

Paper 2 Reading and Writing

Specimen answers for Exercises 3 to 6

Cambridge IGCSE®

English as a Second Language

0510 (Speaking endorsement)

0511* (Count-in Speaking)

For examination from 2019



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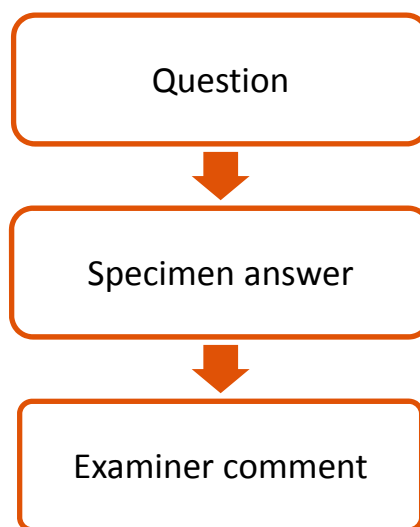
Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE English as a Second Language (0510/11), and to show examples of very good answers. We have selected questions from Specimen Paper 2, Exercises 3, 4, 5 and 6, for examination from 2019. This is the Extended syllabus content for reading and writing which is for candidates aiming for grades A* to B. There are six exercises in Paper 2 and candidates must answer all of the questions and sub-questions in each exercise.

In this booklet, we have provided answers for Exercises 3, 4, 5 and 6 along with examiner comments. These exercises require candidates to write notes, a summary and continuous prose and candidates are awarded maximum of 9 marks for Exercise 3 and 16 marks for Exercises 4, 5 and 6, based on the listed Content points, and Marking criteria. For Exercises 1 and 2 the answers are awarded 1, 2 or 4 marks and the mark scheme provides the answers required to gain the marks.

Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

The following format for each paper has been adopted:



Each question is followed by an example of a high grade answer with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and how they could improve.

The mark schemes for the Specimen Papers are available on our Teacher Support at <https://teachers.cie.org.uk>

Assessment at a glance

Paper 2 – Reading and Writing (Extended)

Written paper, 2 hours, 80 marks

Candidates may not use dictionaries.

There are six exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.

The balance of assessment of reading and writing skills is equal.

The paper is an externally set assessment, marked by Cambridge.

		Marks for Reading skills	Marks for Writing skills	Total marks
Exercise 1	Reading	13	0	13
Exercise 2	Multiple matching	10	0	10
Exercise 3	Note-making	9	0	9
Exercise 4	Summary	8	8	16
Exercise 5	Writing	0	16	16
Exercise 6	Writing	0	16	16
		40	40	80

In this booklet, we have provided answers for Exercises 3, 4, 5 and 6.

Exercise 3

Assessment objectives R1, R2, R3

Task Note-making. Candidates make brief notes (under a supplied heading or headings) relating to a text printed in the question paper.

Text type An article/text, for example from a newspaper or magazine.

Total marks 9

Exercise 4

Assessment objectives R1, R2, R3, W1, W2, W3, W4

Task Summary writing. Candidates write a 100-word summary about an aspect or aspects of a text printed in the question paper.

Text type An article/text, for example from a newspaper or magazine.

Total marks 16

Exercise 5

Assessment objectives W1, W2, W3, W4, W5

Task Candidates write approximately 150–200 words of continuous prose, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience.

Total marks 16

Exercise 6

Assessment objectives W1, W2, W3, W4, W5

Task Candidates write a report, or a review or an article of approximately 150–200 words, in response to a short stimulus (which may take the form of pictures) and/or short prompts printed on the paper. The question includes information on the purpose, format and audience, which are different from those in Exercise 5.

Total marks 16

Paper 2 Reading and Writing (Extended)

Exercise 3, Questions 11, 12, 13

Read the article about areas of the world where living to 90 years of age is common, and then complete the notes on the following page.

THE SECRET OF LIVING LONGER

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle-age death in the world.

So what is the secret?

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18 000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.


"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.

Exercise 3, Questions 11, 12, 13, continued

You are going to give a talk about 'blue zones' to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.



11 Examples of 'blue zone' areas and the people who live in them

Example: Barbagia – many people of 100 years of age.

-
-
- [3]

12 Similar lifestyle characteristics of 'blue zone' areas

-
-
- [3]

13 Ideas introduced in Minnesota

-
-
- [3]

[Total: 9]

Specimen answer

11 Examples of 'blue zone' areas and the people who live in them
Example: Barbagia – many people of 100 years of age.

- *Ikaria – highest percentage over the age of 90 in world*
- *Okinawa – population lives seven years longer*
- *Nicoya peninsula – lowest rate of middle-age death in world.* [3]

12 Similar lifestyle characteristics of 'blue zone' areas

- *preserve tradition and modernisation not so advanced*
- *appreciate and celebrate age*
- *healthy diet which includes a lot of beans* [3]

13 Ideas introduced in Minnesota

- *public gardens*
- *nature trail around its lake*
- *exercise programmes* [3]

[Total: 9]

Examiner comment

In question 11, an example of a well-constructed answer was given at the beginning and the candidate successfully followed this format. The first and third responses contained all the relevant information, transcribed from the text. The second answer could not be credited because the key comparative detail 'than people in America' was omitted and so the response was factually incomplete.

In question 12, all relevant details were included and maximum marks were awarded. The candidate wrote the answers in suitable note form but could perhaps have been briefer with the first and third answers because the extra details '*modernisation not so advanced*' and '*a lot of beans*' both conveyed the same information as the first idea in each answer.

In the final question, the candidate produced three very good answers which were factually accurate, brief and contained all the key detail.

Overall, the candidate observed the requirements of the task very well. There was only one answer on each line and individual details were selected without repetition. The candidate was also careful not to change the wording of the text because using own words increases the possibility of conveying the wrong information.

Total marks = 8 out of 9

Exercise 4, Question 14

14 Read the following article about the use of artificial light at night-time.

Write a summary about the negative aspects of light pollution in our world.

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

You will receive up to 8 marks for the content of your summary and up to 8 marks for the style and accuracy of your language.

TURNING NIGHT INTO DAY

If humans were really comfortable under the light of the moon and stars, we would happily go around at night without any artificial light. We would be able to see the world in the same way as the many species that exist in darkness are able to see it. The fact is that we are daytime creatures, with eyes adapted to living in the sunlight.

In order to create a longer day we have lit up the night. We have changed it to suit our purposes by filling the darkness with light. This kind of action disturbs human and natural life and comes with disadvantages as well as benefits. By artificially increasing the amount of light in our world, we have produced light pollution.

Most of us live in towns and suburbs, which suffer from too much light coming from homes, offices, factories and roads. In these areas, we are often unable to control the light that invades our homes and private lives. In most cities, the sky looks as though it has been emptied of stars. Many of us have grown up seeing nothing more than a hazy sky, and we have never enjoyed the wonderful sight of a clear night sky, full of beautiful stars.

Humans have selfishly lit up the night assuming that it has no effect on any living creature. Nothing could be further from the truth. The number of species that are busy in the darkness is astonishing. By increasing the amount of artificial light, we have confused and harmed many creatures. Some birds now sing at unnatural hours in the presence of artificial light. Sea turtles, which much prefer dark beaches to build their nests, find fewer and fewer suitable places.

Like most other creatures, we need darkness. It is as essential to our well-being as light itself. By reducing the amount of darkness each day, we are upsetting the regular timing and rhythm of waking and sleeping. This means that we rarely get enough sleep at the right time.

It was once thought that light pollution only affected astronomers, who needed to see the night sky in all its glorious clarity. In fact, some of the earliest efforts to try and control light pollution were made to protect the view from the Lowell Observatory, situated high above the city of Flagstaff, USA. In 2001, Flagstaff was declared the first International Dark Sky City. Now, more and more cities and even whole countries have committed themselves to reducing unwanted artificial light.

Finally, we must not ignore the amount of energy that is wasted throughout the world as a result of our desire for extra light. It is arguable that, of all the different types of pollution, light pollution is perhaps the easiest to reduce. Simple changes in lighting design and installation produce immediate changes in the amount of light lost in the atmosphere and, often, provide immediate energy savings.

[Total: 16]

Specimen answer

There are many negative aspects of light pollution in the world. We are filling the darkness with light and this has a disturbing effect on both human and natural life. Most people live in towns and are not able to regulate the amount of light coming into their homes. Because of light pollution, many younger people have never seen a clear night sky, full of stars. In the natural world, this artificial light has confused many creatures. For example, birds now sing at unnatural hours and turtles, which love to build their nests on dark beaches, cannot find enough suitable places. We cannot ignore the amount of energy that is wasted because of our desire for extra light.

Examiner comment

Content:

The candidate's first sentence provided a brief but effective introduction to the precise requirements of the summary and focused on the task to be covered. The candidate then selected a good range of relevant points and there was no irrelevant detail in the piece. The candidate overlooked the details in paragraphs five and six of the text and consequently did not include points seven and eight on the mark scheme. However, the candidate's final sentence conveyed the key idea from the final paragraph in the article and suitably concluded the summary. The candidate used 117 words and recognised and successfully conveyed seven out of a maximum eight content points on the mark scheme.

Language:

The candidate proceeded through the text sequentially and the points were well organised and coherent. There was a very good use of own words, for example, '*has a disturbing effect*', '*regulate*', '*cannot find enough*' and '*love to*'. All these changes demonstrated the candidate's ability to manipulate language successfully without losing accuracy or the original meaning in the text. There was some copying from the original wording in the article, but the writing throughout was very fluent. There was a high level of accuracy of vocabulary and grammatical structures. The candidate could arguably have used more cohesive devices such as '*furthermore*' and '*in addition*' to help the flow of the piece. The final sentence would arguably have benefitted from starting with '*Finally...*' to provide a concluding statement which linked with the previous ideas. Overall, the language and organisation was of a high level and was awarded seven out of a maximum eight marks.

Content = 7 out of 8

Language = 7 out of 8

Total marks = 14 out of 16

Exercise 5, Question 15



- 15** You recently helped someone in trouble.
Write an email to a friend explaining what happened.
In your email, you should:

- describe where you were and what happened
- explain what you did to help
- say what you learnt from this experience.

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

Your email should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.

[Total: 16]

Specimen answer

Hi Sarah

How are you? We should get together soon to catch up on all the news. In the meantime, I have an interesting story to tell you.

Last weekend I was driving with my family to the airport to drop off my brother for his flight to Dubai. I know, he has all the luck and I am really jealous! Anyway, we were driving through a forest about 30 kilometres from the airport when we saw an elderly couple by their car at the roadside. They both looked upset, so we stopped and discovered that they had also a flight to take but that their car had a puncture.

We offered to change their tyre but there was a further problem – no spare wheel! Then I had an idea – I would call my uncle's taxi business and order a car for them. Fortunately, one was available and it arrived very quickly so we all made it to the airport at time.

You know, this experience taught me how vital mobile phones are, especially in emergency situations. If I see that couple again, I am going to convince them to buy one...just in case! Hope to see you soon.

Bye

John

Examiner comment

Content:

From the point of view of content, the candidate fulfilled the requirements of the task and fully addressed the three bullet points. The introduction was brief and led neatly into the main part of the email. The candidate covered both aspects of the first bullet point and then gave a full explanation of the problem and what was done to help, firstly by attempting to change the wheel and then arranging for a taxi. The final bullet point was addressed, although it could have been developed a little more. A consistently appropriate style and register for an email was used throughout. Including humour in the final paragraph is appropriate for the text type. Overall, content is developed effectively and is relevant. The concluding 'Hope to see you soon' was suitably brief and did not waste words on irrelevant detail.

Language:

From the point of view of language, the candidate used a wide range of common structures and vocabulary. Expressions and words such as 'drop off', 'has all the luck' and 'just in case' reinforced the informal style. There were linking words and cohesive devices such as 'anyway', 'fortunately' and 'you know'. The whole piece showed a high level of accuracy of language throughout, especially with the use of past tense verbs, with just occasional awkwardness of expression, 'they had also a flight to take' and 'at time'. The email was effectively organised and sequenced, giving a high level of balance to the whole piece.

Content = 7 out of 8

Language = 7 out of 8

Total marks = 14 out of 16

Exercise 6, Question 16



- 16** Your class recently went on a trip to a large recycling centre. Your teacher has asked you to write a report on the trip. In your report say what you learned from the trip **and** suggest how it could be improved if it is repeated next year.

Here are two comments from other students in your class:

The trip was too short – we didn't manage to visit every part of the centre.

It made me much more aware of the importance of recycling.

Write a report for your teacher.

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

Your report should be between 150 and 200 words long.

You will receive up to 8 marks for the content of your report, and up to 8 marks for the language used.

[Total: 16]

Specimen answer

My class recently visited a recycling centre as part of a project on our local environment. The main idea was to learn about the different materials that can be recycled and how they are processed at the centre. We watched a large machine separating cans, plastic and glass from cardboard and paper and placing them into different containers. We were also informed that our local council built this centre three years ago and since then recycling in our town has increased from 20 per cent to over 75 per cent.

During the tour around the recycling plant, we all had to wear protective clothes and helmets. It was a little rushed, however, and we did not manage to see all the facilities. In my opinion, the introductory talk in the training room before the tour was too long. I admit that there was a great deal of information to present to us but I suggest that next year the programme should be better balanced.

In conclusion, the trip was very informative and has given me a greater insight into the environmental value of recycling.

Examiner comment

Content:

From the point of view of content, the candidate successfully interpreted both aspects of the task and developed them well. There was a brief but effective introductory sentence which stated the content of the report. The two ideas of what was learned from the trip and how it could be improved were suitably conveyed in separate paragraphs and the final concluding statement provided a brief summary of the candidate's feelings about the visit. The register and style are consistently appropriate for a report. The candidate made reference to the two ideas in the speech bubble prompts and the visual stimulus but avoided simple repetition of them by developing those ideas independently and using different expressions and vocabulary. The whole piece was comfortably within the recommended word limit.

Language:

From the point of view of language, a wide range of complex structures and less common vocabulary was used effectively. Examples include: '*should be better balanced*', '*greater insight*', '*rushed*', '*introductory*' and '*informative*'. The level of grammatical and structural accuracy was excellent throughout. The style was consistently appropriate for a report, with an excellent sense of purpose and audience. Finally, the use of passive tenses such as '*can be recycled*', '*are processed*' and '*were informed*' which gave the piece the required objectivity.

Content = 7 out of 8

Language = 8 out of 8

Total marks = 15 out of 16

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