



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

* 9 1 7 7 4 5 2 4 4 3 *

ENGLISH AS A SECOND LANGUAGE

0510/22

Paper 2 Reading and Writing (Extended)

October/November 2009

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, highlighters, 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.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
Total	

This document consists of **15** printed pages and **1** blank page.



Exercise 1

Read the following information about a Space Camp Competition, and then answer the questions on the opposite page.

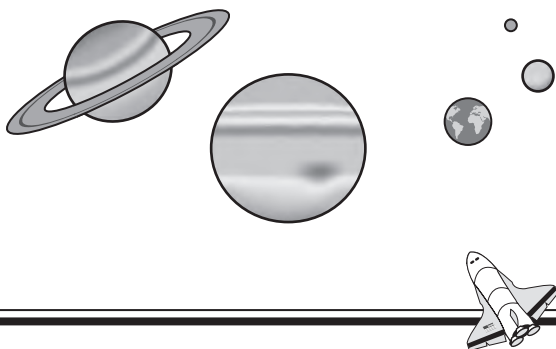
Space Camp Competition

This is a chance for you and your friends to win a place at next year's Space Camp where you will spend time learning more about outer space and having wonderful space-like experiences. It also includes a visit to the National Space Centre. The camp will run from 5th to 10th May 2010 and will include accommodation, food and a host of fun and educational activities. All this is free to the winning teams but would normally cost you \$450 per team.

The competition task

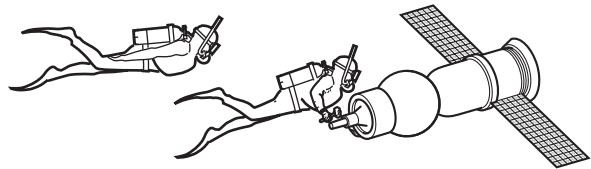
Imagine that man has returned to the moon and set up a base there. The 'lunonauts' live on the moon for months at a time, conducting experiments in what is a very hard and inhospitable environment. Life on the moon is much more difficult than anyone thinks. Your job is to help the scientists on the moon with a new and useful device which will make their everyday lives easier or safer. You and your team must invent something which will do this.

You have to be between 14 and 17 years old to enter and there must be no more than 4 people in each team. The ten best teams that come up with the most original and practical design will win five whole days of fun at the Space Camp, learning about astronomy and space science.



At the camp

When you reach the camp there will be experts showing you how it all works. You will also get the opportunity to experience what weightlessness in space can be like by scuba diving. Once you can do this well you will have to try to build a satellite under water!



At the end of the week you will build a rocket ready for its launch. The most successful launch team that sends the rocket highest will get a certificate. But that's not all...

And more...

The rocket-launch winning team gets the chance to visit the National Space Centre where the simulators will take you on a ride you have never experienced before. There will be real astronaut training in the gym. On the second day you will be able to learn about satellites and have a chance to design your own. The last visit is to the Planetarium where you can photograph the stars and planets and use the telescopes to see into the further reaches of space.

How to enter

You have until December 10th to enter your team which must have a team name and contact number. Enter by logging onto our website www.metro.co/spacecamp.ac by 8 pm at the latest.

(a) When will the Space Camp take place?

..... [1]

(b) How much is the Space Camp prize worth?

..... [1]

(c) What does each team have to produce for the 'lunonauts'?

..... [1]

(d) What is the age requirement for team members?

..... [1]

(e) Which **two** water-based activities will you be able to do at Space Camp?

.....
..... [1]

(f) What creative activity can you enjoy at the National Space Centre?

..... [1]

(g) Give **one** activity you can take part in at the Planetarium.

..... [1]

(h) When is the latest time and date to apply for the competition?

..... [1]

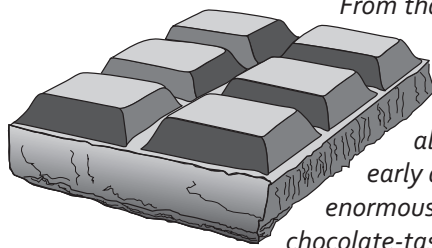
[Total: 8]

Exercise 2

Read the following article about a chocolate-taster, and then answer the questions on the opposite page.

Chocolate-Tasting

Chloe Dupont has a job which many people would envy. She is a chocolate-taster. Surprisingly, she is small and slim in spite of eating chocolate every day of her life. She was born in Argentina, where, at that time, chocolate was scarce and expensive. At the age of 13 she moved to France with her family.



From that moment, she was able to indulge her passion. As she purchased her longed-for chocolate bars she also began cataloguing every piece of chocolate she bought with her small amount of pocket money. She had a modest amount of money to spend so she was always looking for the best taste. Chloe often ate the chocolate as early as 5 o'clock in the morning when she was alone because it gave her enormous pleasure. It was probably at this time that she considered chocolate-tasting as her future profession.

Her school friends tested her on her ability to identify the maker of the chocolate she was tasting. She was never wrong about the brand or the type of chocolate she had been given and her friends were amazed.

Chloe is now one of the few women at the top of her profession as a chocolate-taster. She eats at least 300 grams of chocolate a day but never puts on weight because she swims for an hour a day and eats light meals. This is because she needs to feel hungry to do her job properly.

She believes that most people mistake real chocolate for the type which is made from sugar, artificial vanilla flavourings and milk powder. She admits that this can taste nice for a while, but it isn't real chocolate. This is why she is quite critical of the famous chocolate from some countries.

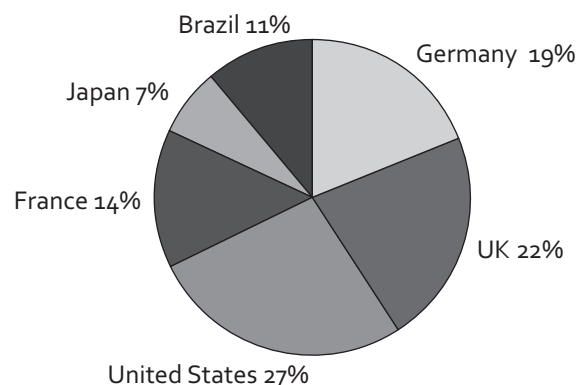
She says that most people all over the world enjoy eating chocolate but they usually only buy one or two types. "Many of them don't realise that chocolate is like music. There is an enormous range of pleasure to be had and if you really 'listen' to what your senses tell you when you explore the vast world of chocolate then you will appreciate it even more." She adds, "Tasting and eating chocolate should be a joyous experience and I hope that you'll experiment by buying new bars."

Chloe advises buying plain dark or milk chocolate, because anything with a filling or decoration tastes like whatever flavour or filling has been used and it won't teach you anything new about tasting chocolate. She thinks it is a good idea to try to spend a little more money than you usually would, but that expensive chocolate doesn't necessarily mean it's excellent quality. On the other hand, she says, good flavour is seldom very cheap.

Chocolate is a healthy food if eaten in moderation as it contains cocoa beans, cocoa butter, lecithin and natural vanilla. "Make sure you don't buy anything which has suffered variations in temperature as it will be stale and at more than 23°C it will no longer be of good quality," Chloe says.

Chloe believes, "Chocolate is a little treasure we can all carry in this long and hard journey which is life."

Chocolate consumption in six high cocoa consuming countries.



(a) Why didn't many people eat chocolate in the place where Chloe was born?
..... [1]

(b) When did Chloe start to take a serious interest in chocolate?
..... [1]

(c) What were the probable foundations for her future career? Give **two** details.
.....
..... [2]

(d) How did Chloe impress her school friends?
..... [1]

(e) What is unusual about Chloe in this profession?
..... [1]

(f) How does Chloe keep herself fit for her job? Give **two** details.
.....
..... [2]

(g) What does Chloe think about famous chocolate from some countries?
..... [1]

(h) According to the diagram, in which of the six countries do people eat
the least chocolate?
the most chocolate? [1]

(i) What advice does Chloe give for people wanting to buy chocolate? Give **four** details.
.....
.....
.....
..... [4]

[Total: 14]

Exercise 3

Karol Kopiec is a 17-year-old Polish student at college in Gdansk. He lives with his parents and twin brother in an apartment at 49A Kirchen Avenue, Michal Park, Gdansk 17.

He has always wanted to work in a museum because he is hoping to study archaeology when he goes to university in twelve months' time, when he will be 18. Karol is hoping that the recent exams he took in history, geology and archaeology will give him the grades that he needs to study at Warsaw University. He is waiting for the results which will arrive soon. The college he has been attending, Gdansk Training College, will email him directly at kkopiec@museumworld.com with the results.

During the last long college holidays he worked part time for 24 hours a week as an attendant in the Local History Museum in Gdansk. This was a six week job and he enjoyed it very much. By his fourth week, he was given the responsibility for some low-level security, such as locking and unlocking the newspaper archives. This museum sometimes gives visitors a special experience of what it might have been like to live nearly 200 years ago. The attendants dress up in 19th century period costume and tell visitors what life was like then. Karol enjoyed this opportunity to dress up as a 19th century person, because he could talk to the visitors and also explain the history of the museum and its garden. He also got on well with the director of the museum, Marta Gmitrzak, who has offered to give him a reference any time he needs one.

Karol's father, Marcin, has been teaching him to drive but he only has a provisional driving licence. In four weeks' time Karol hopes to pass his driving test and get a full driving licence so he can travel for work and study. This would be useful because he has seen an advertisement in the Museum Bulletin for a one-year full time job in a big museum in Kaliningrad. If he got this job it would give him valuable practical experience before going to university. Karol plans to apply for the job.

Imagine you are Karol. Fill in the form on the opposite page, using the information above.

Application for Museum Worker

SECTION A: PERSONAL DETAILS

Full name:

Address:

Age:

Male/Female (please delete)

Phone/email:

SECTION B: EDUCATION AND EXPERIENCE

College attended:

Subjects studied:

Previous Experience:

Job Title	Name of Workplace	Length of Employment
.....

.....

Referee:

Name Occupation

May we contact this person if you are invited for interview? Yes/No (please delete)

SECTION C: OTHER DETAILS

This job requires you to have a driving licence. Please indicate which type of licence you hold: (please tick)

Full Provisional Heavy goods

Where did you find out about this job vacancy? (please circle)

Gdansk Weekly Kaliningrad Times Jobs for All Other

SECTION D:

Please write **one** sentence of between 12 and 20 words giving details of your most recent museum experience.

.....

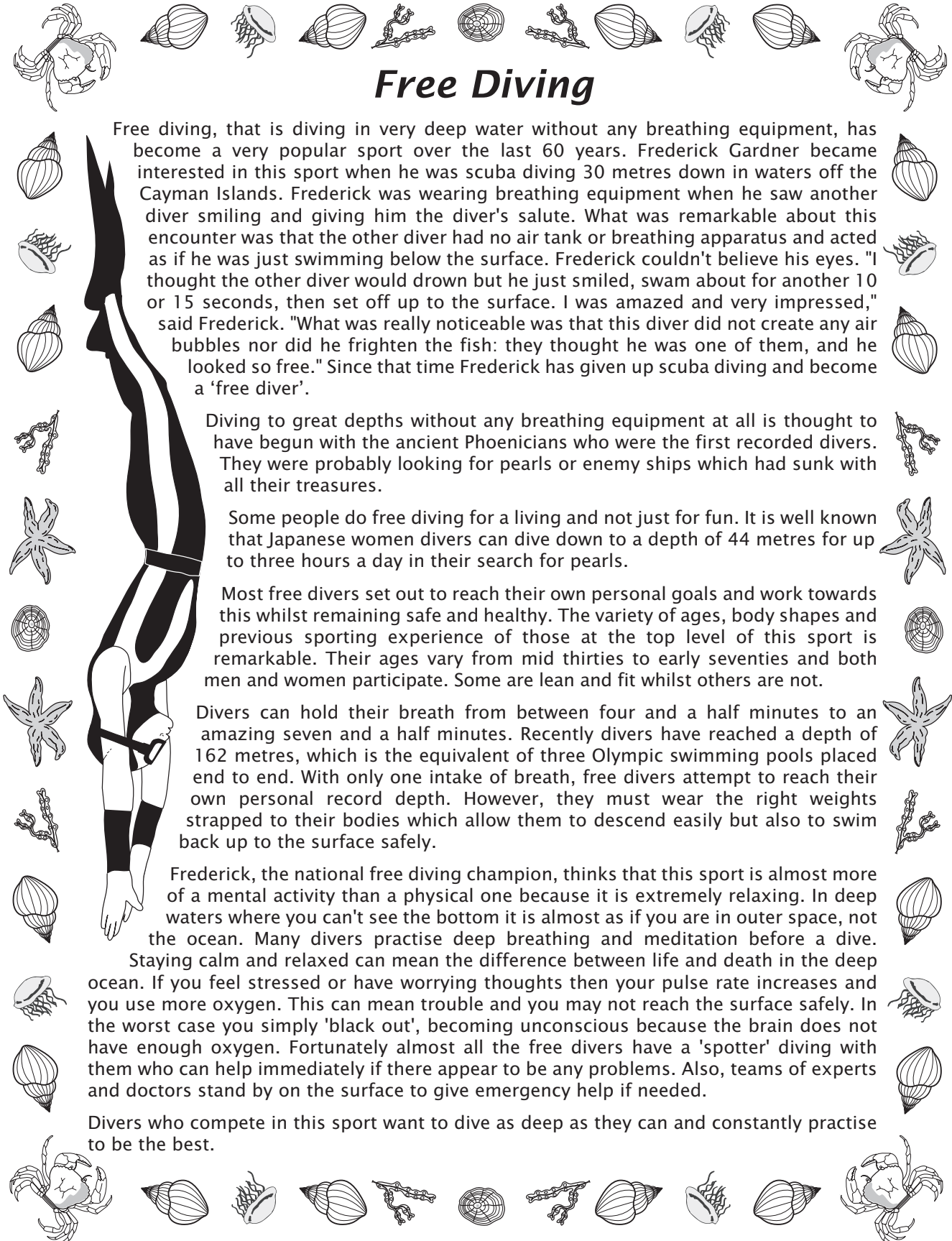
.....

.....

[Total: 8]

Exercise 4

Read the following article about free diving, and then complete the notes on the opposite page.



Free Diving

Free diving, that is diving in very deep water without any breathing equipment, has become a very popular sport over the last 60 years. Frederick Gardner became interested in this sport when he was scuba diving 30 metres down in waters off the Cayman Islands. Frederick was wearing breathing equipment when he saw another diver smiling and giving him the diver's salute. What was remarkable about this encounter was that the other diver had no air tank or breathing apparatus and acted as if he was just swimming below the surface. Frederick couldn't believe his eyes. "I thought the other diver would drown but he just smiled, swam about for another 10 or 15 seconds, then set off up to the surface. I was amazed and very impressed," said Frederick. "What was really noticeable was that this diver did not create any air bubbles nor did he frighten the fish: they thought he was one of them, and he looked so free." Since that time Frederick has given up scuba diving and become a 'free diver'.

Diving to great depths without any breathing equipment at all is thought to have begun with the ancient Phoenicians who were the first recorded divers. They were probably looking for pearls or enemy ships which had sunk with all their treasures.

Some people do free diving for a living and not just for fun. It is well known that Japanese women divers can dive down to a depth of 44 metres for up to three hours a day in their search for pearls.

Most free divers set out to reach their own personal goals and work towards this whilst remaining safe and healthy. The variety of ages, body shapes and previous sporting experience of those at the top level of this sport is remarkable. Their ages vary from mid thirties to early seventies and both men and women participate. Some are lean and fit whilst others are not.

Divers can hold their breath from between four and a half minutes to an amazing seven and a half minutes. Recently divers have reached a depth of 162 metres, which is the equivalent of three Olympic swimming pools placed end to end. With only one intake of breath, free divers attempt to reach their own personal record depth. However, they must wear the right weights strapped to their bodies which allow them to descend easily but also to swim back up to the surface safely.

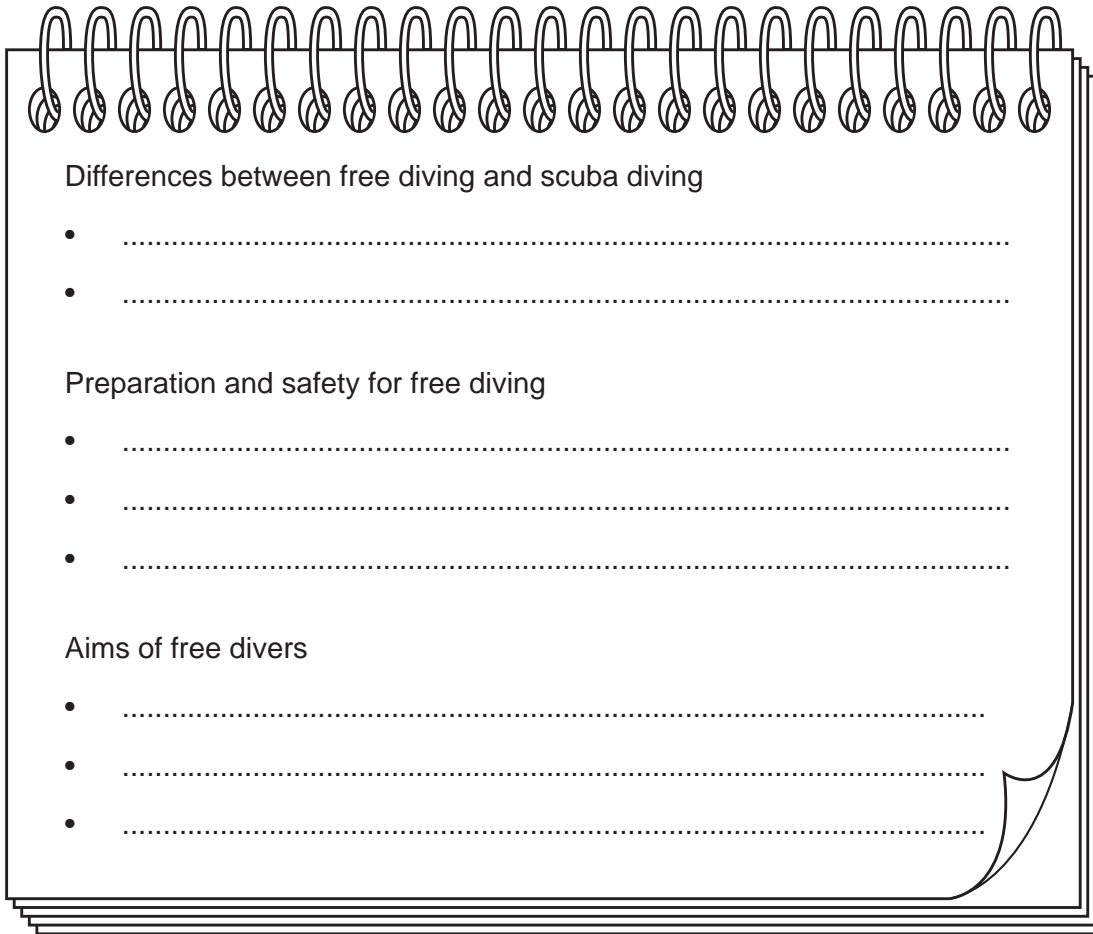
Frederick, the national free diving champion, thinks that this sport is almost more of a mental activity than a physical one because it is extremely relaxing. In deep waters where you can't see the bottom it is almost as if you are in outer space, not the ocean. Many divers practise deep breathing and meditation before a dive. Staying calm and relaxed can mean the difference between life and death in the deep ocean. If you feel stressed or have worrying thoughts then your pulse rate increases and you use more oxygen. This can mean trouble and you may not reach the surface safely. In the worst case you simply 'black out', becoming unconscious because the brain does not have enough oxygen. Fortunately almost all the free divers have a 'spotter' diving with them who can help immediately if there appear to be any problems. Also, teams of experts and doctors stand by on the surface to give emergency help if needed.

Divers who compete in this sport want to dive as deep as they can and constantly practise to be the best.

You are preparing to give a short talk to your School Sports Club about free diving. Prepare some notes to use as the basis of your talk.

For
Examiner's
Use

Make your notes under each heading.



Differences between free diving and scuba diving

-
-

Preparation and safety for free diving

-
-
-

Aims of free divers

-
-
-

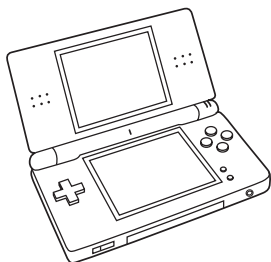
[Total: 8]

Exercise 5

Read the following article about school children learning from games. **Write a summary of how Rodriguez Desai thought pupils would gain from games-based learning and how the pupils actually benefited.**

Your summary should be about 100 words (and no more than 120 words). 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 4 marks for the style and accuracy of your language.



Games-based learning

Games-based learning is one of the latest ideas to improve the schooling experience for a large number of 8 to 10 year olds. The children who first participated in games-based learning attend a small primary school on an island in the middle of the Atlantic.

The idea was the brain-child of teacher Rodriguez Desai who wanted the children he was teaching to improve their ability to learn in a more relaxed way. He also wanted them to have the opportunity to socialise with pupils from other schools.

He noticed that, in the early 1990s, boys in particular brought hand-held games consoles into school as part of the end of term activities. These boys were not very highly motivated in class and were thought to be of lower than average ability. When Rodriguez began to watch these 'failing' boys he was amazed. He realised that the skills needed to play these hand-held games included high-level, intelligent reasoning. The boys had to analyse situations, develop strategies for dealing with the problems, solve the problems and work with one another to gain the best outcome. Rodriguez began to understand that learning to play computer games could actually benefit all kinds of learners. He started to think about the best ways he could use them to teach pupils who were not normally keen on traditional school work.

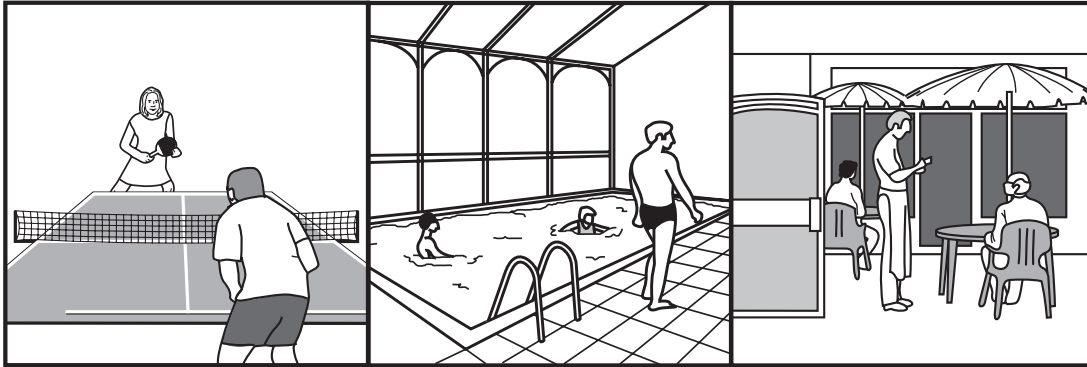
Many teachers believed that playing this type of game in school was just a waste of time. It only encouraged pupils to play about in the class and could never be a reasonable and valid learning tool.

Rodriguez aimed to prove this notion wrong. Using a small group of children, both boys and girls, Rodriguez has shown how the right type of game can be both engaging and educational. For example, he gave one group of ten-year-old maths pupils a hand-held games console and a brain-training programme. These pupils played the game every morning for about 15 to 20 minutes. By the end of the month's trial there had been a big leap in their mathematical test scores compared to the non-gaming group of children who had only used work cards and text books to practise their maths.

Other teachers have been inspired by Rodriguez and use a variety of 'games' to help their pupils to learn in class. Some now use 'dance mats' which have letters on them. These mats and letters help younger children to create words, enhancing their reading and their spelling abilities as they 'dance'.

Another experiment involved a programme called 'You Can Be Anyone', which lets pupils create an Internet representation of a person who could be themselves or anyone they choose. The pupils involved were encouraged to write scripts for these characters to help with their creative writing. Many boys found this so motivating that they wrote interesting and continuous dialogue for the first time in their school lives. Their teachers were delighted with the outcome and so were the boys. They entered into the make-believe world with an enthusiasm they had never brought to the traditional English lesson.

Exercise 6



You have just visited the new sports and leisure centre in your town for the first time.

After the visit, you decide to write a letter to your pen-friend describing the experience.

In your letter you should:

- say who you went with;
- describe what activity you took part in;
- give your opinion of the new sports and leisure centre.

Any one of the pictures above may give you some ideas, but you are free to use any ideas of your own.

Your letter should be between 150 and 200 words long. Do not write an address.

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

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

*For
Examiner's
Use*

[18]

Exercise 7

Your local council wants to promote a publicity campaign to attract more tourists to your area.

Here are some comments from local people about the issue:



Write an article for the local newspaper giving your views about the issue.

Your article should be between 150 and 200 words long.

The comments above may give you some ideas but you are free to use any ideas of your own.

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

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.