

**MARK SCHEME for the October/November 2007 question paper**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/03**

Paper 3 (Listening – Core), maximum raw mark 30

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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 discussions or correspondence in connection with these mark schemes.

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### Questions 1–6

- |   |  |     |
|---|--|-----|
| 1 | 5 <u>oranges</u> for the price of 4/5 <u>oranges</u> for 80p (instead of £1) | [1] |
| 2 | 10:30  | [1] |
| 3 | eggs and flour   | [1] |
| 4 | sea front/next to town hall/on the promenade      ANY ONE                    | [1] |
| 5 | (already) seen the film  | [1] |
| 6 | slow/stopping service  | [1] |
|   | will have to wait for next ferry   | [1] |

[Max. total for Questions 1–6: 7 marks]

### Question 7: Hands-on Technology Centre

- |                                  |  |     |
|----------------------------------|--|-----|
| <b>Advertising statement</b>     | hand AND mind  | [1] |
| <b>Examples of experiments</b>   | bend light/use prisms/human battery OR electricity produced by human body      ANY TWO | [1] |
| <b>Motto</b>                     | doing AND believing  | [1] |
| <b>Events</b>                    | projects/(run) workshops/(guest) lectures OR “Science for all” talks                   | [1] |
| <b>Minimum duration of visit</b> | 2 hours  | [1] |

[Max. total for Question 7: 5 marks]

### Question 8: Jurassic Coast

- |   |   |     |
|---|---|-----|
| <b>Job of warden</b>                        | teach people/public OR (launch) educational campaigns | [1] |
|   | fossil hunting  | [1] |
| <b>Date of some fossils in area</b>         | 170 million   | [1] |
| <b>Museums and</b>                          | visitor centres                                       | [1] |
| <b>Fossil Code gives advice/information</b> | hunting/collection AND identification                 | [1] |
| <b>Fossil Code warns</b>                    | incoming  | [1] |
| <b>Best place to fossil hunt</b>            | (recently collapsed) rocks                            | [1] |

[Max. total for Question 8: 7 marks]

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**Question 9: Bananas**

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

**[Max. total for Question 9: 5 marks]**

**Question 10: Designer**

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

**[Max. total for Question 10: 6 marks]**

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**TAPESCRIPT**

**R1 University of Cambridge International Examinations  
International General Certificate of Secondary Education**

**November Examination Session 2007**

**English as a Second Language  
Paper 3 – 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 1. 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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**R1 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 answers should be as brief as possible. You will hear each item twice.**

**R1 Question 1 Kasha is at the market. Give details of today's special offer.**

\*V1 Those oranges look lovely – I'll take 5 please.

V2 They are on offer – 5 for the price of 4. Normal price would be £1, but today's price only 80 pence – a real bargain.

V1 Thank you.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 2 At what time should the team meet?**

\*V1 Our tennis match begins at 11.00 on Saturday. The minibus leaves here thirty minutes before that – so be here for 10.30 please. The match will be finished by 1.00 and we'll be back here by 1.30. Any questions?\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 3 Orlando is cooking a celebration meal. Which two ingredients is he lacking?**

\*V1 We just need some chocolate and some cream to finish off decorating the cake.

V2 I've just brought in some of each.

V1 Good. Then let's add the eggs – oh, none in the fridge – I'll have to buy some.

V2 Buy some more flour too, there's not much left.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 4 You are looking for the college office. Where exactly is it located?**

\*V1 You want to register for a course? You need the college office, but it's not in this building. It's on the sea front next to the Town Hall – go left out of here and walk the whole length of the road, at the end turn right and that brings you onto the promenade. It will only take you about 5 minutes.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

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**R1     Question 5     Why do the friends decide to ice skate?**

\*V1 What would you like to do tomorrow? Shall we go to the cinema, the shops or swim at the sports centre? Or would you rather eat a pizza in that new café?

V2 Let's do them all. We'll swim first, then pizza and shopping and we'll finish with a film – oh but I've already seen that one in town.

V1 Then let's go to the evening session at the ice rink instead. I haven't skated for a long while.

V2 Agreed, an excellent idea.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1     Question 6     Why might there be a problem if Salke and Tom travel on the later train? Give two details.**

\*V1 Hello Salke, where are you? Our train leaves in ten minutes. It's the one which connects directly with the ferry.

V2 I'm on my way Tom, I'll run. I am rather late. I'll be with you in a few minutes.

V1 Well, there's another train in half an hour but it is a slow stopping service and we would have to wait for the next ferry then.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1     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".*

**R1     Part 2  
Part 2 Exercise 1 - Question 7**

**Listen to the following interview about a hands-on technology centre, and then complete the details below. You will hear the interview twice.**

\*V1 Are you looking for something different to do during the holidays? Well here is a suggestion for a visit which will challenge your mind. Professor Bond is the director of this exciting new project which has just opened its doors to the public.

V2 Yes, come and visit us at our "Intech" centre – the name means "get to know about technology". A famous scientist said, "the hand is the cutting edge of the mind," and this saying has become the centre of our advertisements. We believe in that and so we have set up 100 exhibits in our new purpose-built centre, each one of which will create a true hands-on learning experience for the visitor.

V1 You mean that by handling complex scientific ideas and seeing how they work it's easier to learn about them?

V2 Exactly so. For example, when you visit us, you can investigate how to bend light using prisms. All the equipment you need is there for you. Usually there are no queues as we have plenty of experiments for everybody in our huge exhibition centre. You can become a human battery in one of our experiments and understand how electricity can be produced by the human body – the explanations are all there for you in clear language – you don't need a guide or anyone to explain it to you.

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V1 It sounds fascinating. Is your centre suitable for families or just for adults?

V2 There is something there for every age group from toddlers to parents and grandparents, so bring a whole group of people - the most important requirement is that you have an enquiring mind and that you want to find out about the worlds of science, technology, maths and engineering.

V1 And I see that your motto is, "doing is believing". That seems very apt for what you offer to the public. Do you also run a programme of events perhaps?

V2 Yes, new projects are always being trialled and then we run workshops where you can, for example, make a solar-powered model to take home. Some evenings we hold guest lectures – we have a special hall for this which seats 200 people. We call these talks, "Science for all", with the aim of promoting the love and study of science at every level. Our last topic was "Why Eskimos don't build skyscrapers."

V1 It all sounds really interesting. How long does it take to explore the world of technology at your centre then?

V2 As long as you can spare but you really need at least two hours – remember there is a choice of 100 exhibits! If you become tired then have some refreshment in our café area and then start again.

V1 How can we visit you then?

V2 We are open 51 weeks of the year, 7 days a week, from 10 till 4, but for entry details, admission fees and information about our special events and lectures, visit our website: [www.intech.com](http://www.intech.com)\*\*

*Pause 00'30"*

**R1 Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 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"*

**R1 Part 2, Exercise 2 - Question 8**

**Listen to the following interview about finding fossils, and then complete the details below. You will hear the interview twice.**

[FX: short intro theme music]

\*V1 Welcome to "Science World". We all know that fossils are remains of animals of the past which are now extinct and most of us might find a couple of them among rocks on the beach. Some people, however, are lucky enough to have fossil finding as a career. Today we are meeting an expert and professional fossil hunter, the warden of a section of coast known as the "Jurassic Coast". Ruth Bailey, tell us, what does being a coast warden mean?

V2 I am responsible for looking after a piece of coastline and helping to protect it by launching educational campaigns for the public to promote safe fossil hunting and care for the whole coastal environment.

V1 It must be a very interesting and fulfilling job. Can you tell us how your area got the name of "Jurassic Coast" please?

V2 Of course. Our beaches here are full of fossils, some of which originated 170 million years ago, in the so-called "Jurassic Period" when dinosaurs roamed the earth.

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V1 That is incredible, to think that the area which you work in contains fossilized creatures which were alive at the same time as dinosaurs.

V2 There are many, many fossils to be found on this stretch of coastline, you might come across the imprint of a Jurassic fern plant or find a lovely coiled ammonite. A fossil is just an animal which has become transformed into stone really, so look carefully as you take each step. You might make the find of a century.

V1 Lots of people have done so here, haven't they?

V2 Yes, the world famous fossilist Mary Anning lived here in the early 1800s. She saved her family from poverty by finding and selling fossils.

V1 So where is the best place to find a rare fossil?

V2 Our 95 mile stretch of coastline has something to offer in each of its bays and expanses of cliff face whether it is a dinosaur footprint or a unique fossil. As the sea crashes relentlessly against the cliff, more and more fossils are revealed easily for collectors to find.

V1 What a wonderful opportunity. So how would the visitor to your area know how to start looking for fossils?

V2 First a warning - be careful because the whole Jurassic area is slowly falling into the sea as the rocks and cliffs are eroded by time, weather and tide. This coast is very unsafe for climbing.

V1 Surely you don't just let people hammer at the cliffs anywhere they want to?

V2 Over the years that has happened, of course, and mindless theft of fossils has left the cliffs and paths dangerous and vulnerable to land slides in some parts. So we set up a series of museums and visitor centres along the coastal path to help conserve the cliffs. These centres provide information on how to hunt for fossils - we call this the "Fossil Code" - and an identification service too.

V1 Do you mean if I find a fossil they will tell me what it is?

V2 Exactly. They will also show you how to dig safely for fossils.

V1 You mean not climbing up cliff faces?

V2 Exactly, especially after wet weather when there are often land-slides. You must also beware of the tides. You don't want to be left clinging to a cliff face with the incoming tide cutting you off for another 12 hours and no way of escape.

V1 I will be careful.

V2 Also, you need to know that the best place to look is among recently collapsed rocks on the shore. Happy fossil hunting, hope you find something really rare. If you do you will need to register your find at one of our museums. So be careful and take good care of the environment too as you search and dig.\*\*

*Pause 00'30"*

**R1 Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Part 2. In a moment you will hear Part 3. Now look at the questions for Part 3, Exercise 1.**

*Pause 00'40"*



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**R1 Part 3**  
**Part 3, Exercise 1 - Question 9**

**Listen to the following interview with a nutritionist, and then indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the interview twice.**

[FX: short intro theme music]

\*V1 Good evening and welcome to "Healthy Eating". Tonight we welcome nutritionist Andre Weiss who is going to talk to us about the world's favourite fruit, bananas.

V2 That's right – bananas are versatile, full of vitamins and easy to digest and they come complete with their own biodegradable packaging. What more could you ask for?

V1 A healthy fast food then?

V2 That describes the banana very well.

V1 Tell us exactly why bananas are so good for our health.

V2 One banana gives you fibre, vitamins C and B6 and potassium which is thought to be helpful in controlling blood pressure.

V1 Aren't they full of fructose?

V2 Yes, fructose is a natural sugar found in fruit, but this fruit sugar is good for you, it releases slowly into the bloodstream. For example, if you slice up a banana and eat it with your breakfast cereal it will keep you going all morning and you won't have to reach for your biscuits and chocolate bars mid-morning.

V1 I'll give that a try but I think I'll still have the chocolate bar as well. Are bananas really the most popular fruit in the world?

V2 They certainly are. In some countries, the banana alone accounts for more than a third of all the fruit eaten.

V1 I've seen bananas in our local supermarket with a fair-trading label on them.

V2 Yes and those are the ones to buy. The company which carries out fair-trading ensures that all farmers are guaranteed a consistent, fair price for their crops.

V1 Should we buy green bananas or yellow bananas – lots of people eat them when the skin is nearly black and the fruit is very soft and sweet, don't they?

V2 Yes and some prefer the opposite, buying only greenish bananas. But bananas ripen really quickly so however you like your bananas you should buy them under ripe, that is green.

V1 My mother always puts a banana in a bag with pears or peaches which aren't ripe.

V2 Yes that is because bananas give off a gas called ethylene when ripening and that helps other fruits to become ripe too. Look for those unusual red bananas too, which are also called "apple bananas". They are hard to find in the shops but are worth trying, as they taste so nice.

V1 So would you encourage us all to eat a banana every day?

V2 Yes, put one in your lunch box, or chop it up and add to a fruit salad or bake a lovely banana cake or put bananas into a delicious curry.

V1 You have convinced us that bananas are an incredibly convenient addition to a healthy diet and just right for us all in our busy stress-filled lives. Thank you.\*\*

*Pause 00'30"*

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**R1 Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Part 3, Exercise 1. In a moment you will hear Exercise 2. Now look at the questions for Exercise 2.**

*Pause 00'35"*

**R1 Part 3, Exercise 2 - Question 10**

**Listen to the following talk by a designer, 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 I work as a designer or you might call me a builder. I am employed by a company which makes millions of tiny plastic bricks for children to build with each year. Our bricks are brightly coloured, easy to handle and fun – they fit together so easily that even a very young child can build models with them. However, our bricks and the more complex designs which we create and market are also equally suited to the older child and many adults too find building and designing models a calming sort of therapy in contrast to the busy pace of life.

I have just designed a new series of models using some new shapes of brick which will be launched in the spring. Our building blocks are not necessarily cuboid, we manufacture all sorts of shapes in order to make model-building more realistic and exciting and to give endless hours of play while encouraging the children to use their imagination.

People often ask me how I begin to create a new design. First of all, our team of designer-builders discusses possibilities for the next 10 years – it actually takes a few years from design idea to shop shelf. Then we do some sketch-work development. That just means that we draw our idea so that it can be shown to others in the company for their approval. The next stage is to manufacture any special bricks we might need, perhaps in a certain new shape or colour. After that, the model itself can take several months to complete – my latest design took me 3 months to perfect. Building the model is not an exact process at that stage – I use a lot of trial and error until it looks right – then I can write an instruction leaflet using the finished model so that the consumer can also achieve the same effect with the purchased kit. I also build with a specific target age group in mind.

I am always amazed at the popularity of our bricks as they have been sold for over 40 years and are still a world favourite. My own favourite model is my blue robot. It has been made into our company icon. That means that every time you see our company logo in an advertisement my little blue robot appears alongside it. That is real job satisfaction.\*\*

*Pause 00'30"*

**R1 Now you will hear the talk again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Part 3, 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"*

**R1 Teacher, the tape should now be stopped and all the papers collected.**

**Thank you everyone.**

*[BLEEP]*