Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

ENGLISH AS A SECOND LANGUAGE **0510/21**

Paper 2 Reading and Writing (Extended) **May/June 2023**

2 hours

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 80.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Any blank pages are indicated.

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Exercise 1

Read the article about a book project in Norway, and then answer the following questions.

The Future Library project

In a forest near Oslo in Norway, there's a tree with a sign on it that reads 'Future Library'. This tree, planted in 2014, is one of a thousand that were planted there as part of the Future Library project. The trees will grow until the year 2114, when they will be cut down and turned into paper. The paper will be used to publish a set of a hundred new books that will create a library early in the 22nd century.

The project was originally the idea of Scottish artist Katie Paterson. She was on a train, drawing pictures of trees, when she suddenly thought about the fact that trees can become books in the future. She later decided to set up the Future Library project in Norway, after receiving support from the Oslo city government. Once a year, from 2014 to 2114, a different author is selected to write a new book for the project. The author should ideally be well-known internationally, and needs to have demonstrated the ability to inspire people through their writing. There is no payment for taking part, but so far, every author Katie has asked has been keen to accept. She believes that the idea of being involved in a project with authors who aren't yet born is a unique attraction for many.

Each year, the name of the selected author is announced in the autumn. The following year, the author submits their finished book in the spring, at a public ceremony that takes place in the Future Library forest. There are no car parks or metro stops nearby, and the ceremony site can only be accessed by hiking through the trees for 30 minutes. The author presents the copy of their new book to the organisers in a box that is then stored away until 2114. No one, not even Katie, will look at it or read it. Of course, never hearing any criticism of your book is something that appeals to many authors! Each Future Library writer also enjoys the benefit of complete freedom to write about anything they choose. Their book cannot be illustrated, however, although no one will be able to check this, and it must be completely original. These are the only two things they are told to take into consideration.

This collection of unread books is being stored in a specially designed library room in Oslo. It only contains a few books at the moment, by writers from different countries including Zimbabwe and Iceland. The first book submitted was by Canadian author Margaret Atwood. The second, a 90-page story, was only just completed by its British author shortly before the public ceremony. The 2017 book was by Turkish author Elif Shafak, who, like others, was drawn by the global nature of the project. With one new book added each year, the library will slowly grow. When the 100th book is added in 2114, they will all finally be published and read for the first time. People might find it hard to get hold of a book, though, as only a thousand copies of the collection will be printed.

It will be fascinating to see what happens over the coming decades. Katie admits that people might have no interest in printed books in a hundred years' time. But the writers who've got involved so far say that to them, the project represents hope. And that gives Katie confidence in its future. She sometimes worries whether the forest will survive into the next century. However, to date, the project is going to plan, and Katie has been encouraged by everyone's positive response.

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1 How many trees will be used to create the Future Library?

View solution

..... [1]

2 What must writers have shown in their writing to be chosen for the project?

View solution

..... [1]

3 What time of year do the writers hand over their new book?

View solution

..... [1]

4 How do people finally reach the Future Library ceremony location?

View solution

..... [1]

5 What instructions is each writer given about the content of their new book? Give **two** details.

View solution

.....

..... [2]

6 What nationality is the writer who finished their book at the last minute?

View solution

..... [1]

7 What concerns does Katie have about the project? Give **two** details.

View solution

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..... [2]

8 What attracts writers to take part in the project? Give **four** details.

View solution

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..... [4]

[Total: 13]

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Exercise 2

Read the article about five young women (**A–E**) whose jobs involve traditional crafts. Then answer Question **9(a)–(j)**.

Keeping traditional crafts alive

A Femi, leather worker, Nigeria

When I was seventeen, I had no idea what I wanted to do in the future. I knew that getting a degree wasn't really for me, but it was what all my friends were planning to do, so I almost did the same. In the end, however, I decided to apply to a local factory that makes leather goods. Leatherworking is a traditional trade in my town, and I wanted to be part of it. I've been at the factory for five years now and find it really rewarding. The factory produces a range of items, including some incredibly expensive handbags. It always amuses me when I tell people what I do. They can never understand the attraction of working in a traditional industry for a young person like me.

B Meilin, wedding dress maker, China

My first job was teaching maths. The job was well-paid and secure, but I soon realised I wasn't happy. I'd always dreamed about being a dressmaker, so one day I made up my mind to resign. When I told the headteacher that I'd decided to learn how to make *qun kwa* – the traditional wedding dresses that are popular in this region – she looked at me in astonishment. I now have my own wedding dress shop that my parents helped me to set up, and I love it! I sell a variety of designs, from detailed handmade dresses to very simple ones. Everyone should have the chance to wear a traditional dress on their wedding day, no matter what they earn. These dresses are part of our culture.

C Mila, wooden clog maker, the Netherlands

Clogs are traditional wooden shoes that have been worn in my country for hundreds of years, although they're mostly produced for tourists nowadays. Last year, I got a job at a clog-making factory in my town. At the time, I wasn't particularly interested in clog making, but I liked working with wood. Now, I'm finding it really satisfying to develop my creative skills, so I plan to stay for a while. I've also realised that traditional crafts like clog making have an important place in the modern world. Increasingly, people want to buy well-made shoes that last, not cheap shoes that fall apart and get thrown away as household waste after a few months. Wooden shoes are beautiful and I'm really proud when I've made a good pair.

D Varsha, basket maker, India

I became interested in basket making while I was a university student. I worked part time at a craft museum and it was there that I happened to notice a poster advertising a one-day basket-making course. I was free that day, so thought I'd give it a go. What I hadn't expected was how quickly I'd pick it up and how relaxing it was. It soon became my new hobby. After graduating in environmental science, I was unemployed for a while. I'd assumed my degree would lead to a good career, but there were no suitable jobs available, so I started teaching basket making. It's a craft that seems to be gradually disappearing – if only more young people would take it up and start to value their cultural traditions more.

E Yoshiko, paper maker, Japan

Growing up, I had no interest in crafts. My father had taken over my grandfather's successful paper-making business, and was always working. To my teenage mind, there was nothing more boring than paper making – I've never been particularly creative. After college, I ran an IT business for a few years, but that didn't work out. As my father started to think about retirement, he was constantly worrying about the future of his business, so I began helping out in the workshop a few days a week to support him. I've found that the more I learn, the more interested I become. And unlike my IT business, it gives me a good feeling to see our long list of potential customers! My father's retiring next year so I think I'll probably take over the business.

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9 For each question, write the correct letter A, B, C, D or E on the line.

Which person …

View solution

(a) is enjoying learning to be more artistic? ..... [1]

(b) enjoys seeing the reactions of others at finding out what her job is? View solution ..... [1]

(c) suggests that she became involved in her craft out of a sense of family duty? ..... [1]

(d) suggests that her craft benefits the environment? View solution ..... [1]

(e) believes that it's important to produce items for all budgets? View solution ..... [1]

(f) expresses concern about the future of her particular craft? View solution ..... [1]

(g) admits that she was never interested in going to university? View solution ..... [1]

(h) is proud of the level of demand for her work? View solution ..... [1]

(i) says that she left a good job to do something she loved? View solution ..... [1]

(j) says that she first discovered her craft by chance? ..... [1]

[Total: 10]

View solution

Exercise 3

Read the article about a new sports activity called slacklining, and then complete the notes.

Could slacklining be your new hobby?



Last year, my school introduced some new sports. We already had good cricket and athletics teams, but the teachers wanted to offer us some new activities, one of which was slacklining. This involves balancing on a narrow piece of strong material that is tied above the ground between two trees or posts – the aim is to walk along it without falling off. I started learning a few months ago. I love the challenge of learning a new skill and I'm now a regular slackliner!

Slacklining was developed in the 1980s by two climbers in the USA. They wanted something interesting to do when they couldn't go climbing, and slacklining seemed perfect as they could practise in their local park. It often involves being outside in nature, which is a big part of its attraction for me.

My first slacklining lesson wasn't easy. I spent the first ten minutes just trying to step up onto the line – my legs couldn't stop shaking and my head was telling me it was impossible. When you're trying slacklining for the first time, you need to position the line near the ground, as you'll probably keep falling off. Fortunately, for our first lesson our teacher gave us a useful tip, which was to make the line as tight as possible. After twenty minutes of practising, I finally managed to step onto it! Suddenly, I realised I'd been concentrating so hard that I'd forgotten about anything else. Now, I find that slacklining is a great way to reduce stress, which is something I really value.

After a couple of lessons, I was quite good at standing up on the line and was ready to try walking along it. Again, there was a lot of falling off, but fortunately, we'd remembered to place the slackline above flat ground. Doing that is something to bear in mind so that you don't hurt yourself if you fall off. My friend was learning with me and she couldn't stop laughing! Even though it can be an individual sport, I'm not that keen on doing it on my own. For me, it's all about having fun with other people. We later found out that while you're still learning it's also beneficial to add a 'helpline' – a rope that's tied above head height to hold onto for balance.

As you get better, there are all sorts of ways you can develop your slacklining skills. Although most people should put up a short slackline for their initial attempts, there are many options available to experienced slackliners. Longer slacklines can be 30 metres in length, so they move a lot and are hard to balance on. Waterlines, as the name suggests, are positioned above water – using these is particularly difficult if the water is moving as this confuses the eye. And highlines are ones that can be set up at great heights, so they require complete balance and concentration.

I haven't tried any of these more advanced options yet, but I'm getting better and better. One thing I hadn't expected is that my muscles are getting much stronger. That gives me a real sense of satisfaction, as does the feeling that my overall balance is improving. It takes a lot of practice, but the fact is that anyone can try slacklining. Why not give it a go?

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You are going to give a talk about slacklining to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

10 What appeals to the writer about slacklining:

View solution 

- .....
- .....
- .....
- .....
- ..... [5]

11 Advice for setting up slacklining equipment for beginners:

- .....
- .....
- .....
- ..... [4]

[Total: 9]


View solution

Exercise 4

View solution

12 Read the article about light pollution.

Write a summary about what the harmful effects of light pollution are AND what people can do to reduce light pollution.

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

You will receive up to 8 marks for the content of your summary, and up to 8 marks for the style and accuracy of your language.

Losing the darkness

I remember hearing a story a few years ago about a clear night in Los Angeles, when the electricity supply suddenly went off across the whole city. From the dark streets, people started phoning TV stations and emergency services to report seeing a strange cloud in the sky. That mysterious cloud turned out to be stars – hundreds of them – that weren't normally visible from the city's brightly lit streets. The power cut had suddenly enabled people to see the night sky like they'd never seen it before.

It had never occurred to me before that electric lighting, which is such an essential feature of modern, industrial societies, might have a negative side. Of course, this lighting allows us to work late, play sport outside after dark and feel safe at night. But electric lighting can also have more serious consequences than just making people lose their connection to the natural world. We've all heard of air pollution and water pollution, but how often do people think about light pollution? It can be just as much of a problem.

For millions of years, animal behaviour has depended on the predictable cycles of day and night, light and dark. In 21st-century cities, however, skies are lit up 24-hours a day, which can prevent wildlife from hunting successfully at night. Offices, factories and sporting venues often send electric light into the sky through all hours of the night – surely it wouldn't be too difficult to turn lighting off when it's not required. This light has been found to confuse birds that rely on moonlight to find their way. These are issues that scientists have only just begun to study, but they are ones that builders and architects could easily solve, by making sure that outdoor light is only aimed downwards to where it's needed, for example.

One of the main reasons why people install outdoor lighting is to ensure their safety at night. Unfortunately though, brighter doesn't always mean safer – in fact, lights that are too bright can actually be dangerous. This is particularly true on roads in less densely populated areas, where drivers can be distracted by sudden bright lights. If you do need to install lighting near a road, it shouldn't be too bright.

Light pollution doesn't just cause problems outside our homes. Inside our homes, we are using our computers, TVs and other electronic displays later and later into the night. The light from these can disturb our sleep even after we have switched them off. Although this is something I was aware of, I'd never really considered this to be a form of light pollution. I suppose the advice that parents often give children to stop using all these devices an hour before bedtime does actually make sense.

Unlike most other types of pollution, light pollution can be easily undone and we can all make a difference. One of the simplest things is to keep your curtains closed at night. It seems obvious, but not everyone does it.

There are clear benefits of having darker skies, especially the feeling of amazement you get when gazing up at the stars. Who doesn't feel inspired by that?

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[Total: 16]

Exercise 5





13 Your school is running a competition to find the best idea for a business that could be started by teenagers. One of the competition rules is that you must enter together with another student.

View solution

Write an email to a friend about the competition.

In your email, you should:

- describe what your business idea is
- explain what you have to do to enter the competition
- say why you think your friend is the best person to enter with.

The pictures above may give you some ideas, and you can also use some ideas of your own.

Your email should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.

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[Total: 16]

Exercise 6

14 Your school recently held an art exhibition to show students' artwork. Your teacher has asked you to write a report on the exhibition.

In your report, say what was good about the exhibition **and** suggest how it could be improved next year.

View solution

Here are two comments from other students:

There were lots of different types of art.

The exhibition should last more than one week.

Write a report for your teacher.

The comments above may give you some ideas, and you can also use some ideas of your own.

Your report should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your report, and up to 8 marks for the language used.

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