



# Cambridge IGCSE™

CANDIDATE  
NAME

--

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**ENGLISH AS A SECOND LANGUAGE**

**0510/12**

Paper 1 Reading and Writing (Core)

**February/March 2021**

**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.

**Exercise 1**

Read the article about a new shop opened by a young businesswoman, and then answer the following questions.

**Could plastic-free shopping be coming to your town soon?**

The best business ideas are often very simple. One new business that's recently been set up is a shop opened by young businesswoman, Helen Anderson, in her home town in Scotland. The shop sells ordinary groceries such as rice, lentils, herbs and spices, as well as shampoos, soaps and household cleaning products. It's a small shop at the moment, although Helen plans to increase the range of products she sells. But there's one important difference between Helen's shop and other grocery stores – hers is a plastic-free shop.

In a plastic-free shop, instead of selling things in individual plastic packets, tubes or bottles, the goods are displayed in large boxes or jars and customers bring in their own containers to fill. They have to weigh their items to know the price before going to the checkout. One benefit of this scheme is that people only buy the amount they need. This approach to shopping is an environmentally friendly alternative to single-use plastic packaging, which cannot be recycled. In fact, one of Helen's main ambitions is to remove the need for plastic packaging on around 5000 products each week.

25-year-old Helen studied Environmental Studies at university in Edinburgh, and learned a lot there about the environmental impact of people's shopping habits. She became inspired to set up a plastic-free shop during a university exchange trip to Australia, where this type of shop was already popular. Back in Scotland, in order to see if there was any potential demand for such a shop, Helen carried out a survey and was pleased with the fantastic response she got. The results suggested that if customers were given the opportunity to buy fewer products in plastic packaging and save money at the same time, then her idea might work. And if one small shop could do that, perhaps one day she might even be able to persuade bigger supermarkets to sell things plastic free. Something like that would be an amazing achievement.

It took Helen some time to find the perfect location for her shop, close to as many local producers as possible in order to reduce the environmental impact of transporting goods. Her parents offered to lend her money for the new project, but instead she was able to finance it using a business loan from the bank. A kind neighbour lent a hand decorating the shop, while her flatmate offered to build some shelves. After months of preparation, the opening day finally arrived last November. To advertise the business, Helen offered customers free samples of her environmentally friendly products. She even gave away hot drinks, partly as it was such a cold day, and partly to ask people's opinions about her idea to eventually open a café in the back of the shop.

The shop has proved a great success, attracting over a thousand people in the first month, many of whom have become regular customers. On the shop wall, Helen has put up a noticeboard which she updates weekly with the number of pieces of plastic her customers have avoided using, and this number is growing. She has recently started using social media to promote her business, which she says has enabled her to communicate more directly with her customers. However, most of her customers live locally within the town, so next year Helen's goal is to set up an online shop for people who live further away. If her business continues to grow, then who knows, perhaps a plastic-free shop could be coming to your town soon?

- 1 What do customers do to check the cost of their goods?  
..... [1]
  
- 2 Where did Helen get the idea of selling plastic-free products?  
..... [1]
  
- 3 How did Helen find out if people in her town were interested in a plastic-free shop?  
..... [1]
  
- 4 Why does Helen prefer to order stock from nearby suppliers?  
..... [1]
  
- 5 How did Helen get enough money to open the shop?  
..... [1]
  
- 6 Who helped Helen to make the furniture for her shop?  
..... [1]
  
- 7 What did Helen do to promote her new shop on its first day? Give **two** details.  
.....  
..... [2]
  
- 8 What information is displayed in the shop?  
..... [1]

[Total: 9]

**Exercise 2**

Read the article about the experiences of four teenagers (A–D) who went to different summer camps. Then answer Question 9(a)–(h).

**Going to summer camp****A Benjamin**

Last month was my school's one-day Team Challenge camp, part of our annual Student Awards competition. While the main goal was for students to participate in outdoor activities, the focus was also on team building. The morning started with a discussion about teamwork and the different roles there are in teams, which I found extremely valuable for making sense of the challenges to come. Then it was time to complete the 3 team challenges: climbing a wall, crossing a river and running a five-kilometre race. I found out later that the teachers had been observing us all the time to assess how we were working together and how much trust we had in our teammates. It was a competition after all, so it wasn't really surprising.

**B Gadil**

I've been to a few summer camps, but the one I enjoyed most was the All-Star Theatre School. It was four weeks of intensive drama training with a show at the end, so right from the start we were focused on working towards the final performance. The camp took up a lot of my summer holidays, but for those of us who can't imagine doing any other profession than acting, it was essential. The lectures from professional actors really made me think. I used to believe you got better by doing things correctly, but actually, by understanding your mistakes, it's possible to make much greater improvement. One afternoon, there was even a session on earning money from performing, which seemed a bit boring compared to the acting classes – although I guess it did give me useful information about life as an actor.

**C Sunita**

Tech Camp is where the technology experts of the future are created and I can't wait to go back! We learned so many fun things, like how to build a robot and design video games. It's aimed at those who want to improve their understanding of computer programming. I had been concerned I might be the only girl, so did some research online and found Tech Camp, which attracts equal numbers of girls and boys. Each day included an outdoor activity. At home, I tend to forget about the outside world when I'm on my computer, but the Tech Camp teachers chose practical outdoor tasks that were linked to our technology projects. It had never occurred to me that being outside could be so relevant and I came back inside full of ideas each time.

**D Xavier**

I've just come back from Sports Active camp, where teens who are mad about sport can improve their fitness, compete in matches and try out new sports. Each morning, we chose two sports to focus on. I went for basketball and cricket, which were new for me. The facilities were ultra-modern and there were quite a few rules like no food or chewing gum inside. I confess that on the first evening, I was missing my family and having doubts about staying. Fortunately, the second day was so full of fun activities that I soon felt at home. One thing I didn't expect was that I met students from all over the world. We all said we'd keep in touch and maybe visit each other next year.

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

Which person ...

- (a) suggests they found a type of activity unexpectedly inspiring? ..... [1]
- (b) outlines a task that was designed to teach them how people work together? ..... [1]
- (c) admits they had initial difficulties adjusting to the camp? ..... [1]
- (d) mentions that the camp gave them relevant knowledge about making a living? ..... [1]
- (e) describes how they chose that particular camp? ..... [1]
- (f) has a clear plan for their future career? ..... [1]
- (g) mentions that someone was judging their performance? ..... [1]
- (h) realises they can benefit from a different approach to learning? ..... [1]

[Total: 8]

**Exercise 3**

Read the article about someone who has a successful career composing music for video games, and then complete the notes.

**My career as a video game music composer**

I've been writing music for video games for nearly 15 years now, and as someone who loves both music and video games equally, I think I probably have the best job in the world! People outside the video game industry are often surprised to learn that such a job actually exists. But with video games becoming increasingly popular, having a successful career as a video game music composer is now a realistic ambition for many young people. It's really important to gain a good working knowledge of recording software as early as possible. Being a composer is not easy though – determination is essential if you want to do well in this job. Your first piece of music, or even your second or third, won't necessarily be successful straightaway.

I got into this career by accident really, when I was studying music at university. One day my teacher offered me some work playing music on a recording she was making. I did the work and didn't think any more about it. A few months later, my sister was playing a video game at home when I suddenly recognised the music and saw my name on the screen. I knew then that this could be a career! From that point on, I tried to learn as much as possible about all kinds of music and I would recommend anyone considering becoming a composer to do the same. I also realised how beneficial it was to attend video game conferences. At these events, it's vital to have plenty of self-confidence because representatives from all the major video game companies are there.

I must admit, it was hard at the beginning – during the day I worked in a restaurant to earn a regular income and in the evening I wrote my music, often late into the night. Whether the music turns out good or bad, I would tell new composers to write something new every day. It's a really useful habit to get into. You could even create your own website to promote your music. After a year or two, I finally got enough composing work to give up the restaurant job and I haven't looked back since.

People think the job is just about having fun, but it's not always the case. You spend a lot of time working alone, so motivation is a key aspect of this career. It can also be frustrating when you think you've written a really good piece, but the customer disagrees. If you're not the sort of person who can accept criticism, then perhaps this isn't the job for you.

For me, the most difficult part of my job is promoting my music, as I'm quite a shy person. I am quite aware though that there's no point in composing music that only you will hear. One tip I would give new composers is to make your music stand out because that makes marketing your work a little bit easier. It's also essential to keep up-to-date with the latest music technology, otherwise you'll soon get left behind. Despite these challenges, it's a great job and one that I would definitely recommend.

You are going to give a talk to your class at school about becoming a video game music composer. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p><b>10</b> Advice for getting started in this job</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li><li>• .....</li><li>• ..... [5]</li></ul> <p><b>11</b> The personal qualities people need to succeed in this career</p> <ul style="list-style-type: none"><li>• .....</li><li>• ..... [2]</li></ul>
---

[Total: 7]

**Exercise 4**

- 12** Read the article about a young football player called Jesse Sulbaran, who is a student at the National Football Academy.

**Write a summary about what Jesse has learned to do at the Academy.**

**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.

### **A future football star**

Remember the name Jesse Sulbaran. Soon you might see him scoring a goal in the World Cup, or advertising a famous brand of football boots. But for now, this 16-year-old is one of the few lucky players to have a place at the National Football Academy.

The Academy is a training school for talented young players and Jesse has been there since he was eleven. Life there is tough – students have to work as hard on their academic studies as on their football skills, and aren't allowed to play football if their schoolwork isn't good enough. Jesse admits it's demanding, but says it has taught him to try his best in everything he does. The schedule is always packed, not just with football, but with other responsibilities around the Academy, so Jesse has had to train himself to manage his time effectively.

Jesse's weekly routine involves three sessions of football training, a regular fitness programme and matches against other youth teams, as well as schoolwork of course. Last year, he was chosen for international matches, which he believes has helped him to adapt to different styles of football. The Academy aims to give pupils a broader education than simply football, so all students are encouraged to take up a new sport in the first term. In addition to lessons on how to handle media interviews, the curriculum also includes information to help players maintain a healthy diet, which Jesse says he found useful.

Such a demanding timetable is bound to bring challenges. Jesse recently hurt his ankle during a match and wasn't able to play for a month. He describes his disappointment, but says the doctors were fantastic and showed him how to recover from injuries in a safe way. Every year, the club decides who will continue at the Academy and only the best players make it through. 'We're always under huge pressure, so you've got to keep a positive mental attitude. The coaches spend a lot of time helping us with this, and for me this is one of the most useful skills I've gained.'



## Exercise 5



- 13 During your last school holiday, you decided to join a group of local volunteers who meet each week to help other people in your town.

**Write an email to a friend telling them about your experience.**

In your email, you should:

- say how you found out about the volunteer group
- describe what the group did to help
- explain why your friend should join the group.

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.

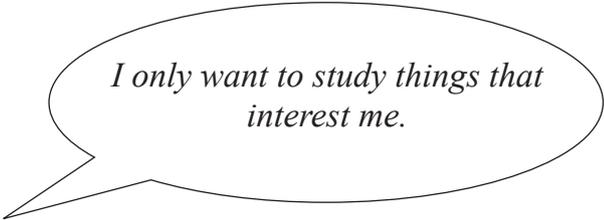


**Exercise 6**

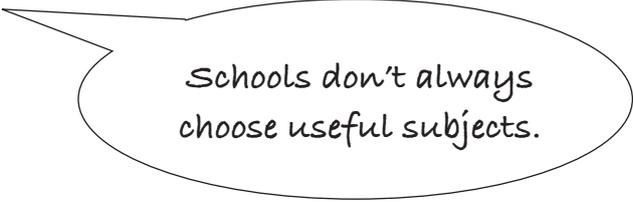
**14** You have heard about a school that allows students to decide which subjects they are taught.

You have decided to write an article giving your views about this idea for your school magazine.

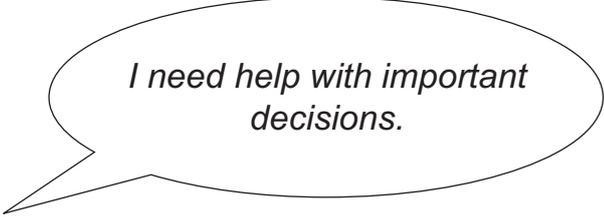
Here are some comments from other young people:



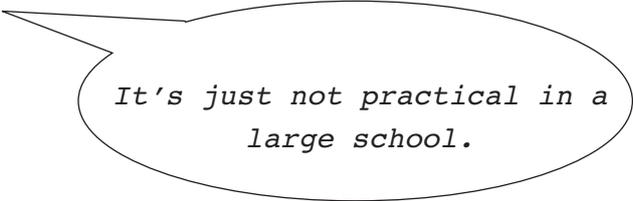
*I only want to study things that interest me.*



*Schools don't always choose useful subjects.*



*I need help with important decisions.*



*It's just not practical in a large school.*

**Write an article for your school magazine, giving your views.**

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

**Your article should be between 100 and 150 words long.**

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







**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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

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