

KAZAKH AS A SECOND LANGUAGE

Paper 0532/01
Reading and Writing

Key messages

In this series, a number of candidates found it difficult to manage their time, and omitted one or more exercises, most notably **Exercise 3, 4 or 6**. There were a few candidates who omitted both **Exercise 4** and **Exercise 6**. There are a lot of marks to be gained from the extended writing exercises, and centres are advised to encourage candidates to make some attempt to answer each question, in order to have access to the full range of available marks.

At times in **Exercises 1** and **5**, candidates who wrote beyond the length of the line found it hard to fit their response into the space, and this resulted in answers which were difficult to read. Candidates are advised that the length of the line and the amount of space provided is a guide as to the length of the expected response. Examiners noted that the majority of candidates need to improve the quality of handwriting, particularly in **Exercises 4** and **6**. It is crucial that candidates' handwriting is completely clear in all their written responses.

In **Exercises 4** and **6** marks are awarded not only for content but also for accuracy of language. Therefore, it is important for candidates to check all their work thoroughly for spelling and grammatical errors.

General comments

The overall performance of candidates was satisfactory. The majority of candidates answered **Exercise 1, 2** and **5** correctly. For the exercises which test reading, candidates should avoid copying long sentences from the source text. Candidates are reminded that assessment objective R2 requires them to '**select** and organise material relevant to specific purposes.'

It is important that candidates' work is legible and answers are clearly indicated on the question paper.

Comments on specific questions

Section A

Exercise 1

In general, performance on this exercise was good. **Questions 1** and **4** were sometimes answered less well by candidates.

Exercise 2

In this exercise, candidates were required to extract information from the text provided and fill in the given application form. Generally, candidates were able to locate the appropriate information to complete the form. Nevertheless, candidates need to pay attention to giving **complete** answers in order to gain full credit.

For example, for the question which required the start time of the course the full answer was **eight p.m.** or **eight in the evening** rather than just **eight**.

Also, candidates found the question about the opportunity **to study language** challenging: there were some instances of misreading the question and giving details about the opportunity provided **by studying language** instead.

Exercise 3

Candidates generally found this exercise more challenging than the first two exercises.

In response to **Question 9**, a few strong candidates provided the correct information for all three bullets, but many candidates only gained one mark.

For **Question 10**, candidates needed to follow the section heading closely and provide the appropriate detail, giving the equivalents of measurements from other nations, rather than just listing the name of measurements from other nations.

Exercise 4

This task required candidates to read the passage about international tourism and write a summary. Relatively few candidates were able to fulfil the task satisfactorily. They needed to focus more on developing their own ideas instead of simply lifting phrases from the text.

Section B

Exercise 5

In general, the task was well answered. Nevertheless, candidates need to be aware that their responses must be precise, so they should try to avoid copying long passages from the text in the hope that somewhere in their answer there will be the correct response.

Exercise 6

The strongest candidates attempted this exercise successfully, showing an excellent understanding of the task by developing their own independent thoughts. These candidates wrote well-argued, logically-sequenced essays.

In less strong responses, candidates sometimes joined all three prompts in their answers instead of developing the ideas and adding their own opinions. Accuracy and style of language were areas of weakness in many responses. Sometimes frequent spelling errors made it difficult to understand what candidates were trying to say.

KAZAKH AS A SECOND LANGUAGE

Paper 0532/02
Listening

Key messages

- To perform well in this examination, candidates need to ensure that their answers are relevant, unambiguous and legible. Quality of language is not assessed as long as it does not obscure meaning.
- Questions requiring simple and straightforward answers were generally answered well, while the answers to more stretching questions often needed to contain further detail or explanation.

General comments

The overall performance of candidates was weak in comparison to that of previous years. Fewer candidates showed accurate and precise listening skills.

Nonetheless, there were some responses which showed good understanding and consistent development of ideas with a clear and sometimes sophisticated style and an ability to consider and judge alternative explanations. The best responses considered all aspects of the question and focused on the specific question asked.

Candidates are advised to practice listening techniques including those of prediction of information, underlining key words to help understand context, ensuring the response is a correct grammatical fit. Candidates should also be reminded to re-read and check their final responses within the context of the whole text.

Comments on specific questions

Exercise 1

For this exercise, candidates were required to listen to a series of short dialogues. Stronger candidates answered all questions correctly although **Question 4** about the colour of the shoes preferred proved challenging for many candidates.

Exercise 2

This task required candidates to fill in the gaps by extracting information from the source listening test. Some stronger candidates were able to score full marks but others found the task challenging. It is important that each response given for this exercise makes grammatical sense within the sentence.

Exercise 3

In this true/false exercise, some candidates found **Question 11** challenging. On the whole, however, this exercise was reasonably well-attempted.

Exercise 4

This exercise was the most challenging, though stronger candidates performed well. **Question 21** was a good differentiator.