

# KAZAKH AS A SECOND LANGUAGE

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Paper 0532/01  
Reading and Writing

## Key messages

In order to do well in this examination, candidates should:

- write clearly
- be able to infer required information from a text
- be able to write a well-structured essay

## General comments

Overall the candidates seemed well-prepared for the exam, showed familiarity with the format of the exam and had good command of Kazakh. The candidates performed particularly well on the reading and information transfer exercises, but the tasks that required critical thinking (note taking, summarizing and essay writing) were not so well completed.

As last year, the handwriting of some candidates was difficult to read. Candidates should bear in mind that examiners can only reward what they can read. Candidates should also be advised about time management as sometimes it was evident that a candidate spent an overly long time on the first section and consequently ran out of time in the second section.

## Comments on specific questions

### **Section 1**

**Exercise 1:** Most candidates performed well on this exercise.

**Exercise 2:** The vast majority of candidates completed this task effectively.

**Exercise 3:** In order to answer this question, it was necessary to infer the required information from the text. Some candidates seemed to have difficulty with this. Most notably, many candidates misunderstood the meaning of **Question 11**: instead of listing two hypotheses (as the question had asked), many candidates listed the names of the scientists who had formulated these hypotheses.

**Exercise 4:** Compared with last year, the candidates generally performed better on this summarising task. Most candidates were able to summarise the text using their own words. Some candidates missed out this task. It is recommended that candidates receive even more practice in summarising texts so as to prepare them better for this task.

### **Section 2**

**Exercise 5:** Most candidates performed well on this task.

**Exercise 6:** Most candidates tackled this task. To perform well in this task it was necessary to write a well-structured essay in a mature manner. It is suggested that more training in writing short structured essays will help candidates do better here.

# KAZAKH AS A SECOND LANGUAGE

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Paper 0532/02

Listening

## Key messages

- Answers to questions requiring a response in Kazakh do not need to be answered using full sentences. A brief response is acceptable so long as the message is clear.
- Answers are marked for communication rather than in terms of accuracy of. Inaccuracies are only taken into account if the message becomes ambiguous.

## General comments

Overall performance on this paper was very good and the majority of candidates demonstrated excellent listening skills. Most candidates understood and coped well with the tasks. Even though written answers are required by the paper, the answers were not assessed for quality of language as long as their meaning was clear. Candidates should make an attempt to write as legibly as possible and use black or dark blue pen as illegible answers cannot be credited.

## 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 putting only first letters of the word and the actual word. This could not be credited.

### **Exercise 3**

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 **question 12** challenging.

### **Exercise 4**

This task seemed to be the most demanding for candidates. **Question 18** posed the most problems for candidates, though top candidates gave good, relevant answers. Many candidates scored full marks and relished the opportunity to show what they could do.

