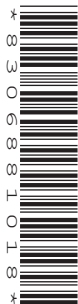


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0511/11

October/November 2016

1 hour 30 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.
Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages and **3** blank pages.

Exercise 1

Read the following leaflet about a popular attraction called Deacon Dale, and then answer the following questions.



WELCOME TO DEACON DALE!

Every year, thousands of people come to Deacon Dale, an area of outstanding natural beauty. Visitors have always been able to walk in the hills and admire the beautiful views, but this year, for the first time, they have the opportunity to explore another world below the ground.

Hidden under the hills, a network of caves has been discovered, and this year, five kilometres of tunnels which link these caves have finally been opened to the public. Now this exciting tourist attraction has something for everyone.

Deacon Hole

If you fancy something really different, you'll have to put on your climbing boots and a safety helmet to go down into Deacon Hole, the deepest cave in the network. To reach this cave, you have to face the challenge of crawling on your hands and knees through 800 metres of narrow tunnels. Kim Tomas, a recent visitor, said that this was really exciting: "The highlight of my visit," she said, "was the thrill of reaching the magnificent cave, after crawling in the dark for such a long time!"

Starting out

For young people who want to take up caving but lack confidence, there are easier practice caves to explore. Safety is taken very seriously. Our safety features include fixed ladders, first aid supplies and spare torches.

All the essential caving equipment is provided, including an over suit, boots, helmet, light and belt. Any other items, such as a wetsuit or knee and elbow pads, are available at an additional cost.

Your adventure will begin with a short talk by one of our highly qualified instructors, who will show you how to put on and use the equipment. You will then be ready to start your adventure! When you finally emerge from the caves, exhausted but proud, you will be awarded with a special achievement certificate.

Apart from offering an exciting sporting activity for all, Deacon Dale is ideal for groups. Not only does it encourage teamwork and trust, but it also provides participants with a shared sense of achievement.

Visitor information

If you would like more information about Deacon Dale, please visit our website at www.deacondale.com and for advice about educational bookings, email our groups coordinator. Details can be found on the website.

With plenty to do, whatever the weather, Deacon Dale is open all year round. Come and discover the magic!

(a) What has been found underground at Deacon Dale?

.....[1]

(b) What must you do before you can start climbing down to Deacon Hole? Give **two** details.

.....
.....[1]

(c) Where in Deacon Dale can beginners start caving?

.....[1]

(d) Which equipment will you have to pay extra for when you go caving at Deacon Dale? Give **two** details.

.....
.....[1]

(e) According to the leaflet, how will you feel after your first caving adventure?

.....[1]

(f) Why is a visit to Deacon Dale popular with groups? Give **two** details.

.....
.....[2]

[Total: 7]

Exercise 2

Read the following article about the Dana octopus squid, and then answer the following questions.

SQUID THAT LIGHTS UP IN THE DARK

Several species of squid, including the giant squid and the colossal squid, live in the deep waters of the ocean. However, very little is known about them. Scientists have therefore been particularly excited to discover another type of deep-sea squid – one which lights up in the dark.

This enormous squid, known as the Dana octopus squid, has been filmed for the first time in the wild. The film shows the squid, which can grow as big as a human, using bright, flashing lights on its arms to catch other creatures.

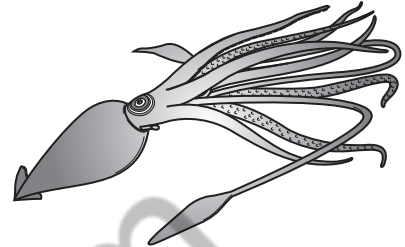
The glow-in-the-dark squid was discovered in 2006 in the dark waters of the North Pacific Ocean off south-eastern Japan by Japanese scientists, during an expedition led by Tsunemi Kubodera of the National Science Museum in Tokyo. They attracted the massive squid by putting food at the end of a long line which they dropped from the research ship down into the ocean, and lowered cameras alongside it. Two years previously, in 2004, the same team had also filmed the first ever images of a live giant squid.

The Dana octopus squid, like most squid, has eight arms with cat-like claws on its suckers. Other large squid use two long tentacles, which are like extra arms, to grab creatures while hunting, but scientists think that the Dana octopus squid blinds its victims using light-producing organs on the ends of two of its arms.

These organs, which are about the size of lemons, are called photophores, and they can be opened and closed like eyes. This deep-sea squid swims in a very dark environment, so their photophores can be used to light up its immediate surroundings. Additionally, the squid uses them to measure the distance between itself and its prey.

The Japanese scientists noticed that the Dana octopus squid also glows when it is not hunting. They believe that the squid uses these light signals as a form of communication. For example, a single flash of light seems to act as a warning signal when the squid is approaching unfamiliar objects. Further investigation revealed that these flashes of light could also be used to attract a mate.

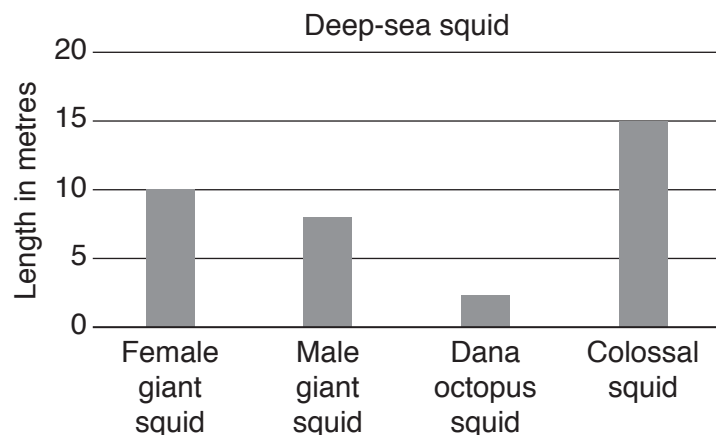
Researchers already had some ideas about how this glowing squid behaves, and the new video footage supports those theories. “It’s nice to have some proof,” says squid researcher Michael Vecchione of the Natural History Institute. “It has mostly been just theory and guesswork up until now.”



The footage also shows that the Dana octopus squid is a very effective hunter. It swims backwards and forwards and it is able to change direction rapidly by bending its body. On the film some were seen reaching speeds of 2.5 metres per second as they attacked the food.

“Some people have said that all deep-water squid are rather slow and heavy because their muscles are not very firm,” says Vecchione, “but this particular type of squid has got very muscular fins for swimming.”

The Dana octopus squid is thought to be one of the world’s largest squid and scientists believe that they live in large numbers in the tropical oceans. However, because they swim in such deep waters, it has not been easy to conduct more detailed research on them. Until the Japanese team caught them on film, no one had ever seen one alive.



- (a) Where exactly was the Dana octopus squid first filmed?
.....[1]
- (b) How did the Japanese scientists film the Dana octopus squid?
.....[1]
- (c) In which year was the giant squid first filmed?
.....[1]
- (d) According to the scientists, what is unusual about the way the Dana octopus squid catches its food?
.....[1]
- (e) What are the Dana octopus squid's light-producing organs comparable to in size?
.....[1]
- (f) Why is the video evidence of the Dana octopus squid important to the researchers?
.....[1]
- (g) Apart from using light-producing organs, what makes the Dana octopus squid such a good hunter? Give **two** details.
.....
.....[2]
- (h) Why is the Dana octopus squid better at swimming than other deep-sea squid?
.....[1]
- (i) Why is the Dana octopus squid so difficult to study?
.....[1]
- (j) According to the chart, which is the second longest squid **and** how long is it?
.....[1]

[Total: 11]

Exercise 3

Rhys Howell is a student at Glyn Derwe High School, Penally Road, Cardiff, CF2 3DR, Wales. Last term, just after his 17th birthday, he went to Blackheath Activity Centre with a large group of 60 students for five days of camping and outdoor activities. He had never slept in a tent before so he was a little nervous about going, and he was worried about whether he would enjoy all the activities. However, by the time they had all settled down in the coach and had started on their journey, he began to look forward to this new experience.

The activity centre was set in the middle of the countryside and Rhys loved waking up each morning to a beautiful view of the surrounding hills. However, he was not so happy about having to queue for breakfast!

The days were very busy with plenty of activities on offer. He had been really excited about trying different watersports, such as canoeing, sailing and swimming. In fact, it was the activities in the hills around the centre that he found most enjoyable – hill walking, rock climbing and, best of all, hiking at night.

On the third day, the students were given the opportunity to visit an attraction which was off-site. Several choices were available. Rhys loves swimming and thought about going to 'Splash World'. He also considered going horse riding, but he decided to try the indoor climbing wall in a nearby town because this was something that he had never done before.

At the campsite there was always something to do. All the students helped to prepare the meals and to wash up afterwards, and they were also expected to keep their tents clean and tidy. Rhys shared a large tent with five other boys. Although they did not know each other very well at the beginning of the holiday, they had become good friends by the end of it. Rhys decided that camping was great fun after all, and a great way to try new activities.

Before the students returned home, the manager of the centre asked them to fill in a feedback form about the holiday.

Imagine you are Rhys. Fill in the form, using the information above.

**Blackheath Activity Centre
Feedback Form**

Section A: Personal details

Full name:

Male/Female (please delete)

Age:

Name of school:

School address:

Section B: Your holiday

How did you travel to Blackheath Activity Centre?

How long did you stay? (please underline):

One or two days

three to five days

six or more days

What was your favourite activity?

Which off-site activity did you choose? (please circle):

Splash World

indoor climbing wall

horse riding

Was there anything that you did not like about your stay at this centre?

.....

Section C

In the space below, write **one** sentence saying how you felt about camping before the holiday, and **one** sentence about your opinion of camping after the holiday.

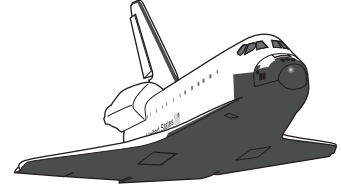
[Total: 14]

Exercise 4

Read the following article about the Mars One project, and then complete the notes on the following page.

LIFE ON MARS

Bas Lansdorp is the co-founder of the Mars One project and is looking for people who want to live on Mars as part of an exciting new project. He believes that with proper preparation a human settlement can exist there, and says that the settlement would provide valuable information for scientists around the world who are studying the possibility of living on another planet.



Undiscovered waters, mountains or faraway lands have always attracted explorers as they search for adventure on Earth, even in the face of extreme danger. It is perhaps not surprising that the Mars One project has already received thousands of applicants, all keen to achieve their dream of setting foot on Mars.

Future explorers take note, however. Mars is a planet very different from Earth. Its atmosphere is very thin, it is extremely cold and the water that remains is frozen or underground. Applicants, then, must be physically fit, adaptable and must work well in a team. There are also plans to televise the project as a reality TV show, from the initial selection of participants to everyday life on Mars.

The first four settlers will be transported to Mars in 2026. Those who are chosen to go will live together in a small community. In order for them to stay alive, energy will be generated from solar panels and water will be extracted from the soil and recycled. The new settlers will attempt to grow their own food, but they will also have an emergency food supply and will receive deliveries when new explorers arrive. After two years, four more people will be sent to join them.

The Mars One project advisers say that, when the number of settlers reaches twenty, the community will be self-sufficient. This means that they will be able to take care of themselves and continue to build the settlement on their own.

So far, no human has ever visited Mars. Critics say that the surface of Mars is extremely hostile, and the planet cannot support human life. Radiation levels are very high, and this could lead to an increased risk of cancer. However, the project team have already thought of this and will advise the settlers to wear protective clothing at all times.

The people who run the Mars One project are confident that it can happen. Tom Acosta, an astronaut who has just returned to Earth after five months in space, has shown interest and has even said that it would be an honour to be one of those selected to go to Mars.

Funding the project may be difficult as it would cost \$5.9 billion to send the first group. However, Bas remains confident that their financial target will be met. "This could be the biggest thing that mankind has ever done," he says. "Humans are naturally curious and so many people want to explore beyond our world; our dream of going to Mars will come true."

Whether or not the Mars One project will achieve its goal, the publicity generated from televising the whole process means that the world will surely be watching.

You are going to give a talk to your school's science club about the Mars One project. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Reasons to take part in the Mars One project:

-
-
-

How the first group will survive on Mars:

- *Energy will be generated from solar panels*
-
-
-
-

[Total: 7]

Exercise 5

Imagine that you have given your talk to your school's science club. Now your teacher wants you to follow this up with a summary for homework.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about the Mars One project.

Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible.

.....

.....

.....

.....

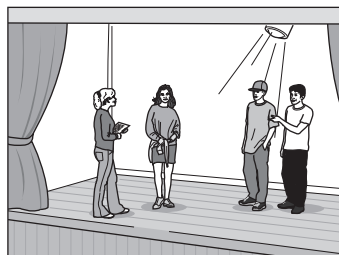
.....

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.....

[Total: 5]

Exercise 6

You have recently joined a new club at school.

Write an email to a friend telling them about the club.

In your email, you should:

- explain how you found out about the club
- say what you enjoy about it
- say why you think your friend should join the club too.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

Your email should be between 100 and 150 words long.

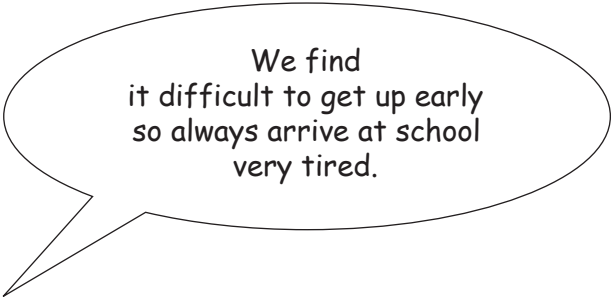
You will receive up to 7 marks for the content of your email, and up to 6 marks for the style and accuracy of your language.

pasxcel.com

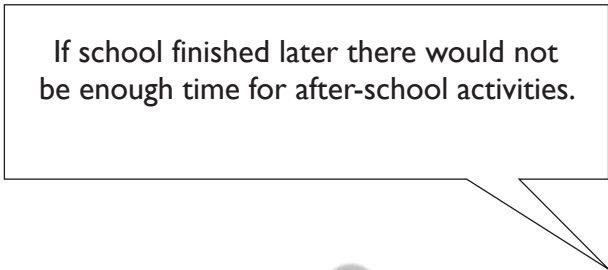
Exercise 7

It has been suggested that the times of the school day should be changed, to start and finish one hour later.

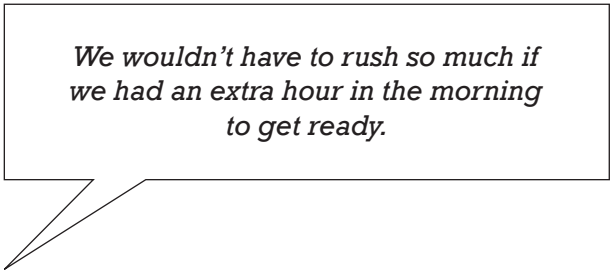
Here are some comments from your friends about this:



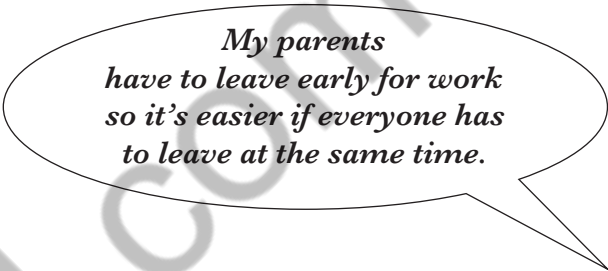
We find
it difficult to get up early
so always arrive at school
very tired.



If school finished later there would not
be enough time for after-school activities.



*We wouldn't have to rush so much if
we had an extra hour in the morning
to get ready.*



*My parents
have to leave early for work
so it's easier if everyone has
to leave at the same time.*

Write an article for the school magazine, giving your views.

The comments above may give you some ideas, and you should try to use some ideas of your own.

Your article should be between 100 and 150 words long.

You will receive up to 7 marks for the content of your article, and up to 6 marks for the style and accuracy of your language.

pasxcel.com

basxcel.com

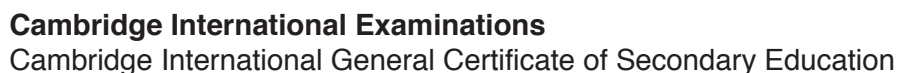
basxcel.com

basxcel.com

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0511/21

October/November 2016

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

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This document consists of **15** printed pages and **1** blank page.

Exercise 1

Read the following leaflet about a popular attraction called Deacon Dale, and then answer the following questions.



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Every year, thousands of people come to Deacon Dale, an area of outstanding natural beauty. Visitors have always been able to walk in the hills and admire the beautiful views, but this year, for the first time, they have the opportunity to explore another world below the ground.

Hidden under the hills, a network of caves has been discovered, and this year, five kilometres of tunnels which link these caves have finally been opened to the public. Now this exciting tourist attraction has something for everyone.

Deacon Hole

If you fancy something really different, you'll have to put on your climbing boots and a safety helmet to go down into Deacon Hole, the deepest cave in the network. To reach this cave, you have to face the challenge of crawling on your hands and knees through 800 metres of narrow tunnels. Kim Tomas, a recent visitor, said that this was really exciting: "The highlight of my visit," she said, "was the thrill of reaching the magnificent cave, after crawling in the dark for such a long time!"

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For young people who want to take up caving but lack confidence, there are easier practice caves to explore. Safety is taken very seriously. Our safety features include fixed ladders, first aid supplies and spare torches.

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(a) What has been found underground at Deacon Dale?

.....[1]

(b) What must you do before you can start climbing down to Deacon Hole? Give **two** details.

.....
[1]

(c) According to Kim Tomas, what was the best part of her visit?

.....[1]

(d) Where in Deacon Dale can beginners start caving?

.....[1]

(e) Which equipment will you have to pay extra for when you go caving at Deacon Dale? Give **two** details.

.....
[1]

(f) According to the leaflet, how will you feel after your first caving adventure?

.....[1]

(g) Why is a visit to Deacon Dale popular with groups? Give **two** details.

.....
[2]

(h) Who is the best person to contact to arrange a school visit?

.....[1]

[Total: 9]

Exercise 2

Read the following article about the Dana octopus squid, and then answer the following questions.

SQUID THAT LIGHTS UP IN THE DARK

Several species of squid, including the giant squid and the colossal squid, live in the deep waters of the ocean. However, very little is known about them. Scientists have therefore been particularly excited to discover another type of deep-sea squid – one which lights up in the dark.

This enormous squid, known as the Dana octopus squid, has been filmed for the first time in the wild. The film shows the squid, which can grow as big as a human, using bright, flashing lights on its arms to catch other creatures.

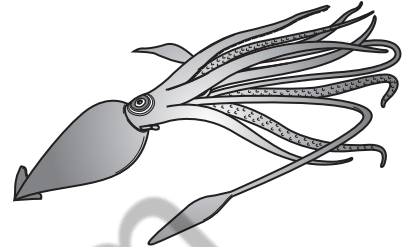
The glow-in-the-dark squid was discovered in 2006 in the dark waters of the North Pacific Ocean off south-eastern Japan by Japanese scientists, during an expedition led by Tsunemi Kubodera of the National Science Museum in Tokyo. They attracted the massive squid by putting food at the end of a long line which they dropped from the research ship down into the ocean, and lowered cameras alongside it. Two years previously, in 2004, the same team had also filmed the first ever images of a live giant squid.

The Dana octopus squid, like most squid, has eight arms with cat-like claws on its suckers. Other large squid use two long tentacles, which are like extra arms, to grab creatures while hunting, but scientists think that the Dana octopus squid blinds its victims using light-producing organs on the ends of two of its arms.

These organs, which are about the size of lemons, are called photophores, and they can be opened and closed like eyes. This deep-sea squid swims in a very dark environment, so their photophores can be used to light up its immediate surroundings. Additionally, the squid uses them to measure the distance between itself and its prey.

The Japanese scientists noticed that the Dana octopus squid also glows when it is not hunting. They believe that the squid uses these light signals as a form of communication. For example, a single flash of light seems to act as a warning signal when the squid is approaching unfamiliar objects. Further investigation revealed that these flashes of light could also be used to attract a mate.

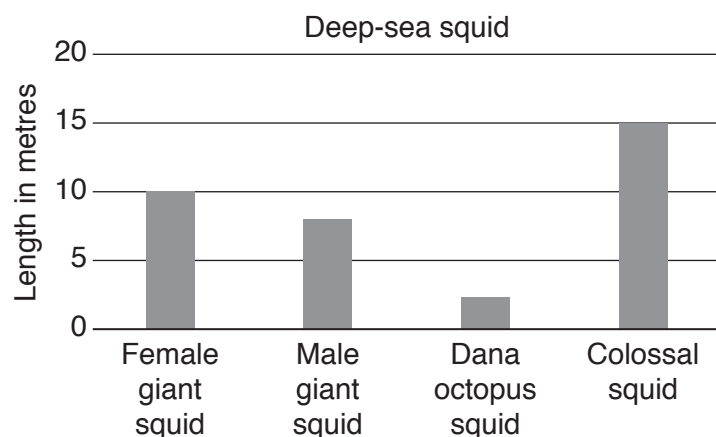
Researchers already had some ideas about how this glowing squid behaves, and the new video footage supports those theories. “It’s nice to have some proof,” says squid researcher Michael Vecchione of the Natural History Institute. “It has mostly been just theory and guesswork up until now.”



The footage also shows that the Dana octopus squid is a very effective hunter. It swims backwards and forwards and it is able to change direction rapidly by bending its body. On the film some were seen reaching speeds of 2.5 metres per second as they attacked the food.

“Some people have said that all deep-water squid are rather slow and heavy because their muscles are not very firm,” says Vecchione, “but this particular type of squid has got very muscular fins for swimming.”

The Dana octopus squid is thought to be one of the world’s largest squid and scientists believe that they live in large numbers in the tropical oceans. However, because they swim in such deep waters, it has not been easy to conduct more detailed research on them. Until the Japanese team caught them on film, no one had ever seen one alive.



- (a) Where exactly was the Dana octopus squid first filmed?
.....[1]
- (b) How did the Japanese scientists film the Dana octopus squid?
.....[1]
- (c) In which year was the giant squid first filmed?
.....[1]
- (d) According to the scientists, what is unusual about the way the Dana octopus squid catches its food?
.....[1]
- (e) What are the Dana octopus squid's light-producing organs comparable to in size?
.....[1]
- (f) Why is the video evidence of the Dana octopus squid important to the researchers?
.....[1]
- (g) Apart from using light-producing organs, what makes the Dana octopus squid such a good hunter? Give **two** details.
.....
.....[2]
- (h) Why is the Dana octopus squid better at swimming than other deep-sea squid?
.....[1]
- (i) Why is the Dana octopus squid so difficult to study?
.....[1]
- (j) According to the chart, which is the second longest squid **and** how long is it?
.....[1]
- (k) What does the Dana octopus squid use its light-producing organs for? Give **four** details.
.....
.....
.....
.....[4]

[Total: 15]

Exercise 3

Tieneke Brusche lives in the Netherlands and is in her first year at Bakker Academy, where she is following a foundation course in Performing Arts. She is a keen musician and hopes to go to university after this course to study music. She lives with her parents at Apartment 79, Grebbeweg 103, Achterberg. She is just 17 but is very excited about the prospect of living and studying somewhere new.

Tieneke's principal instrument is the trumpet and she plays it to an excellent standard. Recently, she passed her Grade 8 exam. She plays in the local brass band called Rhenen Brass and also in the Music Society Orchestra at her college, so she has plenty of opportunities to perform and has made many good friends in both groups. She also plays the piano, but she has only reached Grade 6 so far. She thinks that if she wants to study music at the best university, she should do her best to improve her piano playing. Tienieke knows that after she has finished her exams, she will have a long holiday, so she has decided to apply for a course at a music summer school, where she can have piano tuition and play in groups with other pianists. She also thinks that this will be a good way to meet other young keyboard players.

After doing some research at the local library, Tienieke has discovered that there are three courses suitable for her age group. One of these is at Groningen Summer School and runs for two weeks. It looks really interesting as it is designed specifically for students who want to go on to study music. It is particularly recommended for piano and keyboard players. However, Groningen is quite far from where Tienieke lives and so she would have to catch a train every day. She could stay on campus for the duration of the course but this is expensive and Tienieke's parents would not be able to afford it.

Tienieke would prefer to be nearer home. The course at Leo Smit's Summer School offers a good choice of activities, and she knows that two of her friends from orchestra are also thinking of going there. She could easily travel there by bus, which is not too expensive.

After discussing this with her parents, Tienieke has decided to apply for a place on the course at Arnhem School, which is much closer to home. It specialises in piano performance and composition, and the facilities are excellent. The school also organises a variety of social events. Although accommodation is available, Tienieke would not need to stay overnight as she could cycle every day from home.

There is a central booking agency which covers all the summer schools in the north of the country, so Tienieke has requested an application form.

Imagine you are Tienieke. Fill in the application form, using the information above.

Music Summer School: Application Form

Section A: Personal details

Full name:

Age:

Home address:

College currently attended:

Section B: Music background

Main instrument:

Current level of ability in this instrument (tick one box)

Advanced

☐

Intermediate

☐

Beginner

☐

Name(s) of musical group(s) you play in:

.....

Section C: Proposed course

Which summer school would you like to attend?

First choice:

Second choice:

Which type of instrument will you be studying? (please underline):

brass

keyboard

woodwind

Do you require accommodation? (please circle): YES/NO

Where did you hear about the summer schools on offer?

Section D

In the space below, write **one** sentence of between 12 and 20 words, explaining why you want to attend a music summer school.

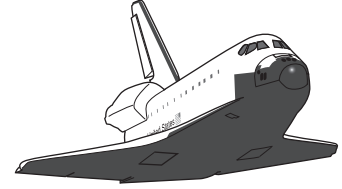
[Total: 8]

Exercise 4

Read the following article about the Mars One project, and then complete the notes on the following page.

LIFE ON MARS

Bas Lansdorp is the co-founder of the Mars One project and is looking for people who want to live on Mars as part of an exciting new project. He believes that with proper preparation a human settlement can exist there, and says that the settlement would provide valuable information for scientists around the world who are studying the possibility of living on another planet.



Undiscovered waters, mountains or faraway lands have always attracted explorers as they search for adventure on Earth, even in the face of extreme danger. It is perhaps not surprising that the Mars One project has already received thousands of applicants, all keen to achieve their dream of setting foot on Mars.

Future explorers take note, however. Mars is a planet very different from Earth. Its atmosphere is very thin, it is extremely cold and the water that remains is frozen or underground. Applicants, then, must be physically fit, adaptable and must work well in a team. There are also plans to televise the project as a reality TV show, from the initial selection of participants to everyday life on Mars.

The first four settlers will be transported to Mars in 2026. Those who are chosen to go will live together in a small community. In order for them to stay alive, energy will be generated from solar panels and water will be extracted from the soil and recycled. The new settlers will attempt to grow their own food, but they will also have an emergency food supply and will receive deliveries when new explorers arrive. After two years, four more people will be sent to join them.

The Mars One project advisers say that, when the number of settlers reaches twenty, the community will be self-sufficient. This means that they will be able to take care of themselves and continue to build the settlement on their own.

So far, no human has ever visited Mars. Critics say that the surface of Mars is extremely hostile, and the planet cannot support human life. Radiation levels are very high, and this could lead to an increased risk of cancer. However, the project team have already thought of this and will advise the settlers to wear protective clothing at all times.

The people who run the Mars One project are confident that it can happen. Tom Acosta, an astronaut who has just returned to Earth after five months in space, has shown interest and has even said that it would be an honour to be one of those selected to go to Mars.

Funding the project may be difficult as it would cost \$5.9 billion to send the first group. However, Bas remains confident that their financial target will be met. "This could be the biggest thing that mankind has ever done," he says. "Humans are naturally curious and so many people want to explore beyond our world; our dream of going to Mars will come true."

Whether or not the Mars One project will achieve its goal, the publicity generated from televising the whole process means that the world will surely be watching.

You are going to give a talk to your school's science club about the Mars One project. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Reasons to take part in the Mars One project:

-
-
-
-

How the first group will survive on Mars:

- *Energy will be generated from solar panels*
-
-
-
-
-

[Total: 9]

Exercise 5

Read the following article about a proposal to develop a new mini-helicopter.

Write a summary about the benefits of this new mode of travel AND about the possible problems associated with it.

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary, and up to 5 marks for the style and accuracy of your language.

RUSH HOUR IN THE SKY

If you have ever spent time sitting in a car stuck in traffic or in a delayed train or bus, then you will probably have dreamed of a better way to get from A to B. We have all imagined the concept of flying cars, and the idea has been explored in popular films and cartoons. Now, though, an inventor has come up with a design for a mini-helicopter which he says can be used to travel around cities and ease road traffic.

The Smartcopter was created by Philippe Bertillon, who was looking for an eco-friendly alternative to crowded public transport and congested roads. "As the population in busy cities continues to grow," Bertillon says, "the traffic also increases, and everybody is trying to use the same routes at the same times." This personal helicopter has been designed, then, to transport us around cities in a more environmentally friendly way than relying on driving or waiting for a bus.

The Smartcopter has touchscreen digital control panels as well as automatic take-off, autopilot and auto-landing functions. It weighs just over 1000 kg and can carry two people from city to city in no time. In fact, the designer believes that with a maximum speed of 193 km per hour, the aircraft could fly from London to Paris in a little under two hours. Furthermore, this light aircraft can be ready for take-off in one minute, which means that busy executives can arrive at their meetings on time. However, it may be difficult to find a space large enough in cities for the Smartcopter to land.

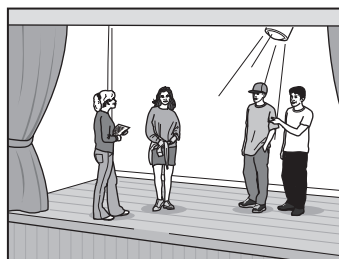
Bertillon's original idea was based on his desire to increase our use of green energy. He is concerned that cities across the world have recently experienced increased levels of fog and pollution caused by CO₂ emissions. He says, "I see the Smartcopter as an urban aerial vehicle. It is powered by electricity and recharged by the sun using solar cells. It is similar in flight to a standard helicopter, but smoother thanks to its eco-friendly engine design." Bertillon is convinced, then, that his little aircraft can certainly play its part in the fight against global warming.

However, some people might argue that Bertillon's unique flying machine will never become a regular form of transport. They claim that using solar energy to power the machine is only effective if you live somewhere sunny, but it may not be so efficient in cloudier climates, such as in the UK. Despite this, Bertillon maintains that such a small, lightweight aircraft with a flying distance of 480 km could be a very desirable purchase.

But will the Smartcopter concept really work? There would have to be more regulation and potential owners would need a pilot's licence. Furthermore, the practicalities of having a large number of these aircraft in the air have not been fully explored. Bertillon suggests that the maximum altitude for the Smartcopter could be as high as 4000 m, which might present difficulties for air traffic controllers.

So, although the Smartcopter sounds like a great idea, many issues will need to be overcome before it ever gets off the ground.

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Exercise 6

You have recently joined a new club at school.

Write an email to a friend telling them about the club.

In your email, you should:

- explain how you found out about the club
- say what you enjoy about it
- say why you think your friend should join the club too.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

Your email should be between 150 and 200 words long.

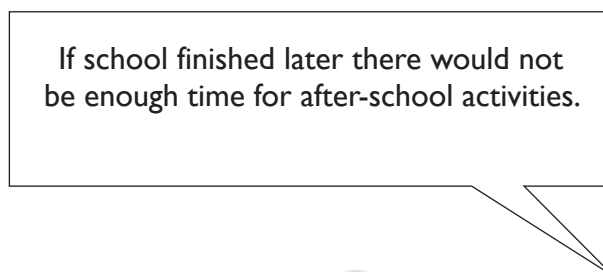
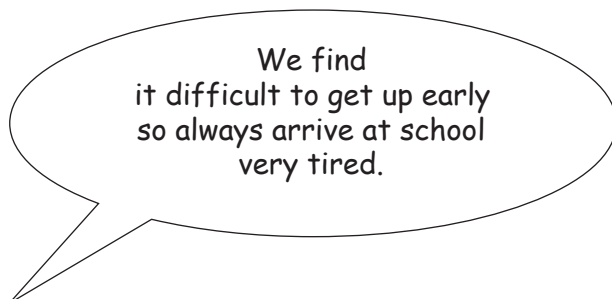
You will receive up to 10 marks for the content of your email, and up to 9 marks for the style and accuracy of your language.

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Exercise 7

It has been suggested that the times of the school day should be changed, to start and finish one hour later.

Here are two comments from your friends about this:



Write an article for the school magazine, giving your views.

The comments above may give you some ideas, and you should try to use some ideas of your own.

Your article should be between 150 and 200 words long.

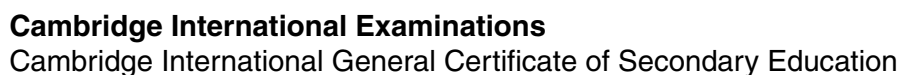
You will receive up to 10 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

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0511/31

October/November 2016

Approx. 40 minutes

Candidates answer on the Question Paper.

Additional Materials: As listed in Instructions to Supervisors.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

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This document consists of **7** printed pages and **1** blank page.

Questions 1–4

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words** for each detail.

You will hear each recording twice.

- 1 (a) What is the name of the book that the man recommends?

.....[1]

- (b) What type of book has the woman just finished?

.....[1]

- 2 (a) Which building does the man suggest they stay in for their holiday?

.....[1]

- (b) What is included in the price?

.....[1]

- 3 (a) What did the woman buy this morning?

.....[1]

- (b) Where do they decide to put it?

.....[1]

- 4 (a) Who won the top prize for bread-making?

.....[1]

- (b) What impressed the presenter about the cheese she bought?

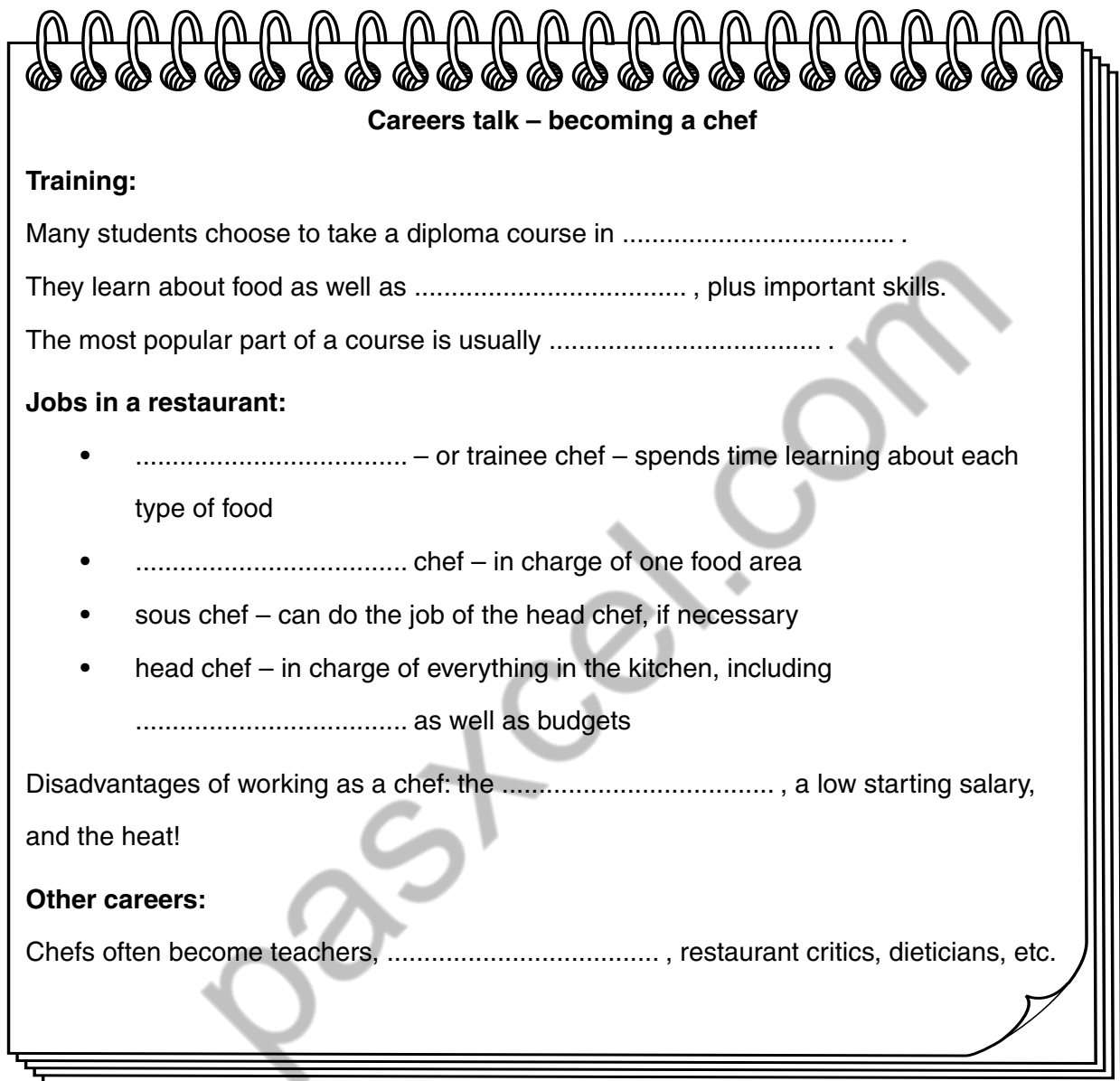
.....[1]

[Total: 8]

Question 5

You will hear a talk given by a chef. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.



Careers talk – becoming a chef

Training:

Many students choose to take a diploma course in [1]

They learn about food as well as , plus important skills. [1]

The most popular part of a course is usually [1]

Jobs in a restaurant:

- – or trainee chef – spends time learning about each type of food [1]
- chef – in charge of one food area [1]
- sous chef – can do the job of the head chef, if necessary
- head chef – in charge of everything in the kitchen, including as well as budgets [1]

Disadvantages of working as a chef: the , a low starting salary, and the heat! [1]

Other careers:

Chefs often become teachers, , restaurant critics, dieticians, etc. [1]

[Total: 8]

Question 6

You will hear six people talking about professional sports men and women. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear each speaker twice.

Speaker 1	<input type="checkbox"/>	A They are great role models for children.
Speaker 2	<input type="checkbox"/>	B Their lifestyle is limited when they are training.
Speaker 3	<input type="checkbox"/>	C Being able to focus must be the hardest skill.
Speaker 4	<input type="checkbox"/>	D It's difficult for them to find other work when they retire.
Speaker 5	<input type="checkbox"/>	E They get paid far too much money.
Speaker 6	<input type="checkbox"/>	F Representing their country must be the highest point of their career.
		G The public puts too much pressure on top sports people.

[Total: 6]

Please turn over for Question 7.

Question 7

You will hear a student called Sally interviewing her friend Martin about reading books. Listen to the interview and look at the questions.

For each question, choose the correct answer **A**, **B** or **C** and put a tick (✓) in the appropriate box.

You will hear the interview twice.

(a) Martin decided to read his current book because

A his friend gave it to him.

☐

B his mother had just read it.

☐

C his teacher thought he'd enjoy it.

☐

[1]

(b) Martin says the title of the book refers to

A what a character often says.

☐

B an event in the final chapter.

☐

C something which never happens.

☐

[1]

(c) What surprised Martin about the author?

A where he had lived before

☐

B what job he had done before

☐

C who he had written about before

☐

[1]

(d) The house in the book is

A based on a famous building.

☐

B the author's childhood home.

☐

C a place where the author stayed on holiday.

☐

[1]

(e) Which of the author's books is Martin's favourite?

A It Never Was

☐

B The Lake People

☐

C Last Game Over

☐

[1]

(f) Martin was disappointed with the film version of the book he's read because

A it was set in a different place.

☐

B some key points were missed out.

☐

C the characters had different names.

☐

[1]

(g) What does Martin think about one of Jane Green's books?

A It is too depressing.

☐

B It is too confusing.

☐

C It is too long.

☐

[1]

(h) What form of books does Martin prefer to read?

A electronic versions

☐

B audio versions

☐

C paper versions

☐

[1]

[Total: 8]

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0511/42

October/November 2016

Approx. 50 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **9** printed pages and **3** blank pages.

Questions 1–4

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words** for each detail.

You will hear each recording twice.

- 1 (a) Which street is the new bookshop on?

..... [1]

- (b) What will customers be given on the first morning?

..... [1]

- 2 (a) What is the title that Jacob chooses for the story competition?

..... [1]

- (b) What is the latest date that he can send in his story?

..... [1]

- 3 (a) What topic did Mariam miss in the physics class today?

..... [1]

- (b) Where will Mariam meet her friend this evening?

..... [1]

- 4 (a) What type of holiday do the couple decide to go on this summer?

..... [1]

- (b) What does the woman need to buy?

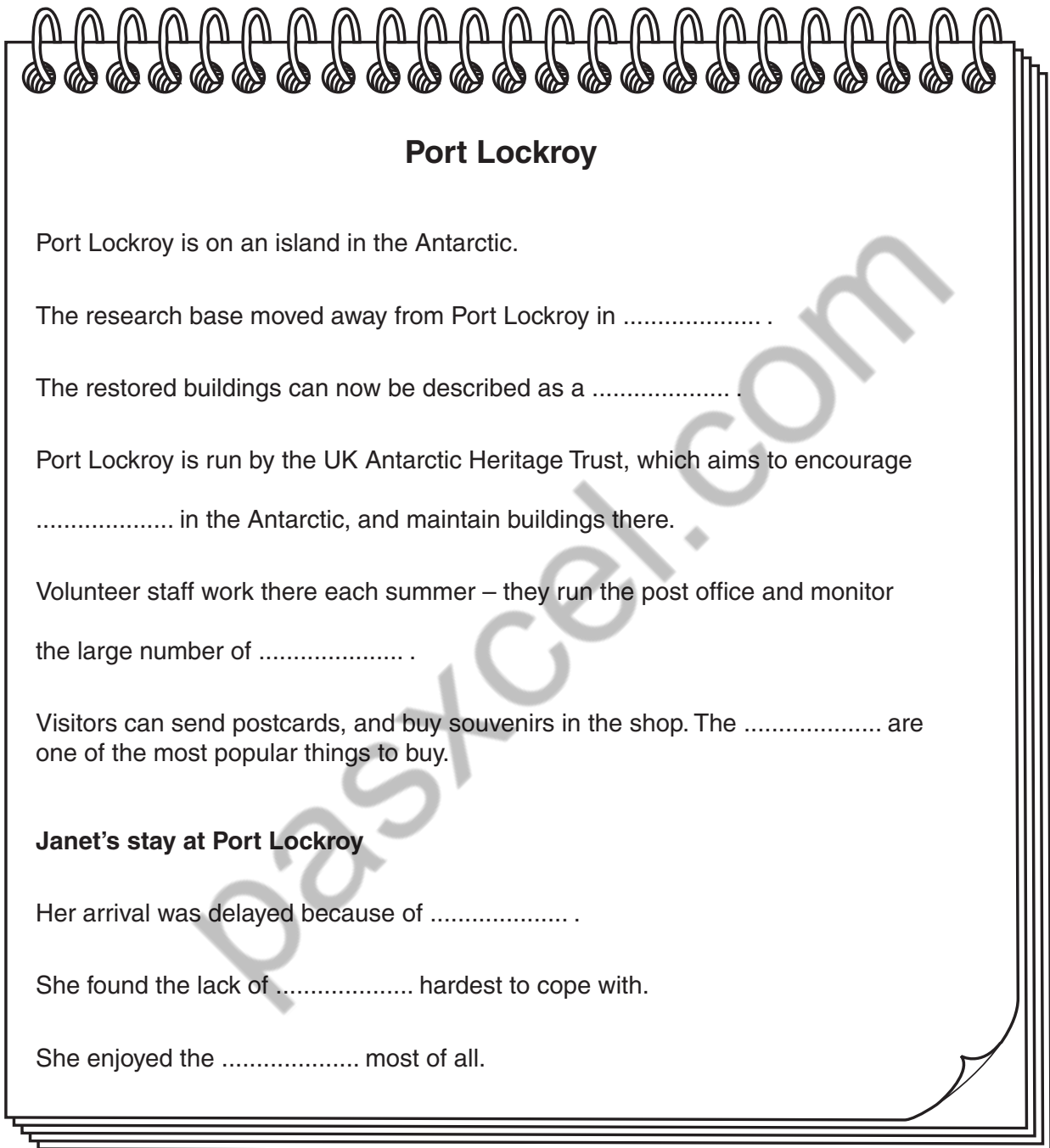
..... [1]

[Total: 8]

Question 5

You will hear a talk given by a woman called Janet who spent five months in the Antarctic. Listen to the talk and complete the details below. Write **one** or **two words**, or a **number**, in each gap.

You will hear the talk twice.



Port Lockroy

Port Lockroy is on an island in the Antarctic.

The research base moved away from Port Lockroy in [1]

The restored buildings can now be described as a [1]

Port Lockroy is run by the UK Antarctic Heritage Trust, which aims to encourage in the Antarctic, and maintain buildings there. [1]

Volunteer staff work there each summer – they run the post office and monitor the large number of [1]

Visitors can send postcards, and buy souvenirs in the shop. The are one of the most popular things to buy. [1]

Janet's stay at Port Lockroy

Her arrival was delayed because of [1]

She found the lack of hardest to cope with. [1]

She enjoyed the most of all. [1]

[Total: 8]

Question 6

You will hear six people talking about children getting pocket money. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recording twice.

- | | | |
|------------------|--------------------------|---------------------------------------------------------------------------|
| Speaker 1 | <input type="checkbox"/> | A Children should get money for doing jobs at home. |
| Speaker 2 | <input type="checkbox"/> | B Children should save their money rather than spend it. |
| Speaker 3 | <input type="checkbox"/> | C Giving children pocket money teaches them to be independent. |
| Speaker 4 | <input type="checkbox"/> | D If children have their own money, they are more careful with it. |
| Speaker 5 | <input type="checkbox"/> | E The more money you give children, the more they want. |
| Speaker 6 | <input type="checkbox"/> | F Older children should get more money than younger ones. |
| | | G Children should get permission before spending their money. |

[Total: 6]

Please turn over for Question 7.

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Question 7

You will hear a radio presenter talking to a woman called Isha, who enjoys long-distance running. Listen to their conversation and look at the questions.

For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the conversation twice.

(a) What inspired Isha to take up long-distance running?

A a TV programme she watched

☐

B a magazine article she read

☐

C a radio interview she heard

☐

[1]

(b) What does Isha like most about 'ultra marathons'?

A The people are more competitive.

☐

B They're easier than most people think.

☐

C The routes tend to be more interesting.

☐

[1]

(c) Isha judges how hard a race will be by checking

A how much climbing is required.

☐

B how many competitors finish.

☐

C how far you have to run.

☐

[1]

(d) Which race did Isha enjoy most this summer?

A Bighorn

☐

B Chuckanut

☐

C Rocky Raccoon

☐

[1]

(e) Isha thinks that the Sahara marathon is

A too crowded.

☐

B too expensive.

☐

C too well-known.

☐

[1]

(f) Isha says that when you are running in the dark, you

A feel as if you are going faster.

☐

B focus more on your feet.

☐

C notice more wildlife.

☐

[1]

(g) What advice would Isha give to a person who wants to start running?

A Join a running group.

☐

B Follow a fixed programme.

☐

C Run at different times of the day.

☐

[1]

(h) What is the next thing that Isha is going to do?

A Train some young athletes.

☐

B Write a book about running.

☐

C Start her own sports business.

☐

[1]

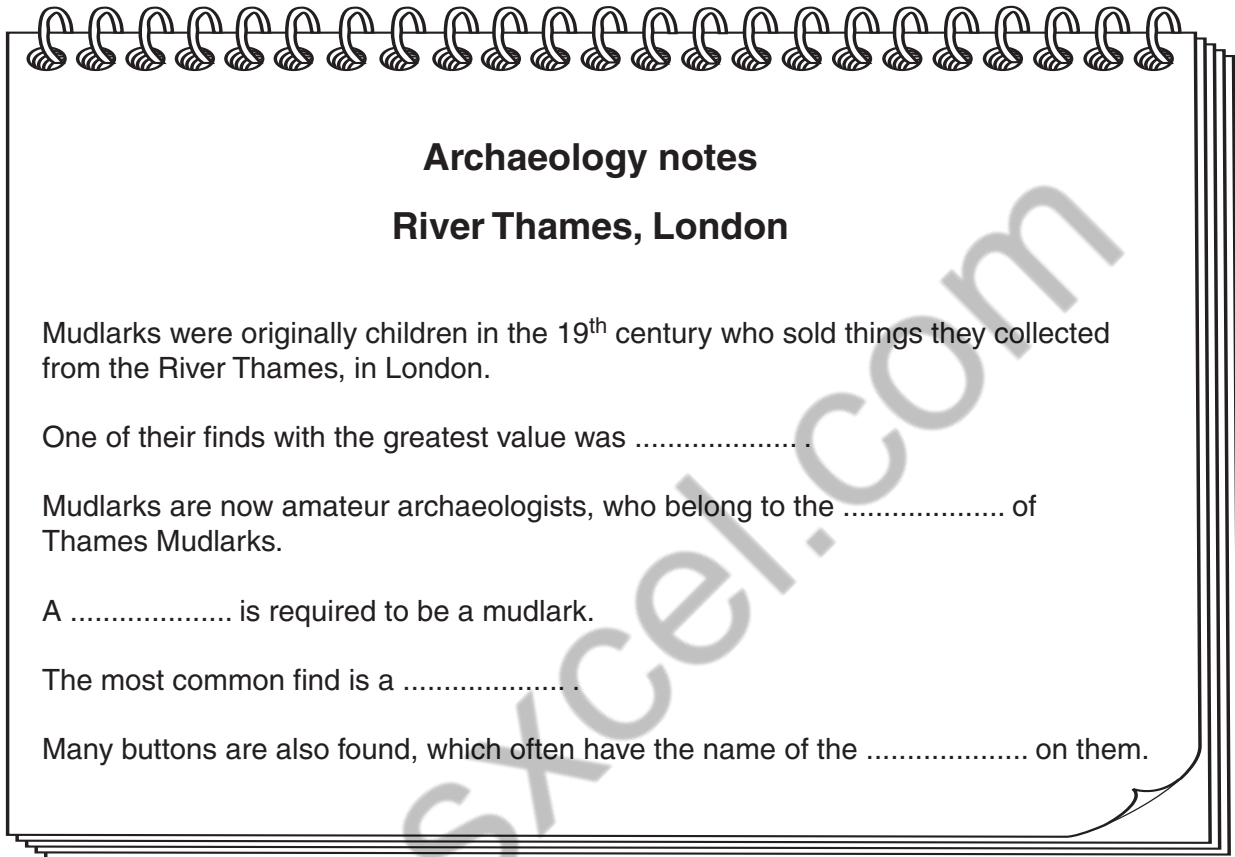
[Total: 8]

Question 8

Part A

You will hear an archaeology tutor giving a talk about things that are found on the shores of the River Thames in London. Listen to the talk and complete the sentences in Part A. Write **one** or **two words** only in each gap.

You will hear the talk twice.



Archaeology notes

River Thames, London

Mudlarks were originally children in the 19th century who sold things they collected from the River Thames, in London.

One of their finds with the greatest value was [1]

Mudlarks are now amateur archaeologists, who belong to the of Thames Mudlarks. [1]

A is required to be a mudlark. [1]

The most common find is a [1]

Many buttons are also found, which often have the name of the on them. [1]

[Total: 5]

Part B

Now listen to a conversation between two students about mudlarks and complete the sentences in Part B. Write **one** or **two words** only in each gap.

You will hear the conversation twice.

When and where to go

You need safety information, timetables for the , and maps – these can all be found online.

[1]

Only the of the Thames is open to the public.

[1]

What you can find

Thames mud has no in it, which is why objects are in a good condition.

[1]

A journalist found a piece of , probably from the 15th century.

[1]

She also found a token from the 17th century, used instead of money. It was made by a from a town near London.

[1]

[Total: 5]

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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/11

Paper 1 Reading and Writing (Core)

October/November 2016

MARK SCHEME

Maximum Mark: 70

Published

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.

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This document consists of **11** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	11

IGCSE English as a Second Language Core tier Reading/Writing (Paper 1)

This component forms part of the Core tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading

R1 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise, understand ideas, opinions and attitudes and the connections between the related ideas

R4 understand what is implied but not actually written, eg. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

W1 communicate clearly, accurately and appropriately

W2 convey information and express opinions effectively

W3 employ and control a variety of grammatical structures

W4 demonstrate knowledge and understanding of a range of appropriate vocabulary

W5 observe conventions of paragraphing, punctuation and spelling

W6 employ appropriate register/style

Overview of exercises on Paper 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1 R2	7		–	7
Exercise 2	Reading (2)	R1 R2 R4	11		–	11
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	14
Exercise 4	Note-making	R1, R2, R3	7		–	7
Exercise 5	Summary		–	W1, W2, W3, W4, W5	5	5
Exercise 6	Writing (1)		–	W1, W2, W3, W4, W5, W6	13	13
Exercise 7	Writing (2)		–	W1, W2, W3, W4, W5, W6	13	13
						70

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	11

Exercise 1 Welcome to Deacon Dale

(a) caves / Deacon Hole / tunnels / another world [1]

(b) put on (climbing) boots OR climbing shoes / (and) a (safety) helmet [1]

BOTH REQUIRED FOR ONE MARK

(c) easier caves / practice caves [1]

(d) wetsuit / knee pads / elbow pads [1]

ANY TWO FROM THREE

(e) proud / exhausted [1]

(f) encourages teamwork / encourages trust / shared sense of achievement [2]

ONE MARK EACH FOR ANY TWO FROM THREE

[Max total for exercise 1: 7 marks]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	11

Exercise 2 Squid that lights up in the dark

- (a) North Pacific Ocean / off south eastern (SE) Japan [1]
- (b) lowered cameras into ocean / lowered cameras from the ship /
lowered cameras alongside food / attracted (it) with food / put food on the end of
a long line [1]
- (c) 2004 [1]
- (d) blinds (it with flashes) / uses light-producing organs [1]
- (e) lemons [1]
- (f) supports (their) theories / proof / it has been theory until now [1]
- (g) swims backwards and forwards / changes direction rapidly OR bending body / fast OR speed
(2.5m per second) / muscular fins [1]
- ONE MARK EACH DETAIL - ANY TWO FROM THREE [2]
- (h) muscular fins [1]
- (i) (swim in very) deep waters [1]
- (j) female giant squid **AND** 10 m(etres) [1]

[Max total for Exercise 2: 11 marks]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	11

Exercise 3 Blackheath Activity Centre Feedback Form

Note: correct spelling is essential throughout the form-filling exercise.

Upper case letters required at the start of proper nouns.

The conventions of form-filling (i.e. instructions to underline, tick, circle, delete) must be observed with total accuracy.

Section A: Personal details

Full name: **Rhys Howell** [1]

Male/Female: **DELETE Female** [1]

Age: **17/ 17 years/ 17 years old** [1]

Name of school: **Glyn Derwe High (School)** [1]

School address: **Penally Road Cardiff CF2 3DR (Wales)** [1]

Section B: Your holiday

How did you travel to Blackheath Activity Centre? **coach / with a large group / with 60 students** [1]

How long did you stay? **UNDERLINE** three to five days [1]

What was your favourite activity? **hiking at night** [1]

Which off-site visit did you choose? **CIRCLE** indoor climbing wall [1]

Was there anything you did not like about your stay at this centre? **queue for breakfast** [1]

[Total for Sections A and B: 10 marks]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	11

Section C

Write ONE sentence saying how you felt about camping BEFORE the holiday, and ONE sentence about your opinion of camping AFTER the holiday.

Sentences 1 and 2 should be written from the point of view of Rhys.

Example sentence 1:

1. I was a little nervous.
2. I had never slept in a tent before.
3. I was worried about whether I would enjoy all the activities.

Example sentence 2:

1. Camping is great fun. / It's great fun.
2. Camping is a great way to try new activities. / It's a great way to try new activities.
3. It's a good way to make friends.

2 marks: proper sentence construction; correct spelling, punctuation and grammar; gives the information asked for

1 mark: proper sentence construction; 1–3 errors of punctuation / spelling / grammar (without obscuring meaning); gives the information asked for

0 marks: more than 3 errors of punctuation / spelling / grammar; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure

Absence of a full stop at the end should be considered as 1 punctuation error.

Absence of an upper case letter at the beginning should be considered as 1 punctuation error.

Omission of a word in a sentence should be considered as 1 grammar error

[Max total for Section C: 4 marks]

[Max overall total for Exercise 3: 14 marks]

Page 7	Mark Scheme	Syllabus	Paper
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Exercise 4 Life on Mars

Reasons to take part in the Mars Alpha project

[max 3 marks this heading]

1. exciting / explore beyond our world) / adventure / curious
2. provide (valuable) information / information for scientists
3. achieve dream / set foot on Mars / live on another planet
4. on TV / reality TV show / world watching
5. no human visited Mars / biggest thing mankind done
6. honour

How the first group will survive on Mars

[max 4 marks this heading]

7. fit / adaptable / teamwork
8. water (extracted) from soil
9. water recycled
10. grow food
11. emergency food (supply)
12. protective clothing

[Max total for Exercise 4: 7 marks]

Page 8	Mark Scheme	Syllabus	Paper
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Exercise 5 Summary

Language: (up to 5 marks)

- 0 marks:** no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies
- 1 mark:** copying without discrimination from text / multiple language inaccuracies
- 2 marks:** heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear
- 3 marks:** some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies
- 4 marks:** good attempt to use own words and to organise and sequence points cohesively
- 5 marks:** good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively

[Max total for Exercise 5: 5 marks]

Page 9	Mark Scheme	Syllabus	Paper
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Exercise 6 A new club at school

Exercise 7 Changes to the school day

The following general instructions, and table of marking criteria, apply to both exercises.

- 1 Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] in accordance with the General Criteria table that follows.
- 2 **Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).
- 3 **Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).
- 4 When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- 5 When deciding on a mark for **content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the 4–5 mark band.
- 6 When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in the 4–5 mark band.
- 7 The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- 8 If the essay is considerably **shorter than the stated word length**, fewer than 70 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.
- 9 If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.
- 10 If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

[Max total for Exercises 6 and 7: 13 marks and 13 marks]

Page 10	Mark Scheme	Syllabus	Paper
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GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (Core tier)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
6–7	<p>Effective:</p> <p>Relevance: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6	<p>Competent:</p> <p>Style: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>
4–5	<p>Largely relevant:</p> <p>Relevance: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4 marks.</i></p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4 marks.</i></p> <p>Accuracy: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5 marks.</i></p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. <i>Award 4 marks.</i></p>

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2–3	<p>Partly relevant:</p> <p>Relevance: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3 marks.</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2 marks.</i></p> <p>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2 marks.</i></p>
0–1	<p>Little relevance:</p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Award 0 marks.</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand:</p> <p>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Award 0 marks.</i></p>

ENGLISH AS A SECOND LANGUAGE**0511/21**

Paper 2 Reading and Writing (Extended)

October/November 2016

MARK SCHEME

Maximum Mark: 90

Published

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 October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
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IGCSE English as a Second Language Extended tier Reading/Writing (Paper 2)

This component forms part of the Extended tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading

- R1 identify and retrieve facts and details
- R2 understand and select relevant information
- R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas
- R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

- W1 communicate clearly, accurately and appropriately
- W2 convey information and express opinions effectively
- W3 employ and control a variety of grammatical structures
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
- W5 observe conventions of paragraphing, punctuation and spelling
- W6 employ appropriate register/style

Overview of exercises on Paper 2

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1, R2	9		---	9
Exercise 2	Reading (2)	R1, R2, R4	15		---	15
Exercise 3	Information transfer	R1, R2, R4,	6	W1, W5	2	8
Exercise 4	Note-making	R1, R2, R3	9		---	9
Exercise 5	Summary	R1, R2, R3	6	W1, W2, W3, W4, W5	5	11
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	19	19
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	19	19
						90

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Exercise 1 Welcome to Deacon Dale

- (a) caves / Deacon Hole / tunnels / another world [1]
- (b) put on (climbing) boots OR climbing shoes / (and) a (safety) helmet [1]
BOTH REQUIRED FOR ONE MARK
- (c) reaching cave / magnificent cave [1]
- (d) easier caves / practice caves [1]
- (e) wetsuit / knee pads / elbow pads [1]
ANY TWO FROM THREE
- (f) proud / exhausted [1]
- (g) encourages teamwork / encourages trust / shared (sense of) achievement [2]
ONE MARK EACH FOR ANY TWO FROM THREE
- (h) groups coordinator [1]

[Max total for Exercise 1: 9 marks]

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Exercise 2 Squid that lights up in the dark

- (a) North Pacific Ocean / off south eastern (SE) Japan [1]
- (b) lowered cameras into ocean / lowered cameras from ship / lowered cameras alongside food / attracted (it) with food / put food at end of long line [1]
- (c) 2004 [1]
- (d) blinds (it with flashes) / uses light-producing organs [1]
- (e) lemons [1]
- (f) supports (their) theories / proof / it has been theory until now [1]
- (g) swims backwards and forwards / changes direction rapidly OR bending body / fast OR speed (2.5m per second) / muscular fins [1]
- ONE MARK EACH DETAIL - ANY TWO FROM THREE [2]
- (h) muscular fins [1]
- (i) (swim in very) deep waters [1]
- (j) female giant squid **AND** 10 m(etres) [1]
- (k) 1. blind prey / hunt
2. light surroundings / swim in dark places
3. measure distance
4. communication / warning (signal)
5. attract mate [1]
- ONE MARK EACH DETAIL - ANY FOUR FROM FIVE [4]

[Max total for Exercise 2: 15 marks]

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Exercise 3 Music Summer School Application

Note: correct spelling is essential throughout the form-filling exercise.

Upper case letters required at the start of proper nouns.

The conventions of form-filling (i.e. instructions to tick, circle, delete and underline) must be observed with total accuracy.

MUSIC SUMMER SCHOOL: Application Form

Section A: Personal details

Full name: **Tieneke Brusche** ✓

Age: **17/17 years/17 years old** ✓

Home address: **Apartment/Apt 79 Grebbeweg 103 Achterberg ((The) Netherlands/Holland)** ✓

College currently attended: **Bakker Academy** ✓

Section B: Music background

What is your main instrument? **trumpet** ✓

What is your current level of ability in that instrument? **TICK advanced** ✓

Name(s) of any musical groups you play in: **Rhenen Brass Music Society Orchestra (Both required for one tick)** ✓

Section C: Proposed Course

Which summer school would you like to attend?

First choice: **Arnhem (School)** ✓

Second choice: **Leo Smit's (Summer School)** ✓

Which type of instrument will you be studying? **UNDERLINE keyboard** ✓

Do you require accommodation? **CIRCLE No** ✓

Where did you hear about the summer schools on offer? **library** ✓

[Total for Sections A, B and C: 6 marks]

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Section D

In the space below, write **one** sentence of between 12 and 20 words explaining why you want to attend a summer school.

Examples of acceptable sentences:

I want to attend a summer school as it will improve my piano playing.

I hope I'll be able to meet other musicians at a summer school.

I have a long summer holiday, so it will be good to attend a summer school.

I would like to study somewhere new, so a summer school would be ideal.

For the sentence, award up to 2 marks as follows:

2 marks: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

1 mark: no fewer than 12 and no more than 20 words; proper sentence construction; 1–3 errors of punctuation / spelling / grammar that do not obscure meaning; relevant to context.

0 marks: more than 3 errors of punctuation / spelling / grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words.

Absence of a full stop at the end should be considered as 1 punctuation error.

Absence of an upper case letter at the beginning should be considered as 1 punctuation error.

Omission of a word in the sentence should be considered as 1 grammar error.

[Max total for Section C: 2 marks]

[Max overall total for Exercise 3: 8 marks]

Page 7	Mark Scheme	Syllabus	Paper
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Exercise 4 Life on Mars

Reasons to take part in the Mars Alpha project

[max 4 marks this heading]

1. exciting / explore (beyond our world) / adventure / curio
2. provide (valuable) information / information for scientists
3. achieve dream / set foot on Mars / live on another planet
4. on TV / reality TV show / world watching
5. no human visited Mars / biggest thing mankind done
6. honour

How the first group will survive on Mars

[max 5 marks this heading]

1. fit / adaptable / teamwork
2. water (extracted) from soil
3. water recycled
4. grow food
5. emergency food (supply)
6. protective clothing

[Max total for Exercise 4: 9 marks]

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Exercise 5 Rush Hour in the Sky

Content: [up to 6 marks]

Benefits:

- 1 eases traffic / avoids traffic / travel round cities / alternative transport
- 2 eco-friendly / smooth / powered by electricity / charged by sun / fight against global warming/ uses green energy / uses solar cells
- 3 touchscreen (controls) / digital (controls) / auto functions
- 4 fast / carries people from city to city in no time / London to Paris under 2 hours /193 kmph
- 5 takes off quickly / executives arrive on time / arrive at meetings on time
- 6 small / light / weighs (about) 1000 kg
- 7 flying distance 480 km

Problems:

- 8 difficult to land
- 9 not efficient in cloudy climates / needs sun
- 10 needs (more) regulation
- 11 need pilot's licence
- 12 difficult for air traffic control/high altitude / 4000 m high / large number in air

Language: [up to 5 marks]

- 0 marks:** no understanding of the task/no relevant content/meaning completely obscure due to serious language inaccuracies
- 1 mark:** copying without discrimination from text/multiple language inaccuracies
- 2 marks:** heavy reliance on language from the text with no attempt to organise and sequence points cohesively/limited language expression making meaning at times unclear
- 3 marks:** some reliance on language from the text, but with an attempt to organise and sequence points cohesively/language satisfactory, but with some inaccuracies
- 4 marks:** good attempt to use own words and to organise and sequence points cohesively/generally good control of language
- 5 marks:** good, concise summary style/very good attempt to use own words and to organise and sequence points cohesively

[Max total for Exercise 5: 11 marks]

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Exercise 6 A new club at school

Exercise 7 Changes to the school day

The following general instructions, and table of marking criteria, apply to both exercises.

- 1 Award the answer a mark for content (C) [out of 10] and a mark for language (L) [out of 9] in accordance with the General Criteria table that follows.
- 2 Content covers relevance (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the development of ideas (i.e. the detail/explanation provided and how enjoyable it is to read).
- 3 Language covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).
- 4 When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- 5 When deciding on a mark for content, look at both relevance and development of ideas. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in at least the 4–5 mark band. If one bullet point is missing, a maximum mark of C4 can be awarded.
- 6 When deciding on a mark for language, look at both the style and the accuracy of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in at least the 4–5 mark band.
- 7 The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- 8 If the essay is considerably shorter than the stated word length, i.e. below 105 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.
- 9 If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.
- 10 If the essay is partly relevant and therefore in mark band 2–3, the full range of marks for language is available.

[Max total for Exercises 6 and 7: 19 marks and 19 marks]

Page 10	Mark Scheme	Syllabus	Paper
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GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7 (Extended Tier)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9–10	<p>Highly effective:</p> <p>Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Award 10 marks.</i></p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. <i>Award 8/9 marks.</i></p> <p>Development of ideas: Original, well-developed ideas. Quality is sustained. Outstanding. <i>Award 10 marks.</i></p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the reader is sustained. <i>Award 9 marks.</i></p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. <i>Award 8 marks.</i></p>	8–9	<p>Precise:</p> <p>Style: Ease of style. Confident and wide-ranging use of language, idiom and tenses. <i>Award 9 marks.</i></p> <p>A range of language, idiom and tenses. <i>Award 8 marks.</i></p> <p>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p>Effective:</p> <p>Relevance: Fulfils the task, with appropriate register and a good sense of purpose and audience. <i>Award 7 marks.</i></p> <p>Fulfils the task, with appropriate register and some sense of purpose and audience. <i>Award 6 marks.</i></p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<p>Competent:</p> <p>Style: Sentences show variety of structure and length. Attempt at sophisticated vocabulary and idiom. <i>Award 7 marks.</i></p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. <i>Award 6 marks.</i></p> <p>Accuracy: Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. <i>Award 7 marks.</i></p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. <i>Award 6 marks.</i></p>

Page 11	Mark Scheme	Syllabus	Paper
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Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
4–5	<p>Largely Relevant</p> <p>Relevance: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Award 5 marks.</i></p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. <i>Award 4 marks.</i></p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory</p> <p>Style: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. <i>Award 5 marks.</i></p> <p>Mainly simple structures and vocabulary. <i>Award 4 marks.</i></p> <p>Accuracy: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. <i>Award 5 marks.</i></p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. <i>Award 4 marks.</i></p>
2–3	<p>Partly relevant:</p> <p>Relevance: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 3 marks.</i></p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. <i>Award 2 marks.</i></p> <p>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. <i>Award 3 marks.</i></p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. <i>Award 2 marks.</i></p>

Page 12	Mark Scheme	Syllabus	Paper
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Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
0–1	<p>Little relevance:</p> <p>Very limited engagement with task, but this is mostly hidden by density of error. <i>Award 1 mark.</i></p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. <i>Award 0 marks.</i></p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand:</p> <p>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <i>Award 1 mark.</i></p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <i>Award 0 marks.</i></p>



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE

0511/31

Paper 3 Listening (Core)

October/November 2016

MARK SCHEME

Maximum Mark: 30

Published

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.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **12** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0511	31

Questions 1 – 4

Question	Answer	Mark
1 (a)	Under the Moon	[1]
(b)	science fiction / sci-fi	[1]
2 (a)	(a) windmill / (a) wind-mill / (a) wind mill	[1]
(b)	(mountain) bike(s) / use of bike(s) / use bike(s) / (no) bike(s) (charge(s)) / (free) bike use	[1]
3 (a)	(a) (lovely) mirror	[1]
(b)	(in the) bathroom	[1]
4 (a)	(a) farmer	[1]
(b)	(its) colour	[1]

[Total: 8]

Question 5

Question	Answer	Mark
(a)	professional cookery	[1]
(b)	equipment	[1]
(c)	cake making / making a cake / making cakes	[1]
(d)	kitchen assistant	[1]
(e)	(a) section	[1]
(f)	menu design	[1]
(g)	(long) hours / (working) hours	[1]
(h)	(food) writers	[1]

[Total: 8]

Page 3	Mark Scheme	Syllabus	Paper
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Question 6

Speaker 1	F	[1]
Speaker 2	C	[1]
Speaker 3	A	[1]
Speaker 4	B	[1]
Speaker 5	G	[1]
Speaker 6	D	[1]

[Total: 6]

Question 7

(a)	C	[1]
(b)	C	[1]
(c)	A	[1]
(d)	A	[1]
(e)	B	[1]
(f)	A	[1]
(g)	A	[1]
(h)	C	[1]

[Total: 8]

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Transcript 1
Listening (Core)
November 2016

TRACK 1

R1 Cambridge International Examinations

International General Certificate of Secondary Education

November examination series 2016

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 exam.

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 exam.

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]

Page 5	Mark Scheme	Syllabus	Paper
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TRACK 2

R1 Now you are all ready, here is the exam.

Questions 1–4

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each detail.

You will hear each recording twice.

Pause 00'05"

R1 Question 1

(a) What is the name of the book that the man recommends?

(b) What type of book has the woman just finished?

(two friends, 20s)

F: *I need another book to read. What are you reading at the moment?

M: Oh, I'm on the last chapter of one called *The Dragon Man*. Have you heard of it?

F: Yeah – it's had good reviews. I'm not sure it's my kind of thing, though. What else have you got?

M: Well, there's this one called *Under the Moon*. You won't be disappointed with it. It's really well written, and it's the first book by this author!

F: As long as it's not science fiction. That's what I've been reading for the last couple of weeks, and I've had enough of it!

M: Actually it's a detective story. And the ending is quite a surprise. Try it!**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

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R1 Question 2

(a) Which building does the man suggest they stay in for their holiday?

(b) What is included in the price?

(M, 30s, answerphone message)

*Hi. I'm trying to book our holiday on the website – you know, the one we looked at with unusual buildings to rent – but I need you to call me back. The lighthouse that we liked the look of is fully booked, but I spotted a windmill, which is in the same area, and it's available that week. What do you think? It's a bit more expensive, but they have mountain bikes which we can use for no extra charge. They've also got a canoe which we could hire for a day. I think it looks great – can you call me back when you have a chance? Bye...**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 Question 3

(a) What did the woman buy this morning?

(b) Where do they decide to put it?

(husband and wife, 30s)

M: *You're back early. Didn't you find anything in the shops?

F: Yes, I did. I saw a lovely mirror, but unfortunately the only one in the shop was damaged. I liked it because the frame is exactly the same colour as that nice rug we've got. Anyway, they've ordered me another one, and I've paid for it – it's coming tomorrow. Here – I took a picture of it on my phone. What do you think?

M: Oh, it's great. It'll look perfect in the bathroom, don't you think? Or, actually, how about in the hall, by the front door?

F: I like your first idea.

M: Great!**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

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R1 Question 4

(a) Who won the top prize for bread-making?

(b) What impressed the presenter about the cheese she bought?

(Radio announcement, F, 40s)

*Coming up in half an hour is *The Food Show*. I've been to the national food awards this week, and I'll be talking to two very successful bread-makers. They are a shop assistant, who received wonderful praise from the judges, and a farmer, who only started home baking last year but was voted this year's champion. And I'll be telling you all about a cheese that I simply had to buy a piece of. It's organic, of course, but I was really amazed by its colour, though you'll have to go to our website to see that for yourself. Join me in half an hour, on *The Food Show*.**

Pause 00'10"

*Repeat from * to ***

Pause 00'05"

R1 That is the end of the four short recordings. In a moment you will hear Question 5. Now look at the questions for this part of the exam.

Pause 00'20"

TRACK 3

R1 Question 5

You will hear a talk given by a chef. Listen to the talk and complete the details below. Write one or two words only in each gap.

You will hear the talk twice.

(M: 40s)

V1 *Thanks for coming along to this week's careers talk, which is all about becoming a chef. If you love food and really enjoy cooking, as I do, this could be the perfect career for you.

Most people who want to become a chef do some sort of training course. There are many different diploma courses available, but one of the most popular these days is in Professional Cookery. I actually did a degree in Food Technology, which does take longer, but it was definitely worth it, as far as I was concerned.

Whichever course you choose, you spend some time in the classroom, and lots of time in the kitchen. But you won't spend all your time studying food – you need to know about equipment too. And there are key skills which you'll have to pick up – things like time keeping, and following instructions are essential!

Courses are divided up into parts so that you focus on a specific type of food at one time. So, you might do salads one week, fish in another, and so on. Cake making is generally what gets most students excited, but when I did my course, my favourite part was in fact making sauces!

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Although it's a good idea to do a course and get a qualification, you don't actually have to in order to get a job in a restaurant. You could just start as a trainee chef or kitchen assistant, and at this level you would spend a few weeks or even months focusing on each different type of food, learning as you work. You'd be working directly under a person called a section chef – that's a person who is responsible for a particular food area, such as meat, or even bread – and that's a position you could progress to in time. The next step up is to become what's known as a sous chef – this person works directly under the head chef, and needs to be able to take over when necessary. The top job, or head chef, means having overall responsibility for the kitchen, which also means preparing and meeting budgets, and of course menu design – which is something you need plenty of creativity and imagination for.

Working as a chef suits people who are extremely organised, can communicate clearly and work as part of a team. Of course there are some drawbacks to the work – you don't get paid much to begin with, and you'll probably have to work long hours, often in a very hot environment.

Sometimes people think they want to be a chef, so they do a training course, start working, and then realise that the job isn't for them. But that's not always a problem, as there are plenty of other careers that chefs can move into. There's education, of course, and some become critics or even food writers. You can also work in health, for example giving advice on diets. And there are other possibilities as well.

Before I continue, has anyone got any questions?**

Pause 00'30"

R1 Now you will hear the talk again.

*Repeat from * to ***

Pause 00'30"

R1 That is the end of the talk. In a moment you will hear Question 6. Now look at the questions for this part of the exam.

Pause 00'25"

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TRACK 4

R1 Question 6

You will hear six people talking about professional sports men and women. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear each speaker twice.

R1 *Speaker 1

F, 20s

I was a good swimmer when I was younger – I used to train at a local club four times a week. I took part in loads of competitions and used to imagine myself in the Olympics one day, receiving a gold medal as a national hero – I don't think anything could beat that. Anyway, I soon started to find the training quite stressful – I was always being pushed to do better and achieve more, and in the end I decided it was all too much. I still swim, but just for fun these days!

Pause 00'10"

R1 Speaker 2

M, 40s

I'm a real football fan and watch all my team's matches. People say that footballers shouldn't earn so much, but if you think about it, they're only at the top for a few years – the money has to last them for the rest of their lives. What amazes me is the way they can block out all the noise in the stadium, the shouting and singing, and concentrate on the game. I'm sure that'd be the most challenging aspect of playing professionally.

Pause 00'10"

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R1 Speaker 3

F, 18ish

I love watching athletics on TV – I find it so exciting! But also I've always been inspired by the athletes themselves, the way they put so much into trying to achieve their goals. I think they set such a good example, for kids in particular. And I also think it's great when you see them moving into a different career when they can't compete any longer – like presenting sports shows on TV, or becoming a coach. They've got so many opportunities!

Pause 00'10"

R1 Speaker 4

M, 20s

I'm really into tennis – when I was younger I wanted to play professionally. I thought it'd be so cool to be a top player, and to do something you love as a career. Of course the reality's different – they give up so much to get where they are, and the hours they spend practising means they can't do things that a normal person takes for granted, like going out with friends at the weekend. But then they do get to travel all over the world, so it's not all bad!

Pause 00'10"

R1 Speaker 5

F, 40s

Sometimes I feel sorry for professional sports men and women – we all have such high expectations of them and then we all criticise them for their performance when they don't win the medal or beat the record that we thought they should've. They're only human, after all! I think part of the problem is that we all hear about the huge amounts they can get in prize money or from sponsors, but actually I think they deserve it if they succeed!

Pause 00'10"

R1 Speaker 6

M, 30s

People who get to the top in their sport have so many qualities besides being extremely fit and strong. They work really hard, and they don't get distracted when they are aiming for something. So I think they should be able to use these skills in later life when they stop playing professionally – really there should be far more opportunities for them than it seems there actually are. I can't understand why so many of them don't move on to something else so easily.**

Pause 00'20"

R1 Now you will hear the six speakers again.

*Repeat from * to ***

Pause 00'30"

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R1 That is the end of the short talks about professional sports men and women. In a moment you will hear Question 7. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 5

R1 Question 7

You will hear a student called Sally interviewing her friend Martin about reading books. Listen to the interview and look at the questions. For each question, choose the correct answer A, B or C and put a tick (✓) in the appropriate box.

You will hear the interview twice.

F: Sally (late teens)

M: Martin (late teens)

F: *Hi Martin. As you know, I'm supposed to interview somebody and then give a presentation to the class about what books young people read, so I appreciate your help with this.

M: Sure no problem, Sally.

F: Well, I know you love to read, but how do you choose your books?

M: Normally, I just look at the description at the back of the book, but it was different for the one I'm reading now. I was talking to my mum about what to read and she said she'd heard about this interesting new book on the radio. Then our teacher recommended the same book to me and my friend Billy because he knows we both like adventure stories. Surprisingly, Billy couldn't get into it and gave it away, but I loved it.

F: Hmm, I might read it myself. It's called *Tomorrow's the Day*, isn't it? Does the title mean anything?

M: Yes, it does, actually. One of the characters says this phrase, 'Tomorrow's the Day', right at the start of the story, suggesting that a big change is going to take place. But it doesn't, even though you keep expecting it to, right up to the end of the story.

F: I think I really like this author. Can you tell me a bit more about him?

M: Well, he used to be a journalist writing about successful sportsmen and sportswomen, before he published his first novel. What I didn't realise until recently, though, was that he spent a couple of years in this town as a student.

F: Oh, right. Let's talk about the book itself now. Where does the story take place?

M: The story is set in and around the main character's home – a big house in the countryside. I thought this house must've been where he'd grown up, or perhaps where he'd spent time on holiday, because he described it so well. In fact, the author was inspired by a well-known castle in Scotland he'd seen in a documentary.

F: I know that this author has written several books. Which one is the winner for you?

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- M: Well, I've read a few of his books, but not all of them. *Last Game Over* wasn't bad and I've read really good reviews of *It Never Was*. I'm actually thinking of reading it next to see for myself if it's as good as they say. The story that impressed me, though, was *The Lake People*. I just couldn't put it down.
- F: Wasn't one of the author's novels turned into a movie?
- M: Yes, and I wish they hadn't done that. Obviously, they couldn't include the entire plot – it would've been far too long for a movie and it didn't bother me that the names had been changed. But I noticed they filmed it in a different location. That was a real shame.
- F: What about other authors? Have you read anything by Jane Green? She's my favourite.
- M: I'm not really sure about her. Her books tend to be very long which probably puts some people off, but doesn't really bother me that much. The book I read had so many characters in it that I thought I'd find it difficult to keep a track of who is who. In the end, it was the tragedy after tragedy in the plot that spoilt it for me.
- F: Fair enough. I guess we all like different things. That brings me to my last question. How do you like to read your books?
- M: When I was growing up, my grandma had a lot of books on tapes so that she could listen to them because her eyesight was a bit poor. And you may be surprised how many people still use them. I'm quite traditional, so books that are printed are my top choice. A lot of my friends say it's time I started using my tablet to read books, and that I'd love it. I'll have to think about that.
- F: Well, I think I've got enough for my presentation now. Thanks again for all your help.**

Pause 00'30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30"

That is the end of Question 7, and of the exam.

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.

ENGLISH AS A SECOND LANGUAGE**0511/42**

Paper 4 Listening (Extended)

October/November 2016

MARK SCHEME

Maximum Mark: 40

Published

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 October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
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Questions 1 – 4

Question	Answer	Mark
1 (a)	(on) River Lane	[1]
(b)	(free) calendar(s)	[1]
2 (a)	Coming Home	[1]
(b)	(the) 12(th) (of) December / (the) twelfth (of) December	[1]
3 (a)	energy	[1]
(b)	(in/at) (the/a) café	[1]
4 (a)	sailing	[1]
(b)	(new) camera	[1]

[Total: 8]

Question 5

Question	Answer	Mark
(a)	1962	[1]
(b)	living museum	[1]
(c)	(public) interest	[1]
(d)	penguins	[1]
(e)	mugs	[1]
(f)	(sea) ice	[1]
(g)	electricity	[1]
(h)	constant daylight	[1]

[Total: 8]

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Question 6

Speaker 1	D	[1]
Speaker 2	B	[1]
Speaker 3	C	[1]
Speaker 4	G	[1]
Speaker 5	E	[1]
Speaker 6	A	[1]

[Total: 6]

Question 7

(a)	A	[1]
(b)	C	[1]
(c)	B	[1]
(d)	B	[1]
(e)	A	[1]
(f)	A	[1]
(g)	C	[1]
(h)	B	[1]

[Total: 8]

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Question 8

Part A

Question	Answer	Mark
(a)	green glass	[1]
(b)	Society	[1]
(c)	licence / license	[1]
(d)	pin	[1]
(e)	tailor	[1]

[Total: 5]

Part B

Question	Answer	Mark
(a)	tide(s)	[1]
(b)	south (side)	[1]
(c)	air	[1]
(d)	(a) chain	[1]
(e)	baker	[1]

[Total: 5]

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Transcript
Listening (Extended)
November 2016

TRACK 1

R1 Cambridge International Examinations

International General Certificate of Secondary Education

November examination series 2016

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 exam.

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 exam.

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

R1 Now you are all ready, here is the exam.

Questions 1–4

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each detail.

You will hear each recording twice.

Pause 00'05"

R1 Question 1

- (a) Which street is the new bookshop on?**
- (b) What will customers be given on the first morning?**

(radio announcement – M, 40s)

*I know many of you were disappointed when our well-loved bookshop on Green Road closed last month. Well, you'll be delighted to hear it's re-opening next Saturday, just around the corner on River Lane. To celebrate the re-opening, the shop has planned all sorts of events and special offers for customers. Make sure you turn up early on opening day – you'll receive a free calendar if you do, but only until lunchtime. After that, there's a children's session with games and music – they each get a poster to take away with them. So, bring your kids along and make it a day to remember!**

Pause 00'10"
*Repeat from * to ***
Pause 00'05"

R1 Question 2

- (a) What is the title that Jacob chooses for the story competition?**
- (b) What is the latest date that he can send in his story?**

(M&F: both students in late teens)

F *Jacob, are you going to enter that short story competition I told you about?

M Oh, I was just thinking about that. I was actually trying to decide what to write, as there's a choice of titles, isn't there?

F Yes, you can either call it 'Coming Home', or 'The Journey'. I've chosen the second one.

M In that case, I'll go for the other one! I've got some ideas already. But I can't remember what the deadline is – was it the fifth of January?

F That's when they're announcing the winners! You've got to submit it by the twelfth of December. So you'll need to get on with it!**

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Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 3

(a) What topic did Mariam miss in the physics class today?

(b) Where will Mariam meet her friend this evening?

(F, student, 18–20ish – answerphone message)

*Hi Mariam. I hope it was ok at the dentist this morning. I'm just phoning to tell you about the physics lesson you missed. It was a revision class, so the teacher let us choose what to do. Quite a few of us wanted to study atoms again, so we're doing that next. Anyway, we went over energy, and got some really useful handouts on it – I've got copies for you too. I'll bring them this evening. I won't have time to come to the cinema with you and your sister, so I'll catch up with you afterwards in the café, about 8 o'clock. See you then!**

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 4

(a) What type of holiday do the couple decide to go on this summer?

(b) What does the woman need to buy?

(husband and wife, both 30s ish)

M *Have you had a chance to look at the holiday brochure yet?

F Yes. The cycling trips look wonderful and so do the trekking holidays. Though I suppose we should do something different this summer. We could try a sailing trip – what do you think?

M I like that idea a lot!

F Great! That was easy! Perhaps we should book this evening. Oh, I'll be able to take some amazing pictures if I manage to get a new camera in time. Let's go shopping this weekend. You could get yourself a new backpack at the same time!

M Good idea!**

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 That is the end of the four short recordings. In a moment you will hear Question 5. Now look at the questions for this part of the exam.

Pause 00'20"

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TRACK 3

R1 Question 5

You will hear a talk given by a woman called Janet who spent five months in the Antarctic. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap.

You will hear the talk twice.

(F, 40s)

*Thanks for inviting me here today. My name's Janet Holmes, and I think most of you know I work as a doctor. But last year, I took a five-month break from my job and went to a place called Port Lockroy, which is on an island in the Antarctic, as a volunteer. I actually worked in one of the world's most remote post offices – quite a change from my usual job.

First, I'll tell you a bit about Port Lockroy. It was originally established in 1944, as a base for research scientists, and it remained occupied until 1962, when the base was transferred to another location. The buildings were abandoned, but later they were restored to their original condition. In 1996, they were re-opened, and are now what's known as a living museum. Around 18 000 visitors come each year, to see what life was like for the scientists who were based here, find out more about the Antarctic, and of course visit the small gift shop and post office. The whole place is run by the United Kingdom Antarctic Heritage Trust, which was set up to preserve Antarctic buildings and promote public interest in all aspects of the Antarctic, including the history, culture and traditions, and of course the nature.

Port Lockroy is only open for five months each summer, and it's run by a team of four volunteers. They have several jobs to do, including keeping a check on the huge population of penguins, which are under threat from seals, and running the post office and gift shop. Over the five-month summer season, visitors send around 80 000 letters and postcards, which can take eight weeks to reach their final destinations. The shop sells a range of souvenirs, including things like key rings, which are my favourite; mugs, which are always in demand; and other things like hats and scarves. Money from visiting tourists is used to fund the site, as well as other places on the continent.

The journey to Port Lockroy is an adventure in itself. We travelled by boat from the southern tip of South America – that always takes time because of storms and strong winds in the Antarctic Ocean. However, our boat was unexpectedly trapped by sea ice for three days, just a few hundred metres away from our destination.

Once we finally arrived, we settled in to our new accommodation, which was one small wooden hut for the four of us. We knew there wouldn't be much space for us all, but we got on very well. There's no central heating in the post office, and we became used to that quite quickly, but I did miss having electricity there after a while.

My five-month stay went past far too quickly, and I have so many positive memories of my time there. The scenery was unforgettable, and the wildlife was really exciting. It was great meeting visitors from all around the world, while staying in such a remote location – you wouldn't expect those two things to go together. But for me, nothing could beat the constant daylight – it hardly got dark at all for a few weeks during my stay. Overall, the whole experience was really memorable.**

Pause 00'30"

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R1 Now you will hear the talk again.

*Repeat from * to ***

Pause 00'30"

R1 That is the end of the talk. In a moment you will hear Question 6. Now look at the questions for this part of the exam.

Pause 00'25"

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TRACK 4

R1 Question 6

You will hear six people talking about children getting pocket money. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recording twice.

R1 *Speaker 1

(M, 40s)

When I was growing up, I didn't get any pocket money whatsoever. If I wanted to buy something, I had to ask my parents; if they thought I needed it, they'd give me some money, and if I didn't, that was that. I hated having to try to persuade them all the time – so I've gone for the opposite approach with my kids. They get a regular amount each week, and they understand there'll be no more until the next week, so they don't spend it all at once.

Pause 00'10"

R1 Speaker 2

(F, 20s)

It's funny how my sister and I are so different with our money, even though our parents treated us the same way. When we got our pocket money each week, I'd go straight to the shops to get the latest comic, and sweets of course – my sister would put her money away, and keep it for something she really wanted later on. Even though I got more than her, because she's younger than me, I still spent it all! My sister definitely got it right – she's much better at coping financially than me now.

Pause 00'10"

R1 Speaker 3

(M, 20s)

People say that children should earn their pocket money – you know, doing things like tidying their bedroom, or washing the car – and that way, they learn the value of hard work. Actually, I think that children should be doing those things at home anyway, without having to be paid for it. Don't get me wrong – I think pocket money's a good thing as it helps children learn to look after themselves. I'm certainly not saying they shouldn't get any money at all.

Pause 00'10"

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R1 Speaker 4

(F, 40s)

I'm useless with money – my wages never seem to last me very long, and it's not because I don't earn enough – I just spend it all. I'm sure that if I'd had to ask my parents if it was ok to buy things when I was younger, I would've learned to control my spending better. I can't believe the rubbish my brother and I used to buy with our pocket money! I don't understand why our parents never encouraged us to be more careful with it.

Pause 00'10"

R1 Speaker 5

(M, 15/16)

I get a fixed amount of pocket money each month – it's not much, and way less than some of my friends get. And I don't really understand why, but they constantly seem to be running out of cash and asking for extra! I guess because they have lots to start with, they just think it'll last, then when it's gone, they expect more. I'm not saying they should just save their money, but they should learn to hold on to it a bit longer, at least!

Pause 00'10"

R1 Speaker 6

(F, 20s)

I've got an older brother and a younger sister – I'm the middle one. My brother always got more pocket money than me and my sister – and my sister got less than I did – I guess my parents believed that you deserve more as you grow up. We all bought the same stuff though – so it just didn't seem fair to me. I think the best approach is to reward children for certain things – give them a small amount for helping out each weekend, for example. Then age doesn't matter, does it?*

Pause 00'20"

R1 Now you will hear the six speakers again.

*Repeat from * to ***

Pause 00'30"

R1 That is the end of the short talks about pocket money. In a moment you will hear Question 7. Now look at the questions for this part of the exam.

Pause 00'25"

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TRACK 5

R1 Question 7

You will hear a radio presenter talking to a woman called Isha, who enjoys long-distance running. Listen to their conversation and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick (✓) in the appropriate box. You will hear the conversation twice.

(F 20s; M interviewer 40s)

- M *Today, in our latest programme on athletics, I'm going to talk to Isha Burman, a long-distance runner. Isha, hello, and welcome.
- F Hello.
- M Why don't you begin by telling us how you got into long-distance running?
- F I've always loved running. When I was a teenager, I used to get a monthly magazine to read all about it and get tips on how to improve. Then my mum heard someone on the radio talking about running marathons, and she told me about it. I wanted to find out more – then, after seeing a documentary on television about a man who did what's known as an ultra- marathon, I decided to try it.
- M So, what's an ultra-marathon?
- F Anything over 42 kilometres. That type of race tends to be in the countryside rather than on streets, so there's more to look at and enjoy. That's the main thing for me. You'd also be surprised that they're not as punishing for you as you'd expect, mostly because you run on softer ground. And the feeling of competition isn't as intense as it can be in shorter races.
- M Even so, some of these races must be quite tough, I guess.
- F They can be! But just because a race is over a longer distance doesn't necessarily mean it'll be more challenging. I normally look up the percentage of people who actually complete the race – it's higher for easier races, of course. Some people want to know if there are any hills on the route, but I don't find going up or downhill too tricky, myself.
- M Tell us about some races you've done recently.
- F Well, I tried a few 50-kilometre races in America this summer. One called Chuckanut, in Washington, has some tough climbs but then some long, flat stretches – that contrast appealed to me best of all. Another was in Texas, called Rocky Raccoon – that involves going around a shorter route twice, which some like, but it isn't my preference. And Bighorn, in Wyoming – the mountains were spectacular, though I wasn't feeling my best that day.
- M Have you ever thought about doing the Sahara marathon?
- F Everyone talks about that race! It's like the one and only race to say you've done. It started off with just a handful of people taking part, though recently it's grown enormously – I'd be put off by that, I think. And it costs quite a bit to enter, but it's supposed to be very well-organised, so I guess that's fair enough.
- M I've heard some people like running at night time. Do you?

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- F Actually, I love it. I wear a headtorch, and you only see what's in the circle of light – even insects and small animals – so it's like the ground beneath your feet disappears as soon as you take another step forward. And because you only see what's close by, it seems to make the scenery speed past you – it gives you the impression you're running quicker than you actually are!
- M Isha, there'll be some people listening today who want to take up running. What advice have you got for them?
- F Lots of people tell you to work out a schedule, and stick to it. That can put you off, I think. Try going out whenever you have the chance – you'll find out if you run better earlier, or later, for example. And of course there are plenty of running groups too, which can be very sociable, though I'd say you're unlikely to do what suits you best that way.
- M Thanks. And finally, what's next for you?
- F Well, something I've always wanted to do is work with teenagers – get them interested in running like I was at their age. I'm going to set up my own company in a year or so to do that. I've also been asked by a publisher to produce a guide to long-distance running. That'll be fun, though the deadline is coming up shortly, so I'll have to get on with it!
- M Well good luck – and thank you very much for talking to us today.**

Pause 00'30"

R1 Now you will hear the interview again.

*Repeat from * to ***

Pause 00'30"

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 6

R1 Question 8 Part A

You will hear an archaeology tutor giving a talk about things that are found on the shores of the River Thames in London. Listen to the talk and complete the sentences in Part A. Write one or two words only in each gap. You will hear the talk twice.

(M tutor, 40s)

*I know quite a few of you are planning to go on the study trip to London next year, so today I'm going to tell you about an area that's of interest to archaeologists in the city.

As you know, the river that flows through London is called the Thames. In the nineteenth century, groups of children who were known as mudlarks used to make a living by working their way along the shores of the Thames, gathering wood, bones or coal which they would later get cash for. They would also come across lots of broken bottles. Green glass would have been the most profitable, although they would have commonly found pieces of brown or clear glass in the mud too. The name 'mudlark' was appropriate, as the children would have been covered in mud, and they would have had to sort through all sorts of rubbish, including dead animals, to find the things that they could make money from. These days, the Thames is actually one of the cleanest metropolitan rivers in the world, but for many centuries it was treated as if it was the city's rubbish bin.

The name 'mudlark' is still used, to refer to amateur archaeologists who look for interesting objects along the shores of the river. There are only about fifty of these people – they all have to be approved by the Museum of London in order to become a member of the Society of Thames Mudlarks – quite a select organisation. Anything they find has to be registered with the museum, and although they don't need to have any particular qualification, they do have to be in possession of a licence, which is usually granted after someone has spent two years searching for objects along the shores of the Thames.

I expect you're asking yourselves what sort of objects a mudlark might discover these days. There's a very impressive collection on display in the Museum of London, including a large amount of jewellery and clothes. In terms of quantity, a pin is what turns up most frequently – in medieval times, people had hundreds of these, and they were both exported and imported in great numbers.

Experts at the museum look at each object to see if they can find out more about where it came from, or even who made it. For example, clay pipes might have small marks on them which means it can be established that they were produced in the eighteenth century. Buttons are regularly brought in, and it's not uncommon that the tailor who sewed them on a piece of clothing can be identified, as they often engraved their name on them. It's sometimes possible to work out who the owner may have been too.

I'm going to show you some images of mudlarks at work these days, as well as some of their finds. But first, does anyone have any questions? **

Pause 00'25"

R1 Now you will hear the talk again.

*Repeat from * to ***

Pause 00'30"

That is the end of the talk. In a moment you will hear Question 8 Part B. Now look at the questions for this part of the exam.

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Pause 00'30"

R1 Question 8 Part B

Now listen to a conversation between two students about mudlarks and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

(M/F both early 20s – students)

- M *What did you think about that talk on mudlarks yesterday?
- F Really interesting – I've been reading about it. Have you found out any more?
- M I've had a look at some websites. I thought it might be possible to get in touch with someone who's a mudlark, and ask them to take us along the river when we're in London next year.
- F What a great idea! So, what did you find out?
- M Well, what I didn't realise is how dangerous it can be on the Thames. There's all sorts of information online about this that you need to know like the hours of the day when the tide comes in and goes out – apparently, it's really easy to get cut off if you're in the wrong place at the wrong time.
- F Can you get maps to find out the best places to go?
- M Yes – and where not to go! Actually, people like you and I are only allowed on the south side of the river – although some of the stretches on the north look as if they might be easy to get to.
- F Oh, OK. I want to look online to find out more about the objects that have been discovered.
- M Isn't it incredible how well preserved some of them are – considering how long they've been in the mud.
- F Oh – I read about that. It's the lack of air in it that causes this.
- M I see! I thought there might be certain chemicals in it. What else did you discover?
- F Well, I got hold of an article written by a journalist who spent an afternoon working by the river with a mudlark. You should read it.
- M I will!
- F Anyway, she found a few items. She said the first thing she spotted was shiny, and then when she moved the mud from around it, she wondered if it could be part of a tiny gold ring. It turned out to be a section of chain, which would've been made by hand in around the fifteenth century. Incredible, isn't it?

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M It is! I love the fact that you can discover so much about an object like that.

F Yes! Another thing this journalist found was what she thought was a coin, and they took it to the museum to be examined. It was actually a seventeenth-century token, which would've been used as an alternative to money. The museum has got lots of these – there's one made by a shopkeeper, for example. The one she dug up happened to have been produced by a baker, and they've even discovered that he came from a town called Reading, which is not far from London. It's quite amazing what you can find out from one little object like that, isn't it!**

Pause 00'25"

R1 Now you will hear the conversation again.

*Repeat from * to ***

Pause 00'30"

That is the end of Question 8, and of the exam.

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.