

June 2003

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 56**

**SYLLABUS/COMPONENT: 0510/01**

**ENGLISH AS A SECOND LANGUAGE**  
**Paper 1 (Reading and Writing - Core)**



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE EXAMINATIONS - JUNE 2003</b>	<b>0510</b>	<b>1</b>

**NB. Refer to the Instructions to Examiners Booklet for general marking guidance.**

**• Part 1 Exercise 1: Outdoor activities**

<b>(a)</b>	£180	[1]
<b>(b)</b>	1 day	[1]
<b>(c)</b>	by booking 4 sessions (minimum) in advance (for £6 per session)	[1]
<b>(d)</b>	held indoors/held in a hangar	[1]
<b>(e)</b>	(instructors are) also (outdoor) sports coaches/instructors	[1]

***Max total for exercise: 5***

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• **Part 1 Exercise 2: Discovery Cove**

<b>(a)</b>	swim with them/interact with them/touch them	[1]
<b>(b)</b>	225 kg	[1]
<b>(c)</b>	(other animal) reserves	[1]
<b>(d)</b>	<b>any 2 of:</b> varied fish/food/diet/varied routine/varied trainer and interaction/different range of tricks	[1]
<b>(e)</b>	<b>any 2 of:</b> attention/fish/(favourite) toy	[1]

**Max total for exercise: 5**

• **Part 1 Exercise 3: Drinking water**

<b>(a)</b>	8-10 glasses	[1]
<b>(b)</b>	bland (taste)/tasteless/lacks essential minerals	[1]
<b>(c)</b>	2 years	[1]
<b>(d)</b>	(toxic) bacteria die/self-cleanse/water does not need to be disinfected	[1]
<b>(e)</b>	on waking/morning	[1]

**Max total for exercise: 5**

**Max Total for Part 1 – 15 marks**

• **Part 2 Exercise 1: Telescopes**

<b>(a)</b>		10 times more powerful	[1]
<b>(b)</b>		away from light/pollution	[1]
<b>(c)</b>		enables astronomers to view northern and southern hemispheres/ can see whole sky	[1]
<b>(d)</b>		Shows how first stars were formed/the origin of the universe/ (secrets of) the birth of the stars	[1]
<b>(e)</b>	<b>(i)</b>	14 billion years	[1]
	<b>(ii)</b>	solar system formed	[1]

**Max total for exercise: 6**

• **Part 2 Exercise 2: Snake Park**

Mark 4 (content) + 4 (language).  
Count words and cross out everything after 120.  
Tick and number points as below.

**Content: up to 4 marks**

- 1 educate people about snakes
- 2 rescue snakes/give them shelter/look after
- 3 release snakes
- 4 remove misconceptions/create awareness
- 5 study snakes/lectures/research/exhibitions
- 6 identify snakes
- 7 study breeding patterns of snakes/breed snakes
- 8 creation of 'orphanage'/nurse them and other animals
- 9 offer information to other zoos/other people who spot snakes in their gardens

**Language: up to 4 marks**

- 1 Expression weak, maybe just list, lifting irrelevance.
- 2 Expression limited, some lifting, sense of order.
- 3 Expression good, attempts to group and sequence ideas largely in own words.
- 4 Expression excellent, clear, orderly grouping and sequencing, largely own words.

**Max total for exercise: 8**

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• Part 2 Exercise 3: Application Form

**2003 Table Tennis Tournament**

<b>Name:</b>	Tariq Dinah	[1]
<b>Age:</b>	16	[1]
<b>Address:</b>	House 6, Road 640, Dhanmandi, (Dhaka)	[1]
<b>Telephone number:</b>	212321	[1]
<b>E-mail address:</b>	Dinah.T@abc.com	[1]
<b>Experience of playing table tennis:</b>	6	[1]
<b>Titles held:</b>	Under 16 regional champion	[1]
<b>Competition categories (please delete as necessary):</b>	Singles: Male Female	[1]
	Doubles: Male Female Mixed	[1]
<b><u>Details of doubles partner:</u></b>		
<b>Full name:</b>	Aniqa Dinah	[1]
<b>Age:</b>	14	[1]
<b>Preferred tournament date:</b>	(Tuesday) 20 May	[1]

*Total the points award and divide by two. Max. total for exercise: 6*

**Max Total for Part 2 – 20 marks**

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### Part Three

- Less able candidates will simply lift and only slightly expand on the prompts
- Able candidates will use the prompts as a springboard for discussion etc.

**Short work:** if candidate writes less than 70% of the word recommendation, mark the piece on quality, then drop mark to an equivalent position in the band below

- **Part 3 Exercise 1: Travel writer**

Credit positive and negative descriptions, providing that points have been covered. Any interpretation of 'place' – i.e. specific or area – is to be credited.

**Refer to the General Criteria Grid in arriving at a mark.**

<b>Band c</b>	7-9
<b>Band d</b>	5-6
<b>Band e</b>	3-4
<b>Band f</b>	2
<b>Band g</b>	1

**Max. total for exercise: 9**

- **Part 3 Exercise 2: Save our centre**

Credit ideas from the prompts and use of own ideas and suggestions. All three prompts must be addressed. Reward correct tone and register and a sense of enthusiasm.

**Refer to the General Criteria Grid in arriving at a mark.**

<b>Band c</b>	10-12
<b>Band d</b>	7-9
<b>Band e</b>	5-6
<b>Band f</b>	3-4
<b>Band g</b>	1-2

**Max. total for exercise: 12**

**Max Total for Part 3 – 21 marks**

**PART 3: EXTENDED WRITING EXERCISES**

**General Criteria Grid**

	9 mark questions	12 mark questions	DESCRIPTOR
<b>Band c</b>	9 } 8 } 7 }	12 } 11 } 10 }	Meaning is clear and work is of a safe, literate standard albeit without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and a genuine attempt has been made to address the topic but there may be digressions. Fulfils the task.
<b>Band d</b>	6 } 5 }	9 } 8 } 7 }	Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or haphazard. Often there is some interest in the subject matter and an attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.
<b>Band e</b>	4 } 3 }	6 } 5 }	Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.
<b>Band f</b>	2	4 } 3 }	Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task or content partly hidden by density of error.
<b>Band g</b>	0, 1	2 } 1 } 0 }	Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.





June 2003

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 84**

**SYLLABUS/COMPONENT: 0510/02**

**ENGLISH AS A SECOND LANGUAGE**  
**Paper 2 (Reading and Writing - Extended)**



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE EXAMINATIONS - JUNE 2003</b>	<b>0510</b>	<b>2</b>

**NB: Refer to the Instructions to Examiners Booklet for general marking guidance.**

• **Part 1 Exercise 1: Outdoor activities**

<b>(a)</b>	£180	[1]
<b>(b)</b>	sail single-handedly/sail it alone/handle it alone	[1]
<b>(c)</b>	1 day	[1]
<b>(d)</b>	by booking 4 sessions (minimum) in advance (for £6 per session)	[1]
<b>(e)</b>	must have some experience/level one certificate	[1]
<b>(f)</b>	held indoors/held in a hangar	[1]
<b>(g)</b>	(instructors) are also (outdoor) sports coaches/instructors	[1]

**Max total for exercise: 7**

• **Part 1 Exercise 2: Wrecked Ship**

<b>(a)</b>	(up to) 10 tons (of gold)	[1]
<b>(b)</b>	to carry gold and silver/to finance (an ally) in war	[1]
<b>(c)</b>	(up to) £2.5 billion	[1]
<b>(d)</b>	state	[1]
<b>(e)</b>	Underwater robots/ROV	[1]

**Max total for exercise: 5**

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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• **Part 1 Exercise 3: Drinking Water**

<b>(a)</b>	8-10 glasses	[1]
<b>(b)</b>	<b>any 2</b> of: headaches/lethargy/dry skin	[1]
<b>(c)</b>	bland (taste)/tasteless/lacks essential minerals	[1]
<b>(d)</b>	2 years	[1]
<b>(e)</b>	(toxic) bacteria die/self-cleanse/water does not need to be disinfected	[1]
<b>(f)</b>	on waking/morning	[1]

**Max total for exercise: 6**

**Max Total for Part 1 – 18 marks**

• **Part 2 Exercise 1: Telescopes**

<b>(a)</b>		10 times more powerful	[1]
<b>(b)</b>		away from light/pollution	[1]
<b>(c)</b>		enables astronomers to view northern and southern hemispheres/ can see whole sky	[1]
<b>(d)</b>		shows how first stars were formed/the origin of the universe/secrets of the birth of the stars	[1]
<b>(e)</b>	<b>(i)</b>	14 billion years	[1]
	<b>(ii)</b>	solar system formed	[1]
<b>(f)</b>		Tick and number points below: 1. Black hole 2. gas/dust where stars are forming/birth of the stars 3. Milky Way in detail/clearer 4. Brown dwarf 5. other galaxies/spiral galaxy	[4]

**Max total for exercise: 10**

• **Part 2 Exercise 2: Snake Park**

Mark 4 (content) + 4 (language).  
Count words and cross out everything after 120.  
Tick and number points as below.

**Content: up to 4 marks**

- 1 educate people about snakes
- 2 rescue snakes/give them shelter/look after
- 3 release snakes
- 4 remove misconceptions/create awareness
- 5 study snakes/lectures/research/exhibitions
- 6 identify snakes
- 7 study breeding patterns of snakes/breed snakes
- 8 creation of 'orphanage'/nurse them and other animals
- 9 offer information to other zoos/other people who spot snakes in their gardens

**Language: up to 4 marks**

- 1 Expression weak, maybe just list, lifting irrelevance
- 2 Expression limited, some lifting, sense of order
- 3 Expression good, attempts to group and sequence ideas largely in own words
- 4 Expression excellent, clear, orderly grouping and sequencing, largely own words

**Max total for exercise: 8**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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• **Part 2 Exercise 3: Saffron**

Tick and number points below:

**(a)**            Historical uses

- 1      Royal colour
- 2      Bath salts/add to bathwater/fragrancy
- 3      Cooking
- 4      Strewn in theatres/perfume theatres

**(b)**            Origins

- 5      Mediterranean/Greece, Rome, Asia Minor
- 6      Spain
- 7      China

**(c)**            Cultivation

- 8      Seeds sown on slope
- 9      Saffron bed prepared for 3 previous seasons
- 10     Flowerbed = 12-16 flowers/a separate 1 square metre bed has to be prepared
- 11     No artificial fertiliser/irrigation
- 12     Planted July/August

**(d)**            Description of plant

- 13     5-6 cm high
- 14     6 lilac coloured petals
- 15     1-2 flowers
- 16     long stigmas

**Max total for exercise: 8**

**Max Total for Part 2 – 26 marks**

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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### Part Three

- Less able candidates will simply lift and only slightly expand on the prompts.
- Able candidates will use the prompts as a springboard for discussion, etc.

**Short work:** if candidate writes less than 70% of the word recommendation, mark the piece on quality, then drop the mark to an equivalent position in the band below.

- **Part 3 Exercise 1: Travel Writer**

Credit positive and negative descriptions, providing that points have been covered. Any interpretation of 'place' – i.e. specific or area – is to be credited.

**Refer to the General Criteria Grid (p.6 below) in arriving at a mark.**

**Max total for exercise: 12**

- **Part 3 Exercise 2: Save Our Centre**

Credit ideas from the prompts and use of own ideas.  
All three prompts must be addressed.  
Reward correct tone and register and a sense of enthusiasm.

**Refer to the General Criteria Grid (p.6 below) in arriving at a mark.**

**Max total for exercise: 12**

- **Part 3 Exercise 3: Pollution**

Credit use of suggestions from prompts but not just listing without reasons.  
Explanation and reasons should be given.  
Reward use of own ideas and suitable tone, register and vocabulary.

**Refer to the General Criteria Grid (p.6 below) in arriving at a mark.**

**Max total for exercise: 16**

**Max Total for Section 3 – 40 marks**

**PART 3: EXTENDED WRITING EXERCISES**

**General Criteria Grid**

	12 mark Questions	16 mark Questions	
<b>Band a</b>	12	16 } 15 }	Enjoyable to read, aided by ease of style and fluency. Beginnings and endings are clear with few mistakes in grammar, punctuation or spelling and there is confidence and accuracy overall in use of language, idiom and tenses. Sense of audience is well developed and quality is sustained throughout the piece. Response is relevant and the interest of the reader is aroused. Almost first language competence.
<b>Band b</b>	11 } 10 }	14 } 13 }	Candidates write with some style: look for turn of phrase, competence in vocabulary. Sentences may show some variety of structure and length. Punctuation, spelling and grammar are generally accurate. There are paragraphs showing some unity although links may be absent or inappropriate. Competence in writing style may be balanced by a few frustrating grammar errors. There may be some awkwardness or heaviness in style making reading less enjoyable but, nevertheless, there is some sense of audience.
<b>Band c</b>	9 } 8 } 7 }	12 } 11 } 10 }	Meaning is clear and work is of a safe, literate standard albeit without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and genuine attempt has been made to address the topic but there may be digressions. Fulfils the task.
<b>Band d</b>	6 } 5 }	9 } 8 } 7 }	Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or haphazard. Often there is some interest in the subject matter and attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.
<b>Band e</b>	4 } 3 }	6 } 5 }	Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.
<b>Band f</b>	2	4 } 3 }	Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task or content partly hidden by density of error.
<b>Band g</b>	0, 1	2 } 1 } 0 }	Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.





June 2003

**INTERNATIONAL GCSE**

**MARK SCHEME**  
Including Tapescript

**MAXIMUM MARK: 30**

**SYLLABUS/COMPONENT: 0510/03**  
**ENGLISH AS A SECOND LANGUAGE**  
Paper 3 (Listening - Core)

<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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### Part 1

1. CD player *(1 mark)*
2. East Street (Cinema) *(1 mark)*
3. on Thurs/group rate/free guide book/worksheets *any 3 for 2 marks; any 2 for 1 mark (any order acceptable)*
4. row 16 next to tins of tomatoes *(both needed for 1 mark; either order acceptable)*
5. £20.50 newspaper *(both needed for 1 mark)*
6. (end of) chapter 12; page 145 *(both needed for 1 mark)*

Page 2	Mark Scheme	Syllabus	Paper
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Part 2 Exercise 1: Question 7

**PROFILE OF A YOUNG VIOLINIST**

Age: *16* [1]

Violin tuition: *in Germany, Italy and...Spain* [1] (either order)

Number of years playing violin: *14* [1]

Type of music played: *classical* [1]

Advice to others: *work hard, keep practising, and never give up/take every opportunity to play* [1]

Maximum marks 5

**Part 2: Exercise Two (Question 8)**

Listen to the following interview about the perfume-making industry and then complete the notes below.

You will hear the interview twice.

**Basis of perfume:** *expensive waxy extract from flowers.*

**Role of perfume:** *reminds us of AN OCCASION / memories / + images* [1]

**16<sup>th</sup> century perfume-making:**

- **Use:** *to scent GLOVES* [1]
- **Methods:** *BOILING* *flowers in vats or rubbing blossoms into fats.* [1]

**21<sup>st</sup> century perfume-making:**

- **Method:** *chemicals used to extract scent*
- **Flowers used:** *jasmine, violets and ROSES* [1]

**Production:**

- *3 kg* *of perfume essence comes from 1 tonne of blooms,*  
*made from 10 MILLION flowers.* [1]
- **Cost:** *1 kg of perfume essence : 15,000 EUROS* [1]
- **Number of local perfume houses:** *40* [1]

[Total : 7]

**Question 9**

	<b>True</b>	<b>False</b>
a		✓
b		✓
c		✓
d	✓	
e	✓	
f	✓	
g	✓	
h		✓
l		✓
j		✓

(Award 1 mark for each two correct answers, up to a maximum of 5.)

**Question 10**

	<b>True</b>	<b>False</b>
a		✓
b		✓
c		✓
d	✓	
e		✓
f	✓	
g		✓
h		✓
i		✓
j		✓
k		✓
l	✓	

(Award 1 mark for each two correct answers, up to a maximum of 5.)

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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**TAPESCRIPT**

**LISTENING COMPREHENSION SCRIPT MAY 2003**

**V1 This is a University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education May 2003 Examination in English as a Second Language. Paper Three – 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]**

**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. You will hear each question twice. For each question you will hear the situation described as it is on your exam paper.**

**Pause 00'05"**

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**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**

What has Tom been given for his birthday?

\*F1 Happy Birthday, Tom – here’s your present!

M1 Thank you! What is it! It feels like a book? A diary maybe? A CD player! – thank you!\*\*

*Pause 00’10”*

*Repeat from \*to\*\**

*Pause 00’05*

**V1 Question 2**

John and his cousin Gerard are going to the cinema. Which one do they prefer?

\*V1 Let’s see the new film tonight.

V2 Yes but we’ll go to the East Street cinema not the one by the station.\*\*

*Pause 00’10*

*Repeat from \*to\*\**

*Pause 00’05*

**V1 Question 3**

Your college is organising a field trip to a technology centre. Give **three** details of the best ticket offer.

\*V1 We would like to arrange a visit to your centre. Could you give us a reduced price for a group of 20 students please?

V2 Yes. We do an educational reduction on Wednesdays so you would get 15% off on that day but it would be better if you could come on a Thursday – we’ll do you a group rate then as well. There’s a free guide book and worksheets included in the admission price.\*\*

*Pause 00’10”*

*Repeat from \*to\*\**

*Pause 00’05*



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**V1 Question 4**

Dinesh is in his local supermarket. Where exactly is the olive oil to be found? Give two details.

\*M1 Excuse me, where is the olive oil please?

F1 It's in row 16, next to the tins of tomatoes.\*\*

*Pause 00'10"*

*Repeat from \*to\*\**

*Pause 00'05*

**V1 Question 5**

Will is at the petrol station. How much is the fuel bill and what else is he looking for?

\*V1 Pump number 10, please.

V1 That's £20.50 please.

V1 Thank you. Do you sell newspapers?

V1 Yes, over there next to the map books\*\*

*Pause 00'10"*

*Repeat from \*to\*\**

*Pause 00'05*

**V1 Question 6**

Give two details about where in the book you will find your chemistry homework exercises.

V1 For your chemistry homework please complete the 10 questions in the exercise at the end of chapter 12. You will find them on page 145.\*\*

*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"*

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**V1 Part Two**

**Part 2 Exercise 1: Question 7**

- \*V1 Good evening and welcome to “Music Line”. Tonight we will listen to a world premiere of a new opera; we will hear excerpts from Schubert’s songs and in the studio we are going to speak to a promising young violinist. 16 year old Kara Araf is here with us now.
- V2 Hello
- V1 Kara, you are just 16 and already you are playing solo violin with some of the world’s greatest orchestras and ensembles....
- V2 Yes, that’s right.
- V1 How have you achieved so much at such a young age? You must have practised continually!
- V2 Yes, for the last 10 years I have been commuting between Germany, Italy, Spain and the UK in order to study violin effectively.
- V1 How have you coped with all the travel and the constant upheaval. Surely you have missed out on your childhood and your education?
- V2 Oh no. Travel has given me a mature approach towards life – it is an education in itself to appreciate other cultures and I have already got some qualifications. I have A-levels in German, Spanish and Music – I would only be beginning to study for those now if I had stayed at home.
- V1 OK. When did you begin playing violin?
- V2 When I was two.
- V1 Two years old? Really?
- V2 I had a tiny violin because otherwise I kept annoying my brothers and sisters when they practised their instruments.
- V1 What sort of music do you play?
- V2 Classical only. I think classical music should be played as the composer wrote it, not in some kind of arrangement with a modern backing. I don’t want to become a pop-classical artiste.
- V1 But that would be more popular with audiences, wouldn’t it?
- V2 Maybe, but I want my audience to know that I am just like them and that this good classical music is for them to enjoy too. This is what I play, isn’t it great?
- V1 What are your plans now?

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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- V2 I am just about to release my first album – a collection of 12 of my favourite pieces. I hope it will bring joy to many listeners.
- V1 What advice would you give to budding musicians who may be listening?
- V2 That is easy. Work hard and keep practising. Never give up. Take every opportunity you can to play your instrument, whether at home or school or in the concert hall. Experience counts and every performance brings pleasure to your hearers.
- V1 Kara, we are looking forward to your playing echoing through our homes for a long time to come. Thank you very much for talking to us.\*\*

**V1 Now you will hear the interview again.**

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

**V1 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"***

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE EXAMINATIONS - JUNE 2003	0510	3

**V1 Part 2 Exercise 2: Question 8**

**Listen to the following interview about the perfume-making industry and then complete the notes below.**

**You will hear the interview twice.**

- \*V1 Have you ever wondered how perfume is made and why it is so expensive? Today I am in Grasse in the south of France at a centuries old perfume factory where I am going to find out more about the perfume-making industry. Monsieur Fragonard, could you tell us please how and why the perfume industry grew up in Grasse?
- V2 Certainly. Grasse is a medieval town and for many hundreds of years it has been a source of the extremely expensive waxy essence from flowers which provides the basis of expensive perfumes.
- V1 But why has the industry here become so successful?
- V2 Well, our sense of smell allows us to bring alive memories and images more than any other sense. A certain perfume will remind us for example of an occasion - whether it was our first date or maybe it was what our friend was wearing in the examination room - that is why perfume is so important. Anyway, to answer your question, Grasse didn't start out as a perfume-making centre.
- V1 What do you mean?
- V2 Until the 16<sup>th</sup> century Grasse was a famous glove-making town. Then some of the noblemen complained about the smell of the leather in the gloves which they had bought... They wanted them scented with flowers from Provence - that is the region in which our town is situated, famous for its fragrant fields and hedgerows.
- V1 So that was how it started, scented gloves!
- V2 That's right. Perfume-making in the 16<sup>th</sup> century was very labour intensive – that is, it was hard work. First, flowers had to be boiled in copper vats, or by another method the blossoms and blooms had to be rubbed into fat which slowly absorbed the scent, and then everything had to be washed with alcohol to separate the perfume from the fats.
- V1 Is the process very different nowadays?
- V2 Oh yes. Just look at our factory. It was actually designed by Gustave Eiffel in 1890...
- V1 Do you mean the same M. Eiffel who designed the Eiffel Tower in Paris?
- V2 Absolutely. Anyway, today we extract the scent from flowers using chemicals.
- V1 It sounds easy.
- V2 Yes, but still a long process. We gather flowers from the fields around our town high up in the hills at dawn – the flowers, mainly jasmine, violets and roses – must still have dew on them. One tonne of blooms (10 million flowers) produces 3 kg of perfume essence and 1 kg costs -€15,000.

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- V1 Are you the only factory producing perfume in the area?
- V2 No there are 40 perfume houses, as we like to call ourselves, but the public may only visit 3 of them.
- V1 I've noticed odd ingredients on your shelves – roots and seeds for example...
- V2 Yes, we don't just use blooms, they all have a specific role to play in producing fragrances.
- V1 Are there many different perfumes then?
- V2 Yes, a huge range. The master perfumiers – there are only 340 of them in the world – can recognise up to 4,000 essences...
- V1 Like wine experts do? Do you mean they can say "Roses from Grasse summer 1994"?
- V2 Of course and then there are our new perfumes to learn. It takes 3 years to make and test a new one. Did you know that we make perfumes for lots of purposes? The carpets of new cars are soaked in our scent and that makes the car smell nice for a year.
- V1 I'd like to make a new perfume.
- V2 You can! Come and visit us and for €25 we'll help you create a fragrance and keep its recipe as a secret for your use only!!
- V1 M. Fragonard, many thanks.\*\*

***Pause 30"***

***M1*** Now you will hear the interview again.

***Repeat from \* to \*\****  
***Pause 30"***

***M1*** 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"***

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**V1 Part Three**

**Part Three Exercise One: Question 9**

**Listen to the following interview about whale watching and then indicate which statements are true or false by putting a tick in the correct box. You will hear the interview twice.**

- \*V1 South Africa is famous for its big animals – the elephant, buffalo, rhino, lion and leopard – but what about its largest mammals, its whales? Today we are going to meet Wilson Schmidt the world's only professional 'whale crier' in the old South African fishing village of Hermanus. Wilson, tell us about your job...
- V2 I'm called a 'whale crier' because I play fanfares on this horn to alert tourists to whale sightings. These billboards which I am wearing provide maps of where whales are to be found and how many are likely to be there. I also find the best viewing points for whale-watching audiences.
- V1 Can we only watch whales from your town then?
- V2 Oh no. Hermanus is at the heart of the whale route – we call this the 'whale coast'. You can watch whales from any headland cliff or golden cove...
- V1 All year round?
- V2 Mainly between June and December. You see the whales come from their Antarctic feeding grounds to give birth and to nurture their young. Our sheltered bays give them refuge and warmth.
- V1 Do many whales come?
- V2 Well, they have been a protected species since 1935 and their numbers increase by 7% each year. They have been coming to our shores for hundreds of years of course but the tourist industry has only just realised this and has begun to organise whale-watching as an activity.
- V1 Don't the spectators upset the whales?
- V2 Yes they would do but we have a 300m stand-off policy for ships and aircraft otherwise we might drive the whales away. After all, there is a special relationship between them and our country – they are born here!
- V1 How might a whale react if a boat did stray too near?
- V2 These huge mammals are very friendly and inquisitive. Some would follow a boat and nudge it, for example...
- V1 Do lots of types of whales come to your waters?
- V2 Mainly the 'Southern Right'. Its weight is equal to about 10 elephants and it can be recognised by the bumps on its head. Sometimes 'Humpback whales' come singing as they swim and 'Bryde's whales' are found further offshore all year round. Recently we have even seen one of the rare beaked whales.
- V1 How do you know they are there?
- V2 In the daytime we can see them, but at night people who live here say they are kept awake by the noise of whales splashing in and out of the water. Spectators rush to the coast at the beginning of the season eager to see or hear the first whale. We even have a whale website which keeps you up to date with sightings. It is [www.whalewatching.com](http://www.whalewatching.com).
- V1 Wilson, very many thanks.\*\*

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*Pause 00'30"*

**V1**    **Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**V1**    **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 00'35"*

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**V1 Part Three Exercise Two: Question 10**

**Listen to the following talk from a radio travel programme about the Faroe islands and then indicate which statements are true or false by putting a tick in the correct box. You will hear the talk twice.**

\*V2 I'm on a 3-day visit to the Faroe islands. They are a group of islands in the North Atlantic Ocean and are owned by Denmark but they are to be found near to Iceland. Today I am on Mykines, the most westerly of the islands in search of seabirds. Here there are an estimated ½ million pairs of seabirds. They are all around me as I walk – on rocky shelves and ledges above and below me. Now and again a huge shadow flies over me – it is a Skua – a huge pirate bird – it steals from other seabirds and forces smaller birds to give up the food they have just caught to save it having to catch its own meal.

The sky, the sea and the precipices are all crowded with busy seabirds and the noise is deafening.

There are many marked routes for walkers on this island but beware because some of the walks lead you along very steep paths and narrow footbridges across gorges before bringing you to panoramic vantage points on top of rugged cliffs.

There are good transport links between all 18 of the Faroe islands – by road bridge, by helicopter and by ferry but you still feel a sense of isolation here. That's because of the rocky landscape and the constant sea views. On board the ferry to this island for example you are faced with the sight of a huge wall of unbroken rock from your lurching boat on a rough sea. Then all of a sudden there is a gap in the rock and you see a small harbour perched on a rocky shelf with no pontoon or landing stage ... you just have to jump out of the ferry and hope that you are safely on dry land.

46,000 people live on the Faroe islands and the population is growing – although this island, Mykines, has a population of only 10 adults and 2 children . There is one guesthouse here! The owners have lived in London and Manchester but preferred to return to set up their business and to bring up their 2 children.

The Faroe islands hope very soon to become independent. They have retained their own language and publishers regularly translate books for them into Faroese – but there are only a few Faroese works that have been translated into English, which is a pity.

When I leave this island tomorrow I will travel by helicopter. Its route to Torshaven, the capital of the islands, lies via the island of Koltur. This tiny island is large enough to support one family and their farm.

In my short 3-day stay, I will have seen 3 of the Faroe islands. I'll definitely return soon to visit the other 15 of them!\*\*

*Pause 00'30"*

**F1 Now you will hear the talk again.**

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

**V1 That is the end of Part Three and of the test.**



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**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"*

**V1 Teacher, the tape should now be stopped and all the papers collected.**

**Thank you everyone.**

*[BLEEP]*



June 2003

**INTERNATIONAL GCSE**

**MARKING SCHEME**  
Including Tapescript

**MAXIMUM MARK: 36**

**SYLLABUS/COMPONENT: 0510/04**  
**ENGLISH AS A SECOND LANGUAGE**  
Paper 4 (Listening - Extended)

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**Part 1**

1. row 16 next to tins of tomatoes *(both needed for 1 mark; either order)*
2. £20.50 newspaper *(both needed for 1 mark)*
3. (end of) chapter 12 p.145 *(both needed for 1 mark; either order)*
4. snackbar (drinks) machine *(1 mark each; either order)*
5. dry/cool/warmer/brighter/clearer/  
temperatures rising *(any 2 for 1 mark)*
6. trumpets piano *(1 mark each; either order)*

Page 2	Mark Scheme	Syllabus	Paper
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Part 2 Exercise 1: Question 7

**PROFILE OF A YOUNG VIOLINIST**

**Age: 16 [1]**

**Performing experience:** *played solo violin with some of the world's greatest ensembles/orchestras [1]*

**Violin tuition:** *in Germany, Italy and Spain [1]*

**Number of years playing violin: 14 [1]**

**Type of music played:** *classical [1]*

**Recordings:** *first album containing 12 Pieces / favourite pieces [1]*

**Advice to others:** *work hard, keep practising, and never give up / take every opportunity to play [1]*

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Part 2 Exercise 2 (Question 8)

Basis of perfume: EXPENSIVE waxy extract from flowers [1]

Role of perfume: reminds us of AN OCCASION/memories and images [1]

16<sup>th</sup> century perfume-making:

- Use: to scent GLOVES [1]
- Methods: BOILING flowers in vats or rubbing blossoms into fats. [1]

21<sup>st</sup> century perfume-making:

- Method: CHEMICALS used to extract scent [1]
- Flowers used: jasmine, violets and ROSES [1]

Production:

- 3 Kg of perfume essence comes from 1 tonne of blooms, made from 10 MILLION flowers. [1]
- Cost: 1 kg of perfume essence : 15,000 EUROS [1]
- Number of local perfume houses: 40 [1]

[Total : 9]



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**IGCSE ENGLISH AS A SECOND LANGUAGE (0510/4)**

**LISTENING COMPREHENSION SCRIPT MAY 2003**

**V1 This is the University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education May 2003 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]**

**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. You will hear each question twice. For each question you will hear the situation described as it is on your exam paper.**

**Pause 00'05''**



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**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.**

**Dinesh is in his local supermarket. Where exactly is the olive oil to be found? Give two details.**

\*M1 Excuse me, where is the olive oil please?

F1 It's in row 16, next to the tins of tomatoes.\*\*

*Pause 00'10"*

*Repeat from \*to \*\**

*Pause 00'05*

**V1 Question 2**

**Will is at the petrol station. How much is the fuel bill and what else is he looking for?**

\*M1 Pump number 10, please.

F1 That's £20.50 please.

M1 Thank you. Do you sell newspapers?

F1 Yes, over there next to the map books.\*\*

*Pause 00'10"*

*Repeat from \*to \*\**

*Pause 00'05*

**V1 Question 3**

**Give two details about how you will find your chemistry homework exercises.**

\*\*V2 For your chemistry homework please complete the 10 questions in the exercise at the end of chapter 12. You will find them on page 145.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**V1 Question 4**

**It is breaktime on Patel's first day at college. From which two places may he purchase a drink?**

\*M1 Can you tell me where I could buy a drink please?

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F1 There's a snack bar on the first floor next to the lift. Hot drinks are sold there. Otherwise there's a drink machine next to the gym, which sells coke or lemonade. That might be quicker.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**V1 Question 5**

**List two ways in which the weather will change.**

\*V2 The weather tomorrow will be dry and cool with maximum daytime temperature of 9 degrees Celsius. The outlook for the rest of the week is becoming warmer, brighter and clearer with daytime temperatures rising to 14 degrees.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**V1 Question 6**

**Which two instruments are needed to complete the college orchestra?**

\*V2 We need musicians for the college orchestra. We have enough flutes and clarinets but still need more trumpets and a reliable pianist.\*\*

*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"*

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**V1 Part Two**  
**Part 2 Exercise 1: Question 7**

**Listen to the following interview about a young instrumentalist. Then complete the notes below. You will hear the interview twice.**

- \*V1 Good evening and welcome to "Music Line". Tonight we will listen to a world premiere of a new opera; we will hear excerpts from Schubert's songs and in the studio we are going to speak to a promising young violinist. 16 year old Kara Araf is here with us now.
- V2 Hello
- V1 Kara, you are just 16 and already you are playing solo violin with some of the world's greatest orchestras and ensembles...
- V2 Yes, that's right.
- V1 How have you achieved so much at such a young age? You must have practised continually!
- V2 Yes, for the last 10 years I have been commuting between Germany, Italy, Spain and the UK in order to study violin effectively.
- V1 How have you coped with all the travel and the constant upheaval. Surely you have missed out on your childhood and your education?
- V2 Oh no. Travel has given me a mature approach towards life – it is an education in itself to appreciate other cultures and I have already got some qualifications. I have A-levels in German, Spanish and Music – I would only be beginning to study for those now if I had stayed at home.
- V1. OK. When did you begin playing violin?
- V2 When I was two.
- V1 Two years old? Really?
- V2 I had a tiny violin because otherwise I kept annoying my brothers and sisters when they practised their instruments.
- V1 What sort of music do you play?
- V2 Classical only. I think classical music should be played as the composer wrote it, not in some kind of arrangement with a modern backing. I don't want to become a pop-classical artiste.
- V1 But that would be more popular with audiences, wouldn't it?
- V2 Maybe, but I want my audience to know that I am just like them and that this good classical music is for them to enjoy too. This is what I play, isn't it great?
- V1 What are your plans now?
- V2 I am just about to release my first album – a collection of 12 of my favourite pieces. I hope it will bring joy to many listeners.
- V1 What advice would you give to budding musicians who may be listening?

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V2 That is easy. Work hard and keep practising. Never give up. Take every opportunity you can to play your instrument, whether at home or school or in the concert hall. Experience counts and every performance brings pleasure to your hearers.

V1 Kara, we are looking forward to your playing echoing through our homes for a long time to come. Thank you very much for talking to us.\*\*

**V1 Now you will hear the interview again.**

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

**V1 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"***

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**V1 Part 2 Exercise 2: Question 8**

**Listen to the following interview about the perfume-making industry, and then complete the notes below.**

**You will hear the interview twice.**

- \*V1 Have you ever wondered how perfume is made and why it is so expensive? Today I am in Grasse in the south of France at a centuries old perfume factory where I am going to find out more about the perfume-making industry. Monsieur Fragonard, could you tell us please how and why the perfume industry grew up in Grasse?
- V2 Certainly. Grasse is a medieval town and for many hundreds of years it has been a source of the extremely expensive waxy essence from flowers which provides the basis of expensive perfumes.
- V1 But why has the industry here become so successful?
- V2 Well, our sense of smell allows us to bring alive memories and images more than any other sense. A certain perfume will remind us for example of an occasion – whether it was our first date or maybe it was what our friend was wearing in the examination room – that is why perfume is so important. Anyway, to answer your question, Grasse didn't start out as a perfume making centre.
- V1 What do you mean?
- V2 Until the 16<sup>th</sup> century Grasse was a famous glove-making town. Then some of the noblemen complained about the smell of the leather in the gloves which they had bought... They wanted them scented with flowers from Provence – that is the region in which our town is situated, famous for its fragrant fields and hedgerows.
- V1 So that was how it started, scented gloves!
- V2 That's right. Perfume making in the 16<sup>th</sup> century was very labour intensive – that is, it was hard work. First flowers had to be boiled in copper vats or by another method the blossoms and blooms had to be rubbed into fat which slowly absorbed the scent and then everything had to be washed with alcohol to separate the perfume from the fats.
- V1 Is the process very different nowadays?
- V2 Oh yes. Just look at our factory. It was actually designed by Gustave Eiffel in 1890...
- V1 Do you mean the same M. Eiffel who designed the Eiffel Tower in Paris?
- V2 Absolutely. Anyway, today we extract the scent from flowers using chemicals.
- V1 It sounds easy.
- V2 Yes, but still a long process. We gather flowers from the fields around our town high up in the hills at dawn - the flowers, mainly jasmine, violets and roses - must still have dew on them. One tonne of blooms (10 million flowers) produces 3 kg of perfume essence and 1 kg costs €15,000.
- V1 Are you the only factory producing perfume in the area?

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- V2 No there are 40 perfume houses, as we like to call ourselves, but the public may only visit 3 of them.
- V1 I've noticed odd ingredients on your shelves – roots and seeds for example...
- V2 Yes, we don't just use blooms, they all have a specific role to play in producing fragrances.
- V1 Are there many different perfumes then?
- V2 Yes, a huge range. The master perfumiers – there are only 340 of them in the world – can recognise up to 4,000 essences...
- V1 Like wine experts do? Do you mean they can say "Roses from Grasse summer 1994"?
- V2 Of course and then there are our new perfumes to learn. It takes 3 years to make and test a new one. Did you know that we make perfumes for lots of purposes? The carpets of new cars are soaked in our scent and that makes the car smell nice for a year.
- V1 I'd like to make a new perfume.
- V2 You can! Come and visit us and for €25 we'll help you create a fragrance and keep its recipe as a secret for your use only!
- V1 M. Fragonard, many thanks.\*"

***Pause 30"***

**M1 Now you will hear the interview again.**

***Repeat from \* to \*\*  
Pause 30"***

**M1 That is the end of Part Two. There will be a short break before you hear Part Three.**

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**V1 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 'whale watching' and then answer the questions below. You will hear the interview twice.**

- \*V1 South Africa is famous for its big animals – the elephant, buffalo, rhino, lion and leopard – but what about its largest mammals, its whales? Today we are going to meet Wilson Schmidt the world's only professional 'whale crier' in the old South African fishing village of Hermanus. Wilson, tell us about your job...
- V2 I'm called a 'whale crier' because I play fanfares on this horn to alert tourists to whale sightings. These billboards which I am wearing provide maps of where whales are to be found and how many are likely to be there. I also find the best viewing points for whale-watching audiences.
- V1 Can we only watch whales from your town then?
- V2 Oh no. Hermanus is at the heart of the 1,500 km long whale route – we call this the "whale coast". You can watch whales from any headland cliff or golden cove...
- V1 All year round?
- V2 Mainly between June and December. You see the whales come from their Antarctic feeding grounds to give birth and to nurture their young. Our sheltered bays give them refuge and warmth.
- V1 Do many whales come?
- V2 Well, they have been a protected species since 1935 and their numbers increase by 7% each year. They have been coming to our shores for hundreds of years of course but the tourist industry has only just realised this and has begun to organise whale-watching as an activity.
- V1 Don't the spectators upset the whales?
- V2 Yes they would do but we have a 300m stand-off policy for ships and aircraft otherwise we might drive the whales away. After all, there is a special relationship between them and our country – they are born here!
- V1 How might a whale react if a boat did stray too near?
- V2 These huge mammals are very friendly and inquisitive. Some would follow a boat and nudge it, for example...
- V1 Do lots of types of whales come to your waters?
- V2 Mainly the "Southern Right". Its weight is equal to about 10 elephants and it can be recognised by the bumps on its head. Sometimes "Humpback whales" come singing as they swim and "Bryde's whales" are found further offshore all year round. Recently we have even seen one of the rare beaked whales.

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V1 How do you know they are there?

V2 In the daytime we can see them but at night people who live here say they are kept awake by the noise of whales splashing in and out of the water. Spectators rush to the coast at the beginning of the season eager to see or hear the first whale. We even have a whale website which keeps you up to date with sightings. It is [www.<dot>whalewatching.<dot>com](http://www.whalewatching.com).

V1 Wilson, very many thanks.\*\*

*Pause 00'30"*

**V1 Now you will hear the interview again.**

***Repeat from \*\* to \*\****

***Pause 00'30"***

**V1 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 00'35"***



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**F1 Part Three Exercise Two: Question 10**

**Listen to the following interview about some new planes that will fly beyond the sound barrier quietly. Then answer the questions below. You will hear the interview twice.**

\*V1 Today I am talking to John Bakhir, a plane maker, about the new plans for "baby Concorde", small planes which will beat the sound barrier without disturbing the environment by creating sonic booms. Mr Bakhir, Concorde is well known for being one of the world's dirtiest and noisiest aircraft. How do you plan to change that for the better?

V2 There are plans already for the new "Son of Concorde" as it has been nicknamed. We could begin building the new design within 5 years. Do you know the new "baby Concorde" will be faster, and of course much cleaner and quieter?

V1 There are lots of advantages of the new design then.

V2 Oh yes! Journey times will be much shorter – Rome to London for example might only take one hour. Of course at the moment Concorde is not allowed to fly at supersonic speed over land as it makes too much noise. The sonic boom it makes when flying at that speed disturbs residents who live in the flight path and can shatter glass and shake buildings. At the moment it only really flies at that speed over oceans. If it could maintain that speed over land, as the new designs will, then it would cut journey times considerably. More than 60% of current airtraffic flies over land, so for supersonic transport to become important its noise level has to be reduced. And of course the emissions of the current models pollute the atmosphere a lot, so that has to be modified too.

V1 So how are you planning to do this?

V2 Experts believe that they can produce a new generation of supersonic aircraft which are quiet enough to fly over land without anyone on the ground being disturbed. The nose and the tail sections of the aircraft will be extended. This will flatten the pressure waves, which are created when a plane passes the sound barrier, thus reducing the boom. NASA have already managed to reduce the noise level on experimental designs to a quarter of that currently produced by today's supersonic aircraft. They hope to cut this even more with time and testing. Also the new engines being trialled only emit quarter of the amount of nitrogen oxide currently emitted.

V1 How far will these new aircraft be able to fly?

V2 They will have a range of about 11,000 miles, that is more than twice the distance our aircraft today are able to fly. The target launch date is about 2020. If you want to keep up to date with developments, then visit our website: [www.supersonic.com](http://www.supersonic.com)

V1 Mr Bakhir, many thanks.\*\*

*Pause 00'30"*

<b>Page 15</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
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F1 Now you will hear the interview again.

*Repeat from \* to \*\**

*Pause 00'30"*

**V1 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"*

**V1 Teacher, the tape should now be stopped and all the papers collected.**

**Thank you everyone.**

*[BLEEP]*

**Grade thresholds** taken for Syllabus 0510 (English as a Second Language) in the June 2003 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	56	-	45	38	25
Component 2	84	74	59	45	-
Component 3	30	-	23	18	16
Component 4	36	31	23	15	-

The threshold (minimum mark) for B is set halfway between those for Grades A and C. The threshold (minimum mark) for D is set halfway between those for Grades C and E. The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

	maximum mark available	minimum mark required for grade:		
		1	3	5
Component 5	30	25	13	3
Component 6	30	25	13	3

*Note:* Grade criteria for Component 5 (Oral) and Component 6 (Oral Coursework) are printed in the syllabus booklet.