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CANDIDATE NAME									
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6150026615

ENGLISH AS A SECOND LANGUAGE **0510/22**

Paper 2 Reading and Writing (Extended) **May/June 2022**

2 hours

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 80.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Any blank pages are indicated.

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Exercise 1

Read the article by a journalist about the Faroe Islands, and then answer the following questions.

Discovering the Faroe Islands

My great-grandfather came from the Faroe Islands, and this year, I decided to find out about his birthplace. I booked to go on a group trip. Usually I do lots of research before a holiday, but this time, not having to plan the whole trip beforehand was a real plus. I've travelled a lot, often alone, so I'm quite independent. This time though, I was glad to have the chance to meet other travellers. There were eight of us in our group, including our guide. During the short drive to our hotel, he gave us some facts and figures.

The Faroe Islands are located in the North Atlantic Ocean, about halfway between Norway and Iceland, although their nearest neighbour is in fact Scotland. We learned that the islands have belonged to Denmark since 1814, having previously been part of Norway from 1035. But in 1948, they became largely independent, able to govern most aspects of their life apart from a few, such as their currency. They now have their own trade policy, but their justice system is something they can't change. While I was listening, I quickly realised that having a knowledgeable guide was an obvious advantage of coming on a trip like this!

Apparently, many young people used to leave the Faroe Islands to study abroad, for example, and few returned. But recently, this trend has been reversing, and the population reached 50 000 for the first time in April 2017. Another way in which the islands have changed is in terms of transport. For many years, there's been an airport on the main island, and a helicopter service between all the islands. Before my visit, I had thought that with people living on 17 different islands, they would have to rely on ferries to get from one to another. These days though, I discovered they don't have to, as road tunnels have been built to connect several islands.

You definitely don't go to the Faroe Islands for sunshine – it rains on average 300 days a year. On our first day, we were meant to go on a boat trip to spot sea birds on the cliffs, but the wind was too strong, making this impossible. Instead, we went to another island and walked to a lighthouse for incredible views. Going on long walks isn't something that I'd normally do on my own, so I valued being able to do this with the group. While we were walking along the narrow paths, our guide told us that in April 2019, the island was shut to tourists for a few days. The only visitors allowed in were volunteers, who took part in what was known as the Closed for Maintenance weekend, arranged by an organisation called Visit Faroe Islands. 105 volunteers helped to repair paths and put up signs to mark routes, and many of them stayed with local people in their homes. I wished I'd been part of that experience!

I loved taking photographs of the houses on the island, including the ones around the harbour in the tiny capital city. Some of my group were amazed by how colourful these houses were, though I'd seen pictures of them before. It was the grass roofs on others which I hadn't expected to see. Apparently, these protect them from the cold and rain.

All in all, this holiday gave me the opportunity to have an unforgettable experience, which I probably wouldn't have had if I'd been travelling alone. If you can, I recommend that you visit the Faroe Islands. And do it sooner rather than later, before everyone else discovers them!

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1 Which country are the Faroe Islands closest to?

..... [1]

2 When did the Faroe Islands get their own government?

..... [1]

3 Which parts of life on the Faroe Islands are controlled by Denmark? Give **two** details.

.....

..... [2]

4 What happened in April 2017?

..... [1]

5 How has the transport system on the Faroe Islands been improved in recent years?

..... [1]

6 Why did the writer's group have to change plans on the first day?

..... [1]

7 What was the name of the volunteering event held in 2019?

..... [1]

8 What surprised the writer about some of the houses on the Faroe Islands?

..... [1]

9 What did the writer appreciate about going on a group holiday instead of travelling alone? Give **four** details.

.....

.....

.....

..... [4]

[Total: 13]

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Exercise 2

Read sections **A–D** of a magazine article about the author Joanne Harris, who wrote a novel called *Chocolat*. Then answer Question **10(a)–(j)**.

Writing the novel *Chocolat*

A

It's now more than twenty years since the publication of *Chocolat*. When she wrote the novel, Joanne Harris was living with her husband and three-year-old daughter in a small house in a town in the north of England. She was working full time as a French teacher, and also gave private lessons to make a bit more money. By this time, two of her novels had been published, neither of which were particularly successful although both were well reviewed. When she came up with the idea for *Chocolat*, and began writing the story, she recalls that she had little expectation of seeing any of her work in print again. Publication was not her reason for writing – and if it had been, she might well have given up. Little did she know that the book would quickly become a bestseller, and that the story would be adapted to produce a successful film just a few years later.

B

Joanne Harris had been told by editors and publishers that the way she wrote was neither commercial nor fashionable enough to succeed. When she said that she had begun to write a story set in rural France, filled with detailed descriptions of food, they informed her that there wouldn't be a market for it. However, this turned out to be far from true. After the novel was published, she was often asked in interviews how she had coped with everything – writing what would become a bestseller (although she didn't know this at the time), working full time, and being a mother. Her response was that it all felt normal to her – these things just happened. During the week, the 40-minute drive to and from work gave her the chance to think out the story, a chapter at a time. And on Sunday mornings, while her husband was at work and her mother looked after her daughter, she wrote.

C

The idea for the book came while Joanne Harris was accompanying a group of students from her school on a trip to France during the holidays. It was a time of year when she had often gone to France during her childhood, as her mother was French and they would visit her family there. Memories from this time, as well as aspects of her current life, became part of the story, which was unlike anything else she had written – she had never written about her own family before. She looked forward to her writing sessions on Sunday mornings, which didn't feel like work at all. Instead, she found that losing herself in the story was her way of relaxing after a busy week. Looking back, she can clearly remember the way that the novel came together, as if she had just completed it yesterday.

D

Chocolat is about a young mother who arrives in a quiet French village with her young daughter, and sets up a chocolate-making business there. It describes how local people reacted to her, and how she gradually changes their lives. Joanne Harris recalls that the novel seemed to pour out of her, as if it was unstoppable. Perhaps this was partly due to the semi-autobiographical nature of the story – she has indicated that several of the characters were influenced by people in her own life, including her daughter and her strong-willed and independent great-grandmother. Since *Chocolat* was published, Joanne Harris has received several awards, and has also written several more best-selling novels. Now a full-time writer, her life has changed in many ways. She recalls that fame and fortune, and leaving her job at a school, which she enjoyed and believed she was good at, were not on her mind when she was writing the book.

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

Which section includes the following information?

(a) a description of the effect that writing had on her ..... [1]

(b) how other people felt about her writing style ..... [1]

(c) the idea that getting the book published was not her priority ..... [1]

(d) when she planned each section of the story ..... [1]

(e) an explanation of how she felt about being a teacher ..... [1]

(f) information about the books she had already written ..... [1]

(g) the suggestion that she wrote the book in a surprisingly short time ..... [1]

(h) the suggestion that it seems like she wrote the book very recently ..... [1]

(i) the fact that she was unaware of having to balance her work and life ..... [1]

(j) differences between the content of this story and her previous ones ..... [1]

[Total: 10]

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Exercise 3

Read the article about an eighteenth-century scientist called Laura Bassi, and then complete the notes.

Laura Bassi

You may well not be familiar with the name Laura Bassi, unless of course you live on Via Laura Bassi Veratti, a street in Bologna, Italy. However, in the second half of the eighteenth century, she was very famous indeed.

Laura Bassi was born in Bologna, in 1711. When she was a young child, her mother was frequently ill, so the family's doctor would often be called to their home. He quickly observed how interested Laura was in learning, and he offered to be her tutor in the subject of philosophy – which in those days was a subject that all doctors learned as part of their medical education. It soon became apparent that she was incredibly intelligent – so much so that eventually, in her later life, she became a physics professor at a European university – something that no woman had ever done previously. Her name is often associated with a passion for learning, and in fact there is now a high school in Bologna called after her.

By the time Laura Bassi was in her early twenties, virtually everyone in Bologna knew of her. People would crowd into the family's house to listen to her discussing a wide range of topics, especially physics. In 1732, she took part in a public debate with four professors from the University of Bologna, and it was shortly after this that she became a member of the Bologna Academy of Sciences. That was another first for a woman. Soon afterwards, she received a doctorate (PhD) in science – the earliest record of a woman doing so. However, she was not the first woman to receive a doctorate – records show that a woman called Elena Cornaro Piscopia had earned a doctorate in philosophy 54 years earlier, in 1678.

After Laura Bassi was awarded her doctorate, she received the offer of a paid teaching position at the university, which was again unheard of for a woman at that time. However, due to university regulations, women were not allowed to teach publicly, so instead she went on to open a school in her own home. She set up a private physics laboratory there, something which had never been done before.

During her career, Laura Bassi was inspired to research topics that were not very fashionable at the time, including electricity. This is why an organisation recently set up the Laura Bassi scholarship. This is a sum of money intended for postgraduate students studying topics that are largely ignored by other academics.

Laura Bassi married another scientist, Giuseppe Veratti, in 1738, and the couple had several children. However, she did not stop working, and she is considered to be the first woman to have an entire career in science. Although she is not particularly well known among the general public, she is recognised across the scientific community. For example, when the British Antarctic Survey sold their research ship to the Italian organisation, the National Institute of Oceanography and Experimental Geophysics, it was renamed Laura Bassi. There is also a crater on the surface of the planet Venus that is known as Bassi. The International Astronomical Union gave it this name in 1991.

Laura Bassi died in 1778, at the age of 66, just two years after taking up her position as a professor.

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You are going to give a talk about Laura Bassi to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

11 What Laura Bassi was the first female to do:

- .....
- .....
- .....
- .....
- ..... [5]

12 Things that have been named after Laura Bassi:

- .....
- .....
- .....
- ..... [4]

[Total: 9]

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Exercise 4

13 Read the article about a teenager who did a short cookery course during the holidays.

Write a summary about the cookery skills he learned during the course, AND the advice he gives to future students.

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.

Cooking CAN be fun!

I love food! I love trying new dishes and finding out the ingredients that have gone into them. But one thing I've never had any confidence in is my ability to cook! So when my parents suggested that I enrol on a two-day cookery course during the school holidays, I had mixed feelings. In one respect, I was looking forward to it as it was all about food. But on the other hand, I was nervous that I'd be the only person who really didn't know how to cook. I also thought that, at sixteen, I'd be the youngest.

Despite my nerves, the course turned out to be brilliant from start to finish. We were all made to feel really welcome, and there were people of all ages and levels of ability. Each day, we turned up at 9:00, and the chefs in charge gave a short briefing, telling us what to expect that day. Then, basically, we cooked all day until about 15:00, when we sat down together and tasted everything we'd prepared. We also chatted about what we'd made, and the chefs suggested ways of adapting the recipes that we'd followed. I gained so much from that! Anything left over could be taken home, so if you're considering doing a course like this, one thing I'd say is to bring some containers with you. Being able to share the food with my family afterwards was an added bonus!

On the first day, we started with some basics. I'd imagined we'd be learning how to use all sorts of equipment, but in fact we used very little. And if you think you know how to use a knife properly, think again! The next thing we had to do was to prepare a chicken for cooking. We all needed quite a bit of help with the technique for doing this, but eventually succeeded. At this point I started to feel quite hungry, then I realised how long it was until we'd be sitting down and eating. So don't forget to have a good breakfast beforehand – I made sure I did this on the second day!

We all had our own individual work spaces within the kitchen, and I found that on day one, mine quickly became a real mess. How to keep the kitchen tidy while cooking wasn't something I'd expected to find out about, but I'm glad I did. It certainly helped me when it came to the next task, which was to make fresh pasta. I'd never done that before, and have managed to do it at home twice since! Whatever we cooked, we were given detailed instructions to take away with us, but even so it's well worth taking photos while you're working. They're a useful reminder when you're trying to remember how you did something, or what something should look like at each stage. When we finished each dish, the chefs showed us how to arrange the food on a plate. That was brilliant – and at the end of each day we all agreed that not only did our food taste great, it looked great too.

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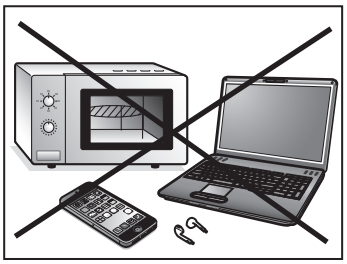
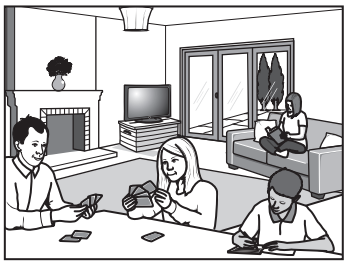
Exercise 5





14 You and your family recently took part in a 'no technology' challenge. This meant not using any technology for a week.

Write an email to a friend about this.

In your email, you should:

- explain why you decided to take part in the challenge
- say what you found difficult during the challenge
- describe how your habits have changed since completing the challenge.

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.

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[Total: 16]

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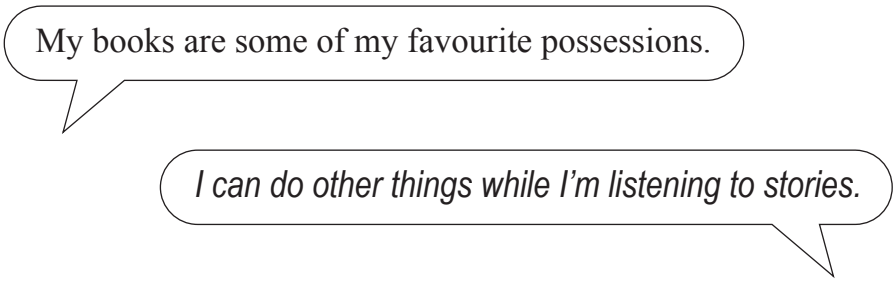
Exercise 6

15 Your class recently held a discussion about whether reading stories in books is better than listening to stories on the radio or online. You have decided to write an article for your school magazine.

Here are two comments from your classmates:



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 150 and 200 words long.

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

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