Cambridge IGCSE

**Cambridge International Examinations**
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE** **0510/13**

Paper 1 Reading and Writing (Core) **October/November 2017**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.
Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **13** printed pages and **3** blank pages.

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**Exercise 1**

Read the guide about a sport called standup paddleboarding, and then answer the following questions.

## Standup paddleboarding



### What is it?

Standup paddleboarding (SUP) is becoming an increasingly popular sport worldwide. It is related to surfing and is a great way of keeping fit. SUP simply involves standing upright on a board in the water, and using a long paddle to move forwards. Some enthusiasts even perform yoga while balancing on their board!

### Getting started

SUP is a sport you can pick up quite quickly. Begin by climbing onto the board in a kneeling position, just behind the centre point of the board. Hold on to both sides of the board – if your hands are close together, you will lose your balance. Slowly stand up, one foot at a time. To avoid falling off, place your feet approximately hip-width apart. Keep your hips steady, but the essential point is that you look at the horizon. Put the paddle in the water 60–90 cm in front of you, and pull it towards you; when it is level with your feet, take it out of the water. If you lift it out after it passes your feet, you may lose control of the board. If you paddle more than six times on each side, the board will turn. If you paddle only once or twice, it becomes less efficient, as you need to change your arm positions each time. To go in a straight line, therefore, the ideal is to swap sides after four or five paddles. That's all you need to know to get started!

### Some history

SUP has only recently become popular as a sport around the world, in countries including Malaysia and Mexico. However, humans have been doing something like it to get around for thousands of years. In Australia, people used canoes made from trees, and as there wasn't much room to sit in them, people would stand and use a stick as a paddle.

Where and when the contemporary sport of SUP developed is debatable. Many believe it was in Hawaii in the 1930s, when local surfers realised the benefit of standing, rather than sitting or lying on their boards as they had always done, when teaching tourists their sport. It is also suggested that surfers may have converted to SUP as it enabled them to get a better view of incoming waves.

The first official SUP race took place in 2007, in Lake Tahoe, California. However, it wasn't until 2012 that the International Surfing Association included SUP in their world championships. The success of that event in Peru has led to one being held every year since then, in countries such as Nicaragua and Mexico.

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**(a)** Which sport did standup paddleboarding develop from?

View solution

.....[1]

**(b)** Before trying to stand up on a board, where should you put your hands?

View solution

.....[1]

**(c)** What is the most important piece of advice for staying upright on the board?

View solution

.....[1]

**(d)** What could happen if you let the paddle go too far behind you?

View solution

.....[1]

**(e)** How many times is it best to paddle on each side of the board to move forwards?

View solution

.....[1]

**(f)** Where was an early form of standup paddleboarding used as a means of transport in the past?

.....[1]

**(g)** When did the first world championship for standup paddleboarding take place?

.....[1]

[Total: 7]

View solution

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**Exercise 2**

Read the article about scouts and guides, and then answer the following questions.

View solution

**Scouts and guides around the world**

Many young people aged between 6 and 25 belong to the Scout Movement. This is a worldwide organisation, which was set up to help young people achieve their full potential as they grow up.

The organisation was established in 1907 by a British general called Robert Baden-Powell. While in the army, he wrote a publication about scouting (which means searching and keeping watch) and how to survive in the wild, called 'Aids to Scouting'. He realised how popular this was, and the result was another book, 'Scouting for Boys', which had less emphasis on the military. To test his ideas, he held a week-long camp for 21 boys from various schools in London, Poole and Bournemouth. This took place in August 1907, on Brownsea Island, which is in southern England. These boys had the chance to enjoy the outdoors, which became another of the movement's objectives.

The Scout Movement quickly became established in Europe, first in Gibraltar and soon after in Malta. It then spread throughout the rest of the world, starting in Chile in 1909. To begin with, the focus was on boys aged 11 to 18. However, as the movement grew, it was clear that younger boys, older boys and girls all wanted to be involved too. Baden-Powell's sister set up the Girl Guides in 1910, and in 1914 she started Rosebuds, later renamed Brownies, for younger girls. In the early years, boys and girls belonged to separate groups, but gradually more groups became mixed. By the 1990s, this applied to 100% of groups in some countries, but only two-thirds of groups globally. The movement's intention to help young people play useful roles in society applies equally to girls and boys.

By 2010, there were 32 million scouts, and by 2006, there were 10 million guides around the world, from a total of 216 different countries.

| Country | Membership | Population participation | Scouting introduced | Guiding introduced |
|---|---|---|---|---|
| India | 4 150 000 | 0.3% | 1909 | 1911 |
| Indonesia | 17 100 000 | 7.2% | 1912 | 1912 |
| Philippines | 2 150 000 | 2.2% | 1910 | 1918 |
| Thailand | 1 300 000 | 1.9% | 1911 | 1957 |
| United States | 7 500 000 | 2.4% | 1910 | 1912 |

2007 marked 100 years of the Scout Movement, and events took place around the world to celebrate this centenary. To mark the occasion, a colourful badge was produced for scouts to sew onto their uniforms or bags. The design included the official scout emblem, as well as the phrase 'one world one promise', and images of doves and the globe.

2007 was also the 150th anniversary of Baden-Powell's birth. To honour both occasions, a flame was lit at Baden-Powell's grave in Nyeri. This is the place in Kenya where he spent the last few years of his life. The flame was then carried through several countries until it reached the UK. It was taken to the 21st World Jamboree, the main event of the year, with 40 000 scouts and guides present from around the world. Held in Chelmsford, England, this was a huge event, although not the largest – over 50 000 scouts camped in Birkenhead, England, for the Jamboree in 1929.

Many other centenary events took place around the world too. A team of scouts and guides from France were presented with a flag which they carried to the top of a mountain called Mont Blanc. Then, on a glacier near the resort of Crans-Montana, a group of Swiss scouts built several igloos from snow and ice, breaking a world record in doing so. This type of activity is typical of scout and guide groups, which encourage their members to learn survival skills.

The importance of scouting is reflected in the fact that films, artwork and even songs focus on the subject. Examples include 'Edge of Honor', an adventure film featuring scouts on a camping trip, and 'Troop Beverly Hills', a film which deals with scouting in a humorous way.

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**(a)** What was the name of the original book that Baden-Powell wrote about scouting?

.....[1]

**(b)** Where was the first scout camp held? View solution

.....[1]

**(c)** Which was the first country outside Europe to introduce scouting? View solution

.....[1]

**(d)** What was the group for younger girls initially called? View solution

.....[1]

**(e)** What was the worldwide proportion of scout groups which were for boys and girls together by the 1990s?

.....[1]

**(f)** According to the chart, which country has the biggest membership of scouts and guides?

.....[1]

**(g)** What was written on the official badge that was produced for the 2007 centenary of the Scout Movement?

.....[1]

**(h)** What happened in Kenya to celebrate the centenary of the Scout Movement? View solution

.....[1]

**(i)** Where in the UK did the World Scout Jamboree take place in 2007? View solution

.....[1]

**(j)** Where did a group of scouts and guides take an object to celebrate the centenary of the Scout Movement?

.....[1]

**(k)** What is the name of a film that is a comedy about scouts?

.....[1]

[Total: 11]

View solution

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**Exercise 3**

Douglas Holmes is in his final year at school, and wants to study psychology at university next year. He lives in the west of Scotland, and he thinks he might apply to Glasgow University, which is not too far away. His teacher, Mrs Campbell, suggested that he should visit the university to see what it is like. So, last week, Douglas went with his father, Alistair Holmes, to look around.

They travelled from their home, 32 Bracken Lane, Greenock, PA15 6HD, Scotland, and spent the day at the university. While they were in the psychology department, Douglas saw a notice about a student's research project on the effect of computer games on memory. Douglas immediately decided he would like to take part, as he is interested in the subject. He also sent a message to his friend Pat Murray, telling Pat to call him if he would like to take part too. Douglas remembered to tell Pat that he had a new phone number, 0797 0801134. He also asked if he could borrow Pat's new game, 'Desert Race', as he has heard it is very good. Douglas has played computer games nearly every day for the last couple of years, and has now got to the top level in both 'Hero 3' and 'Space Rescue', the first of which is his favourite game.

To take part in the research, Douglas first needs to complete an application form. On the day of his visit to the university, Douglas gave his email address, duggie@holmesfamily.co.uk, to the department secretary, who sent the form to him. He also told the secretary that he prefers using his computer for future contact.

As Douglas is under 18 – he was 17 in March this year – he needs a parent or teacher to confirm that he is allowed to take part in the research. His father agreed, and told Douglas that it might be a useful experience for him if he has to do his own research in the future. Douglas will need to spend another day at the department, on either 12, 15 or 18 December. He is playing rugby on the first of these dates, and it is his mother's birthday on the last one, so the middle date suits him best.

**Imagine you are Douglas. Fill in the form, using the information above.**

View solution

## Psychology research project

**Thank you for expressing an interest in my research.**
**Please complete the information on this form.**

**Section A: Personal details**

Full name: .....

Home address: .....

Age: .....

If you are under 18, you will need a parent or teacher to sign a permission form for you.

If appropriate, please give their full name: .....

How would you like me to contact you? (please delete) email / phone

Please give contact details: .....

**Section B: The research**

How often do you play computer games? (please tick one box)

one or two times a week ☐ three or four times a week ☐ more than five times a week ☐

How long have you been playing computer games? (please circle)

less than a year / for one or two years / three years or more

Name of your preferred computer game: .....

Which session would you prefer to attend? .....

**Section C**

In the space below, write **one** sentence stating how you found out about this research project and **one** sentence explaining why you would like to take part.

[Total: 14]

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**Exercise 4**

Read the article about how to get involved with art, and then complete the notes on the following page.

**Getting involved with art**

Are you interested in art? Do you enjoy visiting galleries or museums, but feel you want to do more than just walk around looking at the displays? If the answer to either of these questions is yes, then why not consider setting up your own art club? This could be an after-school club for children or teenagers, or a group for adults – age doesn't matter, as long as you are interested.

Go to a gallery or museum with a group of people, and try to get some discussion going about the art on display. The first point is to allow everyone plenty of time to look. If they rush around an exhibition, they won't notice things and won't have much to say. After a while, start to question people about what they are looking at. Different people notice different things when they are looking at art – so you can encourage them to share their thoughts and ideas with each other. Then, to take the group discussion one step further, ask people to explain why the artist might have done something. So, if someone comments that the lines in a drawing are not very clear, they might suggest that the picture is meant to represent uncertainty.

Another way to get people talking about art is to ask them to try to connect with what they see. This could be done by asking how the art makes them feel, or if it reminds them of anything they have seen before. And finally, encourage people to extend their responses. So, if they make a point or comment, ask them if they can explain it further or add more detail.

Of course, there is more to enjoying art than just visiting an art gallery or museum and talking about the displays. Why not consider a range of follow-up activities to do with your art club, which will help to make the visit more memorable?

Many people enjoy buying postcards from a museum shop, as a souvenir of their visit. Why not ask each person in the group to design a postcard? This could show their favourite object, or even something they think could be included in the display. Another nice activity is for everyone to produce a leaflet advertising the exhibition. This allows them to use their writing skills as well as artistic ones. For those who like writing, and who have a good imagination, ask them to write a story about a character in a painting. Some members may prefer talking, but are less keen on having a formal discussion, so they could role-play an interview with an artist. Finally, how about getting everyone to create a piece of art of their own? This could be inspired by what they have seen, and could even be done using everyday objects such as plastic bags, string and cardboard boxes – whatever you have to hand.

Let the world of art come alive for you and your group. Experiencing art together with others is a great thing to do. Go and enjoy it!



View solution

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You are going to give a talk to your art club about making the most out of gallery and museum visits. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

**Visiting a gallery or museum**

How to guide a group discussion on art:

- .....
- .....
- .....
- .....

Examples of follow-up activities to do with your art club:

- .....
- .....
- .....

[Total: 7]

View solution

**Exercise 5**

Imagine that you have given your talk to your art club. Now your teacher has asked you to follow this up with a summary for the school website.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary about making the most out of gallery and museum visits.

**Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible.**

.....

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[Total: 5]

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**Exercise 6**

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You recently spent a week abroad at your friend's home. You had a wonderful time, but when you got home you realised you had left something important there.

**Write an email to your friend about your stay, and the object you left behind.**

In your email, you should:

- tell your friend what you enjoyed about your stay
- describe what you left behind, **and** why it is important to you
- say what you would like your friend to do with the object.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

**Your email should be between 100 and 150 words long.**

You will receive up to 7 marks for the content of your email, and up to 6 marks for the style and accuracy of your language.

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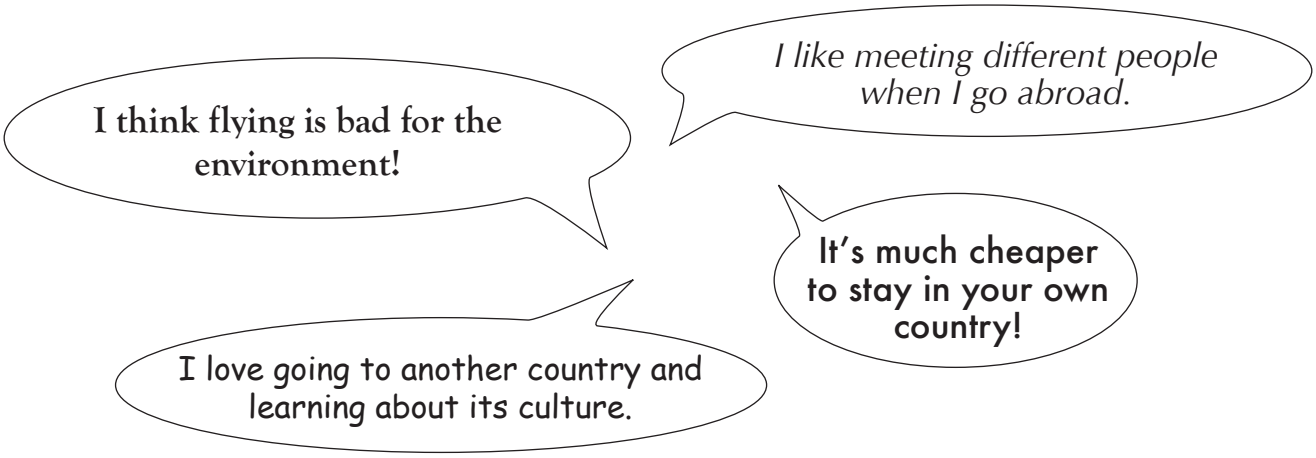
[Total: 13]

**Exercise 7**

In your English class, you have had a discussion about whether it is better to go abroad or stay in your own country for a holiday.

View solution

Here are some comments from students in your class:




**Write an article for your teacher, giving your views.**

The comments above may give you some ideas, and you should try to use some ideas of your own.

**Your article should be between 100 and 150 words long.**

You will receive up to 7 marks for the content of your article, and up to 6 marks for the style and accuracy of your language.

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[Total: 13]

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