second Language course. Those candidates who possessed a reasonable standard of English, however, generally performed well.

As in previous sessions, spelling was not taken into account in accordance with the 'listening for understanding' ethos of the component; phonetic attempts at the answer could therefore be rewarded unless this made a difference in meaning.

Examiners reported considerably fewer blank response lines being left by candidates. Centres are encouraged to remind candidates that it is always worthwhile making a reasonable attempt at the answer, even if there is a lack of confidence in the spelling of some words.

Candidates should be clear about their responses to the multiple choice questions. It is inappropriate 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.

## Comments on specific questions

### Questions 1-6

Generally candidates responded well to this section of the Paper.

**Question 1** was a relatively difficult start to the Paper with many candidates not realising that two pieces of information were required: to turn left, and then to continue for 4 km. Some candidates offered 'turn left 4 km away' which was incorrect. If the candidate made it clear (e.g. with a dash or a large space) that turning left was required initially, then the mark was awarded. In such cases, therefore, it is essential that candidates ensure that the correct idea is conveyed.

**Question 2** was generally well answered, although 'flooding' attracted a wide variety of phonetic attempts, most of which were plausible and accepted. Some candidates preferred to offer 'the road is closed' which was fine. However, 'the road is close' was not allowed because it conveys a very different idea.

**Question 3** produced a variety of spellings of the word 'mushroom'. Very few spelt it correctly, though a large number of candidates made acceptable phonetic attempts. Examiners were looking for answers which comprised two syllables and which also conveyed the 'sh' sound in mushroom. Some candidates included cream in their answers, which meant that the mark was lost. 'Union' for 'onion' was not allowed in accordance with the accepted rule that the formation of another common word with a different meaning negates the mark.

**Question 4** saw a high proportion of correct responses. '28 East Road' was more commonly offered than anticipated, and '20 East Rode' was not allowed.

**Question 5** was answered very well by most candidates. The mark scheme accommodated a good range of correct responses, but most candidates preferred to offer the idea that the visitors needed to stay on the island. Occasionally, candidates wrote 'Ireland' for 'island'.

**Question 6** comprised two separate marks. Many candidates scored well here, achieving both marks. Synonymous answers were accepted, for example, 'tell them which way to go' was accepted as an alternative to 'get directions'. However, in some cases, candidates offered over-complicated responses and this can lead to losing the mark. For example, where all that was required was telephone, an answer such as 'give them a phone to take away' was incorrect. Candidates should ensure that the answer they give makes sense in relation to the question, and that it does not stray into additional and unwanted detail.

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

**Question 7**, with five available marks, was based on an interview about a flying saucer. This question was answered reasonably well by most candidates, who scored 3 or 4 marks. Item 1 was answered correctly by many, though 14 was sometimes seen instead of 40. Item 2 was again answered correctly by most candidates at '3 metres'. Item 3 posed difficulty for many candidates who failed to hear 'rescue' or understand the idea of a 'rescue vehicle'. In responses to Item 4, Examiners saw 'coal' for 'corn' on a frequent basis. If 'petrol' was spelled 'patrol' it was not allowed. Item 5 was answered very well, but with very few correct spellings; 'authority' seemed to be a well-known word, but most candidates could not spell it correctly. Phonetic attempts were generally awarded.

**Question 8** was in response to an interview about environmentally-friendly lifestyles and most candidates performed quite well, achieving 4 or 5 marks.

In Item 1 candidates had available to them a wide range of potential responses and Examiners saw answers which covered all of the options on the mark scheme. Item 2 was answered correctly by almost all candidates; however, a wide range of phonetic attempts at 'businesses' was seen. In Item 3, the idea that the taps should be turned off was conveyed by many. Item 4 was answered well also, some candidates preferring to use 'spaces' for 'gaps', which was fine. There was some confusion in Item 5, with candidates often repeating chimney; 'chimney balloon into chimney' was not allowed. Examiners were looking for a verb here to convey that a balloon was in some way utilised. Candidates scored well in Item 6 offering 'low energy' as expected, and Item 7 saw many correct responses also. However, where these last two questions were answered incorrectly, they were usually entirely wrong i.e. a completely different idea was suggested.

**Question 9** focused on the Great Wall of China. Candidates scored well in general on this exercise.

**Question 10** was a talk about the albatross as an endangered species of bird. Candidates appeared to find this exercise slightly more challenging and a wider range of marks was seen by the Examiners.

# ENGLISH AS A SECOND LANGUAGE

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**Paper 0510/04**  
**Listening (Extended)**

Candidates generally performed well in response to this paper. The whole range of marks was used by Examiners and effective differentiation was achieved within the tier of entry. The focus of this component is on listening for understanding and Examiners therefore accepted reasonable phonetic attempts at answers except where this made another word and changed the sense of the answer. Examiners did not credit answers which contained incorrect information, for example, "stay on the island" was correct but "stay on the island until 5 pm" was wrong and did not demonstrate understanding.

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

**Question 1** required the address of "20 East Road"; the distractor was grandmother's name which was not required in the answer. Most candidates answered this correctly although a few responded with "20<sup>th</sup> East Road".

**Question 2** needed the answer of "stay on the island" or "wait for the next boat" and was generally well answered. "Ireland" was not given credit.

**Question 3** carried two marks; Examiners credited any two of "map", "telephone" and "directions".

**Question 4** was on the whole well answered. The idea of Jean having "an exam tomorrow" was needed. Some candidates wrote about the weather conditions instead which did not answer the question.

**Question 5** needed the idea of "sightseeing". Many candidates achieved the mark though some wrote about heat or drinks and failed to score.

**Question 6** required the idea of "using the side entrance" or "the other entrance" and of this being "far away" or "further away". Many candidates achieved both available marks but some simply reiterated the question.

There were eight marks in total available for questions 1 to 6 and many candidates scored well over half of these, some managing the full eight marks. Overall there was very good evidence of engagement with task and text here. However, some candidates still confuse "where", "how", "what" and "why" questions.

**Question 7** was a form-filling exercise about a flying saucer. Seven marks were available. The first item needed "40 years" and was well answered; just a few candidates wrote "14". The second item required "3 metres" and this question was universally well done. The next answer required was "legroom". For item four "traffic" and "rescue" were required. The fuels were "petrol" ("patrol" was not given credit because it changed the sense of the answer) and "corn" ("cone" and "coal" were common incorrect responses). The direction of take-off/landing was "vertical" and there had been "200" test flights; nearly all candidates scored well here. The final item needed "authority" and "transport". Candidate responses to this exercise generally showed good levels of aural comprehension and engagement.

**Question 8** was another form-filling exercise entitled "How green is your house?" Several options were given credit for the first item including the ideas of "water", "heat", "environment", "energy". The second answer needed was "businesses" and "colleges" (not "collages"); this was well answered. The third item simply needed the detail "turn off" and was mostly well answered, although some candidates incorrectly suggested that the taps should be left running. The idea of insulation was credited for the next item, and then "gaps" underneath doors, followed by "putting" a balloon in the chimney (or a suitable synonym for "putting"). The final answers required were "low energy" bulbs, "dry clothes" in the garden and "recycle". Nine marks were available for this exercise and many candidates scored well.

**Question 9** was about “The Great Wall of China” and was well attempted. Some of the required answers were more challenging than in the earlier parts of the paper. For item **(a)** the response needed the idea of “sandstorms” or “bad weather” or “global warming”; **(b)** needed the idea that the wall might be gone in the future. Question **(c)** required the idea of the reduced height of the wall or the fact that farming had dried the area. The rebuilding materials for **(d)** were simply “mud” and “sand”. Most candidates understood the idea for item **(e)** that barriers needed to be built or trees planted to protect the wall against sandstorms. The historic threats to the wall were “nomads”, “tourists” or “invasion”. Most candidates engaged well with this exercise; there were very few omissions.

**Question 10** was about the discovery of a diamond star. Answer **(a)** needed the idea that Lucy is the “biggest diamond in the universe” or that it is “4,000 km across”. Candidates simply needed to mention the “song” for answer **(b)** which gave Lucy its name. The star “glows” (or “pulsates”) and this was the correct answer to **(c)**. For **(d)** the star had formerly been a “sun”; this question was well attempted. The final two questions were good differentiators. Item **(e)** needed the detail that it was “made of carbon” or had been the “hot core of a star” (“hot coal” could not be credited). The answer for **(f)** was “became solid” or “crystallised”.

On the whole, good engagement with task and text was demonstrated by most candidates who responded to this extended tier listening component. Advice for future teaching would be to continue focusing on the differing demands of common question words in order to ensure correct responses to the question posed. Candidates should also be encouraged to check that they have not reiterated the question as an answer. If there are two parts to a question, “how” and “why”, for example, candidates should ensure that the question has been answered in full. Listening for detail using past question papers under timed conditions is also a recommended approach.



# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/05  
Oral Communication

## Comments on specific aspects of the Oral Test

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

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

Moderators report that only about 50% of Centres are recording **Part A** – we would therefore like to see an improvement in this area.

### ***Part B – The warm-up***

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

Moderators are pleased to report that more Examiners are utilising the warm-up effectively to achieve the above aim. However, there are still many cases of very short warm-ups which appear to function only as a slight extension of **Part A**. This is unacceptable since candidates may feel rushed and **Part D** will be upon them far too quickly.

On the whole, Moderators would like the warm-ups to be a little shorter and to remain within the 2-3 minutes specified. Long warm-ups are almost always counter-productive. Moderators report a wide variation in the conduct and length of **Part B**, and this is an area which needs attention.

### ***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. Unfortunately, this session saw an increase in the number of Centres allowing the candidates a free choice from the five topics. This is fundamentally opposed to the ethos of the test and may affect the marks that have been given to candidates by Examiners. The *Teacher's/Examiner's Notes* booklet should be read very carefully to ensure that the correct procedure is followed – the reference to selecting a topic card is found on page 5, section 13.

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

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

### ***Part D – The conversation***

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

A pleasing aspect was the development of responses. The best discussions were relaxed and allowed a natural conversation to flow, with Examiners picking up on points made by candidates and returning to the

topic at appropriate times to ensure focus. Some Examiners prefer to work through the bullet points/prompts and this is acceptable, but these Examiners should remember to extend the discussions beyond the main prompts.

A few Examiners are reminded, however, that it is **their** responsibility to ensure that candidates do not offer speeches or monologues. This is still happening at a number of Centres. In such cases, the Examiner should intervene quickly and begin a conversation. Moderators would therefore like to hear discussion/conversation **from the outset**. There is no need for an introductory speech by the candidate about the topic.

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

Moderators report that there is continued improvement in the quality of the conversations in general. However, the problematic areas remain the same: Examiners allowing monologues; **Part D** which is much too short and/or undeveloped; and Examiners not playing an integral part in the conversation.

### ***The Topic Cards***

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

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

#### Card A: Crime

Candidates' views on crime were surprisingly mature and expansive. Most candidates were able to respond with narrative accounts easily, and many were also able to put forward their views on punishment quite strongly.

#### Card B: Achievement

When candidates spoke about achievement they tended to talk about their own achievement or that of family members.

#### Card C: The importance of music

This was a very popular card. Candidates spoke enthusiastically about their taste in music and discussed general aspects of music with ease. However, when prompted with the more difficult theme of the *importance* of music, weaker candidates began to struggle.

#### Card D: Humour

This topic certainly caught the attention of Examiners and candidates and, in many cases, led to interesting anecdotal experiences. Candidates found it challenging, however, to look in more depth at this topic, but almost all agreed that a sense of humour was a universal and common aim.

#### Card E: Living in another country

Some candidates were able to talk freely and productively about their experiences of living in another country. Most Examiners were sensible here and offered this topic to candidates who had clearly had experience of other places.

### **Assessment criteria**

Moderators observed fewer instances of leniency in respect of Examiners inappropriately awarding marks in Band 1. Fewer adjustments therefore had to be made by external Moderators.

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

Centres who allow candidates to offer speeches or monologues are **not** allowing those candidates to engage in a genuine and spontaneous discussion. In such cases, it is unlikely that a mark above the Band 3 criteria would be acceptable.

### **Administrative procedures**

Many Centres are clearly aware of the tasks and duties that need to be carried out by the external Moderators and the moderating team is 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 awarded to each candidate as recorded on the Summary Form(s). Moderators are always surprised and disappointed at the number of Amendment Forms that need to be completed each session to correct the inaccurate addition by Centres of the three criterion marks. It would be useful for the Centre's internal moderator or a colleague to check that mark additions are correct.
- Please include your copy of the MS1 mark sheet. If your Centre uses CAMEO to input candidate marks, please provide the Moderator with a printed (and signed) hard copy of the Internal Mark Sheet, generated by CAMEO.
- Please ensure that Summary Forms are included in the package. This is the most important document for the external Moderator, since it records the individual marks for each criterion in addition to the total mark. The Examiner who conducts the tests is responsible for completing the Summary Form properly and fully. He or she should sign the form and date it. The form also records the topic cards given to each candidate and it is the working record of the examining undertaken.
- The use of more than one Examiner should be seen **only** at large Centres i.e. those with a large number of candidates. The *Teacher's/Examiner's Notes* (page 3 – section 4) defines a large Centre as having more than 30 candidates. It is assumed, therefore, that a single Examiner should be in a position to conduct up to 30 oral tests.
- Where internal moderation is conducted (in Centres with large entries) please include a letter or brief explanation as to how the process of internal moderation was conducted. This letter should be placed in the package with the sample materials sent to CIE.

### **Closing remarks**

CIE is very grateful to have received many more samples on Compact Disc. Moderators welcome this as it makes the task of external moderation quicker and more efficient. CIE encourages Centres to use digital recording equipment (or recording to a laptop using an external microphone) and to send in samples on CD.

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

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/06

Oral Communication (Coursework)

## General comments

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

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

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

## **Assessment**

This session saw slight leniency in applying the mark scheme, particularly in over-rewarding candidates in the Structure criterion.

## **Advice to Centres**

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

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

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

The main advice to Centres is to choose Component 0510 06 only if teachers at the Centre have a clear understanding of the requirements of coursework, and if they are in a position to plan for and implement three distinct activities with their candidates. It is also important that oral coursework activities are designed to accommodate and illustrate second language English competence. The assessment criteria test language skills and not presentational or performance skill.