Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

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

Paper 1 Reading and Writing (Core) **October/November 2023**

1 hour 30 minutes

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 60.
- 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 leaflet about a photography course, and then answer the following questions.

Photography for Teens

A week-long course at Dean College

Are you interested in photography? Have you got time to fill in the holidays? If so, Photography for Teens is for you! We began running a range of short courses an incredible twenty-five years ago, and added this particular course to the programme seventeen years ago, so we have plenty of experience to offer you! Read on if you would like to find out more.

On a Photography for Teens course, you will explore how to take different kinds of photographs each day. What tends to appeal to students above all is portrait photography, but everyone loves street photography and action shots too. Underwater photography will be introduced this year, which we hope will also be a hit.

Each morning, your tutor will show you various pictures, and you will find out how to take similar ones yourself. But before that, you will learn something about the equipment photographers use. That's all provided – even cameras – but we strongly recommend that you come with comfortable shoes, as there's lots of walking involved. You won't be spending all day in a classroom! Each afternoon, we leave the college and go out to practise the techniques and skills you've learned. For example, on the first day, we walk around the market, where there's always plenty to photograph; the following day, we head to the nature reserve. On another day, there's a trip to the local zoo, which we haven't been to before. But wherever we go, the final session of the day is back in the studio at college. After you've had a chance to download the photos you've taken, you take part in a group discussion. That's when most people feel they learn a lot, so we allow a full hour for this.

Who will be on a Photography for Teens course? Until this year, it has been open to anyone between the ages of 13 and 15. However, 16-year-olds can also sign up now. We can take up to 30 students each week, but don't worry, you will work in smaller groups for the majority of the sessions. Rather than splitting you up by age, you will be organised according to your photography experience. You will be in your groups for the practical sessions but will all come together for a few events each week. For example, there will be a talk on careers in photography for the first time!

We ask all our students to give us feedback after their course, and we use this to try to make improvements. For example, this year lunch will be included in the course fee. One of the questions on the feedback form is about what students feel they have got from doing this course – and naturally, the majority mention improving their photography skills. Others often comment on gaining confidence, which they were surprised about. Almost everyone lists making new friends too, which you would expect. But who would have thought that improving their presentation skills would be such a common response?

We hope that you will be able to join us on the next Photography for Teens course. Go to our website for lots more information and to download a registration form. Don't delay – places book up quickly!

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1 When did the first Photography for Teens course take place?

View solution

..... [1]

2 Which type of photography is usually the most popular?

View solution

..... [1]

3 What happens at the start of the first class each day?

View solution

..... [1]

4 What do students need to bring with them?

View solution

..... [1]

5 Where will students go on the second afternoon?

View solution

..... [1]

6 What is the last activity that students do each day?

View solution

..... [1]

7 How are the students divided into groups?

View solution

..... [1]

8 What unexpected benefits of doing this course are mentioned by many students? Give **two** details.

.....

..... [2]

[Total: 9]

View solution

Exercise 2

Read sections **A–C** of a magazine article about dreaming. Then answer Question **9(a)–(h)**.

Why we dream

A

Imagine the following scene. You go to your local supermarket to buy some milk, but when you put it into your shopping basket, it becomes a talking fish. You then realise that school starts in five minutes, but you are still wearing your pyjamas and you left your books at your grandmother's house. Then you suddenly wake up, and wonder what it was all about. How can a dream like that be explained? Some people might argue that a dream consists of a series of routine past events that your brain mixes up and replays, as if it is testing the connections between them. So could it be a way of ensuring that you recall these events in the future? Another explanation is that a dream is connected to inner feelings that the person may not even be aware of. The objects in the dream and the order of events all have a particular meaning and need to be explained by an expert.

B

One thing we do know is that the question of why we dream tends to divide scientists. All sorts of theories have been proposed, although it is almost impossible to prove any of them. And that's because there's no way of recording dreams accurately, and their content is often heavily influenced by our feelings. It could even be the case that dreaming is simply brain activity that lacks any function, and can't be explained in any other way. But there is a new theory about why we dream. For many of us, our daily lives consist of a series of fixed routines – we do the same things at the same times each day, and we don't often experience unusual situations. Therefore our brains deliberately introduce something weird into our dreams so that we are able to cope better when something unexpected actually occurs later in real life.

C

An assistant professor called Erik Hoel came up with this idea about dreams after spending some time looking into artificial intelligence, which is the way that computers or robots are programmed to learn. He noted that a computer quickly becomes familiar with the data being used to train it. As a result, the computer expects that everything it encounters in the future will follow the same pattern – which is unlikely to be the case. Therefore, at this stage of programming, a new set of very different data has to be entered. The computer then has to work out a way to deal with the new data. In doing so, it is almost as if the computer is learning to think for itself. It occurred to Hoel that the human brain works in a very similar way, and this led him to propose his recent theory about dreams.

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

Which section includes the following information?

View solution

(a) the suggestion that dreams do not have a purpose ..... [1]

View solution

(b) the suggestion that dreams are connected to memory ..... [1]

View solution

(c) how scientists deal with a potential issue ..... [1]

View solution

(d) the idea that dreams represent hidden emotions ..... [1]

View solution

(e) reasons why scientists disagree about why we dream ..... [1]

View solution

(f) an example of a strange dream ..... [1]

View solution

(g) how strange dreams might help people to manage future challenges ..... [1]

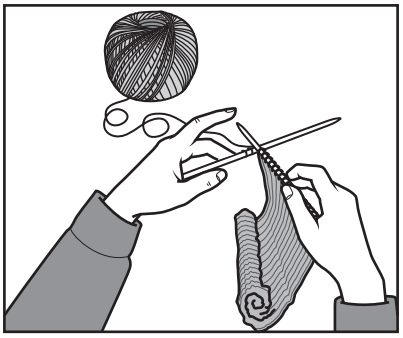
(h) some research which inspired a scientist to suggest a theory ..... [1]

[Total: 8]

View solution

Exercise 3

Read the article about teenagers who enjoy knitting, and then complete the notes.



A new generation of knitters

Rose Williams was sitting at home with her teenage son, Harry, one evening. A keen football fan, he was nervously watching his favourite team play on television, while she was calmly knitting. 'Suddenly, he said he wanted to try knitting,' she says. 'I was so surprised that I didn't answer at first. I just thought he was joking!' He was serious, however. He had realised that while he was nervously watching his team play, knitting could help him to stay calm. So, over the next few weeks, Rose taught him the basics. Soon, he even started taking his knitting into school, where reactions were mixed. Some of his classmates wondered whether it is boring to do. But others admitted that they also enjoy knitting, and had taken it up as it allowed them to be creative. Soon they were exchanging ideas with each other during breaks between lessons.

You might be surprised to discover how many teenagers are into knitting. Look online, and you'll soon see photos of girls, and increasingly boys too, busily working with a pair of needles and some wool. Bella Green, who is 14, realised a year ago that she wanted to have a go at knitting, mainly to continue a family tradition. Her mum and both her grandmothers are all enthusiastic knitters, and Bella had often been given gloves, scarves and hats that they had made, not all of which were to her taste. She realised that if she could learn, she'd be able to make things in a particular style. Friends are often curious about how long it takes to make something. 'That depends how much homework I have to do!' she says.

Jon Kelso, 17, says his two main hobbies are swimming and knitting. He's a competitive swimmer and often travels the length of the country to take part in tournaments. Rather than just listening to music or playing games on his phone, Jon decided he wanted to do something practical on long journeys. And knitting was the answer. One or two of his teammates were interested, though they wanted to know how expensive it is to do. Jon pointed out that you can borrow needles, and people often have spare wool that they don't want any more, so it doesn't need to cost much at all.

Maki Tanaka took up knitting at the age of 13. She read an article in the local newspaper about a woman who wanted people to help with an art project, and she decided to get involved. Everyone had to knit small squares in a range of different colours, which the woman would sew together and use to cover an ugly concrete wall in the town centre. Maki enjoyed the experience so much that she encouraged some of her friends to take up knitting too so that together they would be able to form an after-school club. Classmates often want to find out what the best way to learn is. Maki says she learned by watching other people, and often looks at online videos to get new ideas. 'Everyone should try it,' she says. 'You'll soon discover how much fun it is!'

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You are going to give a talk to your class about teenagers who knit. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

10 Reasons why the teenagers started knitting:

View solution

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

11 What the teenagers have been asked about knitting:

- .....
- ..... [2]

[Total: 7]

View solution

Exercise 4

View solution

12 Read the article about a girl who took part in a TV cookery competition.

Write a summary about the rules for entering the competition AND what the judges are looking for to decide on a winner.

Your summary should be about 80 words long (and no more than 90 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 6 marks for the style and accuracy of your language.

Kids can cook!

by Sabi Olonga

I've always loved cooking, and this summer I had one of the best experiences in my life – I took part in *Kids can cook!* a TV cookery competition. The competition has only been running for three years, but if you love cooking too, why not try to enter next year?

There are a few things you need to be aware of, like, for example, the fact that you can only apply once. That means I can't take part again in the future, but you could! The application is actually quite a complicated process, and takes a lot of time. Your recipe has to be original, and an additional requirement is that the dish you prepare contains healthy ingredients. If the competition organisers like it, you are then invited for an interview. This summer, more than 300 people applied, and 40 of those, including me, were interviewed. They asked me lots of questions about my recipe and how long each step would take, because you must be able to create your dish in less than 60 minutes. Anyway, I was one of the lucky 12 who got through to the actual competition!

The competition itself took place in the TV studios, which were amazing! The people there were all so friendly, which was lucky as I felt really nervous on the way there. Though once I was in the kitchen and I had met the judges, I felt much better. What they want to see is how confident you are in the kitchen, as well as how good your skills are. I had spent weeks practising my recipe before the competition, so I knew I could do it in the time allowed. When the time is up, you present your food to the judges. Not only should your dish taste nice, it should look good too. The judges were impressed with my dish, and gave me some useful tips as well. In the end I came third, but I was just thrilled that I'd been able to take part!

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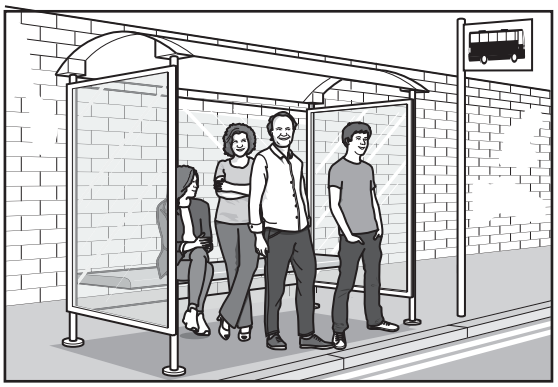
[Total: 12]

Exercise 5





View solution

13 Your family recently decided to sell their car, and not get another one.

Write an email to a friend telling them about living without a car.

In your email, you should:

- explain why your family decided to live without a car
- describe how you will travel around in the future
- say what might be difficult about not having a car.

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

Your email should be between 100 and 150 words long.

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

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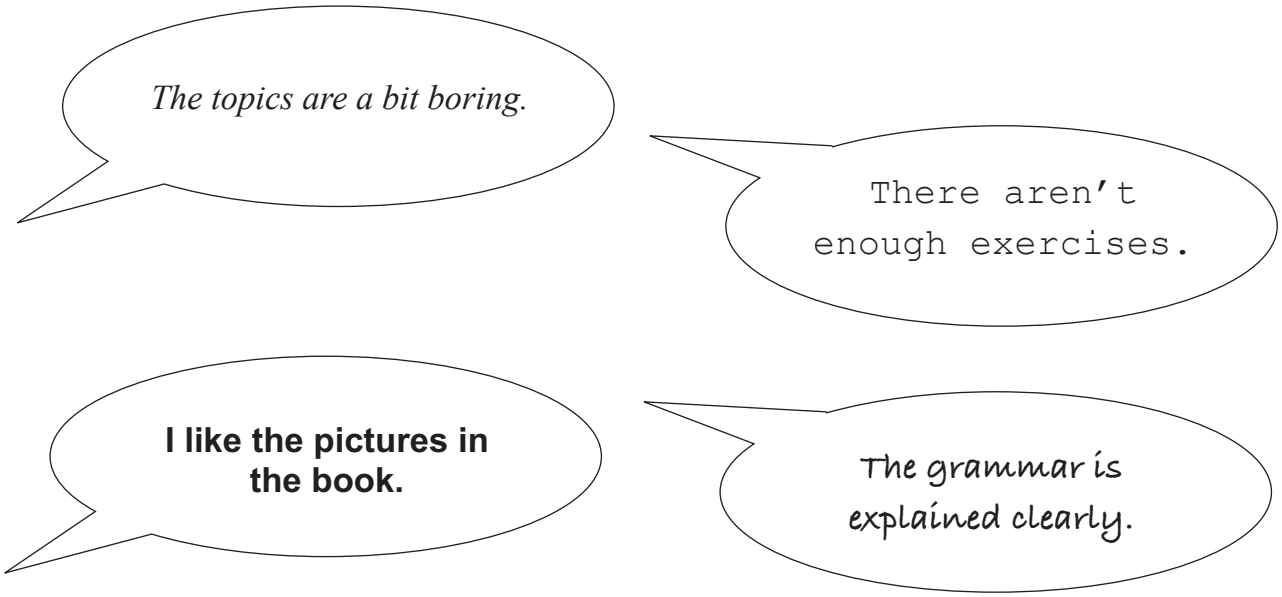
[Total: 12]

Exercise 6

14 You have been using a coursebook in your English lessons at school. Your teacher has asked you to review the coursebook, so your teacher can decide whether to use it with other classes in the future.

View solution

Here are some comments from your classmates:



Write a review of the coursebook for your teacher, giving your views.

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

Your review should be between 100 and 150 words long.

You will receive up to 6 marks for the content of your review, and up to 6 marks for the language used.

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