

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARKING SCHEME
Including Tapescript

MAXIMUM MARK: 36

SYLLABUS/COMPONENT: 0510/04
ENGLISH AS A SECOND LANGUAGE
Paper 4 (Listening - Extended)



| | | | |
|---------------|--------------------------------|-----------------|--------------|
| Page 1 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

Part 1

1. row 16 next to tins of tomatoes *(both needed for 1 mark; either order)*
2. £20.50 newspaper *(both needed for 1 mark)*
3. (end of) chapter 12 p.145 *(both needed for 1 mark; either order)*
4. snackbar (drinks) machine *(1 mark each; either order)*
5. dry/cool/warmer/brighter/clearer/
temperatures rising *(any 2 for 1 mark)*
6. trumpets piano *(1 mark each; either order)*

Part 2 Exercise 1: Question 7

PROFILE OF A YOUNG VIOLINIST

Age: 16 [1]

Performing experience: *played solo violin with some of the world's greatest ensembles/orchestras* [1]

Violin tuition: *in Germany, Italy and Spain* [1]

Number of years playing violin: 14 [1]

Type of music played: *classical* [1]

Recordings: *first album containing 12 Pieces / favourite pieces* [1]

Advice to others: *work hard, keep practising, and never give up / take every opportunity to play* [1]

Part 2 Exercise 2 (Question 8)

| | |
|---|-----|
| Basis of perfume: <u>EXPENSIVE</u> waxy extract from flowers | [1] |
| Role of perfume: reminds us of <u>AN OCCASION</u> / memories and images | [1] |
| 16 th century perfume-making: | |
| • Use: to scent <u>GLOVES</u> | [1] |
| • Methods: <u>BOILING</u> flowers in vats or rubbing blossoms into fats. | [1] |
| 21 st century perfume-making: | |
| • Method: <u>CHEMICALS</u> used to extract scent | [1] |
| • Flowers used: jasmine, violets and <u>ROSES</u> | [1] |
| Production: | |
| • <u>3 Kg</u> of perfume essence comes from 1 tonne of blooms, made from <u>10 MILLION</u> flowers. | [1] |
| • Cost: 1 kg of perfume essence : <u>15,000</u> EUROS | [1] |
| • Number of local perfume houses: <u>40</u> | [1] |
| [Total : 9] | |

Question 9

- a
- plays horn/fanfares
 - welcomes/alerts tourists
 - maps/shows best viewing point
- (any two for 1 mark)
- b 1500km (1 mark)
- c June-December (1 mark)
- d warmth/refuge/to give birth/nurture young (any two for 1 mark)
- e rise in numbers/7% more visit each year (1 mark)
- f bumps on head sings (1 mark)
10 elephants size/weight

Question 10

- a so (boom) won't disturb environment/to reduce noise pollution (1 mark)
- b faster/cleaner/quieter/journey times shorter (1 mark)
- c shatter glass shake buildings disturbs residents (1 mark)
- d nose and tail extended (1 mark)
- e by $\frac{3}{4}$ OR reduce to quarter of current levels (1 mark)
- f website OR www.supersonic.com (1 mark)

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|---------------|--------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0510 | 4 |

IGCSE ENGLISH AS A SECOND LANGUAGE (0510/4)

LISTENING COMPREHENSION SCRIPT MAY 2003

V1 This is the University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education May 2003 Examination in English as a Second Language. Paper Four - 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 tape to be louder, tell your teacher NOW. The tape 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 tape back on.

[BLEEP]

Now you are all ready, here is the test.

Look at the questions for Part One. There are six questions in this part of the exam. You will hear each question twice. For each question you will hear the situation described as it is on your exam paper.

Pause 00'05''

V1 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.

V1 Question 1.

Dinesh is in his local supermarket. Where exactly is the olive oil to be found? Give two details.

*M1 Excuse me, where is the olive oil please?

F1 It's in row 16, next to the tins of tomatoes.**

Pause 00'10"

*Repeat from *to ***

Pause 00'05

V1 Question 2

Will is at the petrol station. How much is the fuel bill and what else is he looking for?

*M1 Pump number 10, please.

F1 That's £20.50 please.

M1 Thank you. Do you sell newspapers?

F1 Yes, over there next to the map books.**

Pause 00'10"

*Repeat from *to ***

Pause 00'05

V1 Question 3

Give two details about how you will find your chemistry homework exercises.

V2 For your chemistry homework please complete the 10 questions in the exercise at the end of chapter 12. You will find them on page 145.

Pause 00'10"

*Repeat from * to ***

Pause 00'05

V1 Question 4

It is breaktime on Patel's first day at college. From which two places may he purchase a drink?

*M1 Can you tell me where I could buy a drink please?

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|---------------|--------------------------------|-----------------|--------------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

F1 There's a snack bar on the first floor next to the lift. Hot drinks are sold there. Otherwise there's a drink machine next to the gym, which sells coke or lemonade. That might be quicker.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05

V1 Question 5

List two ways in which the weather will change.

*V2 The weather tomorrow will be dry and cool with maximum daytime temperature of 9 degrees Celsius. The outlook for the rest of the week is becoming warmer, brighter and clearer with daytime temperatures rising to 14 degrees.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05

V1 Question 6

Which two instruments are needed to complete the college orchestra?

*V2 We need musicians for the college orchestra. We have enough flutes and clarinets but still need more trumpets and a reliable pianist.**

Pause 00'10"

*Repeat from * to*

*** Pause 00'05*

V1 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".

V1 Part Two
Part 2 Exercise 1: Question 7

Listen to the following interview about a young instrumentalist. Then complete the notes below. You will hear the interview twice.

- *V1 Good evening and welcome to "Music Line". Tonight we will listen to a world premiere of a new opera; we will hear excerpts from Schubert's songs and in the studio we are going to speak to a promising young violinist. 16 year old Kara Araf is here with us now.
- V2 Hello
- V1 Kara, you are just 16 and already you are playing solo violin with some of the world's greatest orchestras and ensembles...
- V2 Yes, that's right.
- V1 How have you achieved so much at such a young age? You must have practised continually!
- V2 Yes, for the last 10 years I have been commuting between Germany, Italy, Spain and the UK in order to study violin effectively.
- V1 How have you coped with all the travel and the constant upheaval. Surely you have missed out on your childhood and your education?
- V2 Oh no. Travel has given me a mature approach towards life – it is an education in itself to appreciate other cultures and I have already got some qualifications. I have A-levels in German, Spanish and Music – I would only be beginning to study for those now if I had stayed at home.
- V1. OK. When did you begin playing violin?
- V2 When I was two.
- V1 Two years old? Really?
- V2 I had a tiny violin because otherwise I kept annoying my brothers and sisters when they practised their instruments.
- V1 What sort of music do you play?
- V2 Classical only. I think classical music should be played as the composer wrote it, not in some kind of arrangement with a modern backing. I don't want to become a pop-classical artiste.
- V1 But that would be more popular with audiences, wouldn't it?
- V2 Maybe, but I want my audience to know that I am just like them and that this good classical music is for them to enjoy too. This is what I play, isn't it great?
- V1 What are your plans now?
- V2 I am just about to release my first album – a collection of 12 of my favourite pieces. I hope it will bring joy to many listeners.
- V1 What advice would you give to budding musicians who may be listening?

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|---------------|---------------------------------------|-----------------|--------------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

V2 That is easy. Work hard and keep practising. Never give up. Take every opportunity you can to play your instrument, whether at home or school or in the concert hall. Experience counts and every performance brings pleasure to your hearers.

V1 Kara, we are looking forward to your playing echoing through our homes for a long time to come. Thank you very much for talking to us.**

V1 Now you will hear the interview again.

Repeat from * to **

Pause 00'30"

V1 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"

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|---------|--------------------------------|----------|-------|
| Page 10 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

V1 Part 2 Exercise 2: Question 8

Listen to the following interview about the perfume-making industry, and then complete the notes below.

You will hear the interview twice.

- *V1 Have you ever wondered how perfume is made and why it is so expensive? Today I am in Grasse in the south of France at a centuries old perfume factory where I am going to find out more about the perfume-making industry. Monsieur Fragonard, could you tell us please how and why the perfume industry grew up in Grasse?
- V2 Certainly. Grasse is a medieval town and for many hundreds of years it has been a source of the extremely expensive waxy essence from flowers which provides the basis of expensive perfumes.
- V1 But why has the industry here become so successful?
- V2 Well, our sense of smell allows us to bring alive memories and images more than any other sense. A certain perfume will remind us for example of an occasion – whether it was our first date or maybe it was what our friend was wearing in the examination room – that is why perfume is so important. Anyway, to answer your question, Grasse didn't start out as a perfume making centre.
- V1 What do you mean?
- V2 Until the 16th century Grasse was a famous glove-making town. Then some of the noblemen complained about the smell of the leather in the gloves which they had bought... They wanted them scented with flowers from Provence – that is the region in which our town is situated, famous for its fragrant fields and hedgerows.
- V1 So that was how it started, scented gloves!
- V2 That's right. Perfume making in the 16th century was very labour intensive – that is, it was hard work. First flowers had to be boiled in copper vats or by another method the blossoms and blooms had to be rubbed into fat which slowly absorbed the scent and then everything had to be washed with alcohol to separate the perfume from the fats.
- V1 Is the process very different nowadays?
- V2 Oh yes. Just look at our factory. It was actually designed by Gustave Eiffel in 1890...
- V1 Do you mean the same M. Eiffel who designed the Eiffel Tower in Paris?
- V2 Absolutely. Anyway, today we extract the scent from flowers using chemicals.
- V1 It sounds easy.
- V2 Yes, but still a long process. We gather flowers from the fields around our town high up in the hills at dawn - the flowers, mainly jasmine, violets and roses - must still have dew on them. One tonne of blooms (10 million flowers) produces 3 kg of perfume essence and 1 kg costs €15,000.
- V1 Are you the only factory producing perfume in the area?

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|----------------|---------------------------------------|-----------------|--------------|
| Page 11 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

- V2 No there are 40 perfume houses, as we like to call ourselves, but the public may only visit 3 of them.
- V1 I've noticed odd ingredients on your shelves – roots and seeds for example...
- V2 Yes, we don't just use blooms, they all have a specific role to play in producing fragrances.
- V1 Are there many different perfumes then?
- V2 Yes, a huge range. The master perfumiers – there are only 340 of them in the world – can recognise up to 4,000 essences...
- V1 Like wine experts do? Do you mean they can say "Roses from Grasse summer 1994"?
- V2 Of course and then there are our new perfumes to learn. It takes 3 years to make and test a new one. Did you know that we make perfumes for lots of purposes? The carpets of new cars are soaked in our scent and that makes the car smell nice for a year.
- V1 I'd like to make a new perfume.
- V2 You can! Come and visit us and for €25 we'll help you create a fragrance and keep its recipe as a secret for your use only!
- V1 M. Fragonard, many thanks.*"

Pause 30"

M1 Now you will hear the interview again.

Repeat from * to **

Pause 30"

M1 That is the end of Part Two. There will be a short break before you hear Part Three.

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| Page 12 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

V1 In a moment you will hear Part Three. Now look at the questions for Part Three, Exercise 1.

Pause 00'40"

V1 Part Three

Part Three Exercise One: Question 9

Listen to the following interview about 'whale watching' and then answer the questions below. You will hear the interview twice.

- *V1 South Africa is famous for its big animals – the elephant, buffalo, rhino, lion and leopard – but what about its largest mammals, its whales? Today we are going to meet Wilson Schmidt the world's only professional 'whale crier' in the old South African fishing village of Hermanus. Wilson, tell us about your job...
- V2 I'm called a 'whale crier' because I play fanfares on this horn to alert tourists to whale sightings. These billboards which I am wearing provide maps of where whales are to be found and how many are likely to be there. I also find the best viewing points for whale-watching audiences.
- V1 Can we only watch whales from your town then?
- V2 Oh no. Hermanus is at the heart of the 1,500 km long whale route – we call this the "whale coast". You can watch whales from any headland cliff or golden cove...
- V1 All year round?
- V2 Mainly between June and December. You see the whales come from their Antarctic feeding grounds to give birth and to nurture their young. Our sheltered bays give them refuge and warmth.
- V1 Do many whales come?
- V2 Well, they have been a protected species since 1935 and their numbers increase by 7% each year. They have been coming to our shores for hundreds of years of course but the tourist industry has only just realised this and has begun to organise whale-watching as an activity.
- V1 Don't the spectators upset the whales?
- V2 Yes they would do but we have a 300m stand-off policy for ships and aircraft otherwise we might drive the whales away. After all, there is a special relationship between them and our country – they are born here!
- V1 How might a whale react if a boat did stray too near?
- V2 These huge mammals are very friendly and inquisitive. Some would follow a boat and nudge it, for example...
- V1 Do lots of types of whales come to your waters?
- V2 Mainly the "Southern Right". Its weight is equal to about 10 elephants and it can be recognised by the bumps on its head. Sometimes "Humpback whales" come singing as they swim and "Bryde's whales" are found further offshore all year round. Recently we have even seen one of the rare beaked whales.

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|----------------|--------------------------------|-----------------|--------------|
| Page 13 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

V1 How do you know they are there?

V2 In the daytime we can see them but at night people who live here say they are kept awake by the noise of whales splashing in and out of the water. Spectators rush to the coast at the beginning of the season eager to see or hear the first whale. We even have a whale website which keeps you up to date with sightings. It is www.whalewatching.com.

V1 Wilson, very many thanks.**

Pause 00'30"

V1 Now you will hear the interview again.

Repeat from ** to **

Pause 00'30"

V1 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"

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| Page 14 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

F1 Part Three Exercise Two: Question 10

Listen to the following interview about some new planes that will fly beyond the sound barrier quietly. Then answer the questions below. You will hear the interview twice.

- *V1 Today I am talking to John Bakhir, a plane maker, about the new plans for "baby Concorde", small planes which will beat the sound barrier without disturbing the environment by creating sonic booms. Mr Bakhir, Concorde is well known for being one of the world's dirtiest and noisiest aircraft. How do you plan to change that for the better?
- V2 There are plans already for the new "Son of Concorde" as it has been nicknamed. We could begin building the new design within 5 years. Do you know the new "baby Concorde" will be faster, and of course much cleaner and quieter?
- V1 There are lots of advantages of the new design then.
- V2 Oh yes! Journey times will be much shorter – Rome to London for example might only take one hour. Of course at the moment Concorde is not allowed to fly at supersonic speed over land as it makes too much noise. The sonic boom it makes when flying at that speed disturbs residents who live in the flight path and can shatter glass and shake buildings. At the moment it only really flies at that speed over oceans. If it could maintain that speed over land, as the new designs will, then it would cut journey times considerably. More than 60% of current airtraffic flies over land, so for supersonic transport to become important its noise level has to be reduced. And of course the emissions of the current models pollute the atmosphere a lot, so that has to be modified too.
- V1 So how are you planning to do this?
- V2 Experts believe that they can produce a new generation of supersonic aircraft which are quiet enough to fly over land without anyone on the ground being disturbed. The nose and the tail sections of the aircraft will be extended. This will flatten the pressure waves, which are created when a plane passes the sound barrier, thus reducing the boom. NASA have already managed to reduce the noise level on experimental designs to a quarter of that currently produced by today's supersonic aircraft. They hope to cut this even more with time and testing. Also the new engines being trialled only emit quarter of the amount of nitrogen oxide currently emitted.
- V1 How far will these new aircraft be able to fly?
- V2 They will have a range of about 11,000 miles, that is more than twice the distance our aircraft today are able to fly. The target launch date is about 2020. If you want to keep up to date with developments, then visit our website: www.supersonic.com
- V1 Mr Bakhir, many thanks.**

Pause 00'30"

| | | | |
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| Page 15 | Mark Scheme | Syllabus | Paper |
| | IGCSE EXAMINATIONS - JUNE 2003 | 0310 | 4 |

F1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30"

V1 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 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"

V1 Teacher, the tape should now be stopped and all the papers collected.

Thank you everyone.

[BLEEP]

Grade thresholds taken for Syllabus 0510 (English as a Second Language) in the June 2003 examination.

| | maximum mark available | minimum mark required for grade: | | | |
|-------------|------------------------|----------------------------------|----|----|----|
| | | A | C | E | F |
| Component 1 | 56 | - | 45 | 38 | 25 |
| Component 2 | 84 | 74 | 59 | 45 | - |
| Component 3 | 30 | - | 23 | 18 | 16 |
| Component 4 | 36 | 31 | 23 | 15 | - |

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
 The threshold (minimum mark) for D is set halfway between those for Grades C and E.
 The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

| | maximum mark available | minimum mark required for grade: | | |
|-------------|------------------------|----------------------------------|----|---|
| | | 1 | 3 | 5 |
| Component 5 | 30 | 25 | 13 | 3 |
| Component 6 | 30 | 25 | 13 | 3 |

Note: Grade criteria for Component 5 (Oral) and Component 6 (Oral Coursework) are printed in the syllabus booklet.