

<p style="text-align: center;">0510/04: Listening MAY/JUNE SESSION PROVISIONAL MARK SCHEME (with tape transcript)</p>
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Refer to the Instructions to Examiners booklet for general administrative and marking guidance.

Part 1

- | | | |
|----|---|----------|
| 1. | leave motorway/follow a different route | (1 mark) |
| 2. | two for price of one/ buy 1 get 1 free | (1 mark) |
| 3. | Tuesday, Wednesday, Thursday , Friday (or Tuesday-Friday) | (1 mark) |
| | after midday | (1 mark) |
| 4. | next to the gym(nasium) | (1 mark) |
| 5. | 45 mins / three quarters of an hour | (1 mark) |
| 6. | queue | (1 mark) |
| | on morning of match | (1 mark) |

(Max total: 8 marks)

Part 2: Exercise One Question 7

Strong swimmer/ good swimming (or similar expression) [1 mark]

through [a] wave [1 mark]

(surf)board , wetsuit [both needed for 1 mark]

flag, danger [both needed for 1 mark]

go head first [1 mark]

land with knees bent (and arms (held) out) [1 mark]

www.surf.com [*accept capitals; accept* www dot surf dot com] [1 mark]

[Max. total: 7]

Part 2: Exercise Two Question 8

515 years ago/ 1487 [1 mark]

escaping / escape / getting down from tower [1 mark]

rope [1 mark]

[cotton] fabric [1 mark] (*accept 'cotton'*)

size: 8 square metres weight: 90 kg [1 mark ; both needed]

(hot air) balloon [1 mark]

South Africa , national park [1 mark]

3,000 / 2,300 m [1 mark]

700 m [1 mark]

[Max. total: 9]

Part 3: Exercise One Question 9 (Hurricanes)

- (a) more hurricanes (1 mark)
- (b) (historical) records/ mapping past storms (1 mark)
- (c) any two of: sea surface temperature / air pressure / winds (1 mark)
- (d) sea temperature rose (1 mark)
- (e) (inwardly spiralling) winds /calm/ accompanied by lightning/rain (1 mark)
- (f) 3/(nearly) 200 km/h (1 mark)

[Total: 6 marks]

Part 3: Exercise Two Question 10 (Genes)

- (a) make us unique (1 mark)
- (b) height / hair / eye colour (*two needed for 1 mark*)
- (c) inherited / from our parents (1 mark)
- (d) within / the DNA(or group of rungs within DNA twist) (1 mark)
- (e) could treat illnesses or mend damaged genes (1 mark)

[Total: 6 marks]

TAPESCRIPT

**IGCSE ENGLISH AS A SECOND LANGUAGE (0510/4)
LISTENING COMPREHENSION TAPE SCRIPT JUNE 2002**

- V1 This is the University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education June 2002 Examination in English as a Second Language. Paper Four - Listening Comprehension.**

Welcome to the exam.

In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the test.

If you would like the tape to be louder, tell your teacher NOW. The tape will not be stopped while you are doing the test.

Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the tape back on.

[BLEEP]

- V1 Now you are all ready, here is the test.**

Look at the questions for Part One. There are six questions in this part of the exam. For each question you will hear the situation described as it is on your exam paper. You will hear each item twice.

Pause 00'05"

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Pause 00'05"

V1 Part 1 Questions 1 - 6

For questions 1-6 you will hear a series of short sentences. Answer each question on the line provided. Your answer should be as brief as possible. You will hear each item twice.

V1 Question 1 There are problems for drivers on the motorway. How can motorists finish their journeys?

P1 ****[radio jingle] We cut into this broadcast to bring you some urgent traffic news. There is a 20-mile long traffic jam on the M234 between junctions 5 and 8. It's blocked in both directions and all entry roads are shut. Motorists are advised to leave the motorway before this stretch and to follow an alternative route to their destinations.****

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 Question 2. What details does Mary give about the special offer on shirts?

***P1 The clothes shop at the top of the hill in the High St is having a clearance sale.**

P2 That's great news, Mary. Any bargains?

P1 Yes. Cotton shirts are two for the price of one!**

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 Question 3. Indira and Ashok plan to use a discount offer in order to visit a theme park. When exactly could they make their visit?

***P1 Look at this advertisement. 20% discount off student entry to "Magic World".**

P2 Excellent! When can we go ?

P1 [Reads....]...The park is shut on Mondays and this offer is not valid at weekends or before midday... **

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 Question 4 Mustafa and Ahmed are arranging a game of tennis. Where exactly are the courts situated?

***P1 Hi, I'll book us a tennis court at the leisure centre for 7 o'clock – don't worry, Mustafa, it's floodlit!**

P2 How do I find the courts?

P1 Walk in through the main entrance of the leisure centre. Follow the path round behind the swimming pool building and you'll see the courts lit up next to the gymnasium.**

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 **Question 5** Emmeline's car has run out of diesel. How long does she need to wait to refuel?

*P1 Hello – are you out of diesel at this garage?

P2 Yes, I'm sorry. We're expecting a fuel delivery shortly. The fuel pumps should be back in use in three-quarters of an hour.**

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 **Question 6.** When and how can you obtain tickets for the cricket match?

*P1 Welcome to the 'Cricket Ticketline'. There are just a few tickets left for the final match in the current series. Customers are advised to queue on the morning of the match as tickets are not prebookable at this late stage.**

Pause 00'10"
*Repeat from * to ***
Pause 00'05

V1 That is the last question in Part 1. In a moment you will hear Part 2. Now look at the questions for Part 2, Exercise 1.

Pause 00'20".

V1 Part Two
Part 2 Exercise 1 Question 7

Listen to the following interview with Nikola Brand, an international surfer, and then fill in the details below.

You will hear the interview twice.

*** F/X (a couple of bars of lead-in radio programme music)**

* V1 Here on "Sports Report" we're always keen to hear about new and popular sports. Surfing has been in the news headlines a lot recently. We know that surfing is becoming popular all over the world and it certainly looks good, riding on top of a wave. Nikola Brand, you're an international surfer – is it as easy as it looks?

V2 No, you need to be quite brave and a strong swimmer too.

V1 Why is the sport called "surfing"?

V2 Because you ride on the white bubbles on the crashing wave – the surf. You can surf across the top of a wave or ride through a wave as it curls over.

V1 When did you learn to surf?

V2 When I was nine years old. We lived by the beach and I borrowed a surf board from a friend and taught myself...

V1 What equipment do you need?

V2 Just the board – a long surfboard is the easiest one to learn on. Oh, and a wetsuit helps if you're going to be in the water for a long time.

V1 What advice would you give to beginner surfers?

V2 Firstly look at the area in which you want to surf. Look out for any rocks or jetties and check there's no flag flying which means it's too dangerous to swim or surf there. Don't forget your sunscreen. Do a few exercises to warm up your muscles...

V1 OK. What next?

V2 Well, this sounds strange but before you learn to stay on the surfboard you must learn how to fall off safely. You need to be able to collapse on top of your board, not to go head first over the top of it.

V1 That could be dangerous, couldn't it?

V2 Yes, you could easily be knocked unconscious.

V1 Once you can fall safely...

V2 Learn to stand up on the board – lie on it elbows bent, back arched. Now jump, swing your legs out from underneath you and land with your knees bent and your arms held out for balance. Easy!!

V1 So now the beginner swims out and puts this all into practice?

- V2 Yes. The trick is to paddle furiously towards the shore as a wave is growing, then to catch it as it breaks.
- V1 Is it a good idea to take surfing lessons?
- V2. Oh yes. You could contact the Surfing association - look at their website at www.surf.com <pronounce www dot surf dot com> for information about your nearest surf school. Happy Surfing! **

Pause 00'30"

VI **Now you will hear the interview again.**

**Repeat from * to **
Pause 00'30"**

VI **That is the end of Part 2 Exercise 1. In a moment you will hear Part 2 Exercise 2.
Now look at the questions for Exercise 2.**

Pause 00'25"

V1 Part 2 Exercise 2 Question 8

V1 Listen to the following interview, and then fill in the details below. The interview is about a parachute jump using a pyramid-shaped parachute.

You will hear the interview twice.

*V1 Good evening and welcome to our special parachute report. We're all quite familiar with conventional parachute jumping, but here with us is the first person in the world to make a jump using a pyramid-shaped parachute! Ben Smith, what is even more remarkable is that this parachute was designed 515 years ago by Leonardo Da Vinci....

V2 Yes. Leonardo Da Vinci is famous for his art – the *Mona Lisa* of course –but this great man was also a scientist, architect, anatomist and engineer. Do you realise that he's credited with being the inspiration behind the modern helicopter, army tank, telescope and wet suit?

V1 No, I had no idea. Tell me about Leonardo's parachute then.

V2. In his day a parachute was designed for escape, from a high tower for example... Leonardo's drawing is of a pyramid-shaped parachute with a person underneath it. It looked perfectly feasible to me although plenty of people advised me otherwise, so I built a full-sized model of the parachute.

V1 What did you use to make the parachute?

V2 Wooden poles, cotton fabric and ropes – we used authentic materials that would have been available in the late 1400s. The parachute measures 8 metres square and weighs 90kg – that's 40 times more than a normal parachute.

V1. How did you know it would work?

V2. That was the problem – I didn't! Would it get me safely to the ground or would it drop like a stone? Parachute designers, balloonists and pilots all told me it would not work...

V1 What a risk! Could no-one help you?

V2 Yes. A university professor carried out computer simulations which indicated that the pyramid-shaped parachute might fly safely....so..

V1 You decided to try. Where did you go for the jump?

V2 The most suitable jump conditions were to be found in South Africa.

V1 Did you just jump out of a plane like normal parachute jumpers do?

V2 No. The parachute was too large and heavy for that and it wouldn't fold up. I was hoisted up into the sky by a hot air balloon above a national park. When we got to 3,000m they cut me free.

V1 Easy!

V2. Yes, but then came the crunch. It wobbled a bit and then everything was fine and I coasted down beautifully.

- V1 Right to the ground.
- V2 No, because I didn't want the whole 90kg of this pyramid parachute landing on my head, so at 700m I cut myself free and released a modern parachute to give me a safe landing.
- V1 So Leonardo da Vinci was right. It worked and you must be very brave!
- V2 It took one of the greatest minds to design the pyramid-shaped parachute, but it took 500 years to try it out!!**

Pause 30"

- V1 Now you will hear the interview again.

*Repeat from * to **
Pause 30"*

- V1 That is the end of Part Two.

In a moment you will hear Part Three. Now look at the questions for Part Three, Exercise 1.

Pause 00'40"

- V1 Part Three.

Part Three : Exercise One: Question 9

Listen to the following interview about large storms called hurricanes, and then answer the questions below.

You will hear the interview twice.

- *V1 Reports of hurricane-force storms seem to be on the increase, so today we welcome Professor Dedalus, a tropical meteorologist from the weather office who's going to explain this to us. Professor, scientists tell us that we're going to see even more hurricanes in the next two decades, is that true?
- V2 Yes I think so. We can map past storms – most of them originated in the Atlantic – and this gives us advice about the storm pattern for the future.
- V1 And what are your conclusions?
- V2 Well, I'm afraid that we predict twice as many major hurricanes in the Atlantic in the years to come as we've already experienced.
- V1 Are you sure?
- V2 We've looked at all historical records of storms and also at details like sea-surface temperatures, air pressure and winds. These are all important factors you know.
- V1 Why is that?

- V2 A warm ocean means low air pressure., and then... if the wind flow is constant a storm can easily mature into a major hurricane.
- V1. Oh dear, global warming again...
- V2. Yes, that's right.
- V1. ... but surely in between the hurricane reports there are quiet periods for years and years?
- V2 Certainly. It's as if there's a... a switch being turned on and off in the Atlantic every few decades...
- V1. How interesting!
- V2. Yes. Look at the 20th century for example. For the first quarter of it the Atlantic was quiet, then for the next 45 years major hurricanes became commonplace.
- V1 Until...
- V2. Until between 1970 and 1994 – there were only 2 major storms recorded then – Hurricanes Hugo and Andrew – but from 1995 onwards the switch was turned on again as sea surface temperatures rose by 0.5 degrees Celsius. There were 19 storms in 1995 and the whole area has been a nightmare ever since.
- V1. So you have told us about the conditions, but how would you actually ... describe.. a hurricane?
- V2 It's a revolving storm with a central area called the "eye" which is calm. The eye is surrounded by inwardly spiralling winds and usually accompanied by lightning and rain. We weather forecasters or meteorologists categorise each storm. A category 1 storm, for example, has a windspeed of 60km/h ; an actual hurricane is a category 3 storm and its speed is nearly 200 km/h but catastrophic hurricanes sometimes reach a speed of 280 km/h – this is category 5.
- V1 Professor, thank you very much for talking to us about hurricanes.**

Pause 00'30"

V1 Now you will hear the interview again.

*Repeat from * to **
Pause 00'30"*

That is the end of Part Three Exercise 1. In a moment you will hear Exercise 2. Now look at the questions for Exercise 2.

Pause 00'30".

V1 Part Three Exercise Two Question 10

Listen to the following interview about genes, and then answer the questions below.

- *P1. ...Hello, and welcome to "Science File". In our programme today we're going to take a look at what makes us special – our genes. Genes – spelled G-E-N-E-S of course – have been in the news a lot lately, and scientists have just announced that they know how human genes work. Our reporter Ralph Henne is here in the studio today, and he's going to tell us more about genes and help us understand the way they work. Ralph, can you explain what this is all about?
- P2 Well, I'll try. The question is: what makes the human race human? And what makes you different from everyone else? The answer lies in our genes. While we have many things in common – head, eyes and so on – the way in which our genes are put together makes us *unique* – each one of us.
- P1 Ok then. But what actually *is* a gene?
- P2 A gene is what determines things like how tall we are, the colour of our hair and eyes... We inherit these genetic characteristics from our parents when we are conceived in our mother's womb.
- P1 Where are our genes then?
- P2 The human body is made up of 100 trillion cells – that's a very large number – a huge number!
- P1 And what have cells got to do with genes?
- P2 It's easy. Each cell contains chromosomes...
- P1 And where do we get our chromosomes from? Are they inherited too?
- P2 Yes, some from each parent.
- P1 I see. Has this anything to do with DNA?
- P2 Yes – inside the chromosome you find the DNA and inside the DNA you find genes. DNA is a molecule that looks like a twisted ladder and each *group* of rungs or steps on the DNA ladder is a gene. So that's where our genes are – inside our DNA!
- P1 Do we have lots of genes?
- P2 Oh yes. Many thousands in each cell in our body.
- P1 That's all very difficult for us to understand but now that scientists know about how genes work, what could be the advantage for us?
- P2 Lots of claims have been made about possible benefits, but at this stage no-one really knows. The good news is that having a sort of catalogue of our genes and knowing how they work can possibly help us to treat illnesses such as heart disease and diabetes. Where damaged genes are causing an illness they can perhaps be mended and thereby cure what's wrong. Obviously research is still going on..
- P1 Ralph, thank you for explaining genes to us.**

VI Now you will hear the interview again.

*Repeat from * to **
Pause 00'30"*

VI That is the end of Part Three and of the test.

In a moment your teacher will stop the tape and collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.

Pause 00'10"

VI Teacher, the tape should now be stopped and all the papers collected.

Thank you everyone.

[BLEEP]