

Mark Scheme (Results)

Summer 2008

IGCSE

IGCSE English as a Second Language (4357/02)

Question Number	Answer	Mark
1	five / 5 / 17.00	(1)

Question Number	Answer	Mark
2	PE	(1)

Question Number	Answer	Mark
3	bread	(1)

Question Number	Answer	Mark
4	computers / library computers	(1)

Question Number	Answer	Mark
5	vet	(1)

Question Number	Answer	Mark
6	school diary	(1)

Question Number	Answer	Mark
7	Cancer Research / cancer research	(1)

Question Number	Answer	Mark
8	The Snowman / Snowman	(1)

Question Number	Answer	Mark
9	International Centre / Center	(1)

Question Number	Answer	Mark
10	blind children / school charity project	(1)

Question Number	Answer	Mark
11	Cross box (c)	(1)

Question Number	Answer	Mark
12	Cross box (b)	(1)

Question Number	Answer	Mark
13	Cross box (c)	(1)

Question Number	Answer	Mark
14	Cross box (c)	(1)

Question Number	Answer	Mark
15	Cross box (b)	(1)

Question Number	Answer	Mark
16	Cross box (b)	(1)

Question Number	Answer	Mark
17	Cross box (c)	(1)

Question Number	Answer	Mark
18	Cross box (c)	(1)

Question Number	Answer	Mark
19	Cross box (c)	(1)

Question Number	Answer	Mark
20	Cross box (b)	(1)

Question Number	Answer	Mark
21	underwear / under water	(1)

Question Number	Answer	Mark
22	ears	(1)

Question Number	Answer	Mark
23	shape / teardrop shape	(1)

Question Number	Answer	Mark
24	surface	(1)

Question Number	Answer	Mark
25	socialise / socialize	(1)

Question Number	Answer	Mark
26	mouths	(1)

Question Number	Answer	Mark
27	collected	(1)

Question Number	Answer	Mark
28	cleaning device	(1)

Question Number	Answer	Mark
29	avoid	(1)

Question Number	Answer	Mark
30	3cm	(1)

IGCSE 4357 ESL
Paper 2 Listening Transcript
Summer 2008

Hello.

This is the IGCSE English as a Second Language, Paper 2 Listening, Summer 2008.

This test is in three sections. You will hear three extracts and will have to answer questions on what you hear. At the beginning of each extract there will be a pause to give you time to read the questions. You will hear all three sections twice. Write your answers in the spaces in your question booklet as you listen.

SECTION A

In this section, you will hear the principal of a school talking to students about events that will take place in the coming term.

Listen and complete the notes. Write no more than three words for each answer.

First you have one minute to read the questions.

Pause for Reading

Now listen and answer the questions.

Well, now that we have welcomed our new students and staff, I would like to draw your attention to some of the important events in the calendar for this term. So, let's have a look at what is happening this September and I can tell you about two events. The first is next week, it's on the twelfth. It's the first round of the Inter-schools Rugby Cup. The PE department have put on an extra large coach for students to travel with the team to support them in the match with John Fisher School. The bus will leave the school at 12:30. The match starts at 2 o'clock and we will be back here at the school at 5. So for those of you interested, could you contact members of the PE staff and also tell your parents of the late return that day. The second event is on the 14th. All Food Technology students in Years 10, 11 and 12, you have the opportunity to have a behind-the-scenes look at the café and restaurant in town, Justine's, and you can go to their Cookery School to do a bit of bread making. Please contact Mrs Routledge if you are interested in going. Again, that's on the 14th.

Looking forward a bit now, some main highlights for October. On the 18th we have the Fish and Chips Quiz night. This is one of the events organised by the Parent Teachers' Association to raise money towards the purchase of more computers for the library. So don't forget to tell your parents to come along for a really great night.

The other dates for your diary here are half-term which is from the 22nd to the 26th of October, and then on the 30th Professor Markton will be giving a talk to science students in Years 11 to 13 as well as anyone planning to study science in the 6th form. He will be giving a careers' talk on becoming a vet so if that's where your ambition lies, do go along.

Moving on now to November - in this particular month there are a number of Parents Evenings where your parents will come in and discuss your progress with your teachers. There is one on 6th November for Year 11 students, one on the 21st for Year 10 students and lastly, on the 27th, one for Year 8 students. One of the things that we will be doing differently this year is that when your parents attend these evenings they will need to take along your school diary. One other thing there, we will be sending out letters and reminders of these meetings a little nearer the time.

The other event for November is in fact on the 30th and this is a sponsored bike ride from the school to Ripley and back. The event is in aid of the charity called Cancer Research this year and it is open to all students. However, I'd like to remind you that it is quite an exhausting 12-mile course and you will need to have your bike inspected by the school before you can take part. Helmets are also compulsory.

Moving on now to December. There is the school stage production from the 10th to 14th of December with a dress rehearsal on the 9th. And, in keeping with the time of year, the production this year is The Snowman. As you may know, our drama society has been very successful in recent years so I recommend you book early for this important event.

Prize Day will be on the 19th of December. This is usually here in the Great Hall, but this year it will be held in the International Centre as the Great Hall will be closed for redecoration at that time.

The 21st December is the last day of term and it is a non-uniform day. If you wish to come to school in your home clothes, you will need to bring a donation of £2 - this year we are collecting for blind children which, I'm sure you'll all agree, is a very worthy cause.

That's pretty much the picture for this term. There are quite a number of sporting events that I haven't mentioned and I will give you more information nearer the time (fade)

Now listen a second time and check your answers.

(Section A recording is repeated)

That's the end of Section A. Now turn to Section B.

SECTION B

In this section, you will hear Christine and Tom discussing their business project for this term. They have to decide on a product to sell.

Listen and answer the questions. Indicate your answer by marking the box. If you change your mind, put a line through the box and then indicate your new answer with a cross.

First you have one minute to read the questions.

Pause for Reading

Now listen and answer the questions.

T OK Christine?

C Yes Tom.

T We have to decide what to do for our project.

C Yes, that's right, we've been given £20 and with that we have to produce and sell something and make a profit. So, let's think about what people did last year.

T Well there were the usual things like badges and bracelets.

C Oh yes, and the caps. They went down quite well last year, I thought. Mind you, there were a lot of them.

T They last a long time, people have probably still got them.

C Yes, that's true. And those fun pens. They were the big hit.

T Yes, I bought one of those, still got it.

C So, what about this year?

T How about T-shirts? If we get specially printed T-shirts done? We could put the school badge on them, or a photo or something.

C Well, we could do T-shirts but, the thing is they are quite pricey. A plain T-shirt would cost about £2-3, maybe more.....

T And then you've got to print it.

C And then you've got to print it and you have got to get the right design for it. Also, we would only be able to produce about, well maybe

T Maybe 5 or something. And then you'd have to sell them at quite a high price to make a profit.

C Yes that's true. We need something else.

- T £20 isn't much of a budget is it? If it was more, we would be far less restricted.
- C But it's OK if we get really cheap things and sell a lot of them.
- T Cheap things ... Maybe key rings, novelty key rings?
- C Yes, or something for the mobile phone, like a little novelty that you put on your mobile phone.
- T What, like a little fluffy thing or ...
- C Yes or maybe beads or crystals or stars. That would be a good idea wouldn't it?
- T It's got to appeal to everyone, I mean they are not all going to have mobile phones are they?
- C True.... What about bookmarks? Maybe we could make bookmarks with novelties on instead. They sound a bit boring but you could also use them with your school diary.
- T OK, then.
- C And I think we should customise them. You could get people to say what they want on their bookmark and customise it. They could have pictures on them.
- T Pictures of pictures of celebrities?
- C What about pictures of friends or family or even their pet?
- T And they pay the money and get it.
- C Yes, they pay the money and we make it for them. It will take a bit more time but I think it will be more popular. Where do you think would be good places to sell them in school?
- T Canteen? Perhaps at lunch time?
- C I remember last year people weren't allowed to sell their stuff inside the canteen.
- T Well round where the recreation areas are Library, but when it's free time and when people are allowed to talk.
- C I suppose we could, but we might get into trouble if we make too much noise. Let's make it the playground because everyone will be there. Now, next thing, when do you think would be the best time to sell them?
- T Well definitely lunchtime, and what about before school when people are hanging about?
- C But I'm always late in the morning so it might not be so good for me.
- T OK then we'll do it after school as well when there are people who go to the clubs and societies and are waiting for them to start. And let's not forget that the teacher said we can also sell them at home and to our friends.

- C Yes, we could sell loads more that way. Right, now, how are we going to advertise, as that's one of the things we have got to do? We have to make a poster for our product. Have you got any ideas there?
- T Yes, erm... What sort of size do we want?
- C Quite large.
- T Yes, something that would stand out on notice boards.
- C A good place would also be by the library because a lot of people stand around there.
- T What about the entrance to the locker room?
- C No, after last year, it was so untidy, the teachers complained.
- T OK, then. We need to include the product name.
- C So, a colour poster with our names on and where they can find us. OK, so that's the poster and now let's just think about all the things we have to do for this. So we are in Week 1 now and we've got two weeks to ...
- T When's it due? When's the deadline?
- C Erm.... Week 9.
- T So we have 8 weeks to do the whole thing?
- C Yes, so we'll need about 3 weeks to get all our stuff together and plan our design and decide what sort of paper we are going to use.
- T And get some samples.
- C Get some samples, yes. And then three weeks actually selling the product.
- T And then we've got to get the report done.
- C Yes, the report. We've definitely got to write up what we did and how it was done and discuss our planning.
- T We'll be OK if we get going right away.
- C OK then, so I'll start doing some research.

Now listen a second time and check your answers.

(Section B recording is repeated.)

That's the end of Section B. Now turn to Section C.

SECTION C

You will hear an interview with Steve Parnell, the inventor of a camera called Creaturecam.

Listen and complete the sentences. Write no more than three words and/or numbers for each answer.

First you have one minute to read the questions.

Pause for Reading

Now listen and answer the questions.

- I You may have heard of Creaturecam, a recording device which is attached to animals in the wild and is giving scientists a fascinating insight into their activities and behaviour. It's the brainchild of Steve Parnell, who joins us in the studio today. Welcome Steve. What gave you the idea of inventing the Creaturecam in the first place? It's such a great idea.
- S Well thank you, yes, it is a great idea and I had it 20 years ago as I was diving and observing a shark. I noticed it had a cleaner fish attached to its belly and I thought then what amazing things we could see if we could change the cleaner fish into a camera of some sort. We could see how sharks experience life.
- I How do you actually attach these Creaturecams onto the back of a shark?
- S At first we decided to attach them from the side of a boat. For example, you catch a shark and bring it to the surface and then attach the cam from the side of the boat. Nowadays we snorkel down to the shark and gently attach the cam underwater to the dorsal fin of the shark. The shark doesn't know the difference. It doesn't change its behaviour at all.
- I And why onto the dorsal fin?
- S Because the fin is made of cartilage - just like our ears. It's a solid, rigid surface to attach an instrument to. And they don't feel it, which is wonderful.
- I And how small are the cams nowadays?
- S Well, the smallest one we have now is less than eight centimeters in diameter and weighs approximately one kilo. Each unit is designed in the shape of a teardrop as this has been found to produce the least resistance. The problem this creates is that it reduces the amount of room for recording devices, because remember, the Creaturecam is not just a video camera, it logs other data - audio information as well as measurements such as depth, pressure, temperature and time. If it was only video, scientists would not be that interested.
- I In what ways have these cameras been helping scientists?
- S They have allowed us to see things that we have never seen before, but in many cases we are seeing things we never imagined before.
- I Like what?

S For example, Emperor Penguins. We hypothesised that they dived down and were feeding on schools of fish deep under the water. What we discovered is that they are not doing this at all. It was only when we could see what they were doing with Creaturecam that we discovered that they dive down, but that they then look up towards the surface to silhouette their prey against the light above it and then dart up to feed on that prey. So the key feeding event happens in a completely different place than we ever imagined before.

I And does that affect conservation and other things regarding penguins?

S Not so much for penguins but a better example perhaps is our work with seals off Hawaii. We really thought, for example, that they were doing most of their feeding in protected shallow waters near to their colony, which had been protected because we had thought this was where they were feeding. But it turns out, and we would never have known this without being able to see it from their perspective, that they socialise in this area but it is totally unimportant for feeding activity. They swim beyond this protected area out into deep, unprotected waters where fishing was still happening and do all their feeding out there, competing with fishermen for those resources in an unprotected habitat. Because we made this discovery, those waters are now protected as they are critical to the survival of this highly endangered species.

I What is the most amazing footage that you have ever seen from marine animals?

S To me one in particular comes to mind and that is with sperm whales. We had been doing some work with them and, as you know, they dive down deep and feed on giant squid and we were looking at this feeding behaviour at depth. On one particular dive we saw this animal with the Creaturecam coming up to the surface and alongside this whale were three or four other whales swimming together with him and they were using their mouths as we would our arms to point out something. It was so amazing to see this animal behaving in this way. We had no idea that these animals gestured like that, were social like that at depth. It gave us another insight into their behaviour.

I So are you watching this behaviour as it is happening?

S With marine animals we have to record and play the information back later because the video signal does not travel well through water. After filming, the camera floats to the surface where it is collected later.

Now, with land animals we can watch in 'real-time'. But, interestingly, we have a different problem with the land version - keeping the camera lens clean. We are trying to come up with a cleaning device and things like that. But when we put the camera on a lion in Kenya, it actually groomed itself and cleaned the camera lens for us.

I So, when did you switch to land animals?

S In 2002.

I What did you see?

S Incredible images of lion behaviour - social behaviour amongst the pride that would be very difficult to see any other way because if you got that close you would inevitably be affecting their behaviour. With bears the same thing. We attached the system to a three-year-old female. The scientist observing her was doubtful how useful it would be

because she was a three-year-old and she was probably going to avoid other bears. The world is a fairly dangerous place for a bear her age. Well, within half an hour she was feeding and within 45 minutes she was in and amongst a group of bears. The scientist was incredulous, after studying these animals for thirty years he had completely misjudged what this bear's life would be like, and that's the kind of information that you get.

I And briefly Steve, what do you see for the future of this technology, say ten years down the road? Are we going to place a chip under the skin eventually? How far do you see this going?

S Technology is advancing so rapidly. So far, we have worked with fifty or sixty different species. Within ten years we will have worked with a thousand different species. The technology is getting better all the time and I work with an excellent team of people who are working full-time developing these tools and they'll keep adapting to changes occurring in the technology and keep making them smaller and smaller so that we can work with a whole range of species that would otherwise be impossible to work with. And someday, yes, it may be as simple as attaching a three centimeters camera system onto the head of an animal and leaving it on for three weeks or a month.

I Steve Parnell, thank you for coming in today.

Now listen a second time and check your answers.

(Section C recording is repeated.)

That's the end of the test. Please wait for your question booklets to be collected.

Thank you and good luck.

END OF TEST