

MARK SCHEME for the May/June 2014 series

0510 ENGLISH AS A SECOND LANGUAGE

0510/42

Paper 4 (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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
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Questions 1–6

Question	answers	mark
1	volcano(es)	1
2	her father / father told her	1
3	tomorrow AND computer room	1
4	waiting for three weeks AND needs pipe / to fix shower	2
5	30% is not enough / figure should be higher / focus not on ordinary people / people can only afford 30% of the houses	1
6	newspaper article AND artwork(s)	1 1

[8 marks]

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Question 7 Manager of International Airport

Question	answers	mark
(i)	5 and EXPERTS	1
(ii)	ELECTRONIC and CENTRAL	1
(iii)	KILOMETRES / KM	1
(iv)	45 MILLION / 45 000 000 AND 80 MILLION / 80 000 000	1
(v)	DRIVERS	1
(vi)	400 and SHOPS	1
(vii)	ENCLOSED and ARTWORK(S) / PAINTINGS	1

[7 marks]

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Question 8 Film and television extra

Question	answers	mark
(i)	BACKGROUND	1
(ii)	3 MINUTES / 3 min AND £350 / 350 POUNDS	1
(iii)	CLEANER	1
(iv)	SWIMMING AND SURFING /SURFER	1
(v)	15% and DAILY	1
(vi)	PERFORMER / PERFORMANCE	1
(vii)	INJURIES	1
(viii)	HAIR and ROCK	1
(ix)	TENNIS and FREE	1

[9 marks]

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Question 9 Art project

Question	answers	mark
(a)	shopping centre AND school	1
(b)	places them together AND all facing the same way	1
(c)	free AND 8	1
(d)	audience	1
(e)	broken into pieces / returned to a pile of clay / something that cannot be owned	1
(f)	see it as humans / see it as human / see it as a group of humans / want to know where the little people will sleep	1

[6 marks]

Page 6	Mark Scheme	Syllabus	Paper
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Question 10 A talk about children and nature

Question	answers	mark
(a)	TV AND phone	1
(b)	obesity / short sightedness OR short sighted / asthma	1
(c)	strangers AND traffic	1
(d)	more children in hospital	1
(e)	assess risk(s) / judge risk(s)	1
(f)	12	1

[6 marks]

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TRANSCRIPT
IGCSE English as a Second Language
0510/42 Listening Extended
June 2014

TRACK 1

R1 Cambridge International Examinations

International General Certificate of Secondary Education

June examination session 2014

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.

[BEEP]

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

R1 Question 1 Which television programme do the students decide to watch?

V1 *There's a really good programme at 8 o'clock tonight about sharks. I really want to watch it.

V2 Sharks! But I'm not doing a Marine Biology course. I'm studying Geography. I'd rather watch the programme about volcanoes. It's on at the same time.

V1 Ok, let's watch your programme this time, and mine next week.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 2 How did Sana find out that the train service will close down?

V1 *Did you hear that announcement today on the local transport news, Sana?

V2 No, but if it was about the train service, I think it's awful news. My father told me all about it. I've been using that service for years and it's been fine. To think that they're stopping it simply because it costs too much money! What will I do now?

V1 It sounds as if you'll be buying a car.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

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R1 Question 3 When and where will the students go to find out who their main teacher is?

V1 *Where did they ask us to meet this afternoon?

V2 In Room 4. At 3pm. Then we'll meet our head of year, who will help us with any problems we might have, but won't actually be teaching us.

V1 Oh, I see. So what are we doing tomorrow then?

V2 Tomorrow morning, we'll meet our course teacher in the computer room. Room 14 is our main teaching room, which is right next door. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

**R1 Question 4 Why is the neighbour pleased that the parcel has been delivered?
Give TWO details.**

V1 *Hello I'm your new neighbour. I think you might have a parcel for me?

V2 Yes I do. The postman brought it yesterday but you were out, so I said I'd sign the form to show I'd received it. I hope that's OK.

V1 Yes, that's great. I'm glad you were at home – I've been waiting for that pipe for three weeks. I need it to fix my shower. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 5 Why does the woman object to the housing plan?

V1 *Good evening, everyone, and thanks for coming to this public meeting. The new housing development will provide houses for ordinary people...

V2 I'm sorry to interrupt, but the plan I've seen shows that only 30% of the houses will cost what most people can afford. The rest are priced much higher than this. So how can you say that the focus is on ordinary people?

V1 We pride ourselves on the number of inexpensive houses we provide – other companies build far fewer than we do.

V2 That might be so, but 30% is just not enough. That figure should be much higher. **

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

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R1 Question 6 Which two items does Ahmed bring to impress his interviewer?

V1 *Hello. I'm Ahmed Kabir and I'm here for the job interview.

V2 OK. Hello, Ahmed. Here's your visitor's badge. You'll need that to get past the barrier there. Once you're through, please go to the reception area B. Our artistic director, Mrs Banks, will meet you there. She is going to interview you.

V1 Right. I've got a copy of my passport, as you requested. Also, I've brought the newspaper article about the prize I won last year...

V2 Oh good. I see you've brought a sample of your artwork, too.*

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"

TRACK 3

R1 Question 7 Listen to the following interview with the manager of a busy international airport, and then complete the details below. You will hear the interview twice.

V1 *I'm here today with Anders Helm. Hi, Anders. It's been a while since I was here at Kuala Lumpur International Airport – hasn't it changed a lot?

V2 Hello, yes. We're an ultra modern facility these days. We're regarded by experts as one of the top 5 airports in the world in terms of being up-to-date.

V1 What would you say is the most important development at the airport in the last few years?

V2 Without any doubt, it's our TAMS – our Total Airport Management System. It enables us to connect all the electronic information systems within the airport, to ensure the smooth flow of information between the different sections and areas.

V1 So how exactly does TAMS work?

V2 Because TAMS uses a central database, all of the airport's 17 sub-systems are now connected. So this means that there's never any isolated information – and everyone in the airport, from the check-in clerk to the pilot, has access to the data.

V1 That must use a lot of cables.

V2 Yes. We call it a multi-media super corridor, and it needs about 50 kilometres of cabling. We use fibre optic cable, so it's one of the fastest means of sending data.

V1 I hear that you're becoming more popular now as a result of this major technology upgrade.

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V2 Indeed. We're now ranked as the 14th busiest airport in the world by Air Traffic magazine.

V1 How many passengers use the airport, Anders?

V2 Currently, about 45 million a year, but by 2020, we hope this will be closer to 80 million. We've been expanding since 2010 in a four-phase plan. We've reached Phase 3 now, so we've upgraded the terminals, the passenger facilities and the runways. All with the help of TAMS.

V1 I'm very impressed with the rail links between the different parts of the airport. I used the monorail to get here, and so far I've not had to walk very much at all.

V2 Every part of the complex is linked by driverless trains, and by moving walkways. Our aim in including these is that passengers never have to walk more than 100 metres from checking in to boarding the flight, or from getting off an aircraft to collecting their luggage.

V1 It's a big complex, isn't it?

V2 Yes. We have two hotels in here: a 4 star with 400 rooms and a 5 star with 84 rooms.

V1 And so many shops, too.

V2 210 to be precise. We had only 105 last year, so the number has doubled.

V1 You must be very proud to have been part of all this re-development and success. What are your favourite aspects of the complex, Anders?

V2 I think my favourite project has been setting up a small scale rainforest. It's over there – the enclosed area with real trees and plants from Malaysia.

V1 It must have some animals, then?

V2 No. That would be a health risk to passengers, so I'm afraid it's plants only in there. We check it daily to ensure that the plants are the only living things.

V1 Anything else?

V2 The Boardwalk. This is where we display artwork from this region. You can see some paintings by artists from Thailand there at the moment.

[sound of mobile phone ringing...]

V1 Oh! Sorry Anders. That's my mobile phone...

V2 It's telling you that you need to board your flight to Singapore. Just as I said, our central database knows everything.**

Pause 00'30"

R1 Now you will hear the interview again.

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Repeat from * to **
Pause 0'30"

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 radio interview with a man who is talking about his work as a film and television 'extra', and then complete the details below. You will hear the interview twice.

V1 *Hi, Rick – you're going to tell us about your job, a rather unusual job, as a film 'extra'.

V2 Yes. Hi. I've been working as an extra now for 10 years.

V1 Just tell the listeners what an extra does.

V2 OK. But before I do that, I should say that we're sometimes known by other names – a background actor is the most common term used for us. Basically, we appear in films or television but not as the main roles. We play the minor parts. We may spend 20 seconds, or 20 minutes, or two hours in front of the camera.

V1 Give us an example, Rick.

V2 Ok. My last role was in a film called *Code Red*. While the two main actors were discussing a plan of action in a cafe, I was sitting behind them, enjoying a coffee. I had nothing to say, I was in the film for just 3 minutes and didn't appear anywhere else. I was one of the 6 extras playing coffee drinkers in that scene.

V1 And if you don't mind me asking, how much did you get paid for that work?

V2 We usually get paid a daily rate – at the moment £350. And that's the fee we got for that particular job.

V1 Sounds as if there's not much in the way of preparation then. No speeches to be learned.

V2 Not for that role, no, but it's not always as simple as that. I had a minor part last year in a television programme – it was in a long running series about a hospital. My work lasted for 3 weeks. I played a cleaner, and was given some dialogue, talking to a nurse in a corridor.

V1 It must be difficult to get work.

V2 Yes. I use an agent to help me find suitable acting roles.

V1 How does that work, then?

V2 Well, I'm fit and healthy, and especially good at swimming. So my agent finds me parts in films that require swimmers. I'm also a good surfer. So I need to stay fit for these active roles.

V1 How is your agent paid, Rick?

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V2 It depends on the work he gets for me. All of my earnings are paid to him. He keeps 15% of whatever I earn. I get the daily rate I already mentioned for a minor non-speaking role. But if I have to speak some lines, then I become what is known as a 'day performer'. The fee, then, is much higher.

V1 That sounds like a fair deal. So, if I wanted to become an extra, what information would I need to give to the agent?

V2 Your main contact number is the most important thing. Also, the age range you feel you can cover. For me, that's between 30 and 50. And, of course, your height and weight.

V1 Quite a long list...

V2 There's more... whether you play a musical instrument, and any hobbies you have. Also, any unusual features on your body, such as tattoos, scars, or injuries.

V1 Do you have any unusual features, Rick?

V2 My hair. As you can see it's rather long. As a result, I've been in quite a few films, playing musicians and rock stars.

V1 What would you say was your most enjoyable role as an extra?

V2 That's easy. I spent two weeks in Paris last year. It was a film based around the French Open tournament, and I appeared as a tennis player for about 12 minutes. Being able to meet professional players was great. And I was given a free ticket to the final.

V1 Brilliant. Thanks, Rick. I hope it keeps going well for you.

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 with a manager of an art project, and then answer the questions below. You will hear the interview twice.

- V1 *I'm at a school in Finland today. We're here to have a look at a very special art project. Imogen, here, is one of the team managing it.
- V2 Yes. This artwork has been shown in a few places now. Four places to be accurate: a theatre, a cathedral, a shopping centre, and now, a high school. I've been involved in the last two.
- V1 Before we look at the work, Imogen, can you tell us something about it? Our listeners can't see it of course. So can you perhaps describe it?
- V2 Yes. It's quite a simple idea. All the people involved take their own ball of clay from a large pile, and create a small human body – they can choose its exact shape, but the figure must be able to stand up. It should be between 15 and 30 centimetres high, and pencils must be used to make the holes for the eyes.
- V1 OK. How many people are involved?
- V2 The artist prefers to use people from the local community, about 100 people, but he insists that a wide range of ages are involved, so a grandmother could be working next to an 8-year-old boy. Each person makes several figures, so there are hundreds in the end.
- V1 So what happens next – after each piece is completed? How does the artist create the effect he wants?
- V2 The artist places them all tightly together and all facing the same way. When there are enough of them, they start to resemble a crowd of people.
- V1 That explains why we need a very large area, then – we're using the gymnasium here at this school. I can't wait to see the finished piece.
- V2 Well, it's also good to see it as a work in progress. As the rows of figures are added, the display starts to take shape. It's a little strange, though, being faced with sets of staring eyes as you go along. And when the artist is satisfied, no more figures are added.
- V1 They must need a large amount of clay.
- V2 About 50 tonnes. It's been provided free by a local clay factory – it took 8 deliveries to get it all here.
- V1 Let's go through and have a look at it, then.
- V2 OK. Follow me.
- V1 That's amazing. I see what you mean about those eyes. I've never felt so stared at. You almost don't want to look away.
- V2 Yes, and each one of these displays takes on a different character because of the different location. Because this is a school, it's almost as if the figures are representing school children at an assembly. And the one that was done in the supermarket would have looked like shoppers.
- V1 Of course, and if I was an actor on the stage, it would be like having an audience watching me!

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V2 Yes. Another interesting feature is that people work together, so people learn from each other, and you see people's confidence growing as they make their models.

V1 It sounds as if every person goes on his or her own little art journey, and that's great. What happens to the clay pieces?

V2 They stay on display for a few weeks – and then they are broken into pieces and returned to a pile of clay. And that is returned to the clay factory to make cups and plates.

V1 What a shame that the models are lost. They ought to be preserved to be shown in an art gallery.

V2 No. This project attempts to make something that cannot be owned. Anyway, it only exists for a short period of time.

V1 And while it's on display, we feel part of the work because it seems as if the little figures are looking back at us. Don't you feel that, with all of those eyes staring at you?

V2 Yes. I can also see how it could be used as a symbol for something other than what it actually is. Like all good art, some of the meaning is with you, the viewer.

V1 What do the young children involved think about it?

V2 They see it as a group of small humans. And they want to know where all the little people will sleep.

V1 This has been a fascinating experience. Thank you for sharing it with us, Imogen.

V2 No problem. Come and see the next display. We'll be creating it in a prison!

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 0035"

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TRACK 5

R1 Question 10

Listen to the following talk given by a man who believes that children should engage with nature more, and then answer the questions below. You will hear the talk twice.

V1 *Some children these days have little or no contact with nature. 40 years ago, when I was growing up, my friends and I enjoyed more or less the same freedom as our parents and grandparents had when they were young. But since then, the distance from home that children are allowed to travel on their own has significantly decreased. Not surprisingly, they look for other ways to stop getting bored; which is why today's 11–16 year olds spend more than half their waking hours in front of a TV, on a smart phone, or at the local shopping centre.

Fewer than one in ten of today's children play regularly in wild places, compared to almost 50% of adults when they were young. This has resulted in a disconnection with nature. Staying indoors can also have consequences for a child's physical and mental health. Obesity levels have trebled in just a decade, and other problems seem to include short-sightedness and asthma. It's all very worrying.

It would be easy to blame this on the rise of screen-based entertainment, but in my view, TVs and computers are only a symptom of the problem rather than the cause. There are other issues – for example, dangerous traffic and the threat of strangers. Parents are worried about the increased number of cars on the roads. But figures show that there are far fewer accidents now, due to road safety measures, than ever before. And threats from strangers? Well, the actual figures for this are close to zero, but the media make such cases very high profile, and this makes parents scared of letting their kids go anywhere they can't see them.

One point that is not often raised is that there's far greater danger for our children in their own homes. There is the potential for accidents all over our houses. For example, boiling hot water from dispensers, electric shocks from faulty wiring, falling down the stairs. A revealing fact is that far more children are admitted to hospital after falling out of their beds than from falling out of trees.

Apart from general health and fitness, spending more time in nature with friends has other advantages. It encourages children to collaborate, to work things out together. More important than that, however, it teaches them to assess and judge risk – a very useful skill for adulthood, I'd suggest.

I think all children should develop a personal connection with an aspect of nature by the time they are 12 years old. I want our children to explore, enjoy and learn about the natural world – by going into it. I have 5 children, aged 3 to 16, and I know the risks. But parents must learn to overcome their fears and allow their children to roam free. And that's why I'm here, to launch a new activity programme: '50 things to do outside before you are a teenager.**

Pause 00'30"

R1 Now you will hear the talk again.

*Repeat from * to ***

Pause 00'30"

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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.