

**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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Paper 0510/01

Reading and Writing (Core)

## General comments

Overall, candidates were 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.

There were few general misunderstandings and misinterpretations of the rubric. Exercise 2 produced a pleasing response, although certain questions continue to prove challenging to candidates when required to extract precise information from the stimulus. In particular, candidates found the correct interpretation of the graphical element a difficult task. There was, nonetheless, general improvement in certain areas of Exercise 3, although the precise requirements of form-filling still make this a challenging exercise for many candidates. The note-taking task in Exercise 4 is a relatively new skill for Core candidates but there were signs of improved performance here also as a result of further practice in individual Centres. In Exercise 5, candidates addressed the requirements of the rubric more carefully and used the notes as the basis for their paragraph rather than writing a piece which had no relevance to the text.

Handwriting was generally acceptable and most candidates used blue or black ink. The question papers are generally arranged to guide the candidate as to the length of answer required by specific questions and overall exercises. Generally, candidates wrote within these allocated spaces and were careful to use the lines provided. Extra pages can be found at the end of the booklet and some candidates made use of these to submit additional material. This is acceptable, though candidates should indicate clearly to the Examiner that there is a continuation of their work.

## 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) This was generally well-answered, but some candidates wrote 'on routes designed to be friendly and attractive' without the precise idea of the countryside.
- (b) Most candidates answered correctly and were pleasingly brief with their responses. Only two words were required.
- (c) Most candidates selected the relevant part of the text. However, many copied a whole sentence when a shorter answer would have been sufficient.
- (d) Although three details were required for one mark, the task was very straightforward and most candidates offered the full answer. Sometimes these were prefaced by 'break pattern of'.
- (e) This question proved a little more challenging and some candidates were unable to produce the important detail of 'over one third'. Other candidates were careless in their reading of the question and answered with '30 million people'.
- (f) Most candidates achieved a mark here. Again, however, too many candidates chose to write the whole sentence beginning 'The remainder of the network...' when a shorter answer was acceptable.

**Exercise 2**

Many candidates found this exercise challenging. The questions requiring factual answers were reasonably well-attempted and most candidates understood the overall message contained in the stimulus passage. There were, however, many poor responses to question (c) which required the candidates to extract precise information from the graph. A full range of marks was achieved within the grades accessible to Core candidates.

- (a) Occasionally candidates only offered one element of the response and omitted the answer to *when* but generally this was well-attempted.
- (b) Many candidates offered incomplete answers. The fact that trees were covered in bark was obvious but many omitted the crucial detail of 'bubbled' or 'raised'. The detail of the leaves was well recognised.
- (c) This question required candidates to search the graphic for information. Generally, it was poorly answered, often with only figures given and no reference to the unit of measurement i.e. 'millions of years ago'. Without this detail the answer was not meaningful.
- (d) This was generally well-attempted although some less able candidates misread the text and offered 'botanists'.
- (e) In general, there was a very pleasing response to this question from the majority of candidates. There were two main ideas, one of harming the trees and the other of spreading disease to them. Occasionally candidates offered two answers on the same idea and consequently could only be credited once.
- (f) This was well-attempted and most candidates selected the correct detail but answers tended to be in full sentence form when two words would have been sufficient.
- (g) Most candidates offered all three possibilities. There were very few who selected wrong information from the text. In such cases, answers like 'large' and 'well-developed' were offered.
- (h) This was well-attempted and most candidates were able to select and reduce the information to give brief answers. Occasionally, candidates could not be credited because they omitted the key word 'withstand' in relation to the wide range of temperatures.

**Exercise 3**

Candidates were well prepared for this exercise and improvement continues to be made in many areas. The challenge 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. This final point in particular needs to be stressed constantly in preparation for this part of the examination.

**Section A**

This was very well-attempted. The address was challenging but there was very careful transcription. Most candidates are familiar with the requirements of e-mail details.

**Section B**

The place of study was well recognised but capital letters were sometimes a problem. In this instance, both 'C' and 'A' required capital letters. It is worthwhile emphasising that candidates should be very clear to convey upper or lower case with their handwriting. The address of the school was often spoiled by the inclusion of the unnecessary preposition 'in'. The website was very well answered as was the name of the teacher.

**Section C**

The accuracy of the spelling when conveying the information about the qualifications was very good. Many candidates gave full details about the instruments played and included both 'percussion and drums' and 'marimba' in their answers. The final two marks were awarded to candidates who correctly observed the conventions of circling and ticking which are often required in real life form-filling situations. These were well observed here as well as conveying the correct factual information.

On the whole, sections **A** to **C** were well-attempted and there were high scores achieved.

**Section D**

This section, however, was disappointing. There are four marks available for the two sentences and often a zero negated the accurate work on the first parts of the form. Candidates need to write in complete and proper sentences; bullet points and note-style constructions are not acceptable. There were also too many candidates who overlooked the necessity for transferring the information from the third person to the first person, not only with pronouns but also with the possessive 'my'.

Finally, the information that the candidates are required to produce is always found in the text. Too many candidates feel that it is an opportunity to write anything, often connected to themselves and their own experiences.

**Exercise 4**

Most candidates showed enough understanding of the text to make a very 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. These aspects were particularly noticeable in the second section which required notes on the description of the modern kite. Some candidates produced over-long answers because they did not isolate individual detail.

**Development of the sport**

Many did well in this section and most scored maximum marks. The most common incorrect responses were the omission of the dates of 1986 and 1998 which were crucial in the context of the sport's history and development. Occasionally there was some confusion as to whether the canoe replaced or was replaced by a surf board.

**Description of the modern sporting kite**

Many candidates scored maximum marks here. Often they could have been more selective instead of combining points four and five as well as points six and seven, thereby giving too much information. Some less able candidates misunderstood the text and misread the heading and gave details of the traditional kites such as the colourful cotton and the flimsy pieces of wood.

**Controlling the kite**

All four options from the mark scheme were identified with points seven and eight being the most popular choices. Occasionally candidates were imprecise with their wording in the notes.

**Exercise 5**

There continues to be solid improvement in certain areas of this exercise. It is particularly pleasing to note that, in most cases, 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 very clearly. It was disappointing to note that a sizeable minority of candidates did not attempt this exercise.

**Exercise 6**

Overall, candidates seemed to enjoy this exercise and most were able to inject a good deal of enthusiasm. Some of this was achieved by lifting key phrases and expressions from the prompts but many candidates were able to sustain and develop this atmosphere throughout the piece.

Most candidates addressed the first bullet point which required them to mention details of *where* and *when* the club would be held. There were some who located the club in the school holidays. Whilst this was not specifically the idea conveyed in the title, it was tolerated. However, candidates should read the rubric carefully to ensure that they are following the context correctly.

More able candidates were able to add a good deal of detail to the second bullet point and provided descriptions of a limited number of activities. This was a better approach than those candidates who gave long lists of activities without any attempt to develop them. In this middle section, Examiners were looking for some depth of detail and the presence of an enthusiastic style and register. There were some activities which were only loosely connected with sports but many candidates were able to justify this by offering their less sporting colleagues some alternative social activities.

For the final bullet point, more able candidates continued to write in a persuasive style and emphasised the 'free' element of the club, the chance to socialise with friends and the provision of activities which were out of the ordinary. Less able candidates covered this section with just one sentence which was hardly adequate.

Most candidates attempted to divide the letter into suitable paragraphs. The use of paragraphs not only gives a more impressive order and balance to the piece but also helps the candidate to check that all bullet points have been addressed. The word length was generally very well-observed.

**Exercise 7**

The final question on the paper required candidates to adopt a more formal tone and register and to give a more considered judgement on the prompts. There was a series of four pictures to guide the candidates to express their opinion on how animals should be treated *by humans*. Less able candidates hardly progressed beyond describing what they saw in the pictures with little or no attempt to link humans and animals. Many also preferred to describe their own pets and there was a tendency more towards the characteristics of animals rather than their relationship with humans. More able candidates used the pictures to develop the different ways in which mankind treats animals and offered a balanced argument.

Where candidates supported one viewpoint rather than another, it was with more sympathy to the animals which were considered to be badly treated in many cases, either for monetary gain or for entertainment. Many candidates promoted the rhetorical question: 'How would you like to live in a cage?'

Most candidates adopted a more formal register for this piece than in Exercise 6, although there was a marked absence of paragraphs in many instances. This meant that the normal expectation of an introduction, main body and conclusion was not in evidence. For this more argumentative style, it is advisable for candidates to attempt to use this format.

It was a topic which most candidates felt an affinity with, and their feelings often came through in the writing despite the inability of some candidates to add much depth or sophistication to their ideas.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/01

Reading and Writing (Core)

## General comments

Overall, candidates were 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.

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Handwriting was generally acceptable and most candidates used blue or black ink. The question papers are generally arranged to guide the candidate as to the length of answer required by specific questions and overall exercises. Generally, candidates wrote within these allocated spaces and were careful to use the lines provided. Extra pages can be found at the end of the booklet and some candidates made use of these to submit additional material. This is acceptable, though candidates should indicate clearly to the Examiner that there is a continuation of their work.

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- (e) This question proved a little more challenging and some candidates were unable to produce the important detail of 'over one third'. Other candidates were careless in their reading of the question and answered with '30 million people'.
- (f) Most candidates achieved a mark here. Again, however, too many candidates chose to write the whole sentence beginning 'The remainder of the network...' when a shorter answer was acceptable.

**Exercise 2**

Many candidates found this exercise challenging. The questions requiring factual answers were reasonably well-attempted and most candidates understood the overall message contained in the stimulus passage. There were, however, many poor responses to question (c) which required the candidates to extract precise information from the graph. A full range of marks was achieved within the grades accessible to Core candidates.

- (a) Most candidates were able to recognise 'The North Pole' but some omitted the important detail of 'near'. Those candidates that opted for the Arctic Ocean generally answered with a full sentence.
- (b) There was a very pleasing response to this question and most candidates managed to convey both the idea of the measurement and the movement of the polar ice-cap.
- (c) This question required the candidates to study the graphic for the correct information. There was a disappointing response. Many lifted the figures '2.7 to 2.4' with no reference to the unit of measurement i.e. 'millions of years ago'. Without this detail the answer was not meaningful.
- (d) This was a challenging question and less able candidates offered incomplete answers which made no reference to the thickness of the ice which necessitated the special design of the ships.
- (e) This factual answer was well transferred from the stimulus and it was pleasing to note the accuracy of both the figure and the detail of 'below the level of the sea'.
- (f) This was a challenging question because candidates had to have secure understanding of the text in order to differentiate advantages from disadvantages. Overall, many candidates scored both marks here although some omitted the minus sign in the temperature and could not be credited.
- (g) Most candidates showed sufficient understanding of the text and lifted the relevant phrases. Some, however, did not make the connection between the helicopters and the icebergs and, likewise, the sensors and the polar bears, and offered only partial answers.
- (h) Many candidates were not able to express the precision required for a correct response here. Both ideas in the mark scheme were linked and both were necessary. Many candidates were on the right lines but chose the final sentence 'allow them to go much further back' which did not convey the importance of the depth of drilling.

**Exercise 3**

Candidates were well prepared for this exercise and improvement continues to be made in many areas. The challenge 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. This final point in particular needs to be stressed constantly in preparation for this part of the examination.

**Section A**

Overall, there was a very encouraging response by most candidates. There was evidence of great care when transcribing details from the text to the application form. Occasionally, candidates omitted the word 'Building' from the address and the 'P' and 'S' of Park Square were sometimes written in lower case. The conventions of ticking and circling were well observed.

**Section B**

Some candidates found this section challenging. They transferred the required information but tended to offer too much. For example, there were full sentences in response to the positions of responsibility. This often meant that spelling errors were more prevalent and also the third person was used. It should be emphasised that full sentences are not required even when greater detail is needed. Candidates should use note form, preferably avoiding verbs and pronouns.

Likewise many candidates were not precise enough in their understanding of the text to successfully transfer the average timings and sometimes offered information in all three categories.

**Section C**

This was a brief section requiring only one piece of information. Unfortunately, there were too many candidates who answered with 'his parents', which was incorrect because of the third person and also because proper names were required.

**Section D**

This section was disappointing. There are four marks available for the two sentences and often a zero negated the accurate work on the first parts of the form. Candidates need to write in full and proper sentences; bullet points and note-style constructions are not acceptable. There were also too many candidates who overlooked the necessity for transferring the information from the third person to the first person, not only with pronouns but also with the possessive 'my'.

Finally, the information that the candidate is required to produce is always found in the text. Too many candidates feel that it is an opportunity to write anything, often connected to themselves and their own experiences.

In this particular exercise, candidates often produced one long sentence linking both ideas instead of two separate sentences with punctuation to include full stops and capital letters. Teachers would be well advised to remind candidates of the need to adhere to the requirements of the rubric.

**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 candidates attempt to answer in brief notes rather than sentence length format, and that candidates offer only one idea for each bullet point.

**'Gum Summit' suggestions to improve situation**

Many candidates extracted the required information from the text and scored maximum marks. Others were close but lacked precision. Less able candidates repeated the idea that was given as an example under this heading.

**Examples of public complaints**

Most candidates scored well here and all three points were selected. Many candidates substituted 'sticking to' for 'gum' and this was generally successful but careful wording was required in order not to lose the main idea. It is not necessary for candidates to use their own words in this exercise, but they do need the skill of reduction from full sentence to note form.

**Gum manufacturers' suggestions to improve situation**

Most candidates were successful with one out of the three options. Point seven was the most popular choice. Many candidates realised that 'fines' was a key answer but some omitted 'for polluters' thereby making the answer ambiguous. Similarly in point eight, less able candidates did not mention 'the campaign'.

**Exercise 5**

There continues to be solid improvement in certain areas of this exercise. It is particularly pleasing to note that, in most cases, 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 very 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 inject a good deal of enthusiasm. Some of this was achieved by lifting key phrases and expressions from the prompts but many candidates were able to sustain and develop this atmosphere throughout the piece.

Most candidates addressed the first bullet point which required them to mention details of *where* and *when* the club would be held. There were some who located the club in the school holidays. Whilst this was not specifically the idea conveyed in the title, it was tolerated. However, candidates should read the rubric carefully to ensure that they are following the context correctly.

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For the final bullet point, more able candidates continued to write in a persuasive style and emphasised the 'free' element of the club, the chance to socialise with friends and the provision of activities which were out of the ordinary. Less able candidates covered this section with just one sentence which was hardly adequate.

Most candidates attempted to divide the letter into suitable paragraphs. The use of paragraphs not only gives a more impressive order and balance to the piece but also helps the candidate to check that all bullet points have been addressed. The word length was generally very well observed.

**Exercise 7**

The final question on the paper required candidates to adopt a more formal tone and register and to give a more considered judgement on the prompts. There was a series of four pictures to guide the candidates to express their opinion on how animals should be treated *by humans*. Less able candidates hardly progressed beyond describing what they saw in the pictures with little or no attempt to link humans and animals. Many also preferred to describe their own pets and there was a tendency more towards the characteristics of animals rather than their relationship with humans. More able candidates used the pictures to develop the different ways in which mankind treats animals and offered a balanced argument.

Where candidates supported one viewpoint rather than another, it was with more sympathy to the animals which were considered to be badly treated in many cases, either for monetary gain or for entertainment. Many candidates promoted the rhetorical question: 'How would you like to live in a cage?'

Most candidates adopted a more formal register for this piece than in Exercise 6, although there was a marked absence of paragraphs in many instances. This meant that the normal expectation of an introduction, main body and conclusion was not in evidence. For this more argumentative style, it is advisable for candidates to attempt to use this format.

It was a topic which most candidates felt an affinity with, and their feelings often came through in the writing despite the inability of some candidates to add much depth or sophistication to their ideas.

# ENGLISH AS A SECOND LANGUAGE

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**Paper 0510/02**

**Reading and Writing (Extended)**

## General Comments

This session saw quite a wide variety of performance across the cohort. Some candidates from newer Centres had difficulties in completing the paper and fully understanding the requirements of each exercise whilst a good number of Centres with more experience performed very well.

Many candidates are still finding the summary writing exercise challenging and some rely heavily on lifting directly from the text without attempting to paraphrase. Length is also an issue in this exercise; many candidates are writing responses which are well over the maximum word length. It should be noted that a précis is required for Exercise 5 and candidates need to understand that good marks will only be obtained if they are concise in their writing. The note-making exercise appeared to be accessible for the majority of the cohort and good marks were gained generally. For the extended writing exercises, most candidates were able to provide relevant material in Exercise 6 but in responses to Exercise 7 some candidates did not identify how animals should be treated and either simply described the pictures or described how animals can be useful. Nonetheless, it is worth noting that many more candidates are now managing to complete both of the final extended writing pieces since the format of the paper was amended, even though responses from some candidates are not strong.

## Exercise 1

- (a) Most candidates found this an accessible first question. A few candidates gave the incorrect answer 'routes' or included cities in their response.
- (b) This question was generally well-answered although some gave 'network', 'people', 'workers' or 'shoppers'.
- (c) Many candidates correctly identified dangerous roads as the problem but a few did not appear to understand the meaning of 'avoid' and gave the answer of 'safe and attractive routes'.
- (d) Many candidates managed to give all four of the possible answers but a number gave only one or two options or the very general answer 'traffic' which was not enough to gain the mark.
- (e) A number of candidates were not precise enough in their answers to this question and some less able candidates failed to understand the question at all, giving the answer of '30 million people'.
- (f) This question was generally very well done with many candidates offering 'pedestrians' and 'mothers with young children'. However, common incorrect answers included 'workers' and 'shoppers' or 'cyclists' or mentioned 'railways lines, riversides and wasteland'.
- (g) Again this question was generally well-answered, although some candidates referred to the crossings alongside existing roads.
- (h) A large majority of candidates got this question right. A few candidates wrongly lifted '30 million people' and 'a short cycle ride'.

**Exercise 2**

This was a challenging and discriminating exercise. A number of candidates repeated answers or selected the right information but gave it in response to the wrong question.

- (a) The majority of candidates answered this question correctly. However, a few failed to notice that the question asked for *when* and *where* the trees were discovered and only answered one part of the question.
- (b) Many candidates failed to give a full answer to this question. Some detail was supplied but if the idea of the bark being 'bubbled' or 'raised' was not included then the mark could not be awarded since the question asked for what was *different* about the appearance of the trees.
- (c) Quite a few candidates gave the numbers correctly from the graph but then forfeited the mark by not including the detail of 'millions of years ago'.
- (d) Many candidates achieved the mark for 'authorised scientists'. Some candidates gave the wrong answer of 'botanists'.
- (e) A number of candidates repeated information in this question rather than giving two distinct reasons. A fair majority, however, did manage to tease out both ideas and gained the mark.
- (f) This question was consistently well-answered by the majority of candidates.
- (g) This question caused some difficulties for the less able candidates. The main incorrect responses were 'available' or 'large and well developed'. Able candidates identified the correct points and gained both marks.
- (h) Many candidates answered this question well but a few referred to growing trees commercially.
- (j) This question caused the most difficulties in this exercise. Few candidates correctly identified the full four points available and not many gave point 5 as an option. Some candidates gave answers which were more appropriate to question (h) and failed to gain marks for either question.

**Exercise 3**

Once again this proved quite a challenging exercise for some candidates; accuracy is required for the form-filling exercise as in real life form-filling situations. A number of candidates did not read the instructions carefully. Some candidates failed to adhere to the request for capital letters and a larger number made spelling mistakes in the transcription of names and addresses. A significant number are still ignoring the rubric in the sentence writing section which asks for **one sentence of between 12 and 20 words**. Some candidates wrote significantly more than 20 words and others wrote two sentences. It is essential for candidates to write a proper sentence here since the assessment objectives tested are for writing. Teachers are advised to remind candidates that it is essential to follow the rubric instructions.

**Section 1**

This was mostly well-answered even though some candidates did not use capital letters. Fewer candidates than ever are using their own names and details. Addresses are now usually in the correct order and, in the main, absent of unnecessary prepositions such as 'at' or 'in' which have been lifted directly from the source text. An improvement has been noted here by Examiners.

**Section 2**

In this section, the time was quite frequently incorrectly given as '8.30' rather than '8.15'. In the main, the dates given were correct but there were misspellings of the names of the roads where the accident had taken place. A number of candidates gave a description of one car only or missed out some of the key details. The weather was usually correct as was the underlining of 'police' although some candidates thought that 'ambulance' was a correct answer too. The time was mostly correctly given although a few candidates ticked 'less than five minutes'.

### **Section 3**

Some candidates wrote more than the 20 word maximum and forfeited the marks for this section; a number of these candidates had supplied the correct information. This is a pity; a few moments checking would have resulted in some candidates gaining a vital one or two marks more. However, a good number of candidates did write within the word length and gave the correct information, including who was responsible for the accident and why. This was a good, accurate response which could be rewarded.

### **Exercise 4**

This proved to be a very accessible exercise for candidates from all Centres and many candidates gained full marks. In the first section, marks were commonly lost where candidates were not precise enough or wrote about 'two foolish men' which did not address the prompt. The second section was well-answered by the majority of candidates who managed to identify many of the points given in the mark scheme. A few, however, described traditional kites instead of the modern kite. Section 3 caused the most difficulties for less able candidates who often gave answers which would have been appropriate in the previous section. This often included 'controlled by many strings and lines'. The final section was usually well done; where mistakes did occur they were mostly where candidates had taken the information from the paragraph about the Professional Riders' Association and events in the Canary Isles.

### **Exercise 5**

This proved to be a challenging exercise for many candidates. A reasonable number are still writing well beyond the maximum word length and directly lifting large amounts of information from the text. This often results in an overlong preamble to the summary and/or a lot of extraneous information being included. Either way it results in low marks for both content and language.

Not many candidates gained more than three or four content points apart from very able candidates who did identify five or six relevant points. Candidates need to be reminded that the summary should be concise and that they should remain within the word length for this exercise. Many candidates (sometimes when they are attempting to use their own words) include a lot of extra vocabulary and lose marks.

### **Exercise 6**

There was a wide variety of response to this extended writing exercise and it was not always as enthusiastically answered as Exercise 7. However, many candidates were aware of their audience and used an appropriate register to persuade fellow students to join the After School Sports Club. Stronger candidates used suitably persuasive language, for example, 'this is a wonderful opportunity', 'you will have a relaxing time away from the stress of exams', 'you can bring your friends', 'you will learn new things you never dreamed of' and 'there will be no teachers allowed'. Some candidates seemed to use pre-prepared material on a similar topic and digressed into a 'Fun Day', describing activities which did not relate to sport.

### **Exercise 7**

Many candidates had strong if not passionate views on this subject, nearly always in favour of respecting and looking after animals in a better way. Not all candidates had the language skills to put forward a coherent and convincing point of view. Animal rights and conservation have obviously been discussed and written about in class and this enabled some candidates to use the appropriate tone and register as well as successfully employing rhetorical questions. Many candidates wrote about dogs and domestic animals, 'dogs are man's best friend and we should treat them well' whilst others wrote about the ill treatment of animals which are obliged to help humans earn a living; 'they play a significant role in our society'. Less able candidates merely looked at the picture prompts and listed ideas connected to them without developing a theme or argument one way or the other.

# ENGLISH AS A SECOND LANGUAGE

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**Paper 0510/03**  
**Listening (Core)**

## **General comments**

There was again a wide range of achievement on 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 meaning.

Examiners reported that for a number of candidates the quality of handwriting caused difficulties. Unclear handwriting is likely to be self-penalising and candidates should be encouraged to write their answers neatly.

Examiners also noted more gaps than usual being left throughout the paper. Candidates would benefit from making an attempt at responding to all of the questions.

## **Comments on specific questions**

### **Part 1**

There was a varied response to this section of the paper, with the full range of marks (0 to 6) seen.

#### **Question 1**

It was noticeable that the more able students made it clear that '5 oranges for the price of 4' gave the full response to this question.

#### **Question 2**

Question 2 was either answered correctly as '10:30' or incorrectly as '11:00'. Most candidates achieved the mark.

#### **Question 3**

In responses to this question, 'flour' was frequently misspelled as 'flower' which altered the meaning of the answer.

#### **Question 4**

This question was generally answered well. Some candidates preferred 'next to the town hall' while others opted for 'on the sea front'; both answers were correct.

#### **Question 5**

This question proved quite challenging, though a number of candidates did demonstrate their understanding that it was because the film had already been seen that the friends decided to go skating.

#### **Question 6**

Question 6 saw a variety of responses. Candidates generally appreciated that the train was a 'slow' and/or 'stopping' service, but 'ferry' proved to be a difficult word for some candidates. Phonetic attempts included 'fairy' which was not allowed because it is another regular word in common usage.

## Part 2

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

### Question 7

Question 7 was about a 'Hands-on' Technology Centre and it comprised five available marks. The first item was usually answered correctly as 'hand' and 'mind'. There were various misspellings of 'hand' and 'mind', most of which were accepted. The second item posed some difficulty; most candidates were able to recognise that using the body as a human battery was one of the answers but a large number of candidates then offered 'electricity produced by the body', which is synonymous. More able candidates saw that two separate ideas were required. The third item was generally provided as 'doing and believing' although the spelling of the latter word was often adventurous. Most candidates gained the mark for the fourth item, realising that two events/activities were needed. Item five saw the most correct responses; '2 hours' was required and offered by the majority of candidates.

### Question 8

Question 8 was an information piece relating to the Jurassic Coast. There were seven marks available. The first item required the idea that a duty of the warden was to 'teach people' or 'educate people' to care for the environment. Many candidates offered 'an educational campaign' and this answer was accepted. The second item was answered very well as 'fossil hunting'. The third item saw a range of numbers offered: '117 million' and '1070 million' were common incorrect answers. Nonetheless, most candidates heard and transcribed '170 million' correctly. Item four required 'visitor centres'. The fifth item proved challenging with a number of candidates unable to identify both pieces of information required. Most candidates answered the next item correctly and 'incoming' tides was usually spelled correctly. The final item caused a few problems with attempted spellings of 'collapsed'. On occasions this created another word and affected the meaning of the whole response. In these cases the mark could not be awarded.

## Part 3

In responding to Part 3 of the paper, Examiners would like to remind teachers to advise their students to tick only one of the true/false boxes, preferably using a tick rather than another form of annotation. Where candidates tick both boxes they cannot be awarded a mark.

### Question 9

This question was on the subject of bananas and their nutritional value. Some candidates appeared to find this question challenging, though the full range of marks was achieved.

### Question 10

Question 10 was based on a talk by a designer. Many candidates scored well on this question.

# ENGLISH AS A SECOND LANGUAGE

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<p><b>Paper 0510/04</b> <b>Listening (Extended)</b></p>
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The majority of candidates had been well prepared for the Extended listening component in the November 2007 examination session. In general, they coped with confidence with the format of the paper, the subject matter and the tasks presented. The whole mark range was evident in the entry.

Candidates made good use of the allotted time and there were very few incomplete submissions. The 'listening for understanding' ethos of the component was again upheld by Examiners who credited phonetic attempts at an answer except where this made another word; 'see' instead of 'sea', for example. Text language such as 'C front' was not allowed on the grounds that it held little meaning in this context. The overall performance of most candidates demonstrated engagement with tasks and taped text and there were some very good responses submitted.

## **Comments on specific questions**

### **Part 1**

Part 1 of the paper is the short question and answer section presenting six short scenarios which demand concise answers. Candidates generally fared well, finding the situations and the language accessible.

#### **Question 1**

This question was well answered except for by those candidates who wrote a list of directions 'Go right' etc. instead of answering with the exact location. Any one of 'on the sea front', 'next to the town hall', 'on the promenade' was necessary to achieve a mark.

#### **Question 2**

Question 2 required the idea that the speaker had already seen the film. Many candidates wrote that the speakers had not skated for a long time.

#### **Question 3**

Although most candidates clearly understood the scenario in Question 3, a number offered 'fairy' for 'ferry' which could not be credited.

#### **Question 4**

This question asked specifically about the weather situation in the afternoon. Some candidates described the morning or the whole day's weather. A number of answers were accepted including; 'dry', 'bright' and 'light winds'.

#### **Question 5**

Question 5 was generally well done; most candidates wrote about the repeat on Sunday afternoon and achieved the mark.

#### **Question 6**

This question required two ideas to achieve the full two marks. The first was the idea of being able to find university information and the second was about discussing the chosen career path or making an appointment with a careers adviser. Most candidates gave the second idea accurately but omitted the first point.

### **Part 2**

Part 2 of the paper comprised two form-filling exercises.

**Question 7**

Question 7 was on the subject of a 'Hands-on' Technology Centre. Again this was generally well answered by candidates who mostly demonstrated engagement with the recorded text. Most candidates managed 'hand' and 'mind' although some responded with 'hunt' which could not be rewarded. The exhibition centre contained '100 exhibits'. The examples of experiments were 'bending light' and becoming a 'human battery' (or the alternative 'electricity produced by the body'). A number of candidates repeated the latter idea. The motto 'doing is believing' was very well answered, as was the list of events, except that some candidates offered 'guess lectures' which could not be credited. The next item, minimum duration of visit, was correctly answered by the majority of candidates, as was the website address.

**Question 8**

Question 8 was an information piece about finding fossils. The first item needed was 'look after'; this was not generally well answered. A number of candidates responded with 'looking for'. The idea of 'teaching people' to care for the environment or 'educational campaigns' was the next requirement. Safe 'fossil hunting' was mostly correctly answered although some candidates wrote 'haunting' and failed to score. The 'visitor centres' followed, with advice on 'hunting' and 'identification' of fossils. The fossil code item needed 'incoming' (tides). This question was universally well done, as was the final question which needed simply 'rocks'. On the whole, **Question 8** was well attempted by candidates.

**Part 3**

**Part 3** of the paper is the most challenging section in accordance with the usual pattern of progressing difficulty of the component.

**Question 9**

This question was about bananas and their nutritional value and proved accessible to many candidates. The first answer needed the idea of the banana 'having its own wrapper' or 'being ready to eat'. This question proved to be a good differentiator at the Extended tier. Item **(b)** was well answered; 'vitamin C', 'vitamin B6', 'fibre' and 'potassium' were all accepted. Question **(c)** needed the idea of 'fructose'/'fruit sugar' or 'slow release into the bloodstream'. This was well attempted by candidates. Item **(d)** needed the idea of the banana accounting for 'a third of all the fruit eaten'; some candidates wrote that it accounted for 'a third of food eaten' and could not be awarded the mark. The next item **(e)** required the 'benefit to farmers' or the fact that they are 'guaranteed a fair price' for their crops. A number of candidates had difficulty in expressing this idea and wrote about the farmers agreeing a fair price using the active voice. Item **(f)** was well answered; most candidates understood about the gas which helps other fruits to ripen and scored the mark.

**Question 10**

Question 10 was in response to a talk about a new type of car. Item **(a)** needed the idea of 'warning pedestrians' or 'waving a red flag'. Question **(b)** was mostly well answered, needing 'follow the motorway' or 'safe distance' or 'stay between the white lines'. Some candidates, however, wrote about stress reduction instead. Item **(c)** required the idea of 'cameras which feed signals to a computer' and this was understood by many candidates. For **(d)** the 'alarm which stops the car' was needed and many candidates achieved this mark. Question **(e)** proved more challenging. Candidates needed to respond with 'system shuts down' and 'warns driver to take control' and few gave both ideas. Item **(f)** needed the idea that car manufacturers would not take responsibility for accidents. Many candidates wrote that 'cars would be blamed' which didn't quite express the right concept. In general, candidates made a good attempt at this more challenging exercise.

Some inaccurate responses to Questions 9 and 10 highlighted the need for careful reading of the question and clear focus on its demands. Teachers are advised to remind candidates of these requirements. Some candidates still rewrite the question as an answer; this can never be credited. The best responses usually show evidence of careful thought; underlining or margin notes perhaps, and candidates are encouraged to use such methods where they aid understanding.



# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/05  
Oral Communication

## Comments on specific aspects of the Oral Test

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

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 continue to observe that the warm-up phase is being used increasingly 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 inappropriate topics are given to candidates who then struggle to maintain a dialogue.

Please talk about general matters, or perhaps current topics pertinent to the region, as these may help to draw out candidates' hobbies and interests.

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

### **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 part **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 (i.e. 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/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 and then returning to the topic at appropriate times to ensure focus. Some Examiners clearly prefer to work through the bullet points/prompts. This is acceptable, but Examiners should perhaps seek to extend discussions beyond the main prompts, particularly with stronger candidates.

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 some 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. For a conversation to occur there needs to be input **from both parties**.

### The topic cards

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

Teachers will perhaps have noticed in the syllabus that from the next examination session (March/April 2008) the assessment criteria have been modified. **Development** has been incorporated into the fluency criterion. Teachers may also have noticed that in the past few sessions, the concept of development has been slowly introduced in the manner in which the topics have been set and the prompts have been provided.

As the teacher/Examiner and the candidate move through the conversation/discussion, using the five prompts, the depth of discussion increases. The general pattern is that 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 teacher/Examiner and candidate the opportunity to move into more sophisticated ground. These prompts are intended to be more challenging and will occasionally encourage discussion of abstract concepts.

During this session, Moderators found that development of the conversations in this manner was occurring at a good number of Centres. All of the topics set enabled development of the discussion, particularly so for performance arts, love and objects of desire. Examiners are therefore encouraged to help candidates develop the conversations.

### Assessment criteria

Moderators still detect lenient marking. Adjustments were made to reflect this, particularly in lowering Band 1 marks into Band 2.

Leniency is more common in applying the Fluency criteria. Examiners need to be sure that a candidate has contributed to **the development** of the conversation before being awarded 9 or 10 marks. This is more pertinent given the paragraphs above indicating how development of the discussion is now being assessed.

### Administrative procedures

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

However, there are several procedural matters needing attention:

- 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.
- As regards sampling, ideally Moderators prefer to receive the minimum number of recordings (10 for most Centres, or 15 or 20 for large Centres) **on one or two cassettes or one CD**. Please avoid sending in a large number of cassettes.

### **Advice to large 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 up to 30 oral tests.

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 in to CIE.

# ENGLISH AS A SECOND LANGUAGE

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Paper 0510/06  
Oral (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 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 demonstrating 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 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 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.