Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

ENGLISH AS A SECOND LANGUAGE **0510/12**

Paper 1 Reading and Writing (Core) **October/November 2018**

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 article about studying psychology, and then answer the following questions.

Studying psychology – a student's view

Mark Walton writes about studying psychology at university

Psychology is the study of the human mind and human behaviour. When I started my four-year university course five years ago, I knew very little about the subject. I have learned a lot since then, and if you are thinking of doing a psychology course yourself, there are some things that you should consider.

Many people choose psychology because they want to learn about why people behave, think and feel in particular ways, and these things certainly are fascinating. Psychology is not just about this, however. Anyone who doesn't like maths, for example, probably shouldn't do this course – it's a very important part of studying psychology.

The first year

The first year consists of a general introduction to psychology. You learn how to carry out research and how the human brain works, which people new to the subject often find very challenging. You also study memory, and how children learn language, which are the favourite courses chosen by first year students.

Years 2, 3 and 4

There are many different and interesting courses that you can study in the second year, but you should choose carefully because it can affect your third and fourth years.

In year 3, you see how psychology is used in the real world by doing work experience – it is usually unpaid, unfortunately. It might be in an office, for example, or a school. One of my friends worked in a hospital, and I was given several options, including working in an office or a school, though I ended up spending three months in a police station finding out about the work they do there. All the psychology students I know found their work experience incredibly useful.

In year 4, which is the final year, you choose other areas to study – I chose psychology in sports – plus you do your own research project. Some students pick amazing topics to investigate, and it's a good idea to start work on it in the third year.

Thinking about the future

I have learned a lot about psychology on my course, but I have also developed skills that are useful for many different careers: how to write reports, for example, and how to do research. But above all, psychology teaches you how to think clearly. That helps you with whatever career you eventually choose.

A recent survey showed that six months after they finish their course, 25% of psychology graduates are doing other higher level courses and 65% are in employment. People who studied psychology at my university have gone into many different areas of work. The most common one is healthcare, but a surprising number end up working in business, and the media is becoming popular too.

Whatever you choose to do, good luck!

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(a) When did Mark Walton begin to study psychology?

View solution

..... [1]

(b) What kind of person should avoid choosing psychology?

View solution

..... [1]

(c) Which topics are the most popular in the first year of the course? Give **two** details.

View solution

.....

..... [2]

(d) Where did Mark do his work experience?

View solution

..... [1]

(e) What is the most important skill that Mark has learned on the course?

View solution

..... [1]

(f) Which area of work do students from Mark's course go into more than any other?

..... [1]

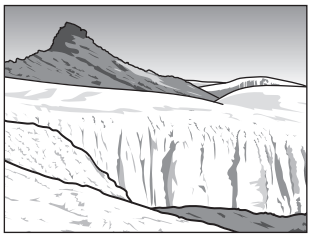
[Total: 7]

View solution

Exercise 2

Read the article about a glacier in a mountainous area of Peru in South America, and then answer the following questions.

A disappearing glacier



Glaciers are huge masses of ice and snow and are found in many mountainous regions of the world. Unfortunately, global warming is causing many of them to melt.

Pastoruri is a glacier 5000 metres above sea level in Huascaran National Park in central Peru. In the 1990s, it attracted 100 000 tourists a year and was Peru's top ski resort. But half of the glacier has now disappeared and now just 30 000 visitors go there annually. Several years ago, the National Park managers banned all skiing and snowboarding on the glacier, blaming these activities for the loss of ice. Pastoruri continued melting, however, and people must now stay off it for their own safety.

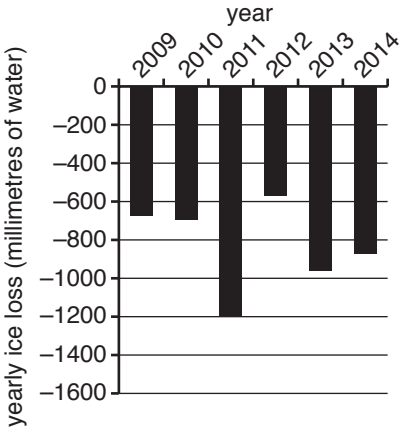
Mountain glaciers stay cooler when they are surrounded by other mountains with glaciers on them. Pastoruri, however, doesn't have other ice-covered mountains around it, and is disappearing more rapidly.

The National Park managers want to attract tourists back to the region and have created the Climate Change Walking Tour, which I recently went on with a local guide called Carlos. The tour includes visiting a new Education Centre which has a fascinating display of photographs of Pastoruri 'before and now'. They show how the thick ice has melted to reveal the dark-coloured rocks underneath.

In normal conditions, a glacier loses some ice during the hotter months of the year, but then builds up ice again when the temperature falls. The climate in Peru has changed, however, and Pastoruri doesn't re-grow in the cooler months. "That's why it's technically incorrect to call it a glacier now," our guide explained.

On the tour, Carlos pointed out some amazing dinosaur footprints in the rock, preserved from before the glacier first formed. We were thrilled when Carlos showed us the bones of an animal that had lived 150 000 years ago.

Glaciers worldwide 2009–2014



Melting glaciers are causing serious problems. In the mountainous areas of Peru, melted ice may soon cause floods in nearby towns and cities. At lower levels, large urban areas on the coast of Peru may suffer in other ways. "As the glaciers continue to shrink," said Carlos, "the supply of fresh water coming down from the mountains will decrease, which is worrying in the long term."

Engineers have investigated different ways of preserving Pastoruri. In one project, they covered a small section of the glacier with sawdust, a powdery material produced by cutting wood. This idea came from traditional methods used to prevent ice from melting. In another experiment, engineers painted black rocks near the glacier white, thinking that white would reflect sunlight and keep temperatures low. These projects had limited success.

As we reached the lake at the foot of Pastoruri, Carlos pointed to a stunningly beautiful ice cave in the glacier, which I felt I had to take photos of. "The lake water is warmer than the glacier," Carlos said. "This makes the lower part of the glacier melt faster. As a result, the lake is getting bigger and it's starting to flood the valleys below." He believes that engineers will soon need to drain the lake.

Minerals in rocks that appear when the glacier ice melts also cause a problem. They get washed down into rivers and make the river water acidic. "Local farmers use river water on their land and it's not good for their crops," Carlos explained. Biologists believe that one way to deal with this is to store the water in wetland areas before it reaches the rivers. They encourage farmers to plant certain wetland grasses, which help to clean the water by taking up acids from the water through their roots.

The environment continues to change, but local people are trying hard to adapt.

View solution

(a) What did the National Park managers first think caused the Pastoruri glacier to melt?

..... [1]

(b) Why has Pastoruri melted faster than some other glaciers? View solution

..... [1]

(c) What evidence is there that Pastoruri is not a real glacier anymore? View solution

..... [1]

(d) According to the graph, in which two years between 2009 and 2014 did glaciers lose most ice?

..... [1]

(e) Why will glaciers cause problems for cities next to the sea? View solution

..... [1]

(f) What methods have engineers used to try to stop Pastoruri melting? Give **two** details. View solution

.....

..... [2]

(g) What problems are caused by the lake at the bottom of Pastoruri? Give **two** details. View solution

.....

..... [2]

(h) What happens to minerals found in rocks when the glacier melts? View solution

..... [1]

(i) Why do scientists want local farmers to grow special grasses?

..... [1]

[Total: 11]

View solution

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Exercise 3

David Harding is a keen supporter of Sudbourne City, his local professional football team. The team has only won two competitions in twenty years, but David still attends most of their games, and ten years ago, he started to take his son Ryan Harding with him. Ryan, who is now sixteen, is a keen Sudbourne City fan too. He also likes playing football himself, and when he was ten, joined an amateur club called Grey Park Town. Ever since then Ryan has played for various Grey Park youth teams, although when he began to suffer from asthma attacks, he started to play less.

Ryan isn't particularly talented at football, but he loves the sport and he and his parents have become active members of the club. His mother, Elizabeth Harding, now manages one of the girls' teams, and his father has gained a coaching qualification, which enables him to coach a team of young disabled footballers one evening a week. Ryan often gives his father a hand. A few weeks ago, for example, the disabled team was playing a cup game and Ryan was asked if he could be one of the assistant referees. He was happy to help. In fact, he enjoyed the experience so much that the idea of becoming a referee started to appeal to him. He realised, however, that he would need some training in how to handle difficult situations in games.

Soon afterwards, when he was looking through a football magazine, he saw an advertisement for courses run by an organisation called Football Education. He checked their website and found two courses that looked interesting, one for assistant referees and the other offering an introduction to refereeing. Ryan decided on the second one. His father was happy for Ryan to give his name and contact number 07793777320, in case of emergency. Ryan's mother then reminded David that he would be away on business during the course, so she told Ryan to give her name and number, 07598826431, instead. She also suggested that rather than use his college email address – rh02@ykc.ac.uk – Ryan should set up a new personal email account – ontheball@home.com – for the application. He is now ready to complete the form.

View solution

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

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Football Education
Application form

Section A: Personal details

Full name: .....

MALE / FEMALE (please delete)

Age: .....

Email address: .....

Which club are you a member of (if any)? .....

Section B: Health and emergency contact

Details of any medical conditions that we should be aware of:

.....

Emergency contact details

Full name: .....

Telephone number: .....

Section C: Courses

Which course do you wish to apply for? (please tick)

Level 1 Football Coaching	☐
Introduction to Refereeing	☐
Assistant Referees' Course	☐
Goalkeepers' Level 1 Certificate	☐
Coaching Disabled Footballers	☐

How did you first hear about Football Education? .....

Section D

In the space below, write **one** sentence saying briefly what your experience of playing football is, and **one** sentence saying why you have chosen this course.

[Total: 14]

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Exercise 4

Read the article about a film stunt man called Jim Burton, whose job involves doing dangerous things in place of actors, and then complete the notes.

Film stunt man

Jim Burton is a professional stunt man and his work regularly involves falling through windows, crashing cars and being shot at. When a film includes dangerous scenes and film companies want to avoid putting actors at risk, they call on professional stunt men and women to stand in for them. Although the stunts Jim does are very carefully planned by his support team, there's always a chance that he could get hurt. "I've broken lots of bones in the time I've been doing this job," Jim says. "It's not nice, but it comes with the job." After 20 years as a film stunt man, Jim still feels great excitement before each new stunt.

Stunt men and women are the hidden heroes of cinema. When a film character jumps out of a plane or flies through the air on a magical motorbike, it's the famous actors who get all the attention. Audiences don't appreciate stunt performers. "That can be really annoying," Jim admits, "although it's quite understandable. People who want to be stunt performers accept this as part of the job."

Jim was fortunate because when he left school, a family friend working in film production helped him get small acting parts in a number of films. That's how he gained 60 hours of general film acting experience, which is one of the UK film industry's requirements to become a qualified stunt performer. Some training is available from certain specialist schools, but for many stunt performers, their job is a kind of extension of the activities that they enjoyed when growing up. Jim, for example, was keen on gymnastics, swimming and rock climbing as a teenager. He also came from a family of motorbike fans, and by the time he had decided that he would like to be a stunt man, he was an expert motorbike rider. All professional stunt men and women in the UK have to join the professional stunt performers' association, and to do this, it is compulsory for them to achieve instructor level in six stunt skills, one of which is being able to fall and land safely.

Even after they have fulfilled all the requirements to work as a professional stunt man or woman, there is no guarantee of regular work. The danger and skills involved mean that stunt performers tend to receive high fees for the work they do, but their employment is unpredictable. "To get work consistently, you need to build up good relationships with film producers and directors," says Jim. "You also need to be very flexible because the hours tend to be long, which is obviously a problem if, like me, you've got a family."

Despite these difficulties, Jim can't imagine doing anything else. He recently had to design and carry out a stunt which involved entering a building which was on fire, and running out with his clothes in flames. In his previous film, he jumped off a bridge onto a moving truck. "The stunt worked really well," he says. "We make actors look cool in films and they often say how grateful they are, which is really nice."

View solution

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You are going to give a talk to your class about the work of a stunt performer.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Requirements to work as a professional stunt performer in the UK:

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

The good things about the job:

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

The bad things about the job:

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

[Total: 7]

View solution

Exercise 5

Imagine that you have given your talk to your class. Now your teacher has asked you to write a summary for homework.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary about the work of a stunt performer.

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

View solution





You recently had a problem that you didn't know how to deal with. Fortunately, someone helped you with this problem.

Write an email to a friend about what happened.

In your email, you should:

- describe the problem you had
- explain how someone helped you
- say what you plan to do for this person in return.

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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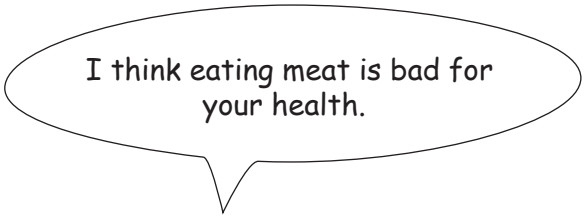
[Total: 13]

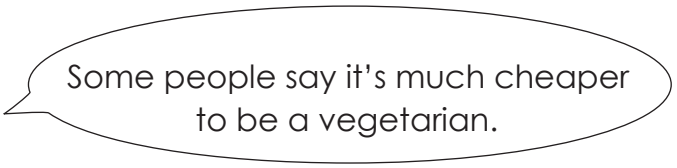
Exercise 7

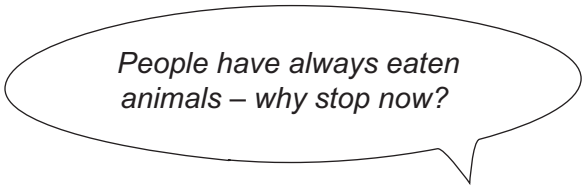
View solution

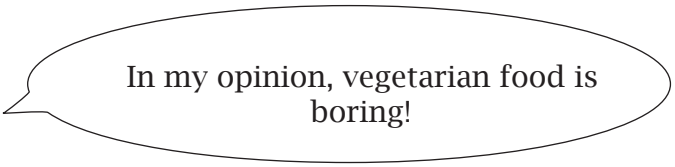
Some people think that the world would be a better place if everyone became vegetarian.

Here are some comments from your friends:









Write an article for your school magazine, 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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