

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2005 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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the *Report on the Examination* for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses

Page 1	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

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Part 1

Questions 1-6

- | | | |
|---|---|--------------------|
| 1 | has swimming competition | [1] |
| 2 | orange juice | [1] |
| 3 | tomato + pineapple | [1] |
| 4 | this morning/in half an hour/11.15 AND
before the bad weather/rain | [1] |
| 5 | 12 km | [1] |
| 6 | turn left/end of road/follow signpost | any two needed [2] |

Total: 7 marks

Part 2

Question 7 Coffee grower in Nicaragua

- | | |
|--|-----|
| Location of farm: northern Nicaragua | [1] |
| Coffee co-operative: small/family farms | [1] |
| Payment to coffee farmers: guaranteed/fair/proper | [1] |
| Packaging: logo/symbol | [1] |
| Benefits of FTFT: food | [1] |

Total: 5 marks

Question 8 The changing face of Antarctica

- | | |
|---|-----|
| Antarctica: vast, WHITE wilderness in South Pole | [1] |
| Possible changes: GREEN PLANTS | [1] |
| Southern Ocean: WARMER | [1] |
| Wildlife affected: WHALES and SEALS | [1] |
| New sites required: BREEDING/NESTS and FEEDING | [1] |
| Exploitation of ocean: By whalers, sealers, COMMERCIAL FISHERMEN | [1] |
| Number of Tourists: will increase from 13 500 to 27 000 | [1] |

Total: 7 marks

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

Part 3

Question 9 Packed lunches

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

Total: 5 marks

Question 10 World's first flying car

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

Total: 6 marks

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

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

R1 Question 1 Why can't Abdalla play in the football match on Tuesday evening?

*V1 Here is the team for Tuesday evening's football match, Abdalla.

V2 I'm sorry, I can't play then. I'm representing my college in a swimming competition.

**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 2 What does Georgette eventually choose to drink?

*V1 That rice dish looks good!. And what would you like to drink Georgette?

V2 Mmmm... I think I'd like a cup of hot chocolate, or perhaps a cup of tea or coffee. No, I'll order a glass of orange juice. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 3 Daron is ordering a pizza. Which toppings does he choose?

*V1 Hello, I'd like to order a pizza to take away, please, a vegetarian one.

V2 What would you like on it? We've got a choice of green peppers, red chillis, tomato, pineapple, courgettes, olives, sweetcorn, sweet potato and mushrooms.

V1 Tomato and pineapple please.

V2 That's unusual, but coming right up! **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

R1 **Question 4** When does Fernanda suggest going for a walk, and why?

*V1 It's nearly 11 o'clock, Fernanda. Are we going for a walk today?

V2 Well, this paper says the weather forecast is very poor. < Reads > Oh dear ...

becoming wet and foggy this afternoon, worsening overnight. We'd better get ready and go for a walk in about a quarter of an hour and make sure we avoid the rain. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 **Question 5** How far is it until Gift and Eddyryll can stop for lunch?

*V1 Let's stop as soon as we can and eat our lunch, Gift.

V2 Fine, Eddyryll, but I can't stop on the motorway itself. We'll have to wait until the next northbound service station.

V1 OK, there's a sign: 'Services: southbound 48 km and northbound 12 km'. That won't take long. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 **Question 6** How will Ahmed get to the library? Give *two* directions.

*V1 Excuse me, could you tell me the way to the library please. I've been told it is in the Town Hall building at the very top of the hill.

V2 Ah, it's better to turn left here and go to the end of the road. Then follow the signpost for the library. **

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".

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

R1 Part Two

Part Two Exercise 1 - Question 7

Listen to the following interview with a coffee grower in Nicaragua, and then fill in the details below.

You will hear the interview twice.

[F/X short lead-in theme music]

*V1 Hello, and welcome to the forested mountain landscape of northern Nicaragua, where we are going to meet farmer Juan Díaz and his family. Sr. Díaz, welcome to the programme.

V2 Thank you, please call me Juan. My family and I are very pleased that you have come to visit our coffee-growing farm here in Nicaragua.

V1 Juan, the scenery is very beautiful here. Have you always lived here?

V2 Yes, this is the farm where I was born and grew up. My father was a farmer before me.

V1 Did he grow coffee, too?

V2 Yes, but it was a different situation to nowadays. Did you know that over half of the world's coffee is produced on small family farms with just a few acres of coffee bushes? You see, I've joined with other small farms through a non-profit-making organisation, called Freedom Through Fair Trading (that's FTFT for short), to be able to export coffee beans to a major supermarket chain. My poor father struggled to make ends meet. He barely made a living from the land. We were very poor.

V1 How has FTFT made a difference then?

V2 Well, FTFT organise a group of farms to supply coffee to world-class retailers, and they pay us a proper price for it. We receive a guaranteed fair price for our harvest. And they say that our coffee is used in restaurants and advertised as being from our farm, and that also, when it's packaged to be sold in supermarkets, it has the FTFT logo on the side, so that everyone knows that we have grown the coffee.

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

V1 This must have made a difference to the way in which you live.

V2 Certainly. I can afford better food for my children and they are growing fast on a healthy diet. Also, they are getting a much better education than I had. They can stay in school longer and don't need to help on the farm so much. I've even bought a mule to help me on the farm with the heavy work.

V1 Is it just your family who are benefiting from this co-operative of coffee farmers who supply coffee to FTFT?

V2 Oh no, there are many of us, all of whom have a better standard of living now, not just here but all around the world, especially in parts of Central and South America, East Asia and sub-Saharan Africa.

V1 And this agreement is not just on an annual basis?

V2 No, in fact, FTFT encourage coffee importers to give us credit to improve our farms and to build long-term trading relationships and therefore provide us and them with stability.

V1 Juan Díaz, thank you so much for welcoming us to your coffee farm. **

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''

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

R1 Part Two Exercise 2 Question 8

Listen to the following interview about the consequences of global warming in Antarctica, and then fill in the details below. You will hear the interview twice.

*V1 Hello, and welcome to *Our World Today*, our weekly look at the effect of human beings on their environment. We all think of Antarctica as being a vast, white wilderness surrounding the South Pole, and we hear often of expeditions and scientific research being carried out there by international teams. Currently, all this is under threat because if the world goes on warming up, then the whole face of Antarctica will change. Jenny McCloud, an environmental officer with the Antarctic Survey, is here with us to explain the situation. Is it really so bad, Ms McCloud?

V2 Yes, it is. Within a hundred years, Antarctica as we know it, will have changed out of all recognition.

V1 How exactly?

V2 Well, here are three examples. Ice blocks will melt and form a different landscape to what we have always known. Penguins will have to move south in order to find a cold enough climate, and green plants will begin to grow on the Antarctic rocks.

V1 That doesn't sound like the land of ice and snow that it is today.

V2 Exactly. There are three parts of the world that are warming up far too quickly, and the Antarctic Peninsula is one of them. Now, climates are always changeable at any point in history, but the fact is that this warming up phase is too fast and could cause many disastrous events.

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

V1 The sea will warm up, too, I suppose?

V2 Yes, the southern ocean will become warmer. In turn, there will be less ice on the Antarctic Peninsula and some ice shelves will collapse. Do you know that already explorers and researchers are reporting areas of green plants; perhaps 5-10 times more now than when the first research bases were built.

V1 And the wildlife will be badly affected?

V2 Oh yes, I mentioned the penguins, but also the seals and whales will have to move their breeding grounds.

V1 Why do penguins need to move?

V2 Well, warmer air would bring more snow, and penguins can't maintain their nests in deep snow. The poor penguin doesn't want to sit on its nest with a metre of snow above it. Penguins choose their breeding sites very carefully, you know. The trouble is that penguins have to go to the edge of the ice shelf to feed, so the pattern of the ice is also very important. It's vital for them to find places suitable for both breeding and feeding.

V1 Has all this global warming been caused by human beings?

V2 We're responsible in some measure for causing the climate change and we're certainly responsible for exploiting the Southern Ocean.

V1 By fishing, you mean?

V2 Yes, whalers, sealers and commercial fishermen have been flocking there for over two hundred years, and now tourists add to its exploitation.

V1 Tourists?

V2 Yes, last year thirteen and a half thousand tourists visited this area in cruise ships and disturbed the wildlife. Next season there could be as many as 27,000 visitors.

V1 So how can our listeners help the situation in Antarctica?

Page 9	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

V2 Keep away, promote awareness of what's happening to Antarctica and keep up to date with details of our Antarctic Survey on our website: www.antarctica.ac.uk **

Pause 00' 30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00' 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 1.

Pause 00' 40"

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

R1 Part Three.

Part Three Exercise 1 Question 9

Listen to the following interview with a nutritionist about the quality of packed lunches, 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 - intro theme tune]

*V1 Hello and welcome to *You Are What You Eat*, our weekly programme about achieving a healthy diet. More and more people are packing their own lunch to take to eat at work or school. Today, we have a leading nutritionist, Dr Jacques Parfitte, with us in the studio to give us some advice on what we should pack in our lunch boxes. Dr Parfitte, I usually have a chocolate bar and maybe an apple in my packed lunch and I drink a cup of coffee with it. Is that OK?

V2 Well, the apple is healthy, full of vitamin C and fibre. But I think you need more vitamins and fibre, for example, a wholemeal sandwich containing salad or vegetables or something. I also think your coffee should be decaffeinated, and, if you drink it white, use skimmed milk.

V1 Why are you so interested in packed lunches?

V2 We all need to change our attitudes towards what we eat at lunchtime. We researched what people pack for their lunch and typically it is a white bread sandwich, crisps, a chocolate bar, a piece of fruit and a fizzy drink.

V1 Sounds fine to me! What do you suggest we eat then?

V2 You should eat at least 5 portions of fruit or vegetables each day. This helps to protect you against many forms of disease. Your apple is fine, but why not eat a carrot, too? They are rich in vitamin A, which is good for eyesight, and is an antioxidant helping guard against cancer. If you are packing a lunch box for your child, you should try to include a drink of milk. This provides calcium and is much better than a fizzy drink. If you have to put in a sweet cake or bun, try and include a wholemeal version as this has a higher fibre content,

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

which is good for the digestion. Actually, currant buns are quite good for kids, as they are sweet and contain vitamins and minerals, too.

V1 Surely this will take ages to prepare?

V2 Not necessarily, just think ahead. Buy wholemeal bread, not white, and, if you can, increase the amount of fruit and vegetables you buy so that these can be easily included. You don't even have to take a sandwich. You could take a pasta or rice salad or something.

V1 OK, but I will still be desperate for my chocolate bar.

V2 Fine, eat it! But it's no good having a healthy packed lunch unless the rest of your diet is like this, too! Don't go home to a plate of fried chips; think healthily about your whole diet.

After all, you are what you eat! **

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 1. In a moment you will hear Exercise 2. Now look at the questions for Exercise 2.

Pause 00'35''

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

R1 Part Three Exercise 2 Question 10

Listen to the following talk about the world's first flying car, and then indicate whether each statement is true or false by putting a tick in the appropriate box.

You will hear the talk twice.

* I'm Professor Cornelius, and I'm an inventor. For years, I've dreamed of constructing a car that can fly, and next spring I mean to make that a reality.

In 1989, I made and flew the first flying saucer – it rose to more than 11 metres above a grassy hillside. Scientists and press reporters came to photograph my saucer as they didn't believe it. I have always maintained that one day I will produce a car that will fly, and that was my first step. My saucer had 8 engines to push it into the sky, but it could not travel along as there was nothing built in yet to propel it. I flew it 200 times, which generated a lot of excited press reports.

Since then, I've carried out lots of research. I've invested lots of money and obtained sponsorship to the amount of several million pounds, in order to build my flying car. The result: the M400 *Skycar*. In public trials so far, it has just hovered in the air, but eventually it will adjust its engines and zoom along at 300 km/hour, like a scene from the film *Star Wars* perhaps. It will be capable of cruising at about 10,000 metres above the ground.

So next Spring, I plan to trial my Skycar again in California, this time above a lake in case of emergency landings. I will be the car's pilot, even though there is a queue of people wanting to have that privilege. Did you know that for centuries people have wanted to build a flying car, just like the ones in books and films? There have been 75 attempts at this, and some of the cars have taken off from the ground. Even Henry Ford was working on a winged version of his Model-T car in 1926. In the 1950s, the Aerocar was invented, but only 5 were built and

Page 13	Mark Scheme	Syllabus	Paper
	IGCSE - NOVEMBER 2005	0510	3

really it was an aeroplane rather than a car. Nowadays, *City Hawk* is the best known flying car. An engineer built it in his living room, and his house had to be taken apart before the car could be test driven. It has flown successfully, but only one metre off the ground.

My Skycar seats two people, runs economically on unleaded petrol, has eight engines and will cost about £300,000 pounds. Parcel delivery firms are already interested in buying fleets of the flying cars. Why waste time sitting in traffic jams when you will be able to soar above the rooftops? **

Pause 00'30"

RI Now you will hear the talk again.

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

RI 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 Centre number, candidate number and name on the front of your question paper. Remember, you must not talk until all the papers have been collected.

Pause 00'10"

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

Thank you everyone.

[BLEEP]