

**MARK SCHEME for the May/June 2014 series**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/33**

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 May/June 2014 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>Question</b>	<b>Answers</b>	<b>Marks</b>
1	beach	1
2	milk bread	1
3	head teacher / principal	1
4	large family	1
5	name order number	1
6	sport(s) shoes / sport(s) / trainers / sneakers / training dirty / muddy	1  1

[Total: 7]

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**Question 7: Bollywood Foley Artist**

<b>Question</b>	<b>Answers</b>	<b>Marks</b>
(i)	ENGINEER	1
	TRAINS and AIRCRAFT(S)	1
(iii)	STONE	1
(iv)	PLASTIC	1
(v)	LEAVES	1

[Total: 5]

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**Question 8: The Freeze Festival**

<b>Question</b>	<b>Answers</b>	<b>Marks</b>
<b>(i)</b>	WINTER	1
<b>(ii)</b>	THREE/3 and TWO/2/2 WEEKEND	1
<b>(iii)</b>	360/THREE HUNDRED AND SIXTY	1
<b>(iv)</b>	RAMP/SLOPE	1
<b>(v)</b>	ONE HUNDRED/100 and THIRTY-TWO/32	1
<b>(vi)</b>	WATERPROOF SUNGLASSES and	1
<b>(vii)</b>	TICKETS	1

[Total: 7]

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**Question 9: Meet Flexi the Robot**

<b>(a)</b>	T
<b>(b)</b>	F
<b>(c)</b>	T
<b>(d)</b>	T
<b>(e)</b>	T
<b>(f)</b>	F
<b>(g)</b>	F
<b>(h)</b>	F
<b>(i)</b>	T
<b>(j)</b>	T

[Total: 5]

**Question 10: Responsible Tourism**

<b>(a)</b>	<b>A</b>
<b>(b)</b>	<b>C</b>
<b>(c)</b>	<b>A</b>
<b>(d)</b>	<b>C</b>
<b>(e)</b>	<b>B</b>
<b>(f)</b>	<b>B</b>

[Total: 6]

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**TRANSCRIPT**  
**IGCSE English as a Second Language**  
**0510/31 Listening Core**  
**June 2014**

**TRACK 1**

**R1 University of Cambridge International Examinations**  
**International General Certificate of Secondary Education**  
**June examination session 2014**  
**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.**

*[BEEP]*

**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 answers should be as brief as possible. You will hear each item twice.**

**R1 Question 1 Where did the hotel hold the barbecue?**

V1 \*Hi, Miriam! Here we are, back at college again! Did you have a good holiday?

V2 It was so relaxing. We went to Spain and stayed in a lovely hotel, with a beautiful swimming pool. And the food! Mmmm... it was out of this world. I think the barbecue on the beach, on the last night, was the best part of the whole holiday. It was even better than the picnic in the mountains.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

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**R1 Question 2 Which two items does Kafi have to buy at the local shop?**

V1 \*Kafi, before you start your homework, please could you go down to the shop for me? We've run out of milk and bread, and carrots and potatoes, so can you get those, please? But, wait... I can manage without the vegetables for now, I suppose. I'll go to the market for them tomorrow morning – that'll be cheaper, too.

V2 OK. I'll just go to the local shop then. Can you give me the money?\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 3 Who was in charge of the band during the opening ceremony at the hospital?**

V1 \*Good evening and welcome to the 6 o'clock local news. Here are the headlines. The town of Ethridge had an important visitor this afternoon – the prime minister came to open the new hospital. A welcome speech was given by the mayor, and the local school band played, under the direction of their head teacher. This hospital has been a long time coming, and large crowds came to see the opening ceremony.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 4 What is the new reading book going to be all about?**

V1 \*\*Now, everyone, we are going to study a new book for the end-of-term examination.

V2 Is it going to be another nineteenth-century novel?

V1 No, we're going to study a more modern book. The famous author Suzette Wilson wrote it – in 1975, which I know might seem a long time ago to you. But its main theme – being part of a large family – is really interesting for us all – even in 2014; it's funny, and I think you're all going to enjoy it.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

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**R1 Question 5 Which *two* pieces of information does Marcus need so that he can change the customer's order?**

*(telephone; V1 male)*

V1 \*Online help desk here. Marcus speaking, how can I help?

V2 Hello. I'm trying to order a sweatshirt from your website and I've made a mistake. I want a medium-size sweatshirt in blue, but I clicked on 'large' and 'red' by mistake. What should I do?

V1 Give me your name and I'll take a look. I also need the order number – you can see it at the top left hand corner of your screen. Then I'll be able to correct it for you.

V2 That's a relief. Thank you...\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 6 What kind of shoes is the girl wearing AND what is wrong with them?**

V1 \*Oh my goodness... I've just made it! For once, the train was on time!

V2 You did have to run pretty fast – I saw you from way back there, and I was worried I'd have to go into town on my own!

V1 Everything went wrong. I couldn't find my coat or my mobile phone – and then one of the heels of my black shoes broke off. That's why I'm wearing my sports shoes. I didn't want to, because they're really dirty. I didn't have time to clean the mud off after my last run.

V2 Well, at least you were able to run fast!

V1 That's true!\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*



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**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 Deepa Raj, who works in the Mumbai film industry as a Foley Artist, and then complete the notes below. You will hear the interview twice.**

V1 \*Welcome to 'Watch Out!', our weekly radio programme about films and film making. Today, I am joined by Deepa Raj, who is a 'Foley Artist' in one of the largest Mumbai film studios. Tell me, Deepa, what exactly is a 'Foley Artist'?

V2 Well, a Foley Artist is a kind of sound engineer. You may not realise it, but nearly all the films made in 'Bollywood', in India, are made with little sound recording on location. This is the same as in other countries around the world.

V1 Don't they record any sound when they film the scenes with the actors?

V2 Oh yes, they try to capture the sounds of the actors speaking the dialogue, but there are many reasons why they want to add to the soundtrack afterwards, in the studios. There may be a lot of background noise, for instance, traffic, trains or aircraft noise. The noises on location often spoil the dialogue, so the actors might have to speak in the studio and replace a whole scene, or just a few words.

V1 So your job is to record the voices of the actors in the studio.

V2 That is just a small part of it. We have to add to the soundtrack to make it sound more realistic. On a film set nothing is real. In a sword fight, for example, the swords are often made of plastic, the floor is usually made of wood painted to look like polished stone. The sounds are not convincing, and the Foley Artist's job is to replace them with realistic sounds.

V1 So, how do you manage to create the proper sounds?

V2 Well, the swords have to sound like metal clashing, so we use metal sticks and bang them together. At the same time, the floors have to echo like hard surfaces, so we drop steel pots onto stone to make loud clattering sounds. We record these sounds and then add them to the sound track.

V1 It's like building up a painting, layer upon layer of paint.

V2 Exactly so. We are artists in our own right. Even smaller sounds are added, like clothes flapping in the wind, or a fire crackling – we crumple up plastic for that effect. They are what makes the film sound 'real'. If you can tell that the sound is done by a Foley Artist, then it isn't very good. It has to sound absolutely natural.

V1 What is the most difficult part of the job?

V2 Perhaps it's making the different sounds of feet. A Foley Artist is sometimes known as a 'Walker' or 'Stepper', because we provide the sound of all the footsteps in the film. Every footstep for every character... we have to match the steps with the surface – is it sand? Or snow? Or leaves? We must remember the mood of the character – is he angry? Happy? In a panic?

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V1 That must be really hard. Tell me, is it true that you still use coconut shells to make the sound of a horse's hooves?

V2 Yes – believe it or not, that is still the best way to make the sound of a galloping horse! Two coconut shells, one against the other – one of the cheapest tools in our studio!

V1 Thank you, Deepa. Some interesting facts there for our listeners...\*\*

*Pause 00'30"*

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

*Repeat from \* to \*\**

*Pause 0'30"*

**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"*

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#### **TRACK 4**

**R1 Question 8 Listen to the following interview with a man who organises an unusual music festival known as the Freeze Festival, and then complete the notes below. You will hear the interview twice.**

V1 \*Music festivals are very popular events in many countries now – they're big summer attractions. But perhaps one of the more unusual ones takes place in London, in the UK, in the winter. And I have here one of the organisers, to tell us more about it. Martin Vincent – welcome to our music news show.

V2 Hi. Thanks for inviting me onto your show.

V1 Martin, for those of us who are not familiar with the Freeze Festival, perhaps you would give us a rough idea of what it's all about.

V2 Right. Well, it's a music festival with a difference. Not only can you go along and hear bands, and all kinds of great music, but you can go along and watch skiing and snowboarding competitions – and all in the city of London. The first Freeze Festival was held in the winter of 2008, and now it looks as if it will be a regular annual event. At first, it was three days long, but it's shorter now, all fitting into a two-day weekend, packed with activities and fun, for all ages.

V1 This is in the city of London, right?

V2 That's right. It's held on a large site on the south bank of the River Thames – a former coal-fired power station where they made electricity, but which is no longer in use. So there's plenty of space. And we need it for the skiing and snowboarding.

V1 Surely you can't depend on London getting large quantities of snow! It may be cold – but not that cold! There is hardly ever any ice, let alone snow – England must have one of the lowest snowfall rates in Europe!

V2 You're right – all the snow has to be man-made!

V1 That must be a lot of snow to make.

V2 You're right again! The area around the power station has to be turned into a skiers' paradise, with 360 tonnes of snow. The main feature of the festival is a huge ramp for the skiers and snowboarders to jump from.

V1 Yes I've seen videos of that on the internet – it looks huge – how big is the ramp exactly?

V2 The slope is 100 metres long. The skiers and the snowboarders have to travel as fast as they can down the slope, at a terrifying 40 degree angle, and then go up the 32-metre-high ramp at great speed – up to 60 kilometres per hour – so they can leap off the top into the air. It takes a lot of courage to make those jumps, and it's fantastic to watch.

V1 I suppose the music must be another major attraction.

V2 Yes, it attracts artists from all over the world and thousands of people crowd into the enormous tents to listen.

V1 So it's really a festival for music lovers and snow sports enthusiasts?

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V2 Well yes, but there's more to it than that. We have art exhibitions and there's a great range of shops. Skiing has a wide range of fashionable clothing associated with it, and all the major sports dealers will be there to show off their latest ranges of clothing. So if you need a woolly hat or some waterproof gloves, or some stylish sunglasses – this is a great place to come and find them.

V1 It all sounds like a great day out.

V2 There are a few tickets left for this year's festival. Just go online and check out the website – [www.freezefestival.com](http://www.freezefestival.com).

V1 Well, Martin, we've run out of time, I'm afraid, but thanks for coming in today. \*\*

*Pause 00'30"*

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

*Repeat from \* to \*\**

*Pause 0'30"*

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**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 chat show conversation about a robot called Flexi, and then indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the conversation twice.**

- V1 \*Tonight on our chat show, for a change, we have not one guest – but two! Ladies and gentlemen – allow me to introduce you to Dr Phillip Jacob, who has flown from Japan to be with us tonight. And with him, someone those of you here in the studio may recognise. But let's ask Phillip to introduce him to us. Good evening, Phillip.
- V2 Good evening. I'm very pleased to be able to introduce my friend, Flexi, to you this evening. Unfortunately, he's not able to speak to you himself. But he can shake your hand. You see, Flexi is the world's most advanced robot. He looks like a human and he can do many things like a human! But I can assure you he is definitely only a machine.
- V1 Good evening, Flexi. And let me tell all of you at home that this is definitely the first time I have ever shaken hands with a real live robot! That handshake was rather scary – he was able to move his hand exactly at the right times and at the same speed as I moved my hand! However does he do it?
- V2 He has two visual sensors in his head – you could call them his 'eyes', I suppose – and he can also sense movement and pressure in his wrists. He is able to recognise your hand movements as a wish to shake hands.
- V1 Amazing! Tell us a little about how Flexi came into being.
- V2 Well, this Flexi is the latest of twelve versions of the robot since we started developing it in around 1984. The aim is to produce a robot which can help people in their everyday tasks, especially people who have difficulty in doing things by themselves. We are well on the way to achieving our aim.
- V1 Does Flexi have someone controlling him off stage?
- V2 No. In the past, he needed a controller, but now he's able to get things done by himself. This is thanks to a high-tech computer system which he carries around with him.
- V1 I can't see anything. Where is it then?
- V2 It's actually located inside his chest area.
- V1 Oh really, it's well hidden. So what kind of things can he do on his own?
- V2 Well, he is now able to tell if his battery is running low – it only lasts for about an hour – and he will make his own way to the battery charger.
- V1 I saw him walk into the studio just now. He looks a bit like a small astronaut, but he can walk quite smoothly.

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V2 Yes. He's become more flexible over the years, so that now he can walk at 2.7 kilometres per hour, and run at 6 kilometres per hour. Not only that, he can walk up a slope and climb stairs. He can even kick a football back to you.

V1 That is hard to believe.

V2 If you look at his website on the internet, you can see a video of him doing just that! Another ability of his that you can see in the video is twisting open a bottle of water and pouring the water into a cup.

V1 However can he manage that without fingers?

V2 He doesn't need them. Our scientists have managed to create what they call '34 degrees of freedom'. No other robot can do what he can do. Flexi is able to move his wrists and his arms in 34 different ways.

V1 That's great.

V2 Yes – and, as a result, he can perform quite delicate movements, such as pushing a shopping trolley or turning on a light switch.

V1 Tell me, does Flexi make many public appearances?

V2 Quite a few, and all around the world. Believe it or not, he conducted a symphony orchestra in the USA in 2008! And imagine! Last December, he appeared in a popular TV quiz show in Britain, and actually managed to win!

V1 Thank you, Dr Jacob, and thank you, Flexi. I wonder what he'll be doing next time he visits us!\*\*

*Pause 00'30"*

**R1 Now you will hear the conversation 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"*

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## **TRACK 6**

**R1 Question 10** Listen to the following talk about responsible tourism, and then indicate which statement – A, B or C – best completes the sentence, by putting a tick in the appropriate box. You will hear the talk twice.

V1 \* For many years, we've been aware of the damage that tourism can do to people and to the places tourists love to visit. For example, beautiful coastlines in Europe have been ruined by the building of ugly, high-rise hotels. Many beaches and wildlife habitats have been totally destroyed. Local people such as fishermen have lost their livelihoods, as the beaches have been taken over by holidaymakers, noisy jet skis and motor boats. Animals have lost their habitats – salt marshes, for instance, have been built over by roads and new towns. Trees and plants have been destroyed. Of course, sometimes local people have been offered employment in the tourist industry, but too frequently, the jobs are only for the summer holiday season anyway.

And we're facing new problems now. More and more of us are travelling to see animals in the wild, because we love wildlife. But we may be in danger of destroying the very creatures and habitats we're all so desperate to see. Take central Africa as an example, where tourists can watch gorillas at close quarters. Researchers here have reported that gorillas are being stressed out by so much attention from the tourists. The gorillas are also becoming vulnerable to human diseases such as the common cold, brought into their forests by the visitors. Local people are forced out of the areas where they normally live or hunt for food, as these areas are kept clear for the tourists to visit.

But it isn't all doom and gloom. Take Jordan for instance. In east Jordan, you can visit the Azraq oasis – an area of green surrounded by barren, stony desert – which is now protected as a wetland habitat. It gives shelter to the many thousands of migrating birds, which stop over here on their long journeys, as well as offering a home to water buffalo, and a few varieties of fish including the unique 'killifish'. In Azraq, they have set up a small hotel for tourists, and employ local people to run it and prepare home-cooked food from local ingredients. Local women are able to sell small items that they have made for the visitors. It is possible to create opportunities for visitors to experience the beauty of a country whilst preserving its natural environment, its culture and its traditions.

Remember – we can all play our part, however small. When we go on holiday, we should try to make sure that we choose holidays which do not harm the local people, countryside or wildlife. And if you stay at home, remember there is always a need for volunteers in conservation. \*\*

*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.**