

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/03

Paper 3 (Listening – Core), maximum mark 30

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 0510 (English as a Second Language) in the November 2004 examination.

| | maximum mark available | minimum mark required for grade: | | | |
|-------------|------------------------|----------------------------------|----|----|----|
| | | A | C | E | F |
| Component 3 | 30 | N/A | 23 | 17 | 13 |

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.



November 2004

INTERNATIONAL GCSE

MARK SCHEME
Including Tapescript

MAXIMUM MARK: 30

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

| | | | |
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Part 1

Questions 1-6

- 1 £3.84 (1 mark)
- 2 3rd on right, 1st on left (Middle Road) (1 mark)
- 3 18 Euros 50 (1 mark)
- 4 ice on runway (1 mark)
- 5 pedestrian zone (1 mark)
- 6 front five coaches train divides (at Basel) (2 marks)

Total 7 marks

Part 2 – Exercise One

Question 7

Career file: Orchestra conductor

- Role:** *in time/playing at same speed* [1]
- Size of orchestra:** *80 to 100 musicians* [1]
- How to conduct:** *Body language* [1]
- Own instrument:** *Trumpet* [1]
- Education:** *3 years at music college* [1]

Total 5 marks

| | | | |
|--------|-----------------------|----------|-------|
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Part 2 – Exercise Two

Question 8

Rose Farm

| | | |
|------------------------|---|-----|
| Location: | MIDDLE OF <i>Kenya</i> by <i>Lake Nakuru</i> | [1] |
| Purpose: | <i>home grown roses</i> EXPORTED to <i>whole WORLD</i> | [1] |
| Weekly flower harvest: | 800 000 <i>stems</i> | [1] |
| Climate: | <i>two seasons, plentiful water from lake,</i> <i>good DAYTIME TEMPERATURES, cool nights</i> | [1] |
| Altitude: | 5 000 FEET <i>above sea level</i> | [1] |
| 70 day cycle: | <i>preparation of beds, PLANTING, caring, FEEDING</i> | [1] |
| Flowers picked at: | <i>7 a.m. DAILY/EACH MORNING</i> | [1] |

Total 7 marks

Part 3 – Exercise One

Question 9

- a) F
- b) F
- c) T
- d) F
- e) F
- f) F
- g) F
- h) F
- i) T
- j) F

Total 5 marks

Part 3 – Exercise Two

Question 10

- a) F
- b) T

| | | | |
|---------------|------------------------------|-----------------|--------------|
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- c) T
- d) F
- e) F
- f) F
- g) T
- h) T
- i) F
- j) T
- k) T
- l) F

Total 6 marks

| | | | |
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R1 Cambridge International Examinations.

International General Certificate of Secondary Education: November Examination Session 2004

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]

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"

((The next 4 lines do not appear on the tape))

R1 Part One 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.

((tape continues))

Question 1

Nazir is buying some stamps. What is his total bill?

*V1 Good morning, how much are stamps for postcards to India please?

V2 64 pence each.

V1 I need 6 please.

V2 Here you are, that's £3.84 please.....**

Pause 00'10"

*Repeat from * to ***

Pause 00'05

| | | | |
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R1 Question 2

Arif is looking for the badminton club's new venue. Where exactly will he find it?

*V1 Excuse me. I'm looking for the badminton club, but I think it's moved recently. Is this the village hall?

V2 No this is the youth club hall. The village hall is in Middle Road.

V1 Where is that?

V2 Third on the right and then first on the left.**

Pause 00'10''

*Repeat from * to ***

Pause 00'05

R1 Question 3

Nathan is booking some tickets to a leisure park. How much is a child's ticket?

[telephone]

*V1 Hello is that the "The Towers" leisure park?

V2 Yes, can I help you?

V1 Could you tell me your admission prices please?

V2 22 Euros 50 for adults and 18 Euros 50 for children.**

Pause 00'10''

*Repeat from * to ***

Pause 0'05

R1 Question 4

Why is the plane late?

*V1 Hello, I'm going to be late. My flight's been delayed because of ice on the runway.**

Pause 00'10''

*Repeat from * to ***

Pause 00'05

| | | | |
|---------------|------------------------------|-----------------|--------------|
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R1 Question 5

Charleen wants to visit the castle? What must she find first?

*V1 Excuse me, how do I get to the castle?

V2 Oh, you are long way away! Go straight ahead to the pedestrian zone, over there in front of the supermarket. You will see the castle up above you and then simply climb up the steps to it.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05

R1 Question 6

Martin is boarding his train to Milan, but where must he be sure to sit and why?

*V1 The train at platform 14 is the 11.33 train to Milan. Passengers for Milan please sit in the front 5 coaches. This train divides at Basel.

Pause 00'10"

*Repeat from *to ***

Pause 00'05

R1 That is the last question in Part One. In a moment you will hear Part Two. Now look at the questions for Part Two, Exercise 1.

Pause 00'20"

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R1 Part Two

Part Two Exercise One – Question 7

Listen to the following interview with a young orchestra conductor, and then fill in the details below.

You will hear the interview twice.

[f/x - intro music..]

- *V1 Hello and welcome to “Music Time”. Today we’re going to meet a young gentleman who has a great responsibility. He is the conductor of a large national orchestra. Georg Ramon, welcome to the programme. Can you tell us what being a conductor means?
- V2 Certainly. I stand in front of the orchestra with my back to the audience and I make sure that each group of instruments keeps in time with the other groups.
- V1 How many players are we talking about?
- V2 I have to check that 80–100 people are all playing at the same speed.
- V1 Oh, and is that all?
- V2 No. no. I interpret the music and the dynamics – that’s the loud and soft sounds, the mood of the piece. I put my own ideas into how it should be performed and of course that would be different from other conductors’ ideas on the same piece.
- V1 How ever do you accomplish all that?
- V2 Using my hands and the baton – a little conducting stick which I hold and wave about. In rehearsals or practices I can speak to the musicians and tell them what I want to do but during a concert I can only use my hands, facial expressions and body language.
- V1 Can you hear everything that’s being played all at once by every instrument?
- V2 Well yes, that comes with years of practice and that is the conductor’s role – to hear everything in case someone persists in playing a wrong note. You hear everything and divide the parts up in your mind to find out which instrument is playing the wrong note.
- V1 Do you play an instrument yourself?
- V2 Yes, I play the trumpet – I’ve been learning it since I was 6 years old.
- V1 When did you decide to become a conductor?
- V2 At university. I was studying music there and kept taking over rehearsals so friends kept advising me to become a conductor.
- V1 Did you have to study specially for it?
- V2 Yes three years at Music College after my degree.
- V1 What’s your ambition?
- V2 To make music accessible to everyone, so that every age group will enjoy it.

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V1 Georg Ramon, thank you for bringing music into our studio!**

Pause 00'30''

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30''

That is the end of Part Two Exercise One. In a moment you will hear Part Two Exercise Two. Now look at the questions for Exercise Two.

Pause 00'25

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R1 Part Two Exercise Two - Question 8

Listen to the following interview about rose growing in Kenya, and then fill in the details below.

You will hear the interview twice.

- *V1 Hello and welcome to Kenya. I'm glad that you can join me here to meet Nick Ramotswe, the manager of a local rose farm. Nick; tell us about your trade.
- V2 Thank you. I run "Rose Farm", it is on the shores of lake Nakuru right in the middle of Kenya and surrounded by a variety of wildlife – hippos, pelicans and giraffes for example. We specialise in exporting home-grown roses all around the world.
- V1 Why roses?
- V2 Roses are so lovely – they have a special meaning when given as a gift – they can express thanks, love or congratulations and are so beautifully scented – they use all our senses.
- V1 So how many do you grow?
- V2 Lots! Our farm spreads over 35 hectares – that's about the size of 35 football pitches and we have to cut nearly 800,000 rose stems per week. The roses are usually at their destination within 60 hours of being picked wrapped in foam of course to protect their delicate petals otherwise they would arrive crushed and bruised.
- V1 You aim for top quality?
- V2 Yes we aim for the best – the fresher the roses are the better.
- V1 Is Kenya ideally suited for rose growing then?
- V2 We think so. We only have 2 seasons and the lake is a plentiful water supply for us. We have good daytime temperatures and cool nights. We are 5,000 feet above sea level so that makes our roses more hardy and guarantees that they will last longer for the customer.
- V1 Rose growing must be a complicated process.
- V2 Yes, from preparing rose beds to planting, caring and feeding. Rose growing for us is on a 70-day cycle.
- V1 Do you have many employees?
- V2 Yes, three for every 70,000 roses – it doesn't sound many does it, but it means we have a large number of employees.
- V1 When do you harvest the roses?
- V2 7 o'clock each morning. Then the roses go to the packing house and are graded according to the size and perfection of each. You must see them there ready to be sent – lovely colours, yellows, pinks, deep reds and peaches. Beautiful and always the overwhelming fragrance.
- V1 Modern roses don't have much scent do they?

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V2 No and because of that we're trying to breed more fragrant roses – that is what the customer wants, you know.

V1 Obviously you are a major employer in your community.

V2 Oh yes, we provide work, we work alongside other growers sharing transport and production methods and most of all we give local people a chance to raise their standard of living by providing regular employment.

V1 Nick, many thanks. **

Pause 30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 30"

That is the end of Part Two.

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

Pause 00'40"

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R1 Part Three

Part Three Exercise One: Question 9

Listen to the following interview about Istanbul in Turkey and then indicate whether each statement is true or false by putting a tick in the appropriate box.

You will hear the interview twice.

[F/x - Bar of intro documentary type music for a radio Food programme]

- *V1 Hello and welcome to "Food File". And this week we are in Istanbul. I'm here to meet a famous cookery writer, Ceyda Nas, a native of the country and to discover the delights of this historic city. Ceyda, Istanbul is unique isn't it?
- V2 I certainly think so. For a start it spans two continents – it is in both Europe and Asia you know. I grew up here and my grandfather used to tell us the most wonderful stories. My family at that time lived on the shores of the Bosphoros Straits in a little village which is now part of the city. Did you know that Istanbul is one of the largest cities in the world? Of course it also has the best food in the Middle East but then I'm biased as I've just written a book about it.
- V1 Oh...! the smell of fresh baking here has made me hungry! Can we try some?
- V2 Certainly. Let's begin the day with this. It's called baklava and is a sweet, made of about 40 layers of pastry and you could eat it with some of this nice buffalo-milk cream. Mmmm, delicious!
- V1 Lovely! What next?
- V2 Well let's walk on. The streets here are always jammed with cars and people crossing the Golden Horn into the old part of the city.
- V1 What's there to see?
- V2 Mosques, ancient palaces and very old streets which seem to be tumbling down as we look at them but they're all still lived in and a very important part of the life, tourism and culture of the big city. You really feel the past here, it's like living history.
- V1 Oh yes.....
- V2 Istanbul is nearly 1,700 years old now. Look that's the Blue Mosque up on the hill of the Old City. Inside it is decorated by 21,000 priceless turquoise tiles. There's the cathedral over there that was built in the 6th century and then there is the palace too.
- V1 Let's have a look at the market.
- V2 We call it a bazaar and it is an important part of the city's life too. We call this a city within the big city, as inside the number of shops has increased to over 5,000. Tourists from all over the world visit here and try to barter for a good bargain. The bazaar was started in 1458 and it doesn't look a lot different today really. It is such an interesting place to shop.
- V1 We could cross over to Asia from Europe for lunch.
- V2 Let's do that. From here we can sit and eat while looking across the water. The pace of life in Asia seems much calmer than the European side of the city - it seems more rural here.

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V1 We can return to Europe by ferry across the water can't we?

V2 Yes, passengers are always served refreshing black tea on that journey too. But before that I want to find the little street here where my grandmother used to live. It must be just over there – I know that the house is no longer there but this is definitely the area.... I do love it here; there are times when you are by the Bosphoros that you feel it is the best place on Earth to be. **

Pause 00'30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30"

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

Pause 00'35"

| | | | |
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R1 Part Three Exercise Two - Question 10

Listen to the following talk about a type of fruit called the blueberry and then indicate whether each statement is true or false by putting a tick in the appropriate box.

You will hear the talk twice.

*V1 At the end of the day I like to go out for a walk and look for blueberries on the moor behind where I live. Blueberries are natives of North America where they grow wild on low bushes and fatter sweeter varieties are cultivated in people's gardens. Native Americans there used them either fresh or dried in cooking and soon the Europeans who settled there began to use them as well. Sometimes blueberries are called "Huckleberries".

In most parts of the world and indeed where I live in Ireland blueberries grow wild. I have to look carefully for them though. They're deep blue, almost black with a velvet skin and taste like blackberries but sweeter. Blueberries though are very fragile and bruise and burst easily. When their juices ooze out the picker is covered in purple. They're so easy to use; you eat the whole fruit, just wash and dry them gently. Then – eat them as they are, make them into jam or bake them in the middle of a cake or even blend them into a fruit drink.

The best news is that blueberries are good for you too. They're a good source of vitamin C and fibre and are high in antioxidants. These in particular help our eyes: preventing eyestrain, improving night vision and even helping to prevent blindness.

You must always use a non-metallic container to store your blueberries – you could even freeze them or dry them or keep them fresh in the fridge for a short time – whatever you do, you will find blueberries delicious and a benefit to your health.

Pause 00'30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30"

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"

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

Thank you everyone.

[BLEEP]