Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER			

ENGLISH AS A SECOND LANGUAGE **0510/22**

Paper 2 Reading and Writing (Extended) **October/November 2018**

2 hours

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 **15** printed pages and **1** blank page.

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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?

.....[1]

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

.....[1]

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

.....

.....[2]

(d) Where did Mark do his work experience?

.....[1]

(e) What advice does Mark give about the final year project?

.....[1]

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

.....[1]

(g) What percentage of psychology students have jobs six months after graduating?

.....[1]

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

.....[1]

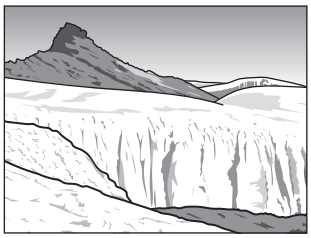
[Total: 9]

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.

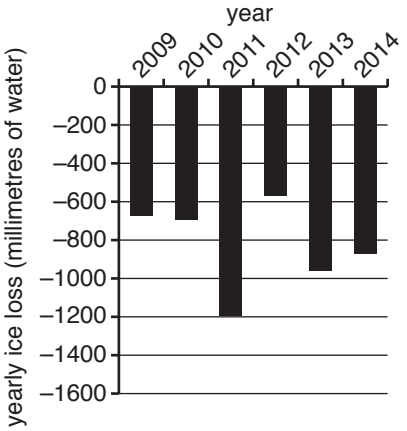
Mountain glaciers stay cooler when they are surrounded by other mountains with glaciers on them. Pastoruri, however, doesn't have other ice-covered mountains around it, and is disappearing more rapidly.

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.

.....

..... [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? View solution

..... [1]

(j) What was the writer interested in seeing on the Climate Change Walking Tour? Give **four** details.

.....

.....

.....

..... [4]

[Total: 15]

View solution

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Exercise 3

The New Chuckles Comedy Contest is organised by a television station to promote comedy writing and performing among young people. The competition has two categories: Class Joker and Class Act. The former involves a comedy routine to be performed by one person, but a team of up to four young people can work together on writing the script. In the second category, a team of up to four young people write a short comedy scene. Young people can enter one or both categories. The television station will make recordings of the winning scripts and broadcast them.

Mr Atkins, a drama teacher at Hayden Green High School in Queensbridge, told his students about the contest and encouraged them to think about entering. It is open to young people aged 12 to 16, but the most enthusiastic response was from his year 10 class. From that class, Helen Daniels and Amy Bartok, who are both 15, showed a particular interest. They have been close friends since year 7. Helen has a passion for music and art – they are what she has always enjoyed most at school – while Amy is keen on maths and science. They both like drama, and together they wrote the script for last year's school play. They thought they would enter both categories of the contest.

They began by writing a script for a scene set in a clothes shop. They also had an idea for a one-person comedy routine about the types of conversations that young people have using text messaging. In both cases, their humour is what Helen has called observational, meaning that it comes from looking closely at the way people behave in everyday situations. She had learned the term from a TV programme about a comedian called Benny Mullally, and realised that it described the type of humour that she had always admired in her father. He was the one who had convinced her to watch the programme in the first place.

Unfortunately, before Helen and Amy started writing the one-person comedy routine, they had a strong disagreement, and Amy decided to withdraw from the contest. Helen was disappointed, but was determined to carry on. She persuaded two other classmates – Bruce Tan and Marta Rodriguez – to help her write the one-person comedy script. They used the idea that Helen and Amy had first thought of, and another classmate, Jamie Fletcher, filmed Helen performing the routine. Because of time pressures, Helen decided not to go ahead with the second category, the comedy scene.

When Helen looked at the contest application form, she realised that she needed to give the name of someone who could guarantee that she and her team hadn't copied anyone in writing their script. She checked with Mr Atkins and he said she should give the name of the headteacher at the school, Mr Moore. He also said that she should give the school email drama@hghs.ac – rather than helenxd05@jmail.com – which is her personal email address. Helen is now ready to complete the form.



View solution

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

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New Chuckles Comedy Contest
Entry form

Section A: Personal details

Full name: .....

Age: .....

Preferred email contact: .....

Name of school: .....

School year: .....

Section B: A bit more about you

What are your favourite subjects at school?

.....

Tell us about any previous experience you have of script-writing:

.....

Who is your main comedy influence?

.....

Section C: Comedy contest

Which category or categories do you wish to enter? Please tick one or both boxes.

Class Joker ☐ Class Act ☐

Names of any other members of your writing team:

.....

Name of the person who will guarantee that your script is original:

.....

Where did you hear about the contest? (please circle)

school internet friends/family

Section D

In the space below, write **one** sentence of between 12 and 20 words saying what the subject of your script is and how you would describe your style of comedy.

[Total: 8]

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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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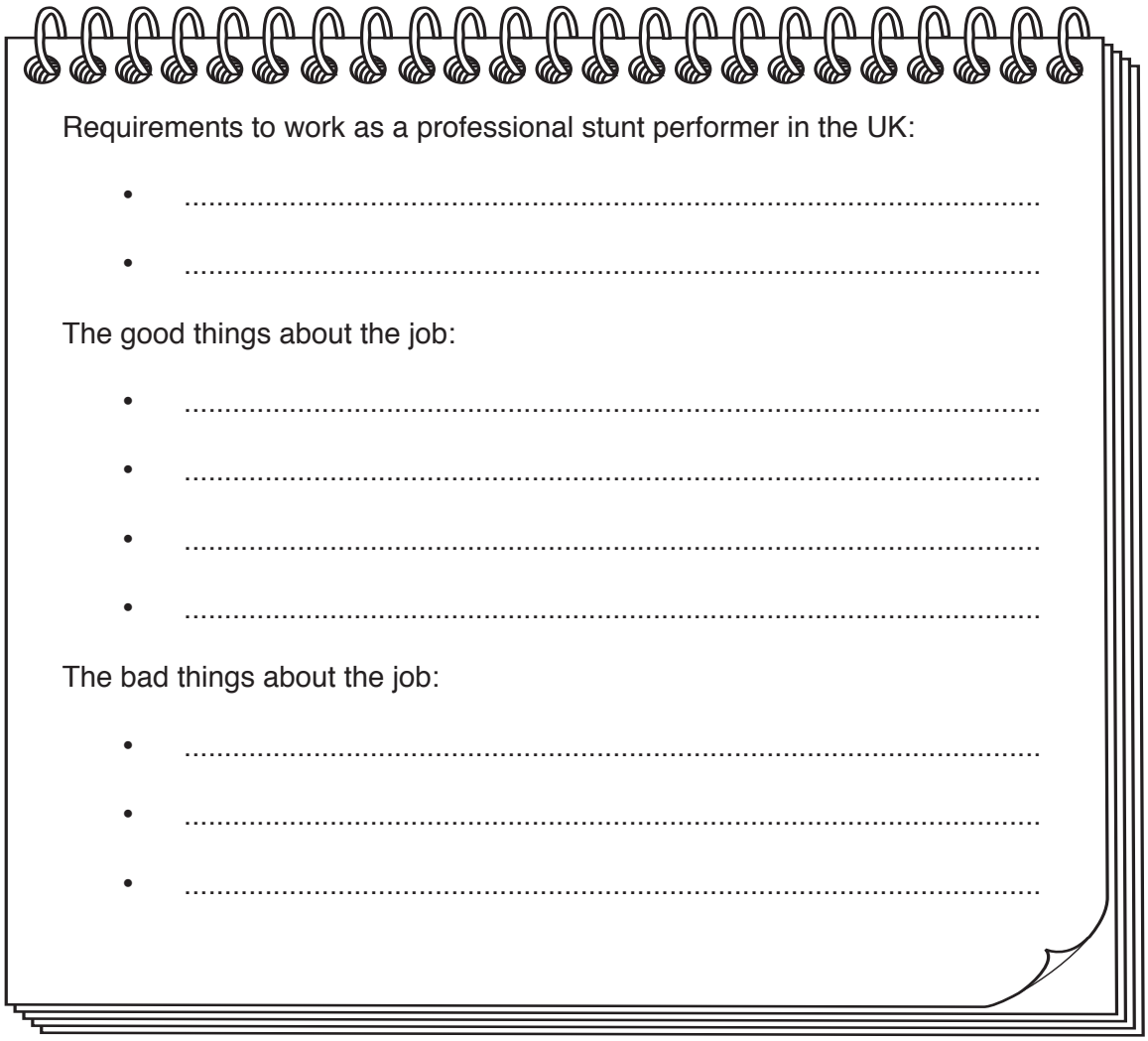
9

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: 9]

Exercise 5

View solution

Read the article about travel writing.

Write a summary about what you should do AND what you should avoid doing in order to write a good travel article for a website.

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 6 marks for the content of your summary and up to 5 marks for the style and accuracy of your language.

Travel writing

"You write travel articles? Amazing!" This is a typical response when I tell people what I do. Then they often say: "I had a fantastic adventure on my last holiday. Maybe I could write an article about it. Do you have any tips?"

In my experience, there's no magic formula, but here are some helpful ideas which I recommend for new travel writers.

A trip is a series of events, but people like to read stories. I'm not talking about writing fiction, and, in fact, I'm very careful not to make things up. I think most readers can soon work out when something isn't true. The challenge, though, is to decide which events from your trip are worth including, because not all of them are. For example, a description of an old man that you saw may be more interesting than the details of your journey to the airport. To get a better idea of what I mean, I would look through some published travel articles and see how other writers do it.

Some trips have a physical objective, like reaching the top of a mountain, while others may be more about discovering what a place is like. In my articles, I tend to use the old travel writer's trick of choosing an event from later in the trip, and writing about it in the first paragraph. This always works well.

Something else that I'm keen on is not telling the reader what to feel. For example, if I write about skiing at high speed down a mountain, I won't say: "It was thrilling." Readers can decide for themselves how they want to respond to an experience.

If I struggle to write the article, as I sometimes do, I will often include dialogue. Which of these two extracts is more interesting to read? "Look! There! The crocodiles are planning when to attack," whispered Steve. Or this one: "We could see the crocodiles waiting for a good moment to attack." I know which one makes me want to find out what happened next. When I'm travelling, I note down exactly what people say and do to help me remember the details of situations like this.

One trap that travel writers often fall into is saying things like 'the view was good', 'it was a big market' or 'the beach was nice'. Expressions like these have been used thousands of times before, so they lose their meaning and are boring to read. I try to make sure I don't use them.

So, writing good travel articles isn't particularly straightforward. You may have a natural talent for it, though, so why not have a go?

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[Total: 11]

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 150 and 200 words long.

You will receive up to 10 marks for the content of your email, and up to 9 marks for the style and accuracy of your language.

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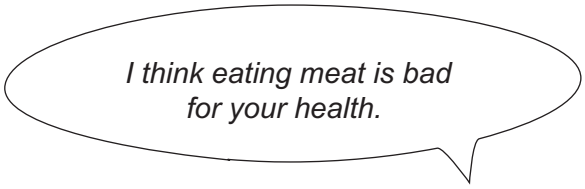
[Total: 19]

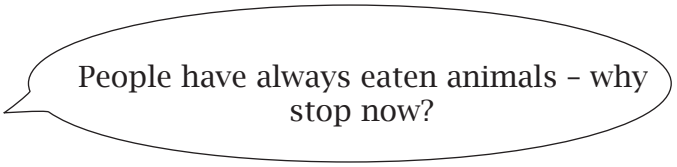
Exercise 7

View solution

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

Here are two 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 150 and 200 words long.

You will receive up to 10 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

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