

Centre Number	Candidate Number	Name
---------------	------------------	------

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**ENGLISH AS A SECOND LANGUAGE**

**0510/01**

Paper 1 Reading and Writing

October/November 2003

**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 in the spaces provided on the Question Paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

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

If you have been given a label, look at the details. If any are incorrect or missing, please fill in your correct details in the space given at the top of this page.

Stick your personal label here, if provided.

For Examiner's Use	
Part 1	
Part 2	
Part 3	
<b>TOTAL</b>	

This document consists of 17 printed pages and 3 blank pages.



## Part 1

## Part 1: Exercise 1

Read the leaflet below about the Imax, a new multi-media cinema. Then answer the questions on the opposite page.

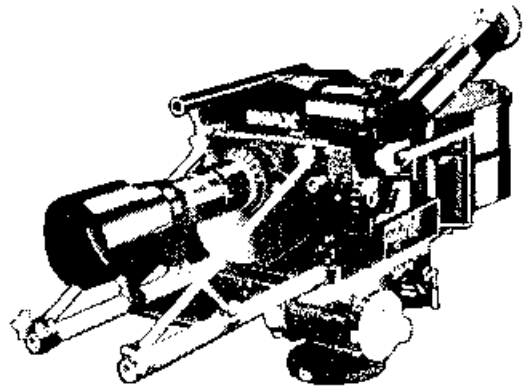
## The IMAX Experience

### GIANT Screen

*Eight storeys high and over 30m wide, the screen brings images to life and creates a sense of startling reality for the audience.*

### The most POWERFUL film projection system

*IMAX film projectors are the most advanced, highest precision and most powerful projectors ever built. They use the largest film frame in motion picture history and with their unique technology are renowned for extraordinary sharpness and clarity of image as well as unrivalled steadiness and reliability. The projection lamp emits a beam of light which is so powerful it could be seen from the moon!*



### Every seat is the BEST SEAT in the cinema

*Prepare yourself for a totally different kind of viewing experience. The screen is immense in comparison to traditional cinema screens, and the seating has been specially designed to provide a perfect overall view for everyone.*

### Sound

*Six-channel pure digital sound adds to the sensation of being in the middle of the action and keeps everyone on the edge of their seats.*

### Film of the month

#### MYSTERIES OF EGYPT

*The magic of large-format film uncovers the Mysteries of Egypt piece by piece taking you on a thrilling flight – rushing over the Nile, soaring over the great pyramids and descending into the shadowy depths of the tombs. This film is a truly exciting portrayal of ancient myths and history.*

*The giant IMAX experience takes you into a world of fantastic sights and sounds.*

(a) How high is the IMAX screen?

.....[1]

(b) What is the advantage of the screen size?

.....[1]

(c) In what ways does the sound add to the IMAX experience? Give **two** details.

(i).....[1]

(ii).....[1]

(d) Different examples are given of the experience of being in Egypt. Give **one** example.

.....[1]

[Total : 5]

**Part 1: Exercise 2**

Read the article below and answer the questions on the opposite page.

# Chimps count like 4-year-olds

Scientists report that chimpanzees are able to count and remember numbers as well as, or better than, four-year-old human children.

This discovery follows experiments with a female chimp called Abi who has been taught to count.

Abi can count from zero to nine, in the correct order, by touching the appropriate number on a computer screen. She is also able to remember the correct sequence of any five random numbers between zero and nine.

Japanese researchers have found that this is about the same level of performance as an average pre-school child.

Many adults are able to remember phone numbers and other codes if they are up to seven figures long.

The 'Magic Number 7' effect, as it is known, represents a limit to the number of items that can be

handled at the same time by the brain. Scientists tested Abi to find out the equivalent 'magic number' for a chimpanzee.

Abi was given a set of random numbers to select from the screen and she had to place them in the correct sequence. In order to do this she had to memorise them first. Over a series of tests, Abi scored more than 90% correct for four numbers but when five items were tested the success rate was only 65%. But this was very much better than what could be expected to happen by chance.

In another research session, a fight broke out among a group of chimpanzees outside the testing room. Abi abandoned her task and was distracted by the fight for about 21 seconds, after which she returned to the computer screen and completed the task without any errors.

(a) What have scientists found that chimps can do? Give **one** example.

.....[1]

(b) What equipment does Abi use to show her abilities to the scientists?

.....[1]

(c) What is the 'Magic Number 7' effect?

.....[1]

(d) What was Abi's success rate when she had to remember five items?

.....[1]

(e) What stopped her concentrating during the last task?

.....[1]

[Total : 5]

### Part 1: Exercise 3

Read the article below and answer the questions on the opposite page.

## Horse Riding Challenge in Peru

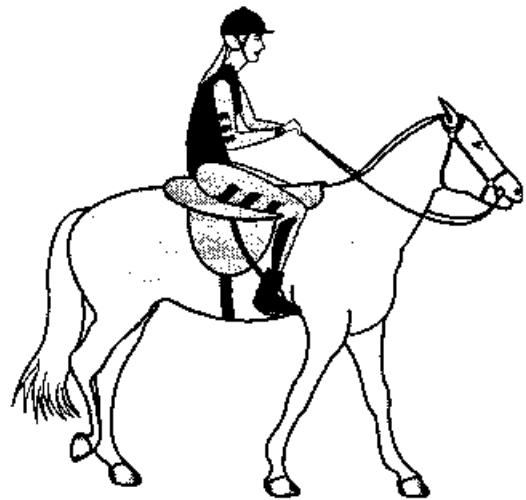
*Our adventure begins at sea level in Lima, Peru. From here we have a short flight across the Andes to Cusco, the ancient Inca capital steeped in history and ancient wonders high up in the mountains.*

*During the five-day horse trek we will follow a route that winds through valleys and over high mountain passes which connect a number of remote villages. These trails have been used since ancient times and the lifestyle of the people who live here has changed little. There is no vehicular access to this region and very few foreign visitors come here.*

*Each member of the group will ride an Andean Mountain pony, and there will be a small group of helpers to transport equipment and personal luggage. As the group moves up the mountain we shall see that we are on a carefully constructed Inca highway, carefully planned by the Incas to make the climb as easy as possible. We will allow the group to split into fast and slow riders so that everyone can travel at their own pace. Each day's trek will last approximately 6 to 8 hours but the distance will vary depending on the altitude and steepness.*

*Provided the weather is clear, once we reach the high altitude of about 4650 metres, we'll get wonderful views of the glaciers, ice fields and Andean snow peaks over 6000 metres high. We will see spectacular views of the geometric Inca fields in the valleys below. As we descend,*

*small farms become numerous and there will be grazing cows, barking dogs and children coming and going along the tree-lined tracks. There will be eucalyptus trees and wild flowers as the climate gets warmer as we descend.*



*We then leave the horses and helpers behind to catch a train heading along the Urumbamba valley. There are more views of towering ice-topped mountains as we go up again towards one of Peru's most impressive archaeological sites, Winay-Wayna, situated on this high hanging hillside valley. Be amazed when you see our final destination, the city of Machu Picchu, considered to be one of the most magical and mysterious places on earth. It is situated in splendour on a high granite peak above a roaring river often covered in misty clouds...*

*This is a challenge not to be missed - and never to be forgotten.*

(a) How long is the horse riding part of the journey?

.....[1]

(b) Why will the trek up the mountain be relatively easy?

.....[1]

(c) Why is the group going to be divided?

.....[1]

(d) Why will the journey along the Urumbamba valley be less physically demanding?

.....[1]

(e) Give **two** examples of what they will see as they go downhill.

.....[1]

[Total : 5]

## Part 2

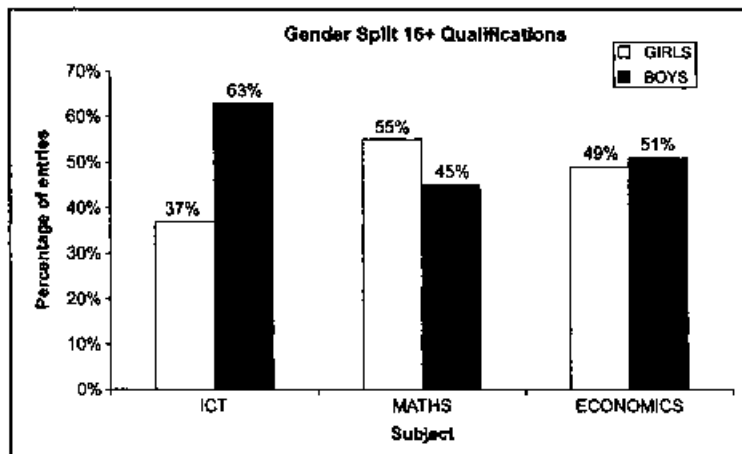
## Part 2: Exercise 1

Read the article below and then answer the questions on the opposite page.

# Gender Split

## Why do most girls turn their backs on computers when they leave primary school?

This may be the 21<sup>st</sup> century but when it comes to information communications technology (ICT) the gender divide, between boys and girls, shows no sign of closing.



This is bad news for the ICT industry where men outnumber women by over five to one. The industry needs at least an extra million recruits over the next five years. Obviously, women as well as men are going to have to fill these recruitment gaps. The ICT companies are worried about the shortage of men and women to fill their vacancies in the future.

It is believed that women are very well suited to working in Information Technology. They enjoy working in teams; they enjoy collaborating and like looking for creative connections. Many women have the kind of personal skills which are considered essential in developing 'new technology'. Professionals who work in Information Technology are constantly creating the world around us, and this can't be done if you don't know how people work and how they play. To come up with ideas that will actually make a difference to modern life, you have to understand how people live and work.

In spite of the fact that ICT jobs are well paid and women tend to do well in them, research shows that girls' perceptions of the industry are uniformly negative. Only 5% would consider entering the ICT industry compared to 14% for law and 26% for medicine. Up to the age of 11 girls see ICT as entertaining and interesting but after that age

negativity sets in. By the age of 13 this negative view of ICT is confirmed.

After school activities encourage some girls to use Information Technology, and getting ICT staff and other teachers together helps to develop imaginative use of ICT. Imaginative use of ICT, especially in music, art, drama, geography and media studies, all helps to open girls' eyes to the fact that careers in computing can cut across so many different areas.

There is a significant difference in the learning styles between boys and girls. The ICT class in schools is often an exercise where every student completes the same class assignment largely by rote. Although girls follow instructions successfully, they will only achieve enjoyment and excellence if allowed to diversify and be creative. For girls, just pressing buttons is not enough.

Another initiative is setting up computer clubs aimed at younger girls aged 8 to 14. This is known to inspire girls to help them develop their ICT skills and to show them that ICT can be both creative and interesting.

The country can't afford to have girls missing out.



(a) Why is it important for the ICT industry to recruit more women workers? Give **two** reasons.

(i).....[1]

(ii).....[1]

(b) According to the diagram, what percentage of boys take the 16+ qualifications examination in ICT?

.....[1]

(c) What is the attitude of girls to ICT by the time they become teenagers?

.....[1]

(d) What is the reason for starting computer clubs for girls?

.....[1]

(e) What is the main reason why girls do not do well in class in ICT?

.....[1]

[Total : 6]

## Part 2: Exercise 2

Read the following article about the use of pigeon post in India.

Write a summary on the opposite page explaining:

- the reasons for using P-mail
- the reasons for stopping it.

Your summary should be about 100 words long, and you should use your own words as far as possible.

# E-mails herald the last post for India's flying civil servants



**The 800 birds who made up the world's last pigeon service no longer have a job, thanks to the Internet.**

India's unique police Carrier Pigeon Service, a crucial and necessary communications lifeline for more than 50 years of cyclones, floods and drought, is being grounded. This will take away the jobs of more than 800 of the country's cheapest and most reliable civil servants: pigeons.

The local government in Orissa, in the east of India, is expected to approve a police recommendation that the service, which costs just 125,000 rupees (about US\$ 2,500 in 2002) a year to run, should be ended. Supporters argue that the 'P-mail' service was necessary when all communication networks were completely damaged by floods in 1982 and a cyclone in 1999. Critics say that radios and e-mails have made the pigeons unnecessary.

The chief of police said that pigeons only carried a handful of messages last year, down from 9,000 in 1990, and their usefulness is drastically declining.

The superintendent of signals and communications said the pigeon service made practical sense 20 years ago when there were no VHF radio sets. Now that all the police stations in Orissa are on the radio network, the winged messengers have been reduced to museum pieces.

India's pigeon service, the only one of its kind in the world, is very sophisticated. The birds, which can fly more than 300 miles at a stretch, at an

average speed of 50 mph, are trained for different missions/jobs.

There are two pigeon services. The Static Service allows for one-way communication: pigeons accompanying a police group are later sent back with messages in tiny metal cylinders attached to their legs with rubber bands.

The Boomerang Service is operated by better-trained recruits and offers a two-way exchange of messages. The birds fly to a police station or an outpost, feed from a wooden box stacked with food and then make the return journey home with their message.

The service started in Orissa's mountainous district in the 1940s, and the first carrier pigeons came from the army to help establish communications with areas that had neither telephone or radio. A few years later P-mail linked most of the police stations in Orissa, but by the 1980s the pigeon service was declining as technology improved.

The redundant pigeons, which live up to 20 years, are now to be given to the wildlife department.

Supporters of the pigeon service emphasise its cheapness and the fact that machines can fail you but birds never will, especially in the case of a serious natural disaster. An ornamental brood of pigeons is likely to be kept on display at police headquarters as a symbolic reminder of their valuable and historical role.



**Part 2 : Exercise 3**

Johan Block is a student at the Sharidam Technical School, Wadi Road, Amman in Jordan. The e-mail address is sharidam@amm.ac.jo.

He has been an enthusiastic member of the school's cycling club, The Fleetfooters, for about four years. As the club's secretary, he is now organising a trip for the members of the club to the offices of the magazine, Cycling World.

There will be a party of twelve people including Johan and their coach, a teacher at the school called Mr Harbjoun. They will need a sign language interpreter, as one of the cyclists is deaf.

Johan has booked the school minibus to take them, and the minibus driver will be Mr Whinn. They will arrive in the afternoon, probably at around 14.00 hours and will stay for two or three hours. All the group are very interested in the latest cycling shoe technology and want to know how to increase their energy by eating the right foods.

**Fill in the form on the opposite page as if you are Johan, using the information above.**

# APPLICATION FORM FOR SCHOOL PARTY VISITS

PLEASE FILL IN THE FORM USING CAPITAL LETTERS



NAME OF SCHOOL \_\_\_\_\_

ADDRESS OF SCHOOL \_\_\_\_\_

E-MAIL \_\_\_\_\_

CLUB NAME \_\_\_\_\_

ACCOMPANYING COACH'S NAME \_\_\_\_\_

ORGANISER/CONTACT \_\_\_\_\_

NUMBER IN PARTY \_\_\_\_\_

PREFERRED TIME OF VISIT – Please circle

10.00 TO 12.00

12.00 TO 14.00

14.00 TO 16.00

AREAS OF INTEREST – tick the relevant boxes. Up to TWO options only please.

AVOIDING INJURIES

FOOTWEAR TECHNOLOGY

NUTRITION

STRESS BUSTING

WEIGHT LOSS

Any other needs \_\_\_\_\_

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

[6]

## Part 3

## Part 3: Exercise 1

# Special Person Award

Do you know someone who has done something really special?

Do you know someone who deserves a prize for effort, achievement, patience, friendliness or sheer hard work?

If you do, then name a candidate to receive the  
**CLASS PRIZE** of the year.

**Judges will be from the student council plus humanities teachers.**

It is the end of term and there is to be a special person award. You have been asked to name someone from your class to receive the class prize.

In your recommendation you will say:

- why you have chosen your candidate
- what he/she has done to deserve the special person prize
- how he/she should be rewarded.

**Your nomination should be about 100 words long.**



**Part 3: Exercise 2**

You have been invited to organise a school trip which will last two or three days.

**Write a letter** to the parents explaining:

- where you plan to go
- why the trip has been organised
- what the activities will be (for example, sight seeing)
- what the individuals in the group will need to take with them.

**Your letter should be about 150 words long.**



[12]

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

---

**Copyright Acknowledgements:**

Part 1: Exercise 1	<i>The Filmworks.</i>
Part 1: Exercise 2	The Yorkshire Post. Article titled <i>Chimps Count Like 4-Year-Olds</i> , 6 January 2000.
Part 1: Exercise 3	© <i>The British Horse Society.</i>
Part 2: Exercise 1	The Guardian. Article titled <i>Gender Split</i> by © E Haughton, 5 March 2002.
Part 2: Exercise 2	The Sunday Telegraph. Article titled <i>E-Mails Herald The Last Post For India's Flying Civil Servants</i> , 7 April 2002.

Cambridge International Examinations has made every effort to trace copyright holders, but if we have inadvertently overlooked any we will be pleased to make the necessary arrangements at the first opportunity.