

MARK SCHEME for the October/November 2008 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	rain will stop/weather improving	[1]
2	11 th and 15 th	[1]
3	Wednesday morning/11.00/sing for an hour/bring words/13 th /refreshments provided (ANY THREE for 1 mark)	[1]
4	supermarket/after roundabout (BOTH for 1 mark)	[1]
5	toffee AND lemon AND vanilla	[1]
6	to practise	[1]
	catch 6.10 bus	[1]

[Total: 7]

Question 7 MARINE ARCHAEOLOGY

How to become a marine archaeologist:	spend THREE YEARS at university, do field work and diver training.	[1]
Searches carried out of:	shipwrecks, lost cargoes, underwater landscapes, old harbours and areas of interest.	
Duties when not diving:	record NEW DISCOVERIES, write articles and attend CONFERENCES.	[1]
Marine archaeologist's typical day:	research and carry out a dive, WRITE REPORT, prepare next day's plans.	[1]
Exhibition of "Sunken History":	opportunity to handle objects, watch WEBCAM of dive and see techniques and TOOLS used.	[1]
Nautical Archaeology Society:		
website address:	www.nas.org	[1]
website gives details of:	activity days, events, lectures and how to join the e-mail newsletter list to keep up-to-date with marine archaeology.	

[Total: 5]

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Question 8 NEW CREATURES FOUND

Cave discoveries

Two named animal types:	WHITE shrimp and BLIND white scorpion.	[1]
Not previously identified:	because found 120 metres UNDERGROUND, only discovered during drilling.	[1]
Cave species dates from:	FIVE MILLION years ago.	[1]

Mouse discovery

Differences from native mice:	BIGGER EYES, EARS and TEETH.	[1]
Mouse species dates from:	more than NINE to TEN THOUSAND years ago.	[1]
Reason for earlier disappearance:	SETTLERS/HUMANS brought strong mainland mice, which ate the food of native species.	[1]

Newly discovered species

New species:	usually found in areas of LOW (human) population.	[1]
All discoveries unusual:	cave species because sealed off from the world, while mouse species was living alongside busy, modern life.	

[Total: 7]

Question 9 ISTANBUL TUNNEL

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

[Total: 5]

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Question 10 SEAHORSES

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

[Total: 6]

TAPESCRIPT

**IGCSE English as a Second Language
0510/03 Listening Core**

November 2008

TRACK 1

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

November Examination Session 2008

**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 recording to be louder, 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

R1 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 Why do Aneena and her friend choose the afternoon for their walk?

*V1 What's the weather forecast? I wonder if you'd like to come for a walk with us this afternoon.

V2 Well Aneena, it's raining at the moment but the weather is supposed to improve after midday, so, yes please, I'd like to come. See you later. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 2 Between which dates can Jyoti visit her friend?

*V1 Hello Jyoti, when are you able to come to stay? We are going to arrange so many things to do while you're with us; theatre visit, swimming, golf, tennis.

V2 Well I'm looking forward to coming. When will you be at home?

V1 I'll be here from the 5th until the 15th, then term starts again.

V2 I have to go away on a residential tennis-training course until the 10th of the month. I could come on the 11th and then go home on the 15th perhaps?

V1 That sounds fine. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 3 What arrangements are made for the choir's visit? Give three details.

*V1 When would you like our choir to come and sing for you?

V2 A Wednesday morning at 11.00 is the best time for us. Could you sing for about an hour please and can you bring words so that we can all join in?

V1 OK. Which Wednesday then?

V2 The 20th perhaps?

V1 No, we could do the 27th though.

V2 We're already busy then – how about the 13th?

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V1 Excellent. We'll see you then and we'll provide refreshments for you all afterwards. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 4 Where exactly will the driver find petrol? Give two details.

*V1 Excuse me, do you live locally? We need petrol and can't find a station anywhere.

V2 There are none here in the village. Keep going on the main road and there is a petrol station at the supermarket after the roundabout which leads into the next town. It's a long way away.

V1 Thanks so much for your help. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 5 Which three flavours of ice cream will the friends purchase?

*V1 Let's have an ice-cream, it's so hot today. I'll have toffee, which flavour do you want?

V2 Chocolate chip please, no strawberry, no lemon, that's my final decision.

V1 Good, and I know that Mena likes vanilla-flavoured ice cream, so I'll get that for her. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 6 Why must Ibrahim arrive for his sports match by 7.00, and how will he get there on time?

*V1 What time does the match start this evening?

V2 7.30 Ibrahim, but you need to be there by 7.00 to practise a bit first. You'll need to catch the 6.10 bus. The next one gets there too late.

V1 Right. I'll be there. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 That is the last question 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 with a marine archaeologist, and then complete the notes below. You will hear the interview twice.

- V1 Good evening and welcome to our "New Careers" series. Tonight we welcome Yannis Georgiou who is a marine archaeologist. Yannis, please could you tell us what that means?
- V2 Certainly, I have studied to become an archaeologist. That involves three long years at university and much practical field work. Now I have chosen to specialise in underwater archaeology, that is marine archaeology.
- V1 So you had to train as a diver too?
- V2 Of course, but I loved that. As a young boy I was already interested in diving, and ideas of buried treasure filled my mind even then.
- V1 Is that what you search for, buried treasure?
- V2 Yes, but I've never found any! Seriously though, all archaeological finds underwater are treasures since they tell us so much about past civilisations. We search shipwrecks, lost cargoes, submerged landscapes, old harbours, and areas of submarine geological and archaeological interest. We are currently holding an exhibition of some of our finds locally. It's called the "Exhibition of Sunken History".
- V1 I have read about that on your website.
- V2 Yes our website is good for information about marine archaeology around the world. The address is www.nas.org.
- V1 So do you spend all your working hours underwater?
- V2 Oh no. For most of the time I am a normal land-based archaeologist. I have to record and catalogue new discoveries and carry out surveys. I also publish articles about new finds for our press releases, local news stations and our quarterly newsletter. I also have to attend conferences, either as a delegate or as a speaker, and sometimes that involves travel all over the world.
- V1 What would your normal day be like then?
- V2 If I am here and working on a project then I will firstly do some research about what I'm expecting to find. Then the dive will take place, probably just a survey, rather than trying to recover objects from the seabed. Remember some of these items are huge. Ships and most other underwater finds have to be lifted to the surface by crane. After the dive I write up a report on it and prepare for the next day's work.
- V1 I suppose your dives are dependent on good weather and tidal conditions?
- V2 Yes, our researchers set all that up. Obviously if the weather breaks or bad weather is forecast we wait for more favourable conditions.
- V1 So how can we become involved and help your work?
- V2 By raising awareness about marine archaeology. You can come to our "Sunken History" exhibition. You'll be invited to handle artefacts and treasures recovered from the seabed. You can also watch the webcam of an actual dive, learn some of our techniques and see the tools we use underwater. Above all, we aim to give people all over the world access to their own maritime heritage. By that I mean everything which lies beneath their coastal waters. Our website also contains details of activity days, lectures and events. Add yourself to our e-mail newsletter list too and we'll keep you up-to-date with our finds.

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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 about some newly discovered animal species, and then complete the notes below. You will hear the interview twice.

- *V1 Welcome to "Science World". Today we are going to find out about some species of animals which have only just been discovered. They are completely new to mankind. Scientists had thought from fossil records that some of these must have died out as humankind began. Here to tell us all about these exciting new discoveries is science reporter Annika Borman.
- V2 Yes, you have probably heard the exciting news headlines about the eight previously unknown types of creature found in a cave near the city of Ramle in central Israel.
- V1 Oh yes, it made world news. Tell us more.
- V2 The largest animal belongs to the family called "crustacean" – like crabs – in fact, it's a sort of white shrimp. It is white because it had no need for pigment as protection against the sun's rays.
- V1 Amazing!
- V2 Another of these species looks like a white scorpion and is completely blind. Why? Well it has always lived in complete darkness, so no need for sight.
- V1 In darkness? Didn't it ever go outside of the cave where it was discovered then?
- V2 Well, the cave was only uncovered during drilling at a quarry where a team was trying to extract rock for local use. The cave is underground and is connected to a lake. This explains the presence of the new white shrimp in the water. A network of passages extends underground for more than a mile out of this cave. All of this is 120 metres underground.
- V1 So how long had it all been there then?
- V2 Scientists think it dates back 5 million years when the cave area was actually part of the Mediterranean Sea. There could be many other ancient life forms in there and the good thing is that the ones we have found are still alive.
- V1 That is wonderful.
- V2 Yes, but did you hear also on the news that a new species of mouse has been found in Cyprus? It is being called a "living fossil", it is so old.

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- V1 How do you know this breed of mouse had not previously been identified? How is it different to any other type of mouse?
- V2 It has bigger eyes, ears and teeth than other mice living in the area. It is thought to have been one of a species of mouse which went extinct as a result of early man's activities.
- V1 How do you know that then?
- V2 Scientists compared the shape of the teeth of this mouse with fossils of mice collected in Cyprus. This study showed that the species had arrived well before the human colonisation of the island, nine to ten thousand years ago, and then it disappeared.
- V1 Why?
- V2 Scientists assume that settlers had brought in mice which overtook this newly-discovered breed. You see, when humans arrived they brought with them strong mainland species which ate or seized the food of all native creatures.
- V1 So why is it a living fossil then?
- V2 Well, it arrived before humans and is still alive and it compares well with the old fossil mice. Also it shows us what the creatures were like in Cyprus ten thousand years ago, very different from today.
- V1 There are many new finds at the moment aren't there? Surely most of them are in tropical regions with low human populations.
- V2 Exactly so. That is why all of these finds are unusual. The first ones, the shrimp and scorpion and others, found below ground and therefore sealed off from civilisation in Israel. The second find, the mouse, was living amid modern life in Cyprus. Both are highly unusual and significant discoveries. **

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 new tunnel, 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 Istanbul and to the project of the century. 150 years ago, Sultan Abdul Mecit dreamed of joining two continents together here by building a tunnel. Now in the twenty-first century, this vision is about to become reality. Here is Kaan Sami, chief engineer for the project.
- V2 Yes, the construction work is underway on the first rail tunnel beneath the Bosphorus Straits in Turkey. Istanbul has a unique position; it lies in both Europe and Asia with water in between. The aim of the four-year project is to link the European and Asian sides of our city of Istanbul by using a 14-kilometre-long rail and road tunnel.

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- V1 Oh, that will be a real asset to the city, won't it?
- V2 Certainly. It'll ease surface traffic congestion, make transport easier and hopefully be strong enough to resist earthquakes in the region.
- V1 It sounds a very ambitious project.
- V2 Well, the whole project will cost 2.6 billion dollars. The trouble is that while building the tunnel we have come upon an archaeological find of great importance and this has delayed us.
- V1 Tell us more.
- V2 We have discovered a 4th Century port – it's what used to be called Constantinople, one of the busiest places in Byzantium. So far, three metres of the landing jetty have been uncovered. We have found leather sandals, candle-holders and hairbrushes showing us what 4th Century daily life was like. But our biggest find to date is a wooden boat which is over 1,000 years old. We have also found a long stretch of 1st Century city wall at the site of our planned 21st Century railway terminus. We cannot begin work on our tunnel in that area now until all excavation work is completed.
- V1 So you've had to focus on other aspects and areas of the tunnel?
- V2 Exactly. As we speak there are engineers working day and night out at sea. They are drilling beneath the waves, injecting tonnes of concrete into the soil of the seabed. This will strengthen the roof of the tunnel and help to make it more earthquake-proof before we begin the actual tunnelling.
- V1 Why are you doing that?
- V1 Because the route of the tunnel runs only 6 kilometres from an active fault line which often gives rise to earth tremors in this area.
- V2 It all sounds terribly dangerous. Why not build a bridge instead?
- V2 We already have two bridges and there's no room for a third. The same problem applies above ground anyway, the whole area is affected during earth tremors. The rail link in the planned tunnel alone could carry over a million passengers a day, which would reduce the numbers of boats on the waters of the Bosphorus while also aiding traffic congestion on land. This city links Europe with Asia and therefore it's extremely busy.
- V1 When will I be able to travel through the tunnel then?
- V2 In 2010 we hope. It all depends on what else we find. As we dig we are gradually uncovering history. **

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 seahorses, 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 Saving seahorses means saving the seas; that is what “Project Seahorse” is working towards. Have you heard of us? “Project Seahorse” is an international organisation committed to conserving seahorses. Our vision is a world in which sea-life and its environment are both healthy and well-managed. Actually, seahorses are predators of certain organisms, and, without seahorses to rid us of these, the delicate eco-system will be disturbed. Various marine species are under threat of extinction and we think that the way to raise awareness of their plight is to focus on the seahorse to help. People all round the world tend to like seahorses because of their appealing appearance and so, to date, cooperation in seahorse conservation has been good. This provides a framework for conservation action with regard to other sea-life too.

“Project Seahorse” comprises a team of 40 scientists all round the world, but the origin of all our work is in the seahorse research carried out by Dr. Vincent. She analysed seahorse fisheries and trades; her results revealed the terrible levels of seahorse exploitation. Seahorses are fished relentlessly. They get caught up in nets with a catch of fish, they appear as ornaments or in tropical aquaria and as pets in fish tanks in people’s houses. Seahorses are also an important ingredient in some types of medicine. Seahorse environments are also deteriorating and this means a reduction in their numbers too.

“Project Seahorse” is trying to save the seahorse from extinction by appealing to the public through campaigns and posters. Our logo – two little seahorses – appears on boxes of seahorse-shaped chocolate or soap, for example. When you buy them, a few pennies of your money then supports our charity and this helps the situation of the seahorse.

Meanwhile, we are working with the seahorse farmers. We try to offer them some alternative means of income. This should lead to better management and control, and restrictions on their fish farms. We also aim to provide and maintain protected seahorse-rearing areas, supported by environmental education. These areas will be known as “Seahorse Conservation Regions”. The farmers will receive funds to help them re-populate our seas with seahorses. Unfortunately, adult seahorses stay in the same area all their lives. They do not move far from home, so the only way to achieve re-population is to move young seahorses into depleted areas.

“Project Seahorse” hopes to engage governments and the public to co-operate further in marine conservation ventures in general. The care which will be extended to seahorses will also benefit other species, and secure a better future for all marine life.

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 stop the recording 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, please collect all the papers.

Thank you everyone.