

**MARK SCHEME for the October/November 2012 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/32**

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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**Questions 1–6**

<b>1</b>	tomatoes <b>AND</b> juice	BOTH REQUIRED FOR 1 MARK	[1]
<b>2</b>	future matches <b>AND</b> how to join (the team)	BOTH REQUIRED FOR 1 MARK	[1]
<b>3</b>	(send) text <b>AND</b> let (Mum) know all OK	BOTH REQUIRED FOR 1 MARK	[1]
<b>4</b>	(follow) cycle path / (go) straight across the island / (decide) not to follow road		[1]
<b>5</b>	not due for 58 minutes / have to wait <b>AND</b> extra to pay	BOTH REQUIRED FOR 1 MARK	[1]
<b>6</b>	(go to the) café		[1]
	fireworks	1 MARK FOR EACH DETAIL	[1]

**[Total: 7]**

**Question 7: Table tennis coach**

<b>Selin Kaya:</b>	<b>WORLDWIDE / WORLD / INTERNATIONAL</b>	[1]
<b>2010:</b>	<b>PARKS</b> and <b>(TRAIN) STATIONS</b> <i>(in either order)</i>	[1]
<b>Provided:</b>	please <b>RETURN</b> after <b>USE</b>	[1]
<b>Rewards of role:</b>	<b>PROGRESS / IMPROVEMENT</b>	[1]
<b>Selin's advice for people wanting to play:</b>	<b>DESK</b> or even on your <b>KITCHEN</b> table.	[1]

**[Total: 5]**

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**Question 8: Amazon walk**

<b>Time taken:</b>	<b>859 / EIGHT HUNDRED AND FIFTY NINE</b> days	[1]
<b>Dates of walk:</b>	<b>APRIL</b> until <b>AUGUST</b> <i>(NB: if the date is given it must be the 9<sup>th</sup>)</i>	[1]
<b>Amazon River:</b>	is world's second <b>LONGEST</b> river	[1]
<b>Extra distance walked:</b>	<b>3,200</b> kilometres added to the journey because of <b>FLOODS / FLOODING / ROUNDABOUT ROUTE</b>	[1]
<b>Survival tactics: Food:</b>	spider <b>MONKEYS</b> , snakes, fish, eels, scorpions and <b>ANTS</b>	[1]
<b>Survival tactics: Health:</b>	advice sought via <b>SATELLITE</b>	
<b>Cho:</b>	<b>GUIDE / WALKED WITH ME / STAYED TO END</b>	[1]
<b>Summary of dangers survived:</b>	<b>ATTACK</b> by hostile tribes, mosquito bites and tropical <b>DISEASE</b> .	[1]

**[Total: 7]**

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**Question 9: Spider crab**

Every two correct items receive a full mark.

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

**[Total: 5]**

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**Question 10: Sewing project**

Every two correct items receive a full mark.

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

**[Total: 6]**

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**TAPESCRIPT**

**IGCSE English as a Second Language  
Listening Core**

**November 2012**

**TRACK 1**

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

**November examination session 2012**

**English as a Second Language  
Core tier – 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 recording to be louder or quieter, tell your teacher NOW. The recording 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 recording back on.***

***[BLEEP]***

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## **TRACK 2**

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

**Look at Questions 1 to 6. 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"*

### **R1 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.**

#### **R1 Question 1 What exactly is Mariam asked to supply?**

\*V1 Hi Mariam! Tomorrow evening we're going to have a meal together and then help each other with our exam projects. Would you like to come?

V2 Yes please. What shall I bring?

V1 We are each going to bring something. We're cooking pasta and tomato sauce. Could you bring some tomatoes please, Mariam? Oh, and some juice to drink as well?\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

#### **R1 Question 2 What does Simon decide to include in the report? Give two details.**

\*V1 I'm writing the under-17s football report for the school magazine. Can you remember what the score was last week please Rob?

V2 Yes, Simon, we lost 6 nil!

V1 Oh dear, that's not very positive. What about your previous match score?

V2 Even worse, Simon: 7 nil.

V1 Oh dear, I think I'll leave out the scores. I'll write about future matches instead, and I'll say how people can join the team.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

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**R1 Question 3 What does Mum ask the campers to do before they go to bed, and why?**

\*V1 Mum, a group of us are going to camp down by the stream tonight, is that ok?

V2 Yes, but be sure to take your phones and torches with you. Send me a text before you go to sleep to let me know you are all ok.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 4 How do the friends decide to save time?**

\*V1 Here's a map of the island; we are meeting Matteo at 12, here at the southernmost point.

V2 Easy – let's cycle due south then. We're already late, it's 10 minutes to 12!

V1 But the road follows the coast around the island; it doesn't lead straight across it.

V2 Cycle paths are shown too; let's try and follow the cycle paths instead of the road to save us time and miles.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 5 What are the two disadvantages of catching a direct train?**

\*V1 When does the train to Ho City leave please? Can I travel direct or do I need to change trains?

V2 There's a train leaving in 5 minutes from platform 8. You will need to change trains and platforms twice for that one. You can wait and catch the direct train from platform 11 but it's not due for 58 minutes and there's extra to pay for that service.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*



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**R1 Question 6 What should the guests do after visiting the lighthouse, and why is Tuesday best for the trip?**

\*V1 Andrew, where can we take our penfriends when they come to stay for the school exchange visit?

V2 I'd suggest a harbour trip, Peter. You can show them the whole coastline from there. Walk up to the top of the lighthouse on the rocks at the edge of the harbour.

V1 That's a good idea, Andrew. We can end the day at the café on the quay, where you get on the boat.

V2 Yes Peter, and if you go on a Tuesday there's a firework display in the evening too.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 That is the last of Questions 1 to 6. In a moment you will hear Question 7. Now look at the questions for this part of the exam.**

*Pause 00'20".*

### **TRACK 3**

**R1 Question 7 Listen to the following interview with a table tennis trainer, and then complete the details below. You will hear the interview twice.**

\*V1 Hello and welcome to "Sports Weekly." We have been hearing recently about sports projects throughout the world. This week our focus is on table tennis. Selin Kaya, table tennis star, is here in the studio to tell us more.

V2 2012 is an Olympic year. Sports teams all round the world trained for this huge event. My own involvement has been with the Ping Worldwide Table Tennis Project.

V1 That sounds interesting. How has that project helped to promote the status of table tennis as a world sport?

V2 Branches of this international project have promoted table tennis in many countries: *Ping Australia* and *Ping UK* are two examples.

V1 I think I've heard about that project – didn't you set up tables in parks and at train stations? Your aim was to encourage commuters on their way to work, shoppers and tourists to play table tennis.

V2 Yes, that was in 2010. Celebrities played games of table tennis to give us more publicity; you probably read about us in the newspapers. You might well have played on the open air tables in Hyde Park, London – right by the Serpentine Lake.

V1 I did, luckily it wasn't raining! It was good that you provided bats and balls for us too.

V2 We provided equipment with a label on saying "please return after use," and it seemed to work.

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V1 Have there been other projects like yours?

V2 Yes, but they were mainly art and music projects: there were painted animals in capital cities around the world, then in summer 2009 there were 30 pianos placed around London with a sign saying, “play me I’m yours,” to encourage an interest in playing instruments and music. All these projects were very successful, but my aim has been to promote table tennis.

V1 Selin, well done!

V2 Thank you, we even organised a match with teams from two rival rail companies at one main station.

V1 Explain your own role within the project for us, please.

V2 I have been very privileged to be appointed team coach for a squad of young Olympians. This role has involved a lot of travel and much intensive work but the reward of the job is seeing the progress of the young players.

V1 What advice could you give to anyone interested in training in table tennis for the next Olympics?

V2 Visit the website **playtabletennis.com** to find local clubs, coaching and tournaments. Most importantly, just play table tennis: on a *Ping Worldwide* table in the park or even on your desk or on your kitchen table; it’s all good training!\*\*

*Pause 00’30”*

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

*Repeat from \* to \*\*  
Pause 00’30”*

**R1 That is the end of Question 7. In a moment you will hear Question 8. Now look at the questions for this part of the exam.**

*Pause 00’25”*

#### **TRACK 4**

**R1 Question 8 Listen to the following interview with an explorer, and then complete the details below. You will hear the interview twice.**

\*V1 Hello and welcome to our monthly “World Records” report. With us in the studio is Ed Stafford who made the news headlines in 2010.

V2 Yes, I was the first person to walk the length of the Amazon River in South America; I walked from its source in the mountains to its mouth at the edge of the Atlantic Ocean.

V1 That sounds a long way, how long did it take you?

V2 859 days.

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V1 That is a long time!

V2 I set out on 2<sup>nd</sup> April 2008 and finished on 9<sup>th</sup> August 2010.

V1 You walked for more than two years then. How did you prepare yourself physically for a walk that would take so long to carry out?

V2 Well, I had been a captain in the army so I was used to physical challenges. The Amazon is the world's second longest river.

V1 The Nile in Egypt is the longest of course.

V2 And I was preparing to tackle the 6,400 kilometre length of the Amazon so I underwent appropriate training.

V1 Did you walk exactly 6,400 kilometres?

V2 No. I had planned that the walk would take me one year. Heavy floods meant that I had to walk a roundabout route along the river. I ended up walking an extra 3,200 kilometres and I was away for 18 months longer than I had planned.

V1 So where was your starting point back in 2008?

V2 I started at the source of the Amazon on the peak of Mount Mismi in Peru.

V1 Did you aim to use the walk for any purpose other than setting a world record?

V2 Oh yes, my actual aim was to raise money for several charities such as *Cancer Research, Project for Peru* and *Action for Brazil's Children*.

V1 Did you make a documentary or broadcast reports while you were walking?

V2 Yes, I did and I used a satellite to keep a blog and a video diary about the progress of the trek; you can still follow this at **walkingtheamazon.com**. I also wanted to raise awareness of the threats to the Amazonian rainforests and its people. I think I have achieved this aim through all the publicity generated by my walk.

V1 How did you eat? Surely there weren't shops en route?

V2 No, of course not – I'm trained in survival in the wild and my diet for two and half years was spider monkeys, snakes, piranha fish, eels, scorpions and ants.

V1 That doesn't sound very pleasant! Was your health OK?

V2 Generally yes, although I did contract some sort of skin disease and had to ask for first aid advice via the satellite.

V1 Did you walk alone?

V2 Some of the time, yes. I began with a colleague, and then walked alone for a couple of months. Then Cho, a local forestry worker, agreed to walk with me for 5 days and thankfully he stayed until the end of the trek.

V1 He became your guide and helper, didn't he?

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V2 Oh yes – I couldn't have managed without him. And no-one makes coffee like Cho does.

V1 What happened when you reached the mouth of the Amazon River?

V2 I dived into the Atlantic Ocean to prove that I had finished. That was at 9am on 10<sup>th</sup> August 2010. I had survived attacks by hostile tribes, mosquito bites and tropical disease!

V1 Well done for completing it. Ed, thank you for talking to us about your record-breaking walk.\*\*

*Pause 00'30"*

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

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Question 8. In a moment you will hear Question 9. Now look at the questions for this part of the exam.**

*Pause 00'35"*

## **TRACK 5**

**R1 Question 9 Listen to the following interview about a huge crab, and then indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the interview twice.**

\*V1 Welcome to our wildlife programme. Today we are at the Sea Life Centre and our focus is the Pacific Ocean or, more specifically, 300 metres under it! Gabby Garcia is with us to tell us more.

V2 Hello, I'm Gabby Garcia and I am the director of this Sea Life Centre.

V1 What is a Sea Life Centre, Gabby?

V2 You can find our centres all over the world; we aim to bring the mysteries of the oceans to your doorstep. Visit us and you can handle an octopus, see a shark at close quarters and learn many facts about the undersea world.

V1 And your centre has a new addition.

V2 Yes. Our new visitor is a 1.5 metre long, 20 kilogram crab. Now that's almost as tall as you! Our Japanese spider crab is the largest ever found and it is visiting our centre for a short time, so come and see it for yourself.

V1 It sounds huge!

V2 It is. We've called the crab "Crabzilla" like the famous cartoon lizard monster "Godzilla". This is because of the crab's size and because it comes from the sea around Japan which was also "Godzilla's" home.

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- V1 For how long is the Japanese spider crab staying at your centre, Gabby?
- V2 It will be with us until next March when it'll be taken to its permanent home.
- V1 Oh, so we have a bit of time yet. Tell us about these huge crabs. Are we likely to meet one when paddling in the sea?
- V2 I doubt it. These crabs usually live in deep water, about 300 metres below the surface of the Pacific Ocean, or even deeper.
- V1 Are they always that size?
- V2 This species of crab can grow wide enough to be able to grab and pick up a car, just like in a monster film.
- V1 But what about the other crabs in your Sea Life Centre? Won't they be worried by the arrival of the monster Japanese spider crab?
- V2 No, I don't think so; he's a gentle giant, not aggressive and he won't eat them.
- V1 What does such a crab eat? Humans?
- V2 The crab usually eats seaweed, small fish, plants and sea snails.
- V1 Can you describe its appearance please? I'm worried I might meet one.
- V2 It has 10 legs like all crabs, 2 of which are used for feeding. These have pincers with rows of teeth on them which are used to catch and tear up food.
- V1 Oh dear. Do they ever come on land?
- V2 Sometimes. You will know if you meet one. Its body is dark orange and there are white spots on its legs. The crab's eyes are at the front of its body with two short horns between them.
- V1 Do people eat spider crabs?
- V2 Yes, they are enjoyed for their delicious taste.
- V1 Won't they become endangered?
- V2 Fishermen are forbidden from catching them in the spring, when they lay their eggs.
- V1 Does any animal species hunt the spider crab or is it too big for that?
- V2 Actually other animals do hunt these crabs and we have seen spider crabs cover themselves with sponges and small sea creatures in order to hide from large predators.
- V1 How clever. Gabby, thank you for talking to us – we'll visit your centre soon.

*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 Question 9. In a moment you will hear Question 10. Now look at the questions for this part of the exam.**

*Pause 00'35"*

### **TRACK 6**

**R1 Question 10 Listen to the following talk by a founder of a sewing organisation, 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'm Bernard Carré, I'm 75 years old and I'm here to tell you about the sewing organisation my wife Francoise and I have set up in India. We both worked at a university. When our work took us to Pondicherry we realised that we could do something to help people in the region make a living by sewing and exporting cotton bags. When you have an idea how you can help people, you have to act upon it – even at my age.

First we set up links with craftspeople near Pondicherry, took their items back to our home country with us and sold them at local craft fairs and exhibitions. We also sold some products through local fair trade shops. We are both volunteers but many people offered to give their time and money to help us expand the project. We were able to buy equipment to help these workers in India to earn their own living.

We decided specifically to help one village which had been devastated by a natural disaster. We set up a sewing unit there and trained local people to sew cotton bags. We then began to receive orders for these bags via email; we had set up a cybercafé in the village to help communication for the families who live there.

The employees print the design which has been selected by the customer, make up the bag and export it to its destination which can be anywhere in the world. We decided to focus on making cotton bags because they are light to transport and wouldn't create a large carbon footprint which heavier items such as candles would.

This all took place in 2002; now 10 years on, the sewers are benefiting from their work and have sewn 30,000 bags in 100 different designs. Our 8 employees have been able to send their children to school with the money they have earned. Their knowledge, confidence and skills have also grown over time. The workshop is situated in their own village and two families actually live above it. We encourage them and the local community to use their sewing machines at any time not just for work but to sew their own clothes too.

We have been able to pay the workers and also help a nearby night school. The school teaches 200 people but used to suffer from electrical power cuts – now we have installed solar panels to solve this problem.

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We have launched a website so make sure you visit: [www.sewingorganisation.com](http://www.sewingorganisation.com) to watch our progress.\*\*

*Pause 00'30"*

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

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

**R1 That is the end of Question 10, and of the test.**

**In a moment your teacher will 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, please collect all the papers.**

**Thank you everyone.**