

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0510 ENGLISH AS A SECOND LANGUAGE

0510/42 Paper 42 (Listening – Extended), maximum raw mark 36

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.

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

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

Questions 1–6

- 1 school (accept *college*) [1]
- 2 chocolate
AND
cream (accept *creme*) [both required for 1 mark] [1]
- 3 carriage 4/coach 4/car 4 (NOT *room 4*)
bed 48X [1]
[1]
- 4 one third of the original (price)/two thirds off original (price) (NOT *of*)/
(reduced) (from) £6 to £2 [1]
- 5 where: channel 20 (NOT *canal*)
when: 10.30 (accept *am* or *pm*) [both required for 1 mark] [1]
- 6 walk along/beside river [1]
OR
walk along (in) the valley (NOT *into the valley*)
AND
go round the bend [1]

[Total: 8]**Question 7: The mobile bank**

- Usual working hours:** MONDAY to FRIDAY from 9 until 5 o'clock
(accept *Sunday to Thursday* or *Saturday to Wednesday*) [1]
- Mobile banking service began:** 3 YEARS ago [1]
- Routes:** mainly COASTAL (accept *costal(e)/coastle* NOT *costa*)
(accept *by the sea/beach*) [1]
- Number of regular stops:** THIRTEEN [1]
- Advantages for rural communities:** Business: customers can pay bills, obtain CASH/MONEY,
get insurance and different CURRENCIES/CURRENCY [1]
- Summer request stops:** TOURIST car parks [1]
- Winter driving conditions:** very cold, ICE (accept *slippery*) on roads, strong WINDS [1]

[Total: 7]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

Question 8: Top toy award

Worldwide top toy:	(humble) PLASTIC building BRICK; the same winner this year as in 1960/NINETEEN SIXTY (accept <i>50 years ago</i>) (NOT <i>1960s</i>)	[1] [1]
First manufacture of bricks:	Material used: WOOD (accept <i>wooden</i>) Year: 1934/NINETEEN THIRTY FOUR	[1]
Current annual production:	TWENTY MILLION	[1]
Generations of involvement in company:	GREAT grandfather, grandfather, father, the speaker and his SON (NOT <i>sun</i>)	[1]
Range of publicity products:	catalogues, NEWSLETTERS, children's MAGAZINE(S) (accept <i>newletters</i> BUT NOT <i>new letters</i> or <i>newspapers</i>)	[1]
Children's product range includes:	(little/plastic) SUPERHERO models, plain bright bricks	[1]
Logo meaning:	PLAY WELL	[1]
Architecture began:	when TWO BRICKS were put TOGETHER	[1]
		[Total: 9]

Question 9: Benefits of singing

- (a) babies sing/singing as babies/sing in the first (few) months of life
AND
children sing to themselves/children sing while playing [1]
- (b) circulation AND digestion [1]
- (c) give money OR fund (singing) projects OR singing projects [1]
- (d) more oxygen
OR
breathing benefits/better airflow in the chest/better breathing
OR
increased alertness (NOT *awareness*)
OR
lessen bacteria/fewer colds/less flu (NOT *flue*)
(accept *blow germs away*) [ANY TWO for 1 mark] [1]
- (e) singing to babies
as a family round the piano
celebration/birthday
sorrow
(NOT football) [ANY TWO for 1 mark each] [1 + 1]

[Total: 6]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

Question 10: Nomadic lifestyles

- (a) travelling/moving home from (place to place)/graze animals in different places [1]
- (b) building (development/on desert borders)/security restrictions/climate change/drought [1]
- (c) reduced (amount of) grazing (grounds)
(accept *fewer green areas in the desert*) [1]
- (d) Nomads: buying processed feed OR buying processed food for animals
(accept *process* for *processed*)
Government: (tribes to) settle in towns [1]
- (e) courage/perseverance/hospitality/vibrancy (accept *vibrant*) [ANY TWO for 1 mark] [1]
- (f) (nomads) disappear (forever)
OR
(nomadic) way of life (could) disappear (forever)
OR
no access to water and grazing areas
(NOT *nomadic life is under threat ON ITS OWN*, but do not penalise correct lifts
which include this e.g. *nomadic life is under threat and could disappear*) [1]

[Total: 6]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

TAPESCRIPT

**IGCSE English as a Second Language
0510/42 Listening Extended**

June 2010

TRACK 1

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

June examination session 2010

**English as a Second Language
Extended 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]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

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 the visitors go during the first part of their visit?

*V1 Listen everyone, your exchange partners are coming here to stay from the 12th to the 22nd of July. For the first five days it will still be term-time so your guests will have to come into school and join in our lessons. When the holidays begin on the 17th we'll all meet each day for trips together. Any questions? **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 2 What might the friends put on the top of the cake? Give two details.

*V1 I have found a recipe for a lovely celebration cake; it says it serves 8 people. Let's make it for our end of exams party on Wednesday.

V2 OK, read me the ingredients so that I can write us out a shopping list.

V1 Um, a packet of flour, 4 eggs, vanilla sugar and some butter. We'll also need some chocolate to spread over the top of the cake, or, if you prefer, we could use cream instead. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 3 Where exactly is Tiana's accommodation for her overnight journey to be found?

*V1 I would like to buy a ticket for the Chennai to Mumbai overnight train please.

V2 Here you are. Carriage number 4. Your bed number is 48X. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

R1 Question 4 What is the reduction offered in the High Street sale?

*V1 Do you need to buy new pens and pencils? There is a stationery sale in the High Street.

V2 Yes I do need some new pens, how much are the sale items?

V1 The sign says that everything is one third of the original price. I've already bought a pen reduced from £6 to £2.

V2 What a bargain!**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 5 Where *and* when will the orchestra appear on television?

*V1 Don't forget that at the weekend it's the International Youth Music Competition. Make sure your uniforms are washed, clean and tidy and that your instruments are polished ready to tune as we have to meet here at college by 7am. Our orchestra is first on stage in the competition at 9 o'clock but your parents can watch you later on Channel 20 at 10.30.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 6 After the steps, what are the directions to the waterfall? Give TWO details.

*V1 Excuse me, we are trying to find our way to the waterfall. Is it anywhere near here please?

V2 Yes, but it is far below you. Go along this winding path and then down the steps ahead of you leading into the valley – watch out because they are often muddy and slippery. Walk along beside the river in the valley and as you go round the bend you'll see the waterfall, but you'll hear it first!**

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"

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

TRACK 3

R1 Question 7 Listen to the following interview about a mobile banking service for rural communities, and then complete the details below. You will hear the interview twice.

- *V1 Hello and welcome to "Country Matters". Today we are joined by a bank employee who carries out a great and necessary service for those who live in remote and rural areas; she brings a bank to their doorstep – a bank on wheels – isn't that correct Katrina?
- V2 Yes indeed, I've driven the mobile bank every day from nine to five except for weekends and bank holidays for the three years since the service started. This is my job and I love it; it's varied and interesting and no two days are ever the same so I can't get bored.
- V1 It must be lovely to be out in the open air and to be able to see different landscapes each day.
- V2 Yes, the scenery in my mobile area is stunning. My driving routes are mainly coastal so each day I'm treated to sea breezes, I hear seagulls call, and I can choose whether to stop to eat my lunch on top of a cliff, under a shady row of trees or by the beach.
- V1 Wonderful – we would all like to have your job. You must cover a huge distance in your van.
- V2 Yes, about 500 kilometres each week. I usually have the help of a colleague; she helps me with the actual banking but I do most of the driving from place to place.
- V1 There must be lots more advantages to your job.
- V2 Oh yes – you see we have a sort of planned route whereby we make 13 scheduled stops each week, always in the same place – at a crossroads perhaps, by the village shop, or in a sea front car park. This provides a much needed service to people, almost a lifeline for them. Without us, these customers would have to travel miles to their nearest bank at great expense to them.
- V1 Your customers must really appreciate you. Do they mark your visits on their calendars?
- V2 They do, and in return, of course, we get to know them all personally and are able to take an interest in their lives. Often we are the first people a customer has spoken to for a few days. Our unique job is very important for our rural customers socially as well as for business. Luckily our bank recognises and encourages our caring sort of role here.
- V1 Do customers ever just come to talk to you even if they don't need to carry out any banking business?
- V2 Yes they often look into the van to greet us even if they have no need of our banking services.
- V1 You really do provide a very good service to the communities you visit.
- V2 Yes, for example, our customers can pay bills, draw out cash, arrange for insurance and collect money in other currencies if they need this for overseas travel.
- V1 Do you do request stops?
- V2 Oh yes, in the summer we often stop our van in tourist car parks where customers wave at us to stop. The holiday-makers often photograph us because they have never seen a mobile bank before.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

- V1 Yes they are used to mobile grocers and mobile libraries perhaps, but not banks.
- V2 I love being in the van – usually of course I would be trapped in a bank office all day. I am constantly aware of this and try always to provide service with a grateful smile.
- V1 Are there some days in winter when you can't go out in the van?
- V2 We experience ice on the roads and strong winds in winter here so I often have to hang onto the steering wheel tightly. But generally we manage to go out every day. Hot summer days are the most difficult for us; the van gets very hot very quickly. Whatever the weather though, our regular customers are still waiting for us and this really encourages us. We run a vital service and they appreciate it.**

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 a prize-winning toy, and then complete the details below. You will hear the interview twice.

- *V1 In our computerised, digital, text-messaging world, we have refreshing news today. Following world-wide research it's been revealed that our favourite children's toy is not electronic. The winner is the humble plastic building brick; you probably have some in your house: those little bricks which fit together to make models. Today's result is the same as 50 years ago in 1960. Here is a project leader from the Danish manufacturer of these bricks to tell us more.
- V2 Thank you, we are very pleased with the results of this extensive research. We are delighted to confirm that our bricks remain as popular today as they have done since they were first launched.
- V1 When was that?
- V2 We began by making wooden building bricks – that was in 1934, then we turned to making plastic bricks which would fit together to make models in 1949. By 1963 we had perfected this.
- V1 You must have made a lot of bricks since then.
- V2 We make 20 million little plastic bricks each year. Statisticians tell us we have made enough bricks for everyone in the world to own 60 of them.
- V1 I don't own any. Someone else must have my 60 brick quota.
- V2 Of course, some families probably own 6,000 of our bricks or even 60,000 perhaps if they have been collecting them for a long time.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

- V1 Do you still make the bricks on your original factory site?
- V2 Yes, our production has always been from the same original place. My family built the factory on our lands all that time ago. We have kept the company within our own family. My great grandfather, my grandfather, my father, myself and now my son have all taken part over the years.
- V1 How have you kept your product so popular when there are so many new items competing for children's interest – games, computers, robots?
- V2 We produce catalogues, newsletters, a free children's magazine with up-to-date news of new models and we have even opened theme parks. We also rely very much on customer satisfaction and hope they will recommend our products to their friends.
- V1 What other reasons are there for your continuing popularity?
- V2 We try to link new sets of bricks with the themes of popular films. Many parents buy these packs for their children as they think it encourages imaginative roleplay, which it does, of course. Children love re-enacting scenarios with our little superhero plastic models.
- V1 But you have always produced those lovely plain brightly coloured bricks too, haven't you?
- V2 Of course. These encourage generation after generation of children to think, play and create things for themselves. Even our logo when translated into English means "play well".
- V1 Are your bricks only for children or do adult builders buy them too?
- V2 Actually there are many adult enthusiasts around the world. They build ambitious models, then meet for conferences and display their designs. Often they have made their garage, attic space or garden shed into a design studio. Some of our products are very sophisticated; for example, our animation and our robotic packages and these appeal especially to the adult market.
- V1 A famous architect once said that architecture began when two bricks were put together and you certainly have helped many generations to do that. I hope your success will last for many future generations too.**

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"

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

TRACK 5

R1 Question 9 Listen to the following interview about the benefits of singing, and then answer the questions below. You will hear the interview twice.

*V1 Good evening and welcome to "Music Time." Today we are looking at the benefits of singing. Angharad Williams has been researching this subject and is here to talk to us.

V2 Yes, throughout history, singing has made people feel good. If you think about it, we all sing happily and naturally for the first few months of our lives while our voices find their own pitch; we use this to meet our needs as a baby. Later young children often sing to themselves as they play contentedly.

V1 And some of us carry on with this as we get older, don't we? We sing as we wake up or in the bath or shower or even while we work. I remember a very famous singer saying that the only thing better than singing is more singing. What do you make of that?

V2 Quite so. And the whole process of singing brings with it more benefits. The director of a famous breakfast cereal firm said in 1931 that singing promotes health by helping breathing, circulation and digestion.

V1 That was nearly 80 years ago.

V2 Yes and the strange thing is, he was right. If you suffer from asthma or any breathing difficulties then singing helps you to relax and opens up your airways giving you more control over how you breathe.

V1 I know that many universities are researching this now.

V2 Yes even governments all over the world acknowledge the health benefits in singing and are pouring money into projects to get children to sing.

V1 And one university is trying to get singing paid for as therapy by its national health system, isn't it?

V2 Yes. They studied 12,000 people who had been ill and then began to sing maybe as part of a choir or just at home by themselves. Often the singing helped the patients to recover after strokes or heart attacks.

V1 Again, that's because of the breathing benefits of singing.

V2 Singing encourages you to take more oxygen into your body and this leads to increased alertness. Better airflow in your chest should also lessen the possibility of bacteria there and reduce the risks of colds and flu.

V1 You mean it blows the germs away?

V2 I think so, but it is more than just the physical aspect of singing which helps us.

V1 I know. Psychologically, singing makes us feel happy and content, it lifts the spirits.

V2 So people feel better generally. Some cultures sing as part of their care or healing process. There's a huge link between music and medicine. It has even been suggested that group singing can help patients to deal with pain.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

V1 Well think of a football crowd – they all sing together, don't they? And it generates excitement and enjoyment.

V2 Some cultures sing together in order just to get through the day.

V1 A song helps with daily tasks.

V2 It does. Unfortunately, though, many of us have lost this natural desire to sing to our babies or as a family around the piano or even to mark moments of celebration or sorrow. We need to encourage and reinstate these traditions in our everyday lives.

V1 Singing "Happy Birthday" together, for example?

V2 Yes. Researchers say that if you sing even as little as once a month it will help you physically and emotionally in life.**

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"

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0510	42

TRACK 6

R1 Question 10 Listen to the following talk about the disappearance of nomadic lifestyles in the desert, and then answer the questions below. You will hear the talk twice.

*V1 More than 3,000 years ago nomadic peoples began the tradition of travelling and moving their homes from place to place in the desert. Now, unfortunately, it looks as if the journeys of these desert dwellers could finally be at an end. Development in the world has led to building on many desert borders. Security restrictions mean that nomads are not free to roam, live and graze their animals where they wish any more. Global climate change, which causes extremes in temperature, also contributes to the suffering of the nomads.

In particular, drought is forcing the nomadic lifestyle out of existence and it is feared that within a generation nomads will be no more. Lack of rainfall, especially over the last three years, has reduced grazing grounds for the goats and sheep which belong to the surviving 280,000 nomadic tribesmen. Traditionally the tribes would move on to better pastures when the current area is exhausted by their grazing flocks. Nowadays, however, there are increasingly fewer green areas in the desert and those that are there are often built upon by settlers and become small desert towns so the nomads are unable to move their flocks to these occupied oases any more.

Previous generations lived a true nomadic life but the freedom of movement for nomads today is virtually finished. Some of the desert nomads have tried to carry on their way of life by buying processed feed for their animals but food prices are rising fast and they need to be able to graze their flocks as before.

The government wants these tribes to settle into towns. Settling, however, is not understood or accepted in nomadic culture. Nomadic tribes have always been known for their hospitality, their camels and their heavy cloth tents and robes; they are a symbol of vibrant life, courage and perseverance in the harshness of the desert. Historians say there is actually evidence of such tribes as far back as the 11th-century BC.

Even those desert nomads who have lived for a while in settlements and have learned about the modernised world still want to preserve the nomadic way of life in the future for their families. The International Red Cross warns that this very special way of life which has survived wars, famines and disasters for thousands of years is under threat. Desert nomad tribes need improved access to water and grazing areas fast or they could disappear forever.**

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.