

KAZAKH AS A SECOND LANGUAGE

Paper 0532/01
Reading and Writing

General comments

Overall the candidates were well-prepared for the exam, showed familiarity with the format of the exam and had a good command of Kazakh. Candidates performed especially well on the reading and information transfer exercises, but the tasks that required critical thinking (note-taking, summarizing and essay writing) proved challenging for a number of candidates.

The handwriting of the majority of the candidates was quite difficult to read. Centres are advised to warn the candidates about the consequences of illegible handwriting. Candidates should also be advised about time management as sometimes it was evident that a candidate spent over-long on the first section and consequently ran out of time in the second section. Finally, candidates should be encouraged to take the exam seriously, as there was some evidence that certain candidates had not, evidenced by doodling on the back of the question paper or clearly nonsensical answers.

Comments on specific questions

Section 1

Exercise 1: Most candidates performed well on this exercise.

Exercise 2: This task required filling in a form, and the majority of candidates had done so with little difficulty. However, some candidates seem to have misunderstood the last question and wrote about their own plans instead of the purpose of the trip.

Exercise 3: This note-taking task proved to be challenging for many candidates and some seem to have had problems inferring the necessary information from the text. Many candidates did not realise that the bullet points were organisational devices and that they should give one answer for each bullet point and often they tried to incorporate all three bullet points in **Question 8**. A number of candidates had problems understanding the word *тәжірибе* (experiment).

Exercise 4: A lot of candidates found this exercise demanding, perhaps because writing a summary is a skill that needs studying and practicing. Only a small number of candidates were able to summarize the text using their own words. The majority decided to copy the text, and some candidates (even some whose performance on reading was perfect) skipped this task. A recommendation for future exams would be to give candidates more practice in summarising and to familiarise them with the purpose of this task and with what is being assessed.

Section 2

Exercise 5: The reading text was about the advantages and disadvantages of educational computer programs. The candidates performed well on this task although **Questions 16, 19 and 20** proved to be more challenging than the others. Many candidates seemed to be unfamiliar with the word *әуесмік* (addiction) in **Question 19**.

Exercise 6: The candidates showed great enthusiasm in writing about their favourite movies. However, some candidates did not follow the instructions and the size of their essay was much smaller than what the rubric indicated. Many candidates seem to have lacked the know-how and training to write a well-structured essay: not supporting their ideas with examples and not giving reasons for their preferences. Learning about essay-writing and more practice writing essays would help candidates perform better in this task in the future.

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Paper 0532/02

Listening

General comments

Overall the performance of candidates on this paper was laudable and the majority of candidates demonstrated good listening skills. They understood the tasks and coped well with most tasks. Even though written answers are required by the paper, the answers are not assessed for quality of language as long as their meaning is clear. Candidates should make an attempt to write as legibly as possible as illegible answers cannot be credited. Candidates are recommended to check their answers at the end of the exam as in some cases answers were rendered unintelligible by the number of errors in them.

Comments on specific questions

Exercise 1

Most candidates performed well on this exercise and many scored full marks.

Exercise 2

In this listening task candidates were required to complete a gap-filling exercise. Most candidates showed good understanding of the task and performed well. A number of candidates lost a mark by only offering the descriptive word *бip де бip* instead of the key word *бизнесмен*.

Exercise 3

This listening task is about Kazakh traditions and customs. Candidates were required to indicate whether the target-language statements about the text were correct or incorrect. Most candidates performed well, although some candidates seemed to find **Questions 10** and **11** challenging.

Exercise 4

This task seemed to be the most demanding for candidates. Still, a good many candidates scored full marks and relished the opportunity to show what they could do. **Question 23** posed most problems for candidates, though top candidates gave good, relevant answers.

