

**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
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

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

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

# ENGLISH AS A SECOND LANGUAGE

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<p>Paper 0510/11 Reading and Writing (Core)</p>
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## General Comments

Overall, the majority of candidates were correctly entered at this level, but there was a significant number of entrants who scored very highly on all the exercises and who could arguably have benefited from being entered at Extended tier. There was evidence, especially in the extended writing exercises, that certain candidates could have achieved a grade beyond the maximum of C which is the limit for Core candidates. Teachers are advised to enter candidates for the Extended tier if they are performing comfortably within the C grade criteria for the various exercises.

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

There were very few misunderstandings and misinterpretations of the rubric. Detailed analysis of individual questions within each exercise will follow, but overall both Exercises 1 and 2 were well-attempted and it was pleasing to note that candidates interpreted the graphical element much better than in previous sessions. Similarly, more candidates paid greater attention to the wording of specific questions and supplied two details where necessary. There was general improvement in the completion of the report form in Exercise 3, and it was noticeable that more candidates were aware of the necessity for precision in spelling. **Section D** of Exercise 3, however, continues to be challenging and a good differentiator. The most able candidates are precise enough with their language, sentence construction and with the required content to score well. Teachers and candidates are still coming to terms with the note-making task in Exercise 4 and there are still too many long, sentence length answers here. The emphasis should be on brief notes and the mark scheme should be used as a guide on what would constitute a minimal but successful answer here. It is in Exercise 5 where candidates should show their ability to write full, linguistically-accurate sentences. In this session, there were a number of candidates who regrettably did not attempt this exercise. Those who produced the required 70 words tended to reproduce the answers in Exercise 4 because they had already written a sentence-length response there. The extended writing tasks of Exercises 6 and 7 were well-attempted generally. There were very few candidates who did not attempt an answer and the time management for the paper overall was very pleasing.

Handwriting was acceptable in the majority of cases and candidates used blue or black ink. There were some problems where candidates extended their answers well beyond the spaces provided, especially in Exercises 2 and 4. This leads to untidy work and whilst this is not a factor in deciding whether to credit a response or not, there is sometimes confusion as to what candidates intend to be marked. Generally, candidates should be advised that the papers are arranged to guide them as to the length of answer required and they should not consistently exceed this. It is permissible for candidates to use the blank pages as a continuation of their answers, especially in Exercises 6 and 7. It was a pleasing feature of this session that in such cases the candidates indicated clearly to the Examiners that extra work was to be marked.

## Exercise 1

This exercise was well attempted and proved to be a suitable introduction to the reading comprehension tasks.

- (a) This was well answered but some candidates offered irrelevant material by including 'in the 1930s'.
- (b) This proved to be the most challenging question in the whole exercise. Many candidates missed the significance of 'suddenly' in the wording of the question and answered 'in the middle of the 1960s'.

- (c) Most candidates included the correct information, although many answers were contained within a longer sentence about 'simple string courses'.
- (d) This was well answered and it was pleasing to note that brief answers were used by the majority of candidates. Only two words were required.
- (e) Most candidates achieved a mark here and again answers were brief and contained two details.
- (f) Most candidates successfully identified two of the three details required and the question was well attempted overall.

### **Exercise 2**

This exercise was well attempted throughout and it was pleasing to note that many candidates displayed a good understanding of the factual details of the chosen text and offered precise answers. There was an overall improvement in the interpretation of the graphical element. As with Exercise 1, most candidates were able to supply two details where required. Overall, a full range of marks was achieved within the grades accessible to Core candidates.

- (a) This was very well attempted, although answers could have been briefer on occasion.
- (b) Most candidates identified and transferred the correct information but the answers were again in the form of a complete sentence which was excessively long. There was a need for greater selection of precise material.
- (c) This was a more challenging question. It was important that candidates conveyed the idea of an obstacle in their answer. Therefore, it was considered that 'sharp' and 'knee-deep' were vital parts of the response. A pleasing number of candidates were able to identify the obstacle above them, but too many did not convey the hazardous nature of the obstacle below them and answered with 'water slowly running at the bottom of the cave'. Occasionally, candidates produced the two answers on the wrong lines and so could not be credited. On most occasions, answers requiring two details are credited regardless of order but here the question paper clearly indicated the order of each response.
- (d) Most candidates were able to identify the idea that the group was given caving equipment, often giving individual items. These were, however, often spread across (i) and (ii) and could only be credited once. Many could not identify the more elusive idea that they were offered guidance and instead gave incorrect answers which included the taking of photographs.
- (e) This was pleasingly attempted. The graphic required careful study of the various times and distances illustrated. Those who were incorrect generally offered 1.75 kilometres as a result of insufficient care when reading the question.
- (f) This was generally well attempted and most candidates identified the idea that stones had been removed. The second idea was not so easy to express and required precision of language. Some less-able candidates concentrated on the effects of increasing numbers of visitors outside the caves, such as the accumulation of rubbish. Other incorrect answers indicated that the oil lamps covered the walls and not the black soot.
- (g) This was well attempted and most candidates were able to select and reduce the information to produce each option in equal measure.

### **Exercise 3**

Candidates continue to be better prepared for this exercise which demands knowledge of the conventions of form-filling and total accuracy in spelling. The report form was designed to be progressively more difficult and, indeed, most candidates answered well in the first two sections but found **Section C** challenging. The two sentences in **Section D** were less successful, although it was encouraging that most candidates attempted an answer in the first person. This aspect has been improving with each session. However, it must be reiterated that two separate sentences are required and that bullet points or note style format are not acceptable. Overall, there were fewer spelling errors throughout the exercise but some marks were lost in ignoring the rubric demands for underlining, deletion or ticking boxes.

**Report Form****Section A**

This was very well attempted and many candidates were awarded the maximum marks for this section. On occasion, some candidates omitted to delete 'full time'.

**Section B**

Some candidates omitted the month in the 'start date' gap, but both underline tasks were well-completed. Many candidates showed a lack of comprehension of the text when completing the 'product surveyed' line and there were many incorrect answers of 'shampoo', 'toothpaste' and 'cosmetics'. As well as accurate transcription of details from text to form, the exercise overall involves careful study of the passage to obtain accurate facts. The final box-ticking task was well answered.

**Section C**

This was a good differentiator and most candidates found this challenging. Only a few were able to understand the text with sufficient precision to answer correctly here. Many felt the requirement was to fill in all the sections, so it would be a useful exercise to remind candidates of the significance of the 'as appropriate' expression within a form-filling context.

**Section D**

There was encouraging improvement, as outlined above, in the more frequent use of the first person instead of the third person. However, it needs to be reiterated that candidates need to write in full and proper sentences, which begin with a capital letter and end with a full-stop. Bullet points and note-style constructions are not acceptable.

In this section, more-able candidates selected the required information for both sentences for 4 marks. The majority of candidates were denied access to the full marks either because the content was irrelevant (writing about brands or promotions) or they made spelling errors, in particular when attempting 'interested', 'market' and 'sporting'.

It was disappointing to see that a good number of candidates did not attempt this section. It is worthwhile emphasising that this section carries 40% of the marks for the exercise and so candidates should be encouraged to complete this part.

Finally, it must be emphasised again that candidates will always find the information for the two sentences in the text. They do not need to invent details or create imaginary answers.

**Exercise 4**

Most candidates were able to show enough understanding of the text and extract the relevant information to score very well here. Overall, the exercise was very successfully attempted. There is evidence that as candidates become more familiar with the demands of this 'new' exercise, so answers are becoming briefer and more in note-form. There are, however, still a sizeable number of candidates who insist on writing full sentences. This is not only wasteful of time and contrary to the skills being tested, it also has repercussions on how well the candidates can perform in Exercise 5. If they produce sentences here, then there is little scope for them to develop these in Exercise 5. The bullet points and the length of line should be a guide as to how to present the answers in note-form.

**Jake's achievements**

Many candidates scored maximum marks here. The most incorrect responses were the omission of the detail 'seven' in front of 'summits' in point 1 and 'fastest' in point 2. However, errors were not frequent in this section.

**Jake's training details**

This section proved more challenging but still a good number of candidates scored maximum marks. All of the three points were used and it was encouraging to see candidates choosing all possible alternative answers from the text. Some candidates were not credited because they chose details about Jake's examinations or the fact that he was studying geo-science.

**Dangers encountered on his latest challenge**

This was very well attempted, candidates using all three possibilities. The answers were also generally in brief note form. Occasionally, some candidates selected the idea about driving from coast to coast but omitted the detail of the dangers of road accidents and so could not be credited.

**Exercise 5**

Although this exercise proved to be the least successful in the paper, there were some encouraging signs from an increasing number of candidates. Firstly, it is pleasing to see the improvement made in sequencing the notes from Exercise 4. Most candidates used the space provided on the question paper and consequently produced pieces which observed the 70 word limit. It must be noted, however, that there were some candidates who wrote well in excess of that - this is both unnecessary and wasteful of time. It was disappointing to note that a sizeable minority of candidates did not attempt this exercise. It must be reiterated that candidates are not required to re-visit the text in order to complete this exercise. The rubric clearly states that they should use the ideas in the notes in Exercise 4 in order to produce the summary. There is the impression that too many candidates are deterred from answering because they feel they have to re-read the whole of the text.

Amongst those candidates who attempted an answer, there were many creditable efforts. There was a good deal of lifting and not many attempted to use their own words, but most candidates achieved a sense of order and scored 2 marks.

**Exercise 6 (Paper 11)**

Overall, this was well attempted and most candidates realised the importance of creating an atmosphere of enthusiasm and joy at meeting their chosen family member after a long period of time. Many candidates sustained this sense of audience throughout the piece and were credited with content marks that were often in the top band.

It was somewhat disappointing that so many candidates chose tennis as their 'new activity' and it needs to be emphasised that the picture details supplied in Exercise 6 are meant solely as guidelines and candidates are free to choose their own content here. However, many developed this satisfactorily and often managed to link it with the final bullet prompt, which required a suggestion as to what the two family members could do together.

Again, the picture prompt provided the inspiration for many candidates and details were often given of a new restaurant that had opened in town. This part of the task was the least developed and was often unconvincing, so some candidates could not be awarded maximum content marks because the effect was incomplete. Examiners were looking for development of all three bullet prompts in order to award top marks for content.

Most candidates used paragraphs suitably, which gave a sense of balance to the writing overall. The word limits were well observed. One of the most important requirements of this exercise was to create a real feeling of happiness and expectation at the reunion and many candidates were able to convey this.

**Exercise 6 (Paper 12)**

Overall, this was well attempted and there were many able candidates who wrote expressively and created a positive atmosphere when conveying their feelings about their chosen job. There were hardly any candidates who expressed a negative viewpoint.

Most of the jobs were inspired by the pictures, the most popular being work at the restaurant and baby-sitting. Occasionally, candidates chose all four and wrote a sentence about each one; high marks could not be awarded here because of the lack of development. Examiners were looking for candidates to choose one only (or a job of their own choice) and to develop that.

Most candidates developed the second bullet prompt and gave ample detail about the main duties of the job, even encouraging the reader to take up some similar form of employment. Less successful candidates covered this aspect in too much detail, showing an in-depth knowledge, especially of cars or horses. At times this was overdone and the effect was unconvincing.

Most candidates used paragraphs suitably, which gave a sense of balance to the writing overall. The word limits were well observed. One of the most important requirements of this exercise was to convince the reader how much they needed the job, whether it was for money or out of interest and many candidates were able to convey this.

### **Exercise 7 (Paper 11)**

The final question on the paper asked candidates to adopt a more formal tone and register and to give a considered judgement on people's reliance on new technology and computers. 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. Encouragingly, however, many candidates attempted to give a balanced view and used an introductory paragraph and a conclusion which gave their piece a sense of cohesion. Examiners were looking for pieces of writing which developed one or two of the cues rather than listing all four in a superficial manner.

Most candidates concentrated on computers rather than technology generally, although there were some ambitious attempts at promoting the virtues of other developments in schools and in the workplace. Less convincing pieces concentrated too much on describing computer games in great detail without addressing the discursive side of the topic. However, there were many more-able candidates who made praiseworthy attempts to adopt a correct register for a school magazine and to persuade fellow students of their opinion about the topic.

### **Exercise 7 (Paper 12)**

The final question on the paper asked candidates to adopt a more formal tone and register and to give a considered judgement on the suggestion that candidates should spend their free time helping in the community. 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. Encouragingly, however, many candidates attempted to give a balanced view and used an introductory paragraph and a conclusion which gave their piece a sense of cohesion. Examiners were looking for pieces of writing which developed one or two of the cues rather than listing all four in a superficial manner.

It appeared to be a topic which most candidates felt an affinity with and even though there was a good deal of reliance on the prompts, their feelings and opinions often came through the writing and there were some creditable attempts at a persuasive register. Overall, the candidates tended to support the idea that some form of help in the community was a worthwhile cause and there were examples of particular tasks ranging from tidying public areas to working with older people.

# ENGLISH AS A SECOND LANGUAGE

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<p>Paper 0510/12 Reading and Writing (Core)</p>
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## General Comments

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- (c) Most candidates included the correct information, although many answers were contained within a longer sentence about 'simple string courses'.
- (d) This was well answered and it was pleasing to note that brief answers were used by the majority of candidates. Only two words were required.
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**Exercise 2**

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**Exercise 3**

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**Exercise 6 (Paper 11)**

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Most candidates developed the second bullet prompt and gave ample detail about the main duties of the job, even encouraging the reader to take up some similar form of employment. Less successful candidates covered this aspect in too much detail, showing an in-depth knowledge, especially of cars or horses. At times this was overdone and the effect was unconvincing.

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### **Exercise 7 (Paper 11)**

The final question on the paper asked candidates to adopt a more formal tone and register and to give a considered judgement on people's reliance on new technology and computers. 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. Encouragingly, however, many candidates attempted to give a balanced view and used an introductory paragraph and a conclusion which gave their piece a sense of cohesion. Examiners were looking for pieces of writing which developed one or two of the cues rather than listing all four in a superficial manner.

Most candidates concentrated on computers rather than technology generally, although there were some ambitious attempts at promoting the virtues of other developments in schools and in the workplace. Less convincing pieces concentrated too much on describing computer games in great detail without addressing the discursive side of the topic. However, there were many more-able candidates who made praiseworthy attempts to adopt a correct register for a school magazine and to persuade fellow students of their opinion about the topic.

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It appeared to be a topic which most candidates felt an affinity with and even though there was a good deal of reliance on the prompts, their feelings and opinions often came through the writing and there were some creditable attempts at a persuasive register. Overall, the candidates tended to support the idea that some form of help in the community was a worthwhile cause and there were examples of particular tasks ranging from tidying public areas to working with older people.

# ENGLISH AS A SECOND LANGUAGE

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<p><b>Paper 0510/21</b></p> <p><b>Reading and Writing (Extended)</b></p>
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## General comments

Most candidates taking the examination this session seemed well prepared and aware of what was required of them. Very few candidates missed out exercises but when this did happen the most common omissions were in the summary writing, Exercise 5, and either Exercise 6 or 7, at the end of the paper. It was most uncommon for candidates to omit both extended writing questions. This would suggest that time management of the paper was good for almost all Centres.

The summary writing has shown some improvement this session, with candidates generally writing within the word limit. However, some candidates are still not reading the rubric carefully and therefore not answering the specific question set. Other candidates continue to repeat the rubric instructions, using up many words to do this and thereby missing out vital content points in their summaries. Although some candidates did attempt to use their own words, there were often errors in tense usage.

Responses to Exercises 6 and 7 generally indicate that candidates realise they must cover the rubric prompts to gain good marks. Weaker candidates are still reiterating the prompts and listing ideas with maybe one personal comment. More able candidates employ a suitable tone and register as well as developing a fairly convincing argument.

Some candidates still have issues with poor handwriting and others write in the Examiner's margin. Both of these give rise to confusion about the ideas the candidate is trying to convey. Centres are asked to remind candidates to write clearly and legibly and to avoid writing in the Examiner's margin.

## **Exercise 1**

This exercise was well done by the majority of candidates, many of whom scored full marks.

## **Question**

- (a) This was usually answered correctly. Where mistakes were made it was usually in the spelling of 'October'.
- (b) This question was well answered by able candidates who easily identified the relevant sentences in the stimulus. Incorrect answers included, 'whales', 'the Arctic circle' and 'white-tailed' on its own. In some instances 'huge and majestic mountains' was offered.
- (c) Although many candidates gave the right answer, referring to the lectures and workshops, some others simply wrote about the work of scientists.
- (d) This question proved to be a good differentiator. Many candidates offered, 'long and cold' or wrote vaguely about 'lighting up the sky' without specifying that it was the Northern Lights which did this.
- (e) Both parts of this question were mostly answered correctly, although only a handful of candidates identified the whale watching boat as an answer in the first section.
- (f) This question was mostly correctly answered. Some candidates missed out the qualifying 'at least' 10 and could not be awarded the mark.
- (g) This was another challenging question for some candidates who mentioned the age restriction or 'if weather conditions are suitable'. Otherwise it was correct.

**Exercise 2**

This was generally well answered. A good number of candidates scored full or almost full marks.

**Question**

- (a) This was usually answered correctly with candidates identifying 'dark' and 'scary'.
- (b) Some candidates gave wrong answers here about the interior of the cave or lanterns showing them the light.
- (c) Candidates sometimes lost marks through failure to observe 'above' and 'below' in the question and therefore put the right answers in the wrong place. Other incorrect responses involved digressions into the sounds and echoes of wind and water. It may be that these candidates did not know the meaning of 'obstacles'.
- (d) Most candidates correctly identified both items of safety equipment and the idea of guidance.
- (e) This question was correctly answered by many candidates. Common errors, however, included '1.75 km', '3km', '7½ hours', '4½ hours'.
- (f) Some candidates responded with 'black soot from visitors' and missed out the idea of the lamps. Weaker candidates did not read the question closely and mentioned rubbish, rather than damage to the walls. However, a large number of candidates answered this question correctly.
- (g) This was well answered with either option from the mark scheme being given.
- (h) Many candidates answered this well, with the majority gaining at least two or three marks. Quite a few candidates gained full marks. Mistakes were generally made where candidates gave the answers they should have given to **Question (f)**.

**Exercise 3**

On the whole this exercise was well attempted; spelling and adhesion to the instructions are improving in most Centres. Some candidates are still having difficulties in giving the correct address in the correct order. A lot of candidates simply lift directly from the text, including phrases like 'in a suburb of' in the address itself.

**Section A**

This was quite well answered by candidates although a few gave 'The Sciapoulos Family' or missed out one of the parents' names. Many got confused with the ages of the children, although a sizeable majority transcribed the e-mail address and telephone number correctly.

**Section B**

The main problem here was insufficient circling for the *Preferred activities* but quite a few candidates also omitted 'Dubrovnik' and gave only Croatia in the first section. A large majority of candidates correctly ticked the *Accommodation* and *Travel* boxes and the circling was usually correctly done. However, the deletion items proved challenging for a number of candidates.

**Section C**

Many candidates are not writing within the prescribed word length for the sentence of between 12 and 20 words. A lot of candidates wrote about travel or contact arrangements or themselves. However, many did realise that they were required to mention the dietary requirements but lost marks by using the third person and writing about 'Nina's mother'. Some candidates did not construct a proper sentence, often omitting the full stop or writing two sentences. Others left out parts of verbs or articles.

**Exercise 4**

This exercise was well answered by the majority of candidates with many scoring full marks. The first section was usually answered correctly but some candidates missed out the essential 'youngest' or 'youngest in Britain'. In the middle section some candidates went astray on training details, mentioning Jake's exams. Many candidates nonetheless identified the correct content points from the stimulus text and produced the right answers. The final section seemed very accessible to many candidates who mainly gave the answers about 'bears or snakes' and 'road accidents'. Weaker candidates concentrated on Jake's achievements in this section which was not what was required.

**Exercise 5**

A lot of candidates did not read the rubric carefully and gave a long preamble about the 'swim-with-dolphins' industry, mainly lifted from the first and second paragraph of the stimulus text. This meant that few content points could be included in their summaries. Only with the most able candidates did the summary directly address the rubric about how the industry could minimise the effect on dolphins. In spite of this, many candidates did manage to identify some content points, usually about allowing rest periods for dolphins and not getting into the water above them or being in their pathway. The notion of educating the tourists was also given as a point. However, some irrelevant lifting showed that some candidates did not really understand the task and points were only half attempted. For example, many candidates lifted the following phrase, 'dolphins should be given substantial periods of time' which on its own did not make sense. More able candidates did try to rephrase and use their own words but this was only successful where the rubric had been properly addressed. Quite a large number of candidates wrote about how interesting and intelligent dolphins are which is not what was required.

**Exercise 6**

In general these questions were well answered on both Papers 21 and 22. Common grammatical errors were apparent. There was confusion in tense usage, such as 'I am not seeing you' and 'I did not see you the longest time'. There were errors in verb/subject agreement and punctuation, mainly in the use of the full stop. Incorrect spelling of common words, as in previous sessions, was noticeable, for example, 'were' for 'where', plus 'there', 'their' and 'they're' confusion.

**Paper 21**

The majority of candidates understood the requirements of this question and there were some imaginative and enthusiastic answers even if the language was faulty. For example, 'I'll be waiting one month with my hands open until you come'. The first point was tackled enthusiastically with the writer mentioning the length of time it had been since the last meeting. However, some candidates did not really address the second point about a new activity though such answers were in a minority.

**Paper 22**

This exercise was well attempted by able candidates, but some answers relied on describing the pictures one by one which did not give much coherence to the task. Nonetheless, many candidates wrote about their improved maturity and responsibility after doing their part time work which more often than not included baby sitting, cleaning cars and working in restaurants.

**Exercise 7****Paper 21**

Many candidates answered this question at some length and included a lot of personal experience. Most candidates were extremely familiar with uses of computers and their benefits and drawbacks. It was pleasing to see that both points of view were put forward by many candidates in a balanced and convincing manner.

**Paper 22**

The notion of an audience of teachers was sometimes ignored by candidates so the correct register and balance of a variety of opinions proved difficult. More able candidates performed well, giving convincing arguments as to why community work is a good thing to do; 'we are part of the community'. There were some candidates who wrote a generalised piece about jobs, just touching briefly on the idea of helping the community.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/22

Reading and Writing (Extended)

## General comments

Most candidates taking the examination this session seemed well prepared and aware of what was required of them. Very few candidates missed out exercises but when this did happen the most common omissions were in the summary writing, Exercise 5, and either Exercise 6 or 7, at the end of the paper. It was most uncommon for candidates to omit both extended writing questions. This would suggest that time management of the paper was good for almost all Centres.

The summary writing has shown some improvement this session, with candidates generally writing within the word limit. However, some candidates are still not reading the rubric carefully and therefore not answering the specific question set. Other candidates continue to repeat the rubric instructions, using up many words to do this and thereby missing out vital content points in their summaries. Although some candidates did attempt to use their own words, there were often errors in tense usage.

Responses to Exercises 6 and 7 generally indicate that candidates realise they must cover the rubric prompts to gain good marks. Weaker candidates are still reiterating the prompts and listing ideas with maybe one personal comment. More able candidates employ a suitable tone and register as well as developing a fairly convincing argument.

Some candidates still have issues with poor handwriting and others write in the Examiner's margin. Both of these give rise to confusion about the ideas the candidate is trying to convey. Centres are asked to remind candidates to write clearly and legibly and to avoid writing in the Examiner's margin.

## **Exercise 1**

This exercise was well done by the majority of candidates, many of whom scored full marks.

## **Question**

- (a) This was usually answered correctly. Where mistakes were made it was usually in the spelling of 'October'.
- (b) This question was well answered by able candidates who easily identified the relevant sentences in the stimulus. Incorrect answers included, 'whales', 'the Arctic circle' and 'white-tailed' on its own. In some instances 'huge and majestic mountains' was offered.
- (c) Although many candidates gave the right answer, referring to the lectures and workshops, some others simply wrote about the work of scientists.
- (d) This question proved to be a good differentiator. Many candidates offered, 'long and cold' or wrote vaguely about 'lighting up the sky' without specifying that it was the Northern Lights which did this.
- (e) Both parts of this question were mostly answered correctly, although only a handful of candidates identified the whale watching boat as an answer in the first section.
- (f) This question was mostly correctly answered. Some candidates missed out the qualifying 'at least' 10 and could not be awarded the mark.
- (g) This was another challenging question for some candidates who mentioned the age restriction or 'if weather conditions are suitable'. Otherwise it was correct.



**Exercise 2**

This was generally well answered. A good number of candidates scored full or almost full marks.

**Question**

- (a) This was usually answered correctly with candidates identifying 'dark' and 'scary'.
- (b) Some candidates gave wrong answers here about the interior of the cave or lanterns showing them the light.
- (c) Candidates sometimes lost marks through failure to observe 'above' and 'below' in the question and therefore put the right answers in the wrong place. Other incorrect responses involved digressions into the sounds and echoes of wind and water. It may be that these candidates did not know the meaning of 'obstacles'.
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- (e) This question was correctly answered by many candidates. Common errors, however, included '1.75 km', '3km', '7½ hours', '4½ hours'.
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- (g) This was well answered with either option from the mark scheme being given.
- (h) Many candidates answered this well, with the majority gaining at least two or three marks. Quite a few candidates gained full marks. Mistakes were generally made where candidates gave the answers they should have given to **Question (f)**.

**Exercise 3**

On the whole this exercise was well attempted; spelling and adhesion to the instructions are improving in most Centres. Some candidates are still having difficulties in giving the correct address in the correct order. A lot of candidates simply lift directly from the text, including phrases like 'in a suburb of' in the address itself.

**Section A**

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**Section C**

Many candidates are not writing within the prescribed word length for the sentence of between 12 and 20 words. A lot of candidates wrote about travel or contact arrangements or themselves. However, many did realise that they were required to mention the dietary requirements but lost marks by using the third person and writing about 'Nina's mother'. Some candidates did not construct a proper sentence, often omitting the full stop or writing two sentences. Others left out parts of verbs or articles.

#### Exercise 4

This exercise was well answered by the majority of candidates with many scoring full marks. The first section was usually answered correctly but some candidates missed out the essential 'youngest' or 'youngest in Britain'. In the middle section some candidates went astray on training details, mentioning Jake's exams. Many candidates nonetheless identified the correct content points from the stimulus text and produced the right answers. The final section seemed very accessible to many candidates who mainly gave the answers about 'bears or snakes' and 'road accidents'. Weaker candidates concentrated on Jake's achievements in this section which was not what was required.

#### Exercise 5

A lot of candidates did not read the rubric carefully and gave a long preamble about the 'swim-with-dolphins' industry, mainly lifted from the first and second paragraph of the stimulus text. This meant that few content points could be included in their summaries. Only with the most able candidates did the summary directly address the rubric about how the industry could minimise the effect on dolphins. In spite of this, many candidates did manage to identify some content points, usually about allowing rest periods for dolphins and not getting into the water above them or being in their pathway. The notion of educating the tourists was also given as a point. However, some irrelevant lifting showed that some candidates did not really understand the task and points were only half attempted. For example, many candidates lifted the following phrase, 'dolphins should be given substantial periods of time' which on its own did not make sense. More able candidates did try to rephrase and use their own words but this was only successful where the rubric had been properly addressed. Quite a large number of candidates wrote about how interesting and intelligent dolphins are which is not what was required.

#### Exercise 6

In general these questions were well answered on both Papers 21 and 22. Common grammatical errors were apparent. There was confusion in tense usage, such as 'I am not seeing you' and 'I did not see you the longest time'. There were errors in verb/subject agreement and punctuation, mainly in the use of the full stop. Incorrect spelling of common words, as in previous sessions, was noticeable, for example, 'were' for 'where', plus 'there', 'their' and 'they're' confusion.

#### Paper 21

The majority of candidates understood the requirements of this question and there were some imaginative and enthusiastic answers even if the language was faulty. For example, 'I'll be waiting one month with my hands open until you come'. The first point was tackled enthusiastically with the writer mentioning the length of time it had been since the last meeting. However, some candidates did not really address the second point about a new activity though such answers were in a minority.

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This exercise was well attempted by able candidates, but some answers relied on describing the pictures one by one which did not give much coherence to the task. Nonetheless, many candidates wrote about their improved maturity and responsibility after doing their part time work which more often than not included baby sitting, cleaning cars and working in restaurants.

#### Exercise 7

#### Paper 21

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The notion of an audience of teachers was sometimes ignored by candidates so the correct register and balance of a variety of opinions proved difficult. More able candidates performed well, giving convincing arguments as to why community work is a good thing to do; 'we are part of the community'. There were some candidates who wrote a generalised piece about jobs, just touching briefly on the idea of helping the community.

# ENGLISH AS A SECOND LANGUAGE

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

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

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

Examiners reported fewer gaps being left by candidates. This is good news as it is always worthwhile making reasonable attempts, even if candidates lack confidence in the spelling of some words.

Candidates should be clear about their responses to the true or false questions – it is not acceptable to enter ticks and crosses in both boxes. Examiners advise candidates to enter ticks only in one box according to whether they believe the statement to be true or false.

## Comments on specific questions

### **Part 1**

Generally candidates responded well to this section of the Paper.

**Question 1** was very well answered with most candidates aware that the best place to send the e-mail was the library. There were some interesting spellings of library, and, in many cases, Examiners were able to award the mark for close phonetic attempts.

**Question 2** did not pose any problems, with many candidates responding correctly that the beach was the chosen venue and that the reason for this was either that the wind would have dropped or to avoid the chemicals in the swimming pool.

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

**Question 4** allowed a variety of responses with more able candidates choosing to express their response using some of their own words. As long as the main idea was conveyed – that Pia was worried about the gift arriving on time – the mark was awarded.

**Question 5** was correctly answered by many candidates. Those who failed to score a mark usually omitted 'wedding' or replaced anniversary with celebration, which of course is not the same thing. There were some unusual spellings of 'anniversary', most of which were accepted as phonetic attempts. One response – 'university' – was seen on a number of occasions, and this, of course, was not allowed. These candidates appear to have heard the wrong word.

**Question 6** was very well answered in the second part (the number of the book) but less well answered in the first part (the title). Examiners were looking for an accurate transcription of the full title – 'prepare for your IGCSE' – so in cases where only three words were given, the mark was not allowed. Variations of 'prepare' were seen, and were usually allowed.

## Part 2

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

**Question 7** with five available marks was based on an interview with the manager of a mineral water company. This question was answered very well by many candidates, who scored 4 or 5 marks. Item 1 was answered correctly by many – ‘attitude’, ‘creative’ and ‘cleaner’ proving to be widely known words. Item 2 posed no problems, except on a few occasions where ‘mineral’ was spelled in a more complicated manner than necessary, illustrating that candidates should avoid adding syllable sounds to words. Item 3 was perhaps the most straightforward question in the section. Item 4 was usually either correct as ‘corn’ and ‘12 weeks’ or candidates appeared to have no idea of what was required. Item 5 was usually correctly answered, though many candidates added ‘of litter’ unnecessarily.

**Question 8** was in response to an interview about tea harvesting and candidates found the question rather challenging. This was perhaps because they had to range more widely to locate the correct answers. Candidates should therefore take the full opportunity and benefit of listening to the recording twice, using the second ‘hearing’ to seek out specific details.

In Item 1 candidates usually located 390 km but tended to struggle with the second element of 2000 (metres). Where candidates offered 63,000 for Item 2, this was fine (though 6300 was occasionally seen) – however, where candidates offered ‘all our’ (jobs) this was marked as incorrect, following the protocol of forms needing to be completed using the third person. Item 3 was usually either correct as ‘feed and educate’ or candidates offered wild (and inaccurate) guesses. In Item 4, Examiners were looking for the plural – 1920s – as a period of time. Item 5 saw largely accurate responses at 50 and 1300 kilograms. In Item 6, as long as candidates showed that the machine was unable to ‘select’ leaves (or any synonym) then the mark was allowed, as long as ‘quality’ was also provided. The final Item 6 was usually answered correctly as ‘hand picked’.

## Part 3

**Question 9** focused on the world’s highest railway. Candidates scored well in general on this exercise.

**Question 10** was a talk about an interactive exhibit and candidates scored less well, perhaps finding the degree of difficulty of the true/false statements more challenging.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/04

Listening (Extended)

Candidates responded well to this challenging paper, showing evidence of good preparation and the ability to cope well with the format and timing of the extended listening component. This session there were relatively few omissions (where candidates did not attempt parts of questions) and this demonstrated good engagement with the subject matter presented. All synonyms and reasonable phonetic attempts at answers were credited in accordance with the “listening for understanding” ethos of the component.

**Questions 1-6** comprised six short scenarios which demanded concise and precise answers. Eight marks were available for this section. **Question 1** was about Pia sending a birthday gift. Answers implying lateness were accepted here and also the idea that the birthday was on the following day. **Question 2** simply needed “wedding anniversary” and many variations of the phrase which carried this meaning were credited. **Question 3** asked for a number, “3645679”, which nearly all candidates transcribed correctly, and the title “Prepare for your IGCSE” was generally accurately transcribed, although a few candidates muddled the letters. Generally these first three questions were very well attempted. **Question 4** asked where Filip might find somewhere to stay. The answer (requiring two details) was “hostel”, many wrote “hospital”, and “other side of town” for which some candidates offered “in another town”. For **Question 5** the idea of the tickets being half price was credited, and alternatively, the sense of Tom needing to queue or get there early to buy a ticket. For **Question 6** candidates needed to respond with “phone” or “call” for one mark and the idea of asking the ferry to wait or being able to catch the boat for the second mark. Many candidates answered this correctly, although “fairy” as an attempt at “ferry” was not credited. There was generally a good level of aural comprehension evident in candidate responses to **Question 1-6**.

The second part of the paper comprised two form-filling exercises. **Question 7** was in response to an interview with the manager of a mineral water company and was well attempted by most candidates. The first answers needed were “attitude”, “creative” and “cleaner” which were generally understood, although candidates who offered “altitude” here could not be credited. The company aims were to sell “mineral water” and to “help” people in other lands. “Pumps” had already been installed in India and Mali and the profits were used to buy clean “water” for “one” person for a “month”. This was universally well done although candidates should be advised not to reiterate given words from the examination paper in the answer. A number of candidates wrote, for example, “person person” and could not be credited. The conventional bottles were made of “plastic” and Examiners accepted “ages”, “centuries” and “time” for the period of decomposition. For the next item, the “corn” bottles decomposed in “12 weeks”. The rubbish-muncher removed “45 tonnes” of waste; many candidates wrote “45 litres” and could not be rewarded. Overall candidates demonstrated engagement with **Question 7** and a generally good level of aural comprehension.

**Question 8** was about tea-picking and most candidates engaged well with the subject matter. The first answers tested knowledge of number; “390 km” and “2000.” Many candidates wrote “3090” and “200”. Often candidates fared better if they wrote the numbers out in words, leaving less room for error in transcription. The next item needed was “faster” which was very well done, followed by the idea of the loss of “all” or “63,000” jobs. Where candidates chose to provide the number there were some incorrect variations, “6300”, for example. Tea farming began in the “1920s” and was Kenya’s “leading export”. As always, synonyms were given credit. The yields were mostly well answered, “50 kg” and “1300 kg”. The machine was unable to “select leaves” and the “quality” was poorer. The consumer could help the situation by buying tea which was “hand-picked”.

**Questions 9 and 10** formed the most challenging part of the paper, in accordance with the progression of difficulty of the component. **Question 9** was about the world’s highest railway. **Question (a)** simply needed “it was high” or this idea expressed in other words. The first stage of the railway **(b)** was completed in “1984” and cost “2.3 billion pounds”. Most candidates were able to supply the numbers but many inaccurately wrote “million” or “dollars”. The train was adapted to the altitude by “oxygen in the coaches” and “double paned windows” or “ultra violet filters”. **Question (d)** needed the idea of the railway bringing in tourists, destroying the culture or the environment or affecting the animals. Any one of these ideas was acceptable. Mr. Zhang’s two highlights were the “highest station” and the “river”.

**Question 10** was about satellite navigation systems and candidates engaged really well with the subject matter, demonstrating interest and understanding. **Question (a)** needed “guide them to their destination” which was clearly understood by most candidates. A few candidates, however, chose to answer this question from their own experience and described a satellite navigation system rather than focusing on its purpose. **Question (b)** asked for three advantages and a range of items were rewarded including “reducing stress”, “saving time”, “saving money”, “saving petrol” and “helping the environment”. Answer **(c)** was well done; “sends signals” was needed here and supplied by most candidates. The system could also record “speed” and the differences between systems now and 5 years ago were many; “smaller”, “cheaper”, “already built in” were amongst the answers credited by Examiners. The advice given was, “do not rely on the system” or “use your common sense” and “remove when parked”. Good engagement with content and aural comprehension of this complex subject was demonstrated by many candidates in response to **Question 10**.

On the whole, candidate performance this session was good, although the whole mark range was evident.

# ENGLISH AS A SECOND LANGUAGE

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

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

Please ensure 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.

### ***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 for 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 intensely about school matters, exam nerves, or anything which might make candidates uneasy.

On the whole, Moderators would like warm-ups to be a little shorter, and to remain within the 2-3 minutes specified. Long warm-ups are almost always counter-productive.

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

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

The recording should be paused after the warm-up; 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 (e.g. A, B, C, D, E and then a repeated pattern). Topics should be selected to try to match each candidate's interest 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 Topic 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 this session 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, but 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 perhaps seek to extend the discussions beyond the main prompts.

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



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

Examiners are reminded that 'development' (of the conversation) is now 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.

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

As mentioned above, development has been incorporated into 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 sometimes encourage discussion of more abstract ideas and concepts.

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

#### **Card A: Competition**

Many candidates talked about sports and games they had competed in and how they felt about this.

#### **Card B: Language**

This was a popular topic and worked on different levels, from the more simple discussion of mother tongue usage versus the acquisition of English to the more sophisticated idea of non-oral 'language' (e.g. body language).

#### **Card C: News**

A number of candidates struggled to engage with the level of maturity and experience required to move this topic into productive ground. Candidates had the least amount of interest in this topic.

#### **Card D: Fast food**

This topic saw many candidates able to relate easily to the theme. However, some conversations were rather predictable.

#### **Card E: Rules**

This topic was well-attempted by a good number of candidates. It worked well for candidates of all abilities, allowing weaker candidates to discuss personal rules (e.g. at home) and stronger ones to move the conversation into more general and broader areas (e.g. how different societies have different rules). The topic brought forth some very mature responses and Moderators enjoyed listening to these.

### ***Assessment criteria***

Moderators observed considerable leniency in awarding marks in the Band 1 area. Adjustments were therefore made to reflect this, by lowering Band 1 marks into Band 2.

This was particularly apparent in the application of the development/fluency criteria. Examiners need to be sure that a candidate has contributed successfully to the development of the conversation before being awarded 9 or 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 will be acceptable.

### ***Administrative procedures***

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

However, there are several procedural matters still needing attention:

- Moderators continue to have to complete an unacceptable number of Amendment Forms. Mistakes in adding up and/or transcription will have been drawn to a Centre's attention in the Moderator report. Would these Centres please **nominate a person other than the Examiner** (e.g. a colleague in the English department) to check the totals which are being arrived at. It really is unacceptable to award a mark to a candidate after an examination, and then record a *different* mark on the official documentation.
- Some Centres are still failing to include **both** of the required forms. The Moderator's copy of the Mark Sheet (MS1) is important to confirm accurate transcription of the marks. The Summary Form is equally important, as this indicates the breakdown of the marks into the three criteria for all of the candidates.
- 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.

### ***Closing remarks***

CIE is very grateful to have received a much larger number of samples on Compact Disc (CD format). Moderators welcome this as it makes the task of external moderation quicker and more efficient. However, Moderators noted that, in some cases, the CDs appeared not to contain any recordings. This may have been due to a technical issue where Centres may have forgotten to 'finalise' the CD so that it can be played on a regular, portable CD player. Please do ensure this is the case.

The main advice to Centres is to ensure that a two-way, spontaneous conversation occurs in **Part D**, which utilises the set prompts to develop the depth and sophistication of the topic, so that candidates are given every opportunity to illustrate their speaking skills.

# 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. 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.

It was clear again that Centres who comply with the above requirements make a very good job of designing, conducting and assessing coursework tasks. At these Centres, candidates clearly enjoyed being involved in oral coursework activities.

However, some Centres conducted rather limited and occasionally inappropriate coursework. The external Moderators urge these Centres to think again about why they opt for the coursework component. The aim of coursework is to broaden a candidate's learning experience, not to limit it, and to give a candidate more scope for conveying his or her oral skills than in a single, more formal test.

If a teacher is not completely confident 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 general accuracy in applying the mark scheme.

## **Advice to Centres**

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

For the moderation process to be completed efficiently, 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.