

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

0510 ENGLISH AS A SECOND LANGUAGE

0510/31

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 must be read in conjunction with the question papers and the report on the examination.

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Questions 1–6

- 1 (on the) wall
- 2 (list of) addresses / meeting times ANY ONE [1]
- 3 orange AND water (with plenty of ice and a slice of lemon) [1]
- 4 bank is closed / change traveller's cheques OR he has traveller's cheques
accept 'checks' as an alternative spelling of 'cheques' [1]
- 5 end (of the road) / (on the) promenade / facing the sea
accept 'end of promenade' [1]
- 6 **When:** early morning [1]
Why: long way / 200 kilometres / traffic / spend day [1]

[Total: 7]

Question 7: Bicycle polo

Traditional polo:	players ride HORSES / HORSEBACK and use long (POLO) STICKS	[1]
Bicycle polo:	players ride bikes and use sticks and wear special, safety HELMET(S)	[1]
Rules:	feet must not TOUCH / BE ON the GROUND while hitting the ball <i>accept other synonyms for 'touch' and 'floor' for 'ground'</i>	[1]
Olympic Bicycle Polo:	Ireland was gold medal winner in the year 1908 possible inclusion again in the year TWO THOUSAND AND TWELVE / 2012	[1]
World Championships:	held each YEAR / DECEMBER	[1]

[Total: 5]

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Question 8: Career profile: Stonemason

Adele Bea:	APPRENTICE(D) / TRAINEE stone carver	
Adele's existing qualifications:	degree in LANGUAGE(S) and HISTORY	[1]
Length of time until apprenticeship completed:	THREE (MORE) YEARS <i>accept 'at least three years'</i>	[1]
Current place of work:	FOUR HUNDRED YEAR(S) / VERY / BIG old house <i>accept 'centuries' as an alternative to 'very'</i>	[1]
Duration of current task:	SIX DAYS	[1]
Tools:	mallet or HAMMER and chisel <i>do not accept 'harmer'</i>	[1]
Employer contact details:	see website or telephone 02357 969511	[1]

[Total: 7]

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Question 9: Ballpoint pens

Every two correct items receive a full mark.

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

[Total: 5]

Question 10: Coffee growing in Nicaragua

Every two correct items receive a full mark.

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

[Total: 6]

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TAPESCRIPT

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

November 2010

TRACK 1

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

November examination session 2010

**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 Where will people find the list for the picnic food?

V1 *Let's start a list of the food for everyone to bring to the college picnic at the end of the month.

V2 I can bring crisps, sandwiches and chocolate biscuits.

V1 Good; and I'll add juice and cake to that. Now let's put the list on the wall for everyone else to read and add their contributions.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 2 What information about local clubs can you get from the library?

V1 *How can I find out about sport clubs in this area?

V2 The library will help you. They have a list of addresses and meeting times for all of the local clubs. Our family belongs to the tennis, swimming, sailing and table tennis clubs. If you want to join any of those clubs you can come with us.

V1 Thank you; I am really looking for a football club, but I'll let you know which ones I decide to join.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 3 Which TWO drinks do the friends choose?

V1 *Daisuke, what would you like to drink? I can offer you orange juice, lemonade, cola, or water.

V2 A glass of orange juice would be lovely.

V1 Ok. Here you are. Now, Martin, which drink would you like?

V1 Water, with plenty of ice and a slice of lemon please.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

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R1 Question 4 Why does Anton need to travel to the airport to obtain some cash?

V1 *I need to change some money.

V2 It's after six o'clock, Anton. The banks will be shut. There is a cash machine at the crossroads.

V1 Oh dear, I've got traveller's cheques with me, not a cash card.

V2 Then the airport is the best place. You can change your traveller's cheques there. It's only two stations away on the metro.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 5 Where exactly in Sea Road is the Youth Hostel?

V1 *Could you give us directions to the youth hostel please? It's in Sea Road.

V2 Oh that's easy but you are still quite a long way away. Follow the main road until you come to a sports field. Right opposite there is Sea Road, and, of course, it leads to the sea. Sea Road is at least 2 kilometres long though and the Youth Hostel is at the end of it on the promenade facing the sea.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 6 When is Sandeep planning to drive to the party, and why?

V1 *Hello Sandeep. Are you coming to my party tomorrow evening? I know it's a long way for you to drive.

V2 Well it's about 200 kilometres from my house to yours. The weekend traffic will be terrible, so what I plan to do is to come very early in the morning. Then I can spend the whole day with you before the party begins.**

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"

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TRACK 3

R1 Question 7 Listen to the following interview about a sport called bicycle polo, and complete the details below. You will hear the interview twice.

V1 *Hello and welcome to "Sports Hour". Today we continue to focus on unusual sports, with bicycle polo. Whatever is that, you may well ask. Isabelle Bernier is our bicycle polo expert and is here to explain this sport to us.

V2 Traditional polo is played on horseback all over the world. There are two teams, and each rider carries a long polo stick, which reaches to the ground. The players use their polo sticks to hit a ball towards a goal.

V1 Just like hockey.

V2 Yes, polo is a very popular sport, and bicycle polo is very similar, but...

V1 The horses are replaced by bicycles?

V2 Exactly. The players all ride bikes and the object of the game is still to score by hitting a ball into a goal using a long stick.

V1 Are the rules the same as for horseback polo?

V2 There are a few extra rules for bicycle polo. For example, all players have to wear specially adapted safety helmets, as it's much faster and more dangerous than traditional polo. Players are not allowed to put a foot on the ground while hitting the ball.

V1 The sticks must be shorter too, as the rider is nearer the ground on a bicycle than on the back of a horse.

V2 And that is exactly what makes the sport so much faster and more dangerous. It's much easier to get hit over the head by a stick. Our polo pitches are usually grass, not tarmac, so at least players have a soft landing if they are knocked off their bikes. Some clubs choose to play on hard surfaces, and this makes the game very, very fast and much more dangerous.

V1 It sounds like one of these new sports to me, a kind of "extreme" polo or a more dangerous form of hockey.

V2 But bicycle polo is not modern at all; it was included in the Olympics in 1908. Ireland won the gold medal on that occasion.

V1 Really?

V2 Yes, and there is a campaign to bring bicycle polo back into the next Olympic games in 2012.

V1 So how many people are there in a bicycle polo team?

V2 Four, and it's not as easy as you think. The players need to stay in low gear, to be able to coordinate bike, stick and ball.

V1 Is there a special uniform?

V2 Oh no, shorts and T-shirt, and, of course, a safety helmet.

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V1 So how does a game start off?

V2 Two teams of four line up on their bikes. The umpire throws in the ball and each half of the match lasts for seven minutes. It's just like playing football or hockey. The team with the most goals wins, and offside and penalty rules apply.

V1 And do bicycle polo teams exist all over the world? I've never heard of them.

V2 Yes, the World Championships are held every December. In 2008, for example, the venue was in Argentina.

V1 Do you need more players? Presumably anyone who can ride a bike can have a go?

V2 Yes, indeed. We would like to encourage everyone to have a go at bicycle polo. All you need is an old bicycle, the older the better, as you won't want to damage your bright, shiny new one. Then look up your nearest team on www.bicyclepolo.com and come along to a practice session and join in.**

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"

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TRACK 4

R1 Question 8 Listen to the following interview with a trainee stone carver, and complete the details below. You will hear the interview twice.

- V1 *Welcome to our career programme. Today we are going to talk to Adele Bea who is an apprentice stone carver. That means that she is training to become a stonemason. Adele is employed by the Stone Centre, which raises awareness of this age-old trade, by hosting exhibitions and providing information. Adele, what actually does your job involve?
- V2 I am a stone carver. I work anywhere that people need stone carved to a specific shape and design; for example, in old houses, in churches or temples or graveyards, or in town centres and public gardens, perhaps for fountains and monuments. I could go on and on with the list of places where you can see the art of a stonemason.
- V1 Have you always wanted to carve stone since you were a young child?
- V2 Oh no. I went to university and studied Languages and History. After I obtained my degree, I worked on several restoration projects in old stone buildings, and that was how I got interested.
- V1 So you are a trainee?
- V2 Yes, I am still learning how to carve stone, and will not become a qualified stonemason for three more years. At the moment, for example, I am helping to restore the stonework on a big old house, and I'm living on site there.
- V1 Do you earn a lot?
- V2 Hardly anything as an apprentice, but I do have job satisfaction.
- V1 Would you say that there any disadvantages to the job?
- V2 Only if you are scared of heights. At my interview for the apprenticeship I had to climb some scaffolding. Often we work on rooftops, you see.
- V1 So tell us about a typical day's work.
- V2 I begin work early, at dawn in fact, because I need to make the most of the daylight hours. I'm working on a four hundred year old house, and for the last six days I have been carving a large letter "S" which will go on its roof.
- V1 Mm, that sounds a heavy job.
- V2 A stonemason has to be strong; there are often pieces of stone to lift. Sometimes I help to get the stone into workable sized blocks, sometimes I work on carving and sometimes, but very rarely, I will take on the role of "fixer" putting a finished piece securely into place.
- V1 How do you actually carve the stone? Is it like carving wooden animals from pieces of wood?
- V2 Um, it's the same principle, but stone is different to work with than wood, and we use special tools for the actual carving.
- V1 What are your tools called?

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- V2 We use the same stone carving tools now as stonemasons did hundreds of years ago – a mallet which is a sort of heavy hammer to hit the stone with and a chisel to cut fine pieces and finish the stone shape. The aim is to have a finished piece of carved stone, without any tool marks on it, but that takes a lot of time.
- V1 You mean that if you work quickly, you're likely to leave hammer or chisel marks on the stone?
- V2 Yes, in the olden days an unmarked piece of stone was a sign of wealth, because the employer had obviously paid a stonemason to take time over finishing the stone work.
- V1 Mm, do stonemasons autograph their work like artists?
- V2 Yes, some do. I don't, but I'm not a master craftsman yet. Autographing pieces actually started because years ago a stonemason got paid for the quantity of pieces cut – for every piece of stone with his sign on it.
- V1 I'd like to have a go at carving some stone.
- V2 You can. Come along to our Stone Carving day at the Stone Centre. You'll be able to learn about stone-cutting techniques, and create your own piece of work. Call us on 02357 969511 or visit our website www.thestonecentre.com for further details.**

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"

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TRACK 5

R1 Question 9 Listen to the following interview about ballpoint pens, 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 *Hello and welcome to 'Inventor's Weekly'. Recently the ballpoint pen or 'biro' as it's often called, celebrated its 72nd birthday. Unbelievable, isn't it? Here is Dieter Strech to tell us about the history of this useful item.
- V2 People certainly think a ballpoint pen or biro is useful. Fifteen million are sold worldwide each day.
- V1 Every day?
- V2 And that is a two per cent increase on last year's sales figures.
- V1 I'm amazed at those figures. People said there would be no need for pens when computers and digital equipment were introduced.
- V2 Well it seems there is more demand for them than ever. Do you know that in the last 60 years one manufacturer alone has sold more than 100 billion pens all over the world? That is enough ink to draw a line to the moon and back 320,000 times.
- V1 So how was the humble ballpoint invented?
- V2 By a Hungarian gentleman, who gave his name to the first ever ballpoint pen company. He kept breaking the nibs of his ink pens. One day, he saw some ink in a printer's shop which dried as soon as it touched the paper. The inventor realised that it would be possible to translate this type of quick-drying ink into a form of instant pen. The quick-drying printing ink was too thick to be used in a fountain pen so the inventor sought the help of his brother, who was a chemist.
- V1 And the ballpoint was born?
- V2 Yes, after several experiments the brothers replaced the nib – that's the tip of the fountain pen – with a tiny ball bearing, which spread the ink evenly on the paper. They started selling this ballpoint in June 1938. The first pens cost £27 each!
- V1 Oh dear, I would expect to buy one for 27 pence now.
- V2 Yes, luckily the Air Force heard about this, and needed pens which would write under pressure at high altitudes.
- V1 Fountain pens leaked when used high up in the sky of course.
- V2 They ordered 30,000 of the new ballpoints, and so the mass-production of ballpoint pens began. By 1965, governments even approved the pen for use in schools.
- V1 But there were problems, weren't there?
- V2 That's right! There was much controversy. Critics said the ballpoint would ruin handwriting skills, but actually it has enabled easy writing. There is no need for ink bottles and ballpoints save so much time.
- V1 And is the pen we buy today still the same as the 1938 version?

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- V2 Basically, it is still made to the same design. Nowadays, the barrel is hexagonal in shape to provide a better grip, and there are air holes in the body of the pen to ensure a good flow of ink.
- V1 Are they easy to manufacture?
- V2 A modern ballpoint pen takes up to 60 hours to make. The ballpoint tip itself is less than one millimetre in diameter, and is as hard as a diamond.
- V1 So they are actually quite complex items.
- V2 Yes, but we don't treat them with due respect for their complexity; we are always losing pens and leaving pens behind.
- V1 I understood that ballpoint pens are not toxic and that they don't damage the environment when empty. Is that right?
- V2 Well yes – they wouldn't cause significant damage, and you can always spend a little more than your 27 pence, and buy a refillable ballpoint pen, which will last you forever.**

Pause 00'30"

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"

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TRACK 6

R1 Question 10 Listen to the following talk about coffee growing in Nicaragua, and indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the talk twice.

V1 *Hello, I am speaking to you from the beautiful Matagalpa Mountains of Nicaragua. I have come here to find out about coffee farming in these magical forests in the clouds, high up above the rest of the world. I'm here to see the coffee plantations, and to taste some coffee with a group of farmers. This group of farmers is known as a 'coffee cooperative', that is, they all work together. Their coffee beans are organically grown; pesticides and chemicals aren't used or even needed up here, on top of the world in these mountains.

The coffee is wonderful too, just like its surroundings. The scenery on the road into the coffee mountains is stunning. I stopped at every turn to look at and admire the lush green view. I passed iguana sellers and parrot sellers. Then I drove through a landscape of many changing colours, and soon saw the evergreen coffee plantations at the top of the Matagalpa Mountains. The rich red coffee berries shine among the green leaves on tall bushes.

For ten years, groups or cooperatives of farmers have been farming coffee here. The quality of the coffee beans is always good. Farmers are always given a fair price for their good quality coffee beans. Coffee buyers support the farmers' local community projects too. Water is the main project. The coffee-buying team has provided local people with wells, wherever they can find a water source. The team also helps to strengthen the farmers' homes against the weather, and provide education for their families. The next project is the building of a clinic for the coffee cooperatives, with free medicine and a doctor funded by the coffee company.

Next time you drink a cup of coffee, take a moment to think of these lovely mountains in Nicaragua. Consider how the production of coffee beans is an advantage to people in all parts of the world – excellent coffee for the drinker, and a better standard of living for the coffee grower at the top of the Matagalpa Mountains.**

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.