

FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT)

Paper 0500/11
Reading Passage (Core)

Key Messages

- It is important for candidates to engage not only with the wording of each question but also with the connotations of key words within the passage.
- In **Question 1**, candidates are advised to take notice of the number of marks per question as this will help them to focus their responses clearly on how to achieve these – especially in the vocabulary **Question (1 g)**.
- Centres are advised to emphasise the importance of vocabulary building in the years leading up to the IGCSE examination and, in particular, the importance of morphology in helping candidates to achieve a precise understanding of key phrases.

General Comments

- In general this paper appeared to be well received and allowed candidates of a range of abilities to demonstrate their reading understanding in **Question 1** and writing skills in **Question 2**. The paper and the tasks were accessible for the vast majority of the candidates. As in previous series, some of the more advanced vocabulary and the response to the third bullet point in **Question 2** were the most discriminating elements of the Question Paper.
- There was clear evidence that the subject matter of the passage was interesting and accessible although, in some cases, this interest resulted in an over-concentration on the sections about bears and dangers.
- Overall, the majority of responses to the Reading questions revealed that candidates had a secure general understanding of the passage about Kamchatka. As mentioned in the Key Messages section, it is of the greatest importance that candidates focus closely on the precise wording of the questions and attempt to ensure that they deal with specific details in order to produce complete answers. It is also important that they take note of rubric instructions, such as those indicating that 'own words' should be used to answer some questions, in order to give clear evidence of understanding.
- There was no evidence that candidates felt constrained by any lack of time in which to complete the tasks. Where there were questions where no response was given, the evidence was that this was caused by a lack of comprehension, rather than a lack of time.
- Most candidates wrote to at least adequate length in their responses to **Question 2** and many showed awareness of the requirement to use a spoken register for this task. The most successful responses swiftly established a convincing persona for the speaker and responded both imaginatively and perceptively to the content and implications of the passage, using quite sophisticated writing skills. Less successful responses to this question tended to be over-reliant on the content and language of the original, repeating, rather than developing details.
- Centres are reminded that from June 2015 there will be a revised format for this paper (details can be found in the 2015 syllabus). In particular, there will be two reading passages with a summary question based on the second passage. From June 2015 the summary will be marked for both Reading and Writing, and Centres are advised to emphasise to candidates that indiscriminate lifting from the original passage will be penalised under the Writing marking criteria.

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