

Location Entry Codes

As part of CIE's continual commitment to maintaining best practice in assessment, CIE uses different variants of some question papers for our most popular assessments with large and widespread candidature. The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions is unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiners' Reports that are available.

Question Paper	Mark Scheme	Principal Examiner's Report
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

Who can I contact for further information on these changes?

Please direct any questions about this to CIE's Customer Services team at:

international@cie.org.uk

The titles for the variant items should correspond with the table above, so that at the top of the first page of the relevant part of the document and on the header, it has the words:

- First variant Question Paper / Mark Scheme / Principal Examiner's Report

or

- Second variant Question Paper / Mark Scheme / Principal Examiner's Report

as appropriate.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

* 5 1 6 8 4 0 1 5 9 6 *

ENGLISH AS A SECOND LANGUAGE

0510/11

Paper 1 Reading and Writing (Core)

May/June 2008

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, 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 **13** printed pages and **3** blank pages.



Exercise 1

Read the following information about the sport of orienteering, and then answer the questions on the opposite page.



Orienteering – the path to adventure and fun

Orienteering developed in the 1930s in Sweden. It is a mixture of cross-country running and map reading in order to complete a fixed course in the quickest possible time. It spread slowly through Europe in the middle of the 1960s, and it was not until after the 1976 World Championships in Scotland that more and more people really began to enjoy it.

Different levels of activity

Orienteering is the ideal adventure sport for outdoor enthusiasts of all ages and abilities – both individuals and family groups. There is a variety of levels, with children as young as seven starting on simple string courses, where coloured tapes show the way. There is a range of courses, usually graduated using colour codes based on length and difficulty. For example, a beginner's yellow course is fairly straightforward and around two kilometres long. The brown course is usually the most difficult and the longest course at eight kilometres or more.

Equipment

Whatever their level, all orienteers cross unknown territory with the help of a specially-designed map which they carry. Everybody also has a compass to guide them. The aim is for participants to combine map reading skills with concentration and quick decision-making to find the best route to the next information point.

Finding a club

Local clubs usually have well over one hundred members, with ages ranging from under ten years through to some who are well into their seventies.

Details of orienteering clubs and future events in the country are available on the Orienteering Association's website www.orienteeringforall.org or by telephone, 01739 743142.

There is no better time to take up this interesting activity. People all over the world are taking less and less exercise. In Sweden in 2007, for example, each person walked an average of 247 kilometres per year, which was a sharp decrease from 415 kilometres per person per year in 1997.

(a) Where did orienteering originate?

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(b) When did orienteering suddenly become popular in Europe?

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(c) What helps to make the course easier for young children?

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(d) What are the **two** reasons for colour-coding the courses?

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(e) What items of equipment do orienteers need to carry? Give **two** details.

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(f) What skills are required to be successful at orienteering? Give **two** details.

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[Total: 6]

Exercise 2

Read the article below about an amazing underground cave, and then answer the questions on the opposite page.

A visit to the underworld

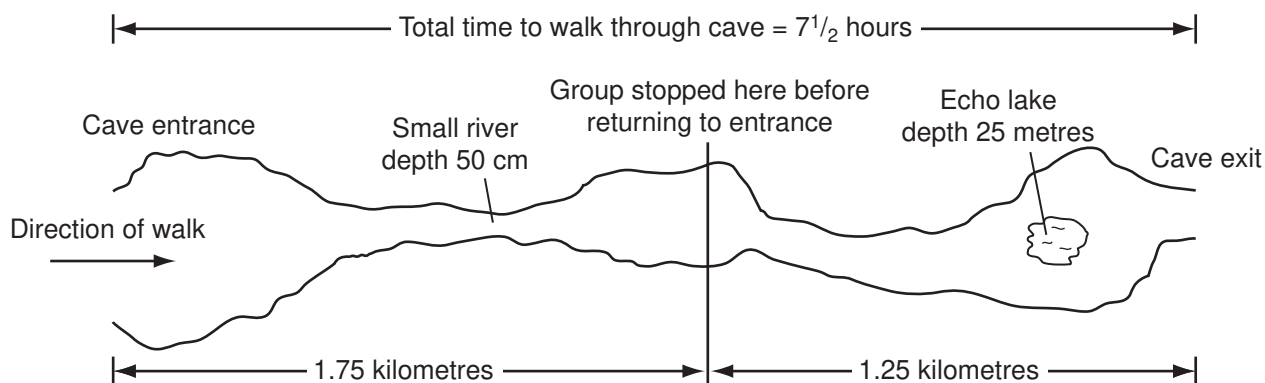
When professional photographer, Kusmatiya Sharakya, descended into the underground world of the Goa Cerme cave near Yogyakarta in Indonesia, he encountered a beautiful subterranean environment. Here he describes his visit:

“People often imagine that the world beneath the earth is scary and in total darkness, but this is not always true. The Goa Cerme cave has a spectacular beauty and many unusual features.

Our group entered the cave and our fears disappeared immediately when the lights from our lanterns revealed the interior filled with a huge variety of incredible forms and shapes. We listened to the soft sound of water slowly running at the bottom of the cave, the echo of water droplets and the gusts of wind rushing from the cave entrance. They all encouraged us to venture deeper and explore the secrets of this mysterious underworld.

We walked through the knee-deep water of a small river at the bottom of the cave, sometimes jumping from stone to stone, admiring a new and amazing sight at every corner. The tunnels were very narrow in places and we always had to keep a look-out for sharp stone formations hanging low from the ceiling which could have easily hurt our heads.

Under the guidance of the Department of Geology at the local university, we proceeded deep into the cave and took photographs of every attractive sight. The Department also provided us with caving equipment such as head lamps, rubber boots, safety helmets and ropes.



We could hardly believe that four-and-a-half hours had passed since we entered the cave. Unfortunately there was not enough time to explore the remainder of the cave up to the exit, which, according to our guides, would have taken another three hours of gentle walking.

This three-kilometre long Cerme cave is located to the south of Yogyakarta. The local people know it as a tranquil place to seek divine guidance. However, the area has lately become popular as a tourist destination and commercial buildings and food stalls have started to appear. The quiet atmosphere has gradually disappeared. The entrance to the cave now has concrete walkways which destroy the natural and unspoiled appearance of the place.

In addition, the great numbers of people going through the cave have caused some damage to the inside – like the black soot from the visitors' oil lamps that now covers much of the cave's walls and ceiling. Undisciplined tourists have left their rubbish behind and removed stones from the walls of the cave as souvenirs. Hopefully these bad habits will disappear soon so that we can all enjoy the rare beauty of this natural wonder for many years to come.”

(a) What negative ideas do people often have about the world underground? Give **two** details.

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(b) What did the lanterns show the photographers?

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(c) What were the obstacles that members of the group encountered:

(i) above them? [1]

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(d) In what ways did the local university help the photographers? Give **two** details.

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(e) According to the diagram, how far was the group from the exit when it stopped?

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(f) How have visitors damaged the walls of the cave? Give **two** details.

(i) [1]

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(g) What is the photographer's main hope for the future of the caves?

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[Total: 10]

Exercise 3

Juan Rodrigues is a 19-year-old student who works part-time during his holidays for a market research company which surveys people's shopping habits. He works part-time to earn money to pay for his studies. During term time he lives in a flat at the university in Las Villas Amarillas, Mexico City. His permanent home, however, is in Acapulco at 65 Via Rosa and he spends all his holidays there.

His job means that he has to work three evenings a week. He has Monday and Friday evenings free and he never works at the weekend. The work involves talking to people who are shopping and finding out what personal products they like to buy, such as shampoo, toothpaste and cosmetics.

His latest survey, from the 5th to the 10th of May 2008, involved asking people about which soap they prefer. Most of them said that they always choose the same brand and that they prefer to buy packs of three or four bars so as to take advantage of cheaper prices. On average, they buy soap once every four weeks. The most popular special offers are not for free holidays or chances to win cash prizes but for discounts on other goods. For this survey, Juan found the customers particularly helpful and interested in the questions he asked.

Juan finds the work interesting but he has now spent the last six weeks interviewing people about personal products and would like to change, perhaps to something connected with sporting goods. Although he enjoys working in the shopping mall, he would prefer to work in the local market where people have more time to stop and talk.

It is essential that the company is able to contact Juan, especially when he is interviewing people at the shops. He has a mobile phone and can be reached on 397594296. The company pays him for his work on an hourly basis, and his payroll number is MR3270.

Every week Juan has to complete a survey report for the market research company.

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

Company Weekly Report Form

SECTION A PERSONAL DETAILS

Name:

Payroll number: Full-time/part-time (please delete one)

Phone number:

SECTION B THE SURVEY

Dates: Start date: End date: Year:

Times of survey: (please underline as many as required)

 morning afternoon evening

Days worked: (please underline as many as required)

 Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Product surveyed:

Main results of survey: (please tick the most appropriate answer)

Most shoppers prefer:

Brands:

the same brand different brands a mixture of the same + different brands

Frequency:

buying every week buying every month buying every six months

Special offers:

cash prizes free holidays discounts

SECTION C FUTURE WORK

Please give details of preferred future work (as appropriate)

Personal products:

Food:

Gardening:

Other (please give details):

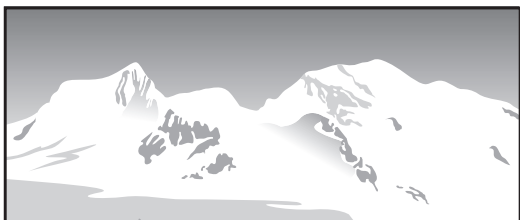
SECTION D

In the space below, write **one** sentence about general customer reaction to your latest survey and **one** sentence about your suggestions for your next survey.

.....
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Exercise 4

Read the following passage about a young mountaineer, and then complete the notes on the opposite page.



The past few days have seen another mountaineering record smashed by 22-year-old Jake Meyer. Last year, 2007, he became the youngest Briton to stand on Everest's summit. In the process he became the youngest man in the world to climb the Seven Summits, the highest mountains in each of the seven continents. He is one of the fastest in the world at reaching the top of every mountain he climbs.

His training programme is rather unusual because he relies very heavily on his youth and 'feeling good' when out in the hills and mountains. He explained, "I know what it's like to walk until my legs feel like they are on fire, but I have to keep going so that the pain will subside. It isn't about the speed you go, but rather about minimising the number of stops you take," he said. "If you stop for only one minute it can easily turn into fifteen minutes which could lose you a kilometre." Jake added, "I constantly set myself targets of a little bit further each time I go out training. Also I've had to fit this in around my exams. I'm studying environmental geo-science at university and I need to make sure I pass!"

Jake Meyer attempted Everest after only ten years of climbing which included five years of what he describes as 'proper mountaineering'. He said, "When climbing Everest, it's possible to take your time moving up and down between camps, gradually building up to the summit. That way you acclimatise to the altitude. I took what is considered to be an easier route up the North Col and North East Ridge which is thought to be more of a slow 'plod' than a speedy race. Nevertheless you have to keep going as fast as you can."

In his latest challenge, he beat the existing speed record for climbing the highest peak in each of the 48 continental states of America. He drove to each peak by motorhome, travelling from the east coast to the west. He managed all these climbs, the preparation, the organisation, the drive and the climbs in only 23 days, 19 hours and 31 minutes. This is more than five days faster than the existing record holder.

This latest record-breaking challenge, however, was a lot tougher than he had imagined. He faced not only the dangers of altitude, but the very real threat of attack by bears or snakes and, of course, in driving from coast to coast, the worry of road accidents. For this challenge, speed was vital.

As he continued, his lead increased and his record-breaking attempt became a certainty. It is suggested that the time for a round trip up Mount Hood (4,000 metres) is about 12 hours. Jake Meyer did it in only 6 hours, in spite of going through snow fields without specialist footwear. He got stronger and stronger as he progressed, and sometimes managed to climb as many as four smaller peaks in a single day even though he occasionally got lost.

He feels he still has challenges to meet and would like to reach the summit of the highest peak in each country in Europe. He would enjoy going up K2, the second highest mountain in the world, as well as taking an alternative route up to the top of Everest.

You are preparing to give a short talk to your hill-walking group about Jake Meyer. Prepare some notes to use as the basis of your talk.

Make **two** notes under each heading.

Jake's achievements

- youngest Briton to stand on Everest's summit
-
-

Jake's training details

- relies on feeling good and his youth
-
-

Dangers encountered on his latest challenge

-
-

[Total: 6]

Exercise 5

Imagine you have given your talk to the group. You want to produce a written summary to remind them of the details of the talk.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary of Jake Meyer's mountaineering challenges.

Your summary should be one paragraph of no more than 70 words. You should use your own words as far as possible.

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[Total: 4]

Exercise 6

You are being reunited with a family member you haven't seen for a long time.

Write a letter to this family member, explaining:

- how much and why you are looking forward to seeing him/her again
- what new activities you have become interested in
- what you would like to do together when you meet again

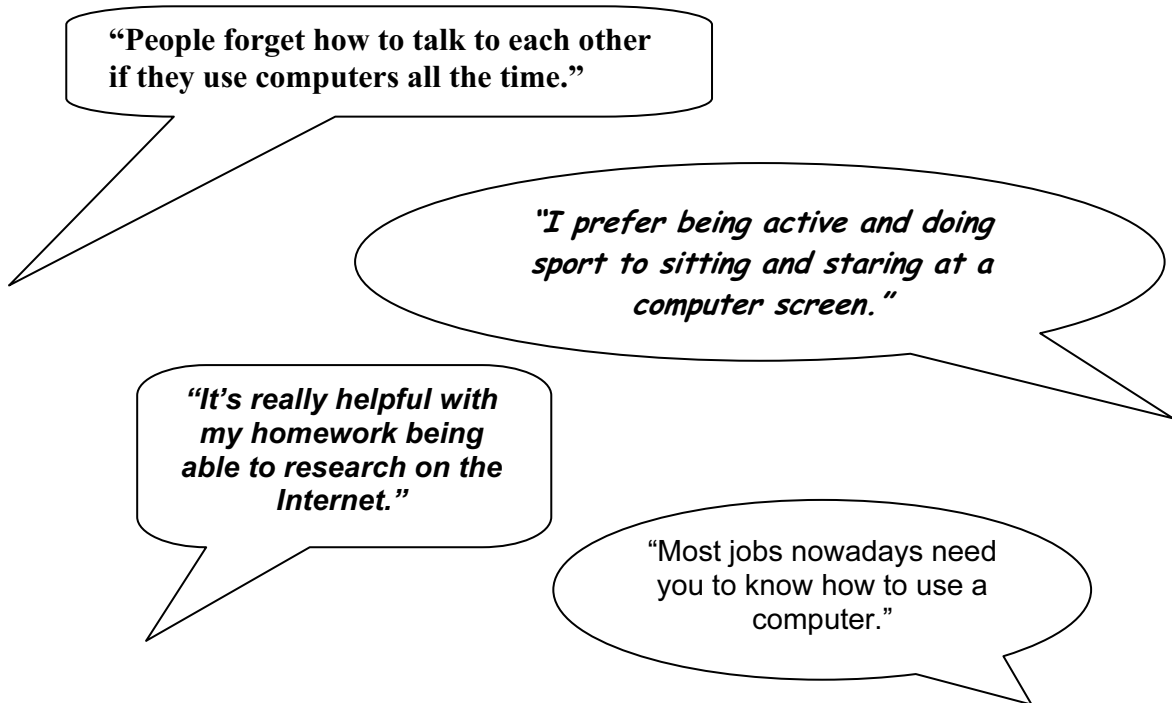
Your letter should be between 100 and 150 words long. Do not write an address.

You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.

Exercise 7

In the twenty-first century, more and more people rely on new technology and computers.

Here are some comments from your friends on this subject:



Write an article for your school magazine giving your views about the issue.

Your article should be between 100 and 150 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 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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* 7 1 4 8 5 3 7 0 5 7 *

ENGLISH AS A SECOND LANGUAGE

0510/12

Paper 1 Reading and Writing (Core)

May/June 2008

1 hour 30 minutes

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Exercise 2

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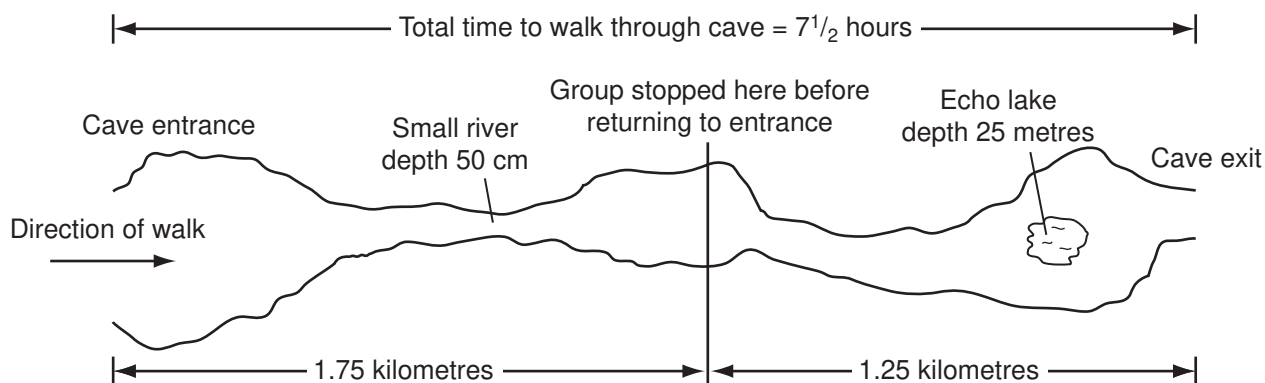
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Exercise 3

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SECTION C FUTURE WORK

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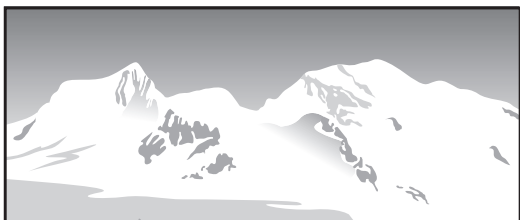
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Exercise 4

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Jake's training details

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Dangers encountered on his latest challenge

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Exercise 5

Imagine you have given your talk to the group. You want to produce a written summary to remind them of the details of the talk.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary of Jake Meyer's mountaineering challenges.

Your summary should be one paragraph of no more than 70 words. You should use your own words as far as possible.

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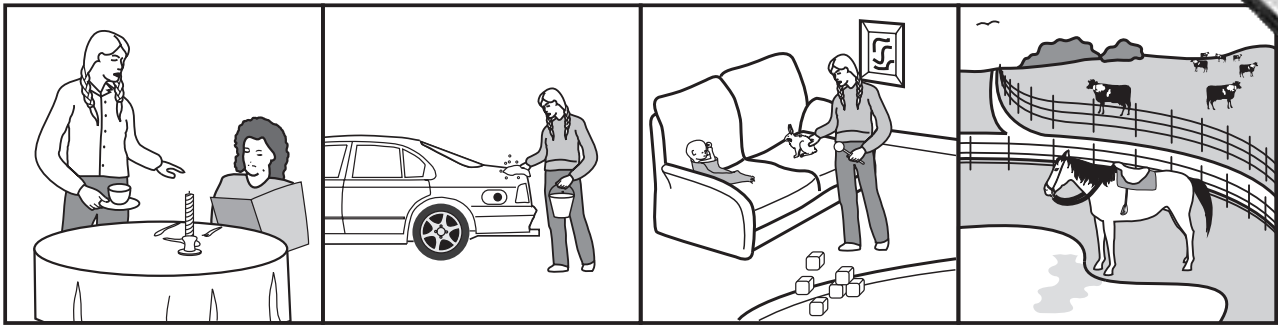
.....

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.....

.....

[Total: 4]

Exercise 6

You have just completed some part-time work during your school holidays.

Write a letter to a good friend about the experience.

In your letter you should:

- mention what the job was and why you did it
- describe the main duty that you had to perform
- say how you felt about the whole experience

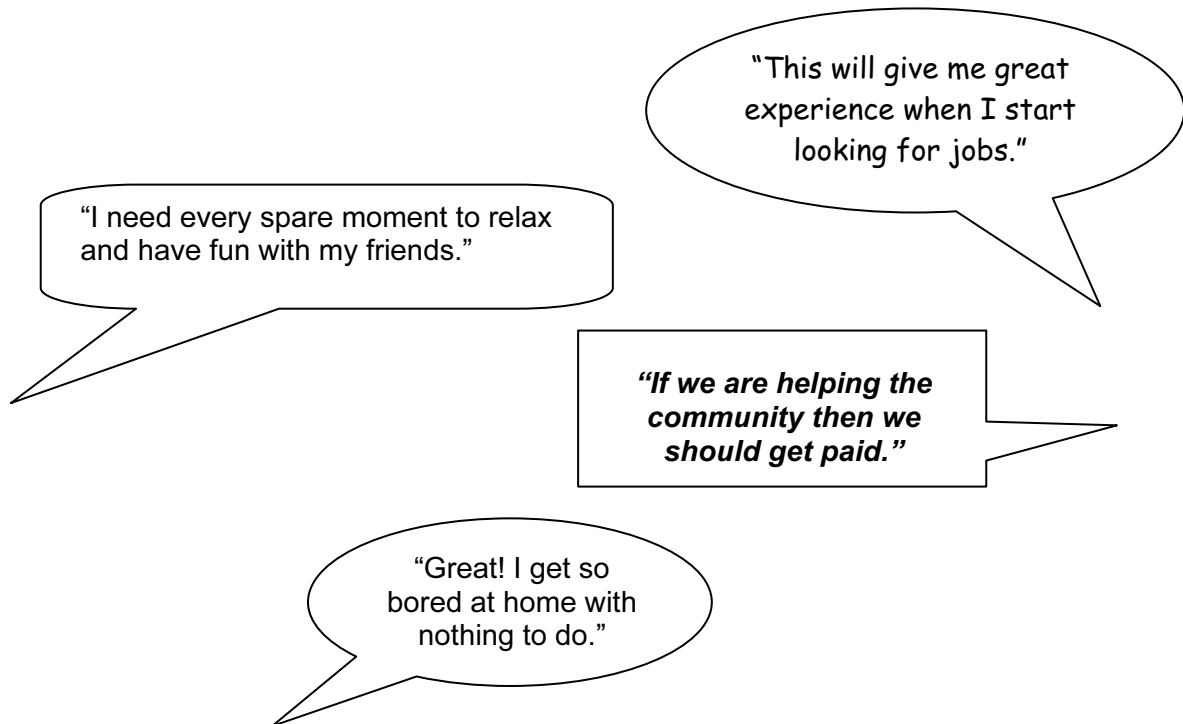
Your letter should be between 100 and 150 words long. Do not write an address.

You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.

Exercise 7

Your school is proposing that each pupil spends some of his/her free time helping in the community.

Here are some comments from students in your school:



As a member of the student council you have been asked to write a speech to be delivered to the teachers about the issue.

Your speech should be between 100 and 150 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 5 marks for the content of your speech, and up to 5 marks for the style and accuracy of your language.

