

Location Entry Codes

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From the June 2007 session, 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

ENGLISH AS A SECOND LANGUAGE

Paper 0510/01

Reading and Writing (Core)

General comments

On the whole candidates appeared to be correctly entered for the Core tier and few would have benefited from being entered at Extended tier with its greater demands and rigour. The paper offered a range of tasks within the seven exercises, requiring varying skills from the candidates. There were degrees of difficulty within each exercise and differentiation was achieved. Candidates largely attempted all parts of the question paper and it was encouraging to note that there were very few exercises which were left blank.

Time management did not appear to be a problem and most candidates answered at the required length. There were few general misunderstandings and misinterpretations of the rubric. Exercise 2 continues to prove challenging to candidates in terms of extracting the correct information from the stimulus, but it was encouraging to note an improvement in the interpretation of the graphical element. Likewise, there was general improvement in certain areas of Exercise 3, although the precise requirements of the form-filling make this a challenging exercise for some candidates. The note-taking task in Exercise 4 is a relatively new skill for Core tier candidates but there are signs of improved performance here also as a result of more practice in individual centres.

Handwriting was generally acceptable and most candidates used blue or black ink. The papers are generally designed to guide the candidate as to the length of answer required in specific questions and overall exercises. Too often, however, candidates wrote outside the allocated spaces and even used the *For Examiners' use* column. It would help if candidates could be encouraged to use the space provided which should be ample for each answer. Extra pages can be found at the end of the booklet and candidates may use these if they need to submit additional material.

Comments on specific questions

Exercise 1

Most candidates did well on this exercise and extracted the full and correct information from the stimulus text.

- (a) Some candidates wrote incorrectly "3 hours" and occasionally others missed the important detail of "per hour".
- (b) Most candidates answered correctly, although some were careless with the reading of the question and used "relax" as one of their two details.
- (c) A few candidates answered "at the weekends". Most were correct but many copied a whole sentence when a single word answer was sufficient.
- (d) There were three possible answers available and almost all candidates chose correctly here.
- (e) This question proved a little more challenging and some candidates were unable to recognise the concept of "multi-lingual" and instead chose the idea of "available at all times".
- (f) Most candidates achieved a mark here. It was not necessary to copy out the full internet address but those who did were pleasingly accurate.

Exercise 2

Many candidates found this exercise challenging. The questions requiring factual answers were read well-attempted but less able candidates had difficulties understanding the overall message contained in the stimulus passage. There was, however, a significant improvement in the way that candidates drew information from the graphical detail. Overall, a full range of marks was achieved within the grades accessible to Core candidates.

- (a) Most candidates offered one correct detail but many missed the idea of “wake up” and offered “tired” only.
- (b) Most candidates achieved the correct answer but some misread the question and offered “lack of concentration” or even “higher risk of diabetes” which are not dangerous to other people.
- (c) Few candidates were able to convey the connection between the journal and the article. They wrote lengthy, confused answers which relied heavily on lifting irrelevant material from the text and referred only to one piece of research.
- (d) This was generally well-attempted although some less able candidates merely repeated the idea provided in the question and offered “we have electric lighting”.
- (e) In general, this was well-answered by the majority of candidates. On occasion, the question was misread and “avoid” seemed to present less able candidates with problems. There were some who answered “work at maximum efficiency”.
- (f) There was a definite improvement in the number of candidates who were able to search the diagram and find the correct information. There were still some who misread both the reference to “diagram” and “percentage” in the question and answered “10.8 hours” from the text itself.
- (g) Many candidates offered “diabetes” and “obesity” as the two correct options, but there were few who chose “sleep debt”. Some candidates assumed that the question related to them personally and gave their own ideas on how lack of sleep would affect them.
- (h) This was well-attempted and most candidates were able to select and reduce the information to give brief answers.

Exercise 3

Candidates were well prepared for this exercise and improvement continues to be made in many areas. The difficulty of this exercise lies in the requirement for total accuracy, but it was encouraging to note that spelling was generally precise. The two sentences were less successful. Many candidates could not be credited because they produced one sentence only or wrote in bullet point form or forgot to transfer the information from the third to the first person.

Section A

Most candidates completed this section in block capitals but there is still a problem with a minority who are careless when reading this instruction. The name was well attempted with the exception of some candidates who spelt SADIQ with a G rather than a Q. There were no problems with the age.

Section B

The host family name was well-attempted with precise spelling. Many candidates gave the address in the correct order but included the expression “in the town of”. Some candidates misunderstood the stimulus text and included Mona in the details of the children, thus nullifying their answer.

Section C

The reasons for the visit were well answered and considerable attention was paid to correct spelling. Both morning and afternoon activities were well recognised but many candidates gave incorrect times. For example, a popular incorrect morning time was from 08:00 to 14:00. The afternoon timings were more successfully attempted.

Many candidates are still unsure as to the requirements of the final section and produced notes which combined both the most and the least enjoyable experience. To have access to maximum marks there must be two self-contained sentences with capital letters at the beginning and full stops at the end. Some candidates also produced a note form answer with bullet points which is not acceptable. In addition, a small number of candidates used Mona or "she" as the subject.

Exercise 4

Most candidates showed enough understanding of the text to make a good attempt at the notes. Marks were distributed evenly under the three different headings and some candidates scored highly for this exercise. Overall, there continues to be pleasing improvement in this skill area. Efforts should now be made to ensure that brief notes rather than sentence length answers are given and that candidates offer only one idea for each bullet point.

Differences between birds and chimps

Many did well in this section and most scored at least two marks. All three possible answers were used regularly. The most common incorrect answer was the "understanding of cause and effect". Occasionally candidates did not make it clear whether chimps or birds were more efficient with the use of tools or whose brain size was the larger.

Examples of intelligent bird behaviour

Many candidates mentioned at least one of points 4 and 5 and concentrated correctly on the key words of "sticks to extract" and "hooks from garden wire". The final point was more challenging and required precise as well as brief wording. Many candidates who attempted point 6 did not understand that certain birds were the victims of theft rather than the perpetrators.

Issues of animal welfare

All three options from the mark scheme were identified with points 7 and 8 being the most popular choices. Occasionally, candidates missed out "in zoos" which was considered an important detail. In addition, some candidates tried to make two discrete points from "fishing should be banned" and "fish feel pain".

Exercise 5

There continues to be solid improvement in certain areas of this exercise. It is particularly pleasing to note that almost without exception the content of the paragraph was relevant to the notes taken in Exercise 4. Most candidates used the space provided on the question paper and consequently produced pieces which observed the 70 word limit. There was a good deal of lifting from the notes and many less able candidates sequenced disconnected ideas in random fashion. Most candidates, however, achieved a sense of order and scored at least two marks. More ambitious candidates attempted their own words but sometimes did not express their ideas clearly. It was disappointing to note that a sizeable minority of candidates did not attempt this exercise.

Exercise 6

Overall, the candidates seemed to enjoy this exercise and most were able to personalise it. Many included a suitable opening paragraph to their friend which established a good register and tone. There was certain flexibility in the idea of the elderly relative and some wrote about cousins and other members of the family. The better candidates used the "elderly" idea as a springboard for the whole essay and incorporated this person comfortably into the narrative. As a result, the content often featured sudden ill-health and how the writer dealt with it. In addition, other popular subject areas were car breakdowns, problems with swimming in the sea and the loss of valuable items such as suitcases and money. More able candidates were victims of an unexpected problem and gave good accounts of how they set about resolving the difficulties. Most candidates described their feelings about the visit and there were some excellent examples of the use of idioms to inject style and passion into their writing.

Less able candidates inherited an existing problem, frequently dirty and polluted beaches, which they endeavoured to clean. Their expression of feeling was often restricted to "I was happy with the visit". Some candidates treated the title as a chance to write about a holiday in general and made only the briefest mention of a problem. This is sometimes the consequence of candidates trying to reproduce work they have

previously practised. It must be emphasised that it is important to address each bullet point with sufficient detail.

Most candidates attempted to divide the letter into suitable paragraphs, but there was a significant number who produced single paragraph pieces. Particularly pleasing was the fact that the word length was generally very well-observed and there were hardly any examples of short work, nor indeed of blank pages.

Exercise 7

Candidates from some centres performed better on this exercise than Exercise 6. It appeared to be a topic which most candidates identified with and the majority were able to promote a convincing argument. It was very pleasing to note that most candidates attempted to develop the prompts to a greater or lesser degree. There were only occasional examples of direct lifting without development, presumably where candidates had run out of time.

Most candidates used the prompts equally to promote both sides of the argument. Where they supported one viewpoint rather than another, it was in favour of animals living their lives outside of zoos. Many promoted the rhetorical question: "How would you like to live in a cage?"

In addition, the majority of candidates adopted a suitable register for the article and it was encouraging to note that there were genuine attempts to supply a satisfactory introduction, main body and conclusion.

Some less able candidates misinterpreted the rubric and based their arguments on the fact that their school was actually going to set up a zoo. In this regard there were comments about how they would clean out the cages and feeding procedures.

Finally, it was interesting to compare the variety of attitudes to the argument from various parts of the world. It certainly appeared to be a topic which candidates felt they could contribute to fully.

ENGLISH AS A SECOND LANGUAGE

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Comments on specific questions**Exercise 1**

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- (b) Most candidates answered correctly, although some were careless with the reading of the question and used “relax” as one of their two details.
- (c) A few candidates answered “at the weekends”. Most were correct but many copied a whole sentence when a single word answer was sufficient.
- (d) There were three possible answers available and almost all candidates chose correctly here.
- (e) This question proved a little more challenging and some candidates were unable to recognise the concept of “multi-lingual” and instead chose the idea of “available at all times”.
- (f) Most candidates achieved a mark here. It was not necessary to copy out the full internet address but those who did were pleasingly accurate.

Exercise 2

Many candidates found this exercise challenging. Candidates were generally able to access the text and find the correct answers but had difficulty in transferring them precisely to the relevant question. The exercise emphasised the need for candidates to read the questions as carefully as the text. There was an encouraging improvement in the interpretation of the graphical material. Overall, a full range of marks was achieved within the grades accessible to Core candidates.

- (a) Most candidates were able to select “best review” but there was some confusion as to the “best book” and “fiction prize” which were two separate ideas. Consequently only one correct detail was often supplied.
- (b) Many candidates were able to differentiate between the review and the fiction prize and answered correctly here. The less able candidates chose the more obvious wrong answer “since 1967”.
- (c) Most candidates gave two correct details and all options were selected. Encouragingly, discrete answers were written on separate lines and were clearly differentiated.
- (d) Most candidates interpreted the graphical material very well and were able to locate the correct percentage. Less able candidates were careless with their selection of the relevant age group.
- (e) This was a challenging question and many candidates were not precise enough in their reading of exact requirements. Many overlooked the reference to “differ” and chose to select detail about the support that the reviewers received from their teachers.
- (f) This was generally well-attempted and there was good recognition of the requirement to provide negative aspects. Less able candidates found the text challenging in this area and answered with an incomplete “were not slow to mention”.
- (g) Most candidates showed sufficient understanding of the text and lifted the relevant phrase. Some offered incomplete answers which referred to the rules of reviewing but not to the fact that they were taught how to review.
- (h) Many candidates lacked the precision for a totally correct answer here and lifted vague ideas about the importance of friendship and helping others which were general characteristics rather than specific to young people.

- (i) This question required the candidates to understand the message conveyed in the final paragraph. Some lifted a part of the sentence without precision and as a result conveyed the opposite idea, that many young people were happy to watch television and videos all day.

Exercise 3

Candidates were well prepared for this exercise and improvement continues to be made in many areas, especially with regard to deleting and underlining. The difficulty of this exercise lies in the requirement for total accuracy, but spelling was generally precise. The two sentences were less successful. Many candidates produced one sentence only or wrote in bullet point form or forgot to transfer the information from the first to the third person.

Section A

A minority of candidates made no attempt to provide block capitals in this section. Most candidates were accurate with the full name, but sometimes the age given was 17 and not 16. The address often contained the incorrect preposition "in".

Section B

Some candidates were not precise enough with the employment details and gave company information rather than the specific position of "receptionist". Almost all candidates deleted the "full-time" option and previous work experience included details of both jobs, although some candidates overlooked the need to change "her father" to "my father". Spelling was very accurate throughout this section. The underlining of information was well attempted.

Section C

Many candidates included studying as a hobby in addition to windsurfing and volleyball and this was accepted. A pleasing aspect of this third exercise was the accuracy of transcription of both telephone numbers and email addresses, although occasionally "her mobile phone" could not be credited. Most candidates were able to provide the "newspaper" answer to the final part.

Many candidates are still unsure as to the requirements of the final section and produced one sentence which combined both ideas. To have access to maximum marks, there must be two self-contained sentences with capital letters at the beginning and full stops at the end. Some candidates also produced a note form answer with bullet points which is not acceptable. In addition, a small number of candidates used the third person, "her brother said", rather than the first person.

Exercise 4

Most candidates showed enough understanding of the text to make a good attempt at the notes. Marks were distributed evenly under the three different headings and some candidates scored highly for this exercise. Overall, there continues to be pleasing improvement in this skill area. Efforts should now be made to ensure that brief notes rather than sentence length answers are given and that candidates offer only one idea for each bullet point.

Eating advice from dentists

Many candidates extracted the required information from the text but lacked precision. For example, the importance of "only" in point 2 was often missed. In addition, some candidates were careless in their reading of the heading and included details about drinks.

Children's sugar consumption

Most candidates scored well here and points 3 and 5 were the most popular. Occasionally there was a lack of discrimination in the notes and unnecessary information about "adult consumption" and "body size" was included. Point 4 was in a separate paragraph in the text and was not well-recognised.

Healthy food options.

Most candidates were successful with two out of the three options. "Eating cheese" was the most popular choice and many candidates extracted the idea of eating fruit and vegetables but missed out the information about "5 portions" or "every day". Fewer candidates recognised the final option of the "healthy diet".

Exercise 5

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ENGLISH AS A SECOND LANGUAGE

Paper 0510/02

Reading and Writing (Extended)

General comments

The majority of candidates appeared to have been entered for the correct level. In some centres, however, candidates would have been better served if they had been entered for the Core tier since their overall performance at Extended tier was weak.

The performance of the majority of candidates was broadly in line with that of last year. Able candidates completed the whole paper and scored good marks throughout. Weaker candidates struggled, some leaving out whole exercises, usually one or both of the final essay questions, or specific parts of exercises such as **Question (i)** in Exercise 2.

There were not as many excellent performances as last session, perhaps because some good candidates made errors in completing Exercise 4. In addition, for Exercises 6 and 7 some good candidates failed to develop the writing (particularly in Exercise 7) by failing to add any ideas of their own, keeping instead to the points provided. This had the effect of limiting the marks awarded for content and didn't provide the opportunity for good candidates to display their use of complex language.

However, in general, candidates are getting higher content marks in the summary Exercise 5 than in previous sessions although there is still some misunderstanding from some centres about word length requirements.

In some centres the legibility of handwriting is still a problem. At Extended level candidates are expected to be able not only to answer the questions, but to write clearly to express themselves as well.

Some candidates continue to write in the space which is provided for Examiners. Although candidates are, on the whole, showing improvement in selecting relevant points rather than copying out whole sentences, this was not the case in the form-filling Exercise 3. A relatively small space for answers is given in this section so candidates should not find it necessary to copy out several sentences and write their answers all around the page. If more space really is required, candidates should be encouraged to use the spare paper at the end of the examination booklet.

Comments on specific questions

Exercise 1

- (a) This question was usually answered correctly but in some cases "km per hour" was missing. This was vital for the mark to be awarded. This was, however, an easy start to the paper for most candidates.
- (b) Although generally correct, an occasional wrong answer was given such as "watch the beautiful countryside of Europe" or "save time".
- (c) Able candidates got this correct, but many wrote "during the school holidays" or "weekends" or "from April to September."
- (d) This was quite well answered with all the options from the mark scheme being used. Some candidates offered unusual spellings of "daily" which sometimes cost them the mark.
- (e) Some incorrect answers included "staff available at all times" or "at the terminal" or "on the train" but this question was mostly correctly answered.

- (f) This question again well answered by those candidates who had read the stimulus carefully. Responses included "tickets sent to your home address".
- (g) Many answers were incorrect because they did not include the idea that tickets must be reserved to 90 days in advance. "Can only" was given in the text to convey the obligation.
- (h) Many candidates did well here but some failed to include the detail that points needed to be exchanged for rewards.

Exercise 2

This was a challenging exercise for many of the candidates. Nonetheless, the most able managed it well and scored high marks. Weaker candidates failed to understand the requirements of (b), (g) and (h) in particular.

- (a) This was answered correctly by the majority of the candidates. Some added the information about the wearing of black wetsuits.
- (b) This question was well answered by many. Some wrong answers included "rub water into their diving masks", "shout at each other above the engine noise", "make their way to the ocean" and "go fishing".
- (c) Most answered this correctly giving both points although a few were let down by poor spelling or lack of proof reading and wrote "driving" instead of "diving".
- (d) Most candidates got this correct which indicates that interpreting information from a graph is improving. Some candidates gave "3000", "4500" or "10500".
- (e) Some candidates got this correct, whilst others missed the point, instead offering "they are not experienced", "better forms of transport" and "sent the government away". Many wrote "they became accessible through modern communications" without elaborating on the idea or mentioning the mainland.
- (f) This was generally well answered, although some responded with "must throw her white float into the sea".
- (g) This question caused the most difficulties for candidates, some of whom answered the question with women as the subject of the sentence, giving the answer from the female perspective. Sometimes vital information was omitted such as "ratio of" or the idea that men handle water pressure less well than women. Some candidates wrote that "men do not handle pressure".
- (i) The majority of candidates answered this well.
- (h) Stronger candidates were able to tease out the four correct points but many others gave misleading information such as "collecting items from the sea floor", "loss of husbands" or "holding their breath". The most usual answers included the idea of the water pressure and currents.

Exercise 3

Section A

The majority of candidates completed this without too much difficulty. A few just gave the first name, Johann, or the incorrect name, Stefan. Most, however, got the address right and very few, compared with previous years, used unnecessary prepositions, such as "in Warsaw". A minority missed out "Warsaw". In the section on *Age of Property* a few omitted "years" from their answer or gave 18 or 20, but most gave the correct answer. Most candidates got the remaining information in this section correct but less able candidates gave 3 or 5 as an answer to the *Accommodation* section. The *Facilities* section was usually correct although some incorrectly included a television and a garden.

Section B

A number of candidates gave “car” as public transport and many gave both “car” and “bus” as answers. Almost all candidates gave “supermarkets” as a leisure activity and some wrote three lines from the text about the swimming pool. For *leisure facilities by car/public transport* the candidates also wrote far too much. For *details of nearest medical facilities*, many candidates gave both the health centre and the medical facility although others gave just one. Some candidates focused incorrectly on the length of the car journey.

Section C

This section was quite well answered with candidates giving the correct telephone details. Some spelling mistakes lost candidates marks, for example, ‘*expect Sunday*’. Many failed to transcribe the website address accurately.

Section D

A number of candidates omitted this section completely.

Many candidates wrote far more than the maximum twenty words and quite a number wrote two sentences. Some candidates did not write a proper sentence. Candidates must be encouraged to read the requirements of this exercise carefully and adhere to the word length. Even in cases where reference was made to looking after the dog, marks were lost due to overlong sentences. Some did not mention care of the dog at all or did not write in the first person.

Instructions (e.g. ticks and circle) were usually correct.

Exercise 4

This proved to be a challenging exercise for many candidates and only the most able scored full marks. It was a good discriminating exercise. Weaker candidates seemed to have some difficulties in understanding the stimulus text in general and in the *Physical Details* section often repeated answers. Others did not provide full details. There was also repetition of some of the ideas, for example “bone problems” and “acupuncture”.

In the final section about the possible reasons for Oetzi’s death many lifted wrongly from the last paragraph, including as reasons for the death of the stone age man, “car crash” and “cancer”. More careful checking of the text and note heading would have indicated that these answers could not be correct.

Exercise 5

The issue of word length is still a problem on this exercise. The word length is stated as “about 100 words” and candidates are still writing far more than this, often well over 120 words. For summary writing, it is important to adhere to the required length. A number of reasonably able candidates are writing three or four lines rephrasing the rubric before getting down to the actual task of summarising information asked for. With some candidates, there is a tendency to write an essay rather than a summary and words are wasted on introductions and discussing the pros and cons in general terms.

Weaker candidates still lift chunks from the text and hope for the best. The requirement to summarise arguments for and against crocodile hunting was beyond these candidates, who went through the points of the passage without distinguishing. Sometimes high content points can be obtained with this approach but the language score is never going to be high. Better candidates were able to group the arguments for and against hunting crocodiles and use their own words and structures in doing so. A few candidates gave their own ideas about crocodile hunting which did not address the rubric.

Exercise 6

It is obvious that candidates have practised letter writing of this kind because, for the most part, the tone and register employed was appropriate and the language showed some fluency. Good candidates were ambitious in their use of language and set out to interest the reader. The task certainly appealed to the more creative and imaginative writers. Many visited grandparents who had accidents or heart attacks and had to be rushed to hospital. Only a few of the victims failed to survive. Some had problems with the car or the journey by air but the problems were sorted out and usually (but not always) the story had a happy ending.

The most common flaw was that candidates forgot about the *elderly* relative, though they did not. Quite often the sentence 'for my holiday I visited my elderly relative in/at...' was the only reference to the rubric prompt. Some candidates then went on to describe a hotel or family holiday. In many of these cases a problem was described so the writing still had relevance. However, quite a number of candidates did not address the problem until they had almost finished, and then tried to retrieve the situation in the last paragraph.

Centres are advised to remind candidates to read the question carefully and attempt to address all the rubric prompts in order to gain good marks for content.

Most candidates chose an appropriate register and tone and wrote at a suitable length. As they were writing to a friend, the more informal style of writing appealed to candidates of all abilities and the majority found something of relevance to say. Common errors included inaccurate use of the past tense and absence of verb/subject agreement. There were the usual homophone and spelling errors such as 'were' for 'where' and 'there' for 'their', 'want' for 'won't' and 'know' for 'now', in addition to careless mistakes in the use of common words such as 'tyre' and 'luggage'.

Exercise 7

On the whole, this writing exercise was less well done than Exercise 6. Some candidates misunderstood and assumed that the school itself was setting up a zoo. A sizeable number of candidates lifted detail from the prompts without much elaboration. Some candidates gave a straightforward list of the advantages and disadvantages of zoos without developing any particular idea or making clear what their personal views were. Whilst some candidates did choose an appropriate register for the article, many did not show a clear understanding of the audience.

The more able candidates were able to elaborate on the prompts with some conviction and passion, giving a clear view as to where they stood on the issue. They gave excellent examples and employed a rhetorical style which was very convincing.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/03
Listening (Core)

General comments

There was again a wide range of achievement for the Core listening component, 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 considered in accordance with the 'listening for understanding' ethos of the component; close phonetic attempts at the answer could therefore be rewarded unless this made a difference in the meaning of the answer.

Examiners reported that gaps continue to be left. It is always a good strategy to have an attempt at the answer, particularly if it makes contextual sense. Candidates should be encouraged to offer responses to all questions even if they feel their spelling may be inaccurate.

Comments on specific questions

Part 1

There was a varied response to this section of the paper.

Question 1

Question 1 produced a variety of responses, usually incorporating the numbers 8 and 7. Examiners also saw 'Section A07', 'Section 8 or 7' and 'Shelf 807' as proposed answers.

Question 2

This question saw many candidates mishear 'password' for 'passport', which is of course, incorrect. Only the stronger candidates answered this question correctly: those who recognised that 'Student ID Card' was necessary to gain the mark. Some candidates offered 'cart' for 'card', for which they could not be given credit.

Question 3

The simplest response was 'two tickets for the price of one'. However, many candidates appeared to use their own words, and this produced some over-complex responses, many of which were wrong because the phrases used did not make sense. A common spelling error was 'prize' for 'price'. This was not allowed because prize is a regular word and changes the meaning of the response.

Question 4

Examiners were looking for two possibilities here: that the instrument was 'loaded' (synonyms were accepted) or that it was placed in a separate 'trailer'. This was generally answered well.

Question 5

This question was either answered correctly or responses were not very close at all. Some candidates lost the mark for failing to include 'platform' in their answer.

Question 6

Question 6 saw a large number of disappointing responses. Many candidates failed to register that further steps were being asked for.

Part 2

This part of the paper comprised two form-filling exercises.

Question 7

Question 7 was based on a campaign for real chocolate. The first two answers were generally provided with the majority of candidates scoring marks. However, the third piece of information was rarely answered correctly, with only a handful of candidates realising that '70% cocoa' was the only amount that was correct for the second part. The great majority of candidates heard 'vitamins and minerals' correctly and although there were slight variations in the spelling of these two words, most phonetic attempts were accepted. It was unfortunate that some candidates offered 'smelt' for melt in the question, but where candidates had heard the three words, answers were generally correct.

Question 8

Question 8 was an informative piece based on the mineral Tanzanite. On the whole, candidates scored well on the first question, as they did also with the second. The third piece of information saw a very wide range of phonetic attempts. It was clear that some candidates were not familiar with the gemstones, emeralds and rubies. Marks were awarded to candidates who managed to recognise that 'emerald' has three syllables and ends with the letter 'd', and that 'ruby' includes the strong 'b' consonant sound. It was interesting to note the difficulty that some candidate had in distinguishing between 13 and 30, which of course affected the accuracy of the next two responses. '\$15 million' was written in a variety of ways, with the greater error appearing in those candidates who chose to write in figures as '15,000,000'. Examiners report some cases where a zero was missing. The last question required confirmation of the temperature: the symbol for degree was often accurately used. Some candidates offered 'decree' which was not correct.

Part 3

Question 9

Question 9 was about an astronaut's repair to a space shuttle. Some candidates appeared to find this question quite challenging, though the full range of marks was achieved.

Question 10

This question was on the subject of reading groups and many candidates scored well.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/04
Listening (Extended)

General comments

Candidates generally performed well in response to the Extended listening paper this session. There was evidence throughout of engagement with taped text and task, and effective preparation of candidates by teachers at centres.

Spelling was not taken into account by examiners who credited reasonable phonetic attempts at a correct answer in keeping with the 'listening for understanding' ethos of the component. However, in accordance with usual practice, answers where mis-spelling created another word and altered the meaning of the response, for example 'batter' for 'butter' in Question 7, could not be awarded a mark. The whole range of marks was evident in the scripts submitted and there were few omissions or blank spaces left on papers as a result of lack of time.

There was much evidence of 'working out' final answers which is to be encouraged, although some examiners remarked that it was occasionally difficult to read candidates' final answers if they were obscured by other comments. The 'scattergun' approach, where candidates lift and write whole sections of the taped text as a response in the hope that the answer is embedded somewhere, did not generate high marks. Candidates are reminded that this is not an appropriate method of demonstrating aural comprehension and that they need to be selective in their answers.

Comments on specific questions

Part 1 of the paper is the short question and answer section, comprising six short scenarios which demand concise answers. Sometimes two details are required in response to a question and this is always made clear in the rubric. Candidates generally performed well on Part 1, engaging well with the subject matter presented.

Question 1 needed the idea of loading an instrument and most candidates understood this. As always, appropriate synonyms such as 'put in' for 'loaded' were given credit.

Question 2 required 'platform 9A' and '12 minutes' although many candidates chose the distractor and wrote '9B'. Centres are reminded to advise candidates to listen carefully to the whole piece before writing an answer and to consider whether there might be a distractor present to test understanding. Often, in these first questions, this is the case.

Question 3

This question needed 'press start' and 'insert money' for the two marks. Some candidates, who did not register that 'further steps' were required by the question, produced long lists of instructions as responses. Stronger candidates achieved the two marks.

Question 4

Question 4 asked about the conditions for surfing in two days' time, a question type often included in Part 1. The question simply needed the details of 'waves' and 'wind', but some candidates wrote about the weather conditions now. Those who read the rubric properly fared very well.

Question 5

Sanjit needed to 'rest his voice' and 'get some medicine' and most candidates understood this and produced accurate answers.

Question 6

This question required the idea of a cricket practice and examiners credited a wide variety of responses which conveyed this idea.

Generally a good attempt was made in response to Part 1, with perhaps greater difficulties in understanding the question demands for Questions 3, 4 and 6.

Part 2 of the paper comprised two form-filling exercises which were more challenging than the questions in Part 1, in accordance with the usual progression of difficulty of the component.

Question 7 was about chocolate and involved the use of some figures and measures. The year '2001' was universally well answered, but the answers 'coca' and 'cocoa butter' presented some difficulties. All reasonable attempts at spelling (apart from 'batter' for 'butter') were accepted by examiners. Many candidates wrote about 'fat' or 'sugar' or gave a list: the tape was very clear that good chocolate was made with cocoa and cocoa butter. For good chocolate the percentages required, '30%' and '70%', were quite well attempted and many candidates achieved the '80% sugar' for the next answer too. Nearly all candidates were able to answer with 'vitamins', 'minerals' and 'brain' for the next response. In the *chocolate quality* section, 'red' was the first answer and 'melts', 'smooth' and 'delicious' for the next part, which was well answered.

Question 8 was about a mineral called Tanzanite. The first answer was simply 'below ground' or 'under ground' and most candidates attempted this. The colour, 'deep blue', was universally well answered. The gemstone list, 'emerald' and 'ruby', was well attempted but challenging for some candidates. As usual, all phonetic attempts were credited. The *History* section was quite well answered: Masai 'tribesmen' discovered it in an area of '13 square kilometres'. All attempts at the notation for this were credited, though it is worth noting that candidates often fare better if they write out numbers in full rather than transcribing figures. The *Latest find* could make 'thirty thousand' pieces of jewellery: this was mostly well answered. All reasonable attempts at spelling 'jewellery' were given credit. The temperature of '300 degrees' was generally accurate and accessible to all candidates. The 'second highest peak' was also well attempted.

Further work on numbers and measurement would help for *Part 2*, as would checking the answer to ensure it makes sense in context.

Part 3 of the paper was the most challenging section.

Question 9 was about an astronaut's repair to a space shuttle. For (a) the idea needed was 'repair to spacecraft in space' and most candidates were able to achieve this. The next question needed the distance from the Earth and the idea of the shuttle being attached to the space station. Question (c) was well answered, the detail 'two tiles' was required and all attempts at expressing this were accepted apart from 'tails' or 'tales' for 'tiles'. The next question (d) required the idea that the co-pilot used a robotic arm and held the astronaut securely in space: most candidates understood this and made an attempt to express the answer. For (e), the original aim was 'to put in a storage container'; some candidates managed to express this well. Question (f) caused some difficulties with most candidates writing about Paul's colleague rather than supervision by ground control. This was probably the most challenging question on the paper and a good differentiator.

Question 10 was about glass sculptures and was generally well handled. Most candidates responded accurately to (a) which needed 'glass sculptures' or 'solid shapes and models'. Question (b) needed the idea that manmade sculptures could not improve nature. Many candidates were able to express this idea successfully. A range of answers were accepted for (c): any two of the sculptures listed 'lilies', 'flowers', 'grass' and alternatives were credited. For (d) the idea of the young people 'collecting sculptures' and 'putting them into a boat' was required. This question was often only partially completed with the omission of the detail of the boat. For (e) the aim of the sculptor was to make his work look like it had come from nature. This question was very accessible and the answer well expressed by candidates. The next question proved challenging: (f) needed any two of the ideas of 'spiders weaving webs', 'plants growing' and the 'exhibition becoming part of the environment'.

On the whole there was evidence of good preparation for this component with most candidates showing evidence of being able to engage well with the tasks and subject matter presented. Advice for the future is to continue to practice using past papers in conjunction with published mark schemes. In addition, further work on examination strategies, such as ensuring the whole question has been addressed and selecting appropriate detail for responses would be useful.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/05
Oral Communication

Comments on specific aspects of the Oral Communication test

Part A: Welcome, and brief explanation of the test format

Moderators note that Part A is absent in about one quarter of the tests. Even if the teacher/examiner knows the candidate, please ensure that a summary of the format of the test is provided **at the outset**. This should be done in a friendly manner, and can help to place the candidate at ease.

Part B: The warm-up

Moderators note continued improvement in this area, particularly in the number of examiners who are using the warm-up phase to elicit potential areas of interest. It is good practice to use the warm-up to try to select an appropriate topic for a candidate to discuss further. Moderators note that, in some cases, quite inappropriate topics are given to candidates who struggle to maintain a discussion.

Moderators prefer examiners to avoid talking too much about school, and certainly to avoid mention of examinations, stress, nerves, etc. Please talk about general matters, or perhaps current topics pertinent to the region, in addition to teasing out candidates' hobbies and interests. The warm-up **needs to be tailored** to each candidate; using the same warm-up questions for all candidates is not good practice.

On the whole, moderators would like the warm-up to remain within the 2-3 minute time length. Long warm-ups are almost always counter-productive, and very short warm-ups serve little purpose.

Part C: Handing out the topic card, and preparation time

Please note that the examiner chooses the topic card, not the candidate.

The tape should be paused after the warm-up; after the examiner has announced which topic card he/she has chosen for the candidate.

It is not necessary to read out word-for-word what is printed on the card; a summary of the topic is fine. Candidates are allowed to ask questions during this stage while they study the card and this need not be recorded.

The selection of topic cards **should not be random**. 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 (perhaps from evidence in the warm-up). Moderators are listening to see how, and how well, this is done by examiners.

Part D: The conversation

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

The best discussions are relaxed and allow 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. This is acceptable, but these examiners should also extend the discussion beyond the main prompts.

A few examiners are reminded, however, that it is their responsibility to ensure that candidates do not read out prepared speeches or monologues. This is still happening at some centres. In such cases, the examiners should intervene quickly and begin/maintain a conversation. Moderators would therefore like to see candidates begin discussion/conversation **from the outset**. There is no need for an introductory speech by the candidate about the topic.

Examiners should note that the five prompts generally follow a pattern, irrespective of the topic under discussion. The first two prompts invite candidates to relate the topic to personal experience and to offer personal views. The third prompt then broadens the discussion into more general social or cultural matters; and the final prompts take the conversation into more sophisticated ground, often exploring abstract ideas and more complex issues. Moderators are keen to hear development of the topics along these lines.

The topic cards

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

Card A: The mobile phone

This worked well with candidates and examiners able to share interesting views on the topic.

Card B: Diseases

Worked particularly well in regions where the effects of disease are more noticeable.

Card C: Friends and enemies

More capable candidates could relate their own views on 'good' and 'bad' friends to the more abstract concept of the nature of friendship beyond a personal friend.

Card D: The media

This topic card was widely accessible. Moderators report, however, that some candidates struggled to retain a focus on the topic, and discussions tended to veer towards jobs in the media or personal views of film/television presented by candidates. In these instances, examiners should bring out focus points, narrowing the topic a little and responding to candidates' areas of interest.

Card E: Starting a small business

Moderators report that this topic worked in a wide range of areas. Many candidates were able to produce an idea for a business venture and develop it, even those in areas/regions where it would be difficult to succeed. Perhaps this topic illustrated best the degree of motivation and desire to succeed in many of our candidates.

Assessment criteria

Moderators report some lenient marking, particularly in the 24-27 mark range. Moderators found it necessary to reduce a number of suggested Band 1 marks to Band 2.

Examiners need to be sure that a 'Band 1' candidate has contributed to the **development** of the conversation before being awarded 9 or 10 marks. A candidate in Band 1 needs also to illustrate a wide range of **accurate and spontaneous** structures and vocabulary to earn 9 or 10 marks for these criteria.

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 examiners at these centres.

However, there are several procedural matters 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 on the report. 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 marks. The **Summary Form** is equally important, as this indicates the breakdown of marks across the three criteria for all candidates.

- As regards sampling, ideally moderators prefer to receive the minimum number of samples (10 for most centres, or 15 or 20 for large centres) **on one or two cassettes**. Please avoid sending a large number of cassettes. Please see remarks below relating to the use of CDs.

Examining at larger centres

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 at least 30 oral tests.

Centres are reminded that they do not have to complete the tests in a single day. At most centres, the tests will have been conducted within a week. An examiner is likely to be able to conduct about 15 tests during a typical working day.

Where more than one examiner is required, centres should ideally offer a training session or workshop to ensure that the oral tests are conducted in a similar manner, and that assessment is consistent among the examiners. It is suggested that centres who need to use more than one examiner **appoint a single examiner to act as the internal moderator** and to be responsible for overseeing the oral test examination session. Duties should include: planning the tests; drawing up a suitable testing timetable; ensuring that each examiner has a good number of candidates to examine (at least 30); monitoring the examining team to maintain consistency throughout the session; and organising and collating the documentation which is sent to CIE.

Concluding remarks

It was noted by several moderators that more centres are sending in samples on CD. CIE welcomes this and encourages centres to either record straight to computer or to convert audio cassette recordings to a digital format. It is much easier then to select samples for external moderation and to burn them onto a CD. If you choose to do this, however, please ensure that the CD can be played on a regular CD player.

ENGLISH AS A SECOND LANGUAGE

Paper 0510/06
Oral (Coursework)

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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 make an individual presentation. Evidence of these should be presented on the Individual Candidate Record Cards, which should contain a full description 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 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 oral test. If the teacher is not completely confident in designing and implementing three different, productive coursework tasks then it is advisable to opt for component 5, the oral test.

Assessment

This session saw a slight tendency towards lenient marking.

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 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 could be with another candidate.