



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

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**ENGLISH AS A SECOND LANGUAGE**

**0511/32**

Paper 3 Listening – Core

**May/June 2016**

MARK SCHEME

Maximum Mark: 30

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**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.

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

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**Questions 1–4**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
<b>1 (a)</b>	seafood	[1]
<b>(b)</b>	14 <sup>(th)</sup> (of) July / fourteen(th) (of) July / 14/7 / 7/14	[1]
<b>2 (a)</b>	Friday	[1]
<b>(b)</b>	take (some) photos	[1]
<b>3 (a)</b>	Lost in Space	[1]
<b>(b)</b>	café	[1]
<b>4 (a)</b>	3/three km/kilometre race	[1]
<b>(b)</b>	suitable shoes	[1]

**[Total: 8]**

**Question 5: Turtle conservation**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
<b>5 (a)</b>	150 million/150 000 000	[1]
<b>(b)</b>	feeding/food	[1]
<b>(c)</b>	(unique) code	[1]
<b>(d)</b>	humans / people	[1]
<b>(e)</b>	jellyfish	[1]
<b>(f)</b>	volunteers / fences	[1]
<b>(g)</b>	screens	[1]
<b>(h)</b>	school children	[1]

**[Total: 8]**

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**Question 6: Sport**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
Speaker 1	E	[1]
Speaker 2	D	[1]
Speaker 3	A	[1]
Speaker 4	C	[1]
Speaker 5	G	[1]
Speaker 6	B	[1]

**[Total: 6]**

**Question 7: Interview with architect**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
<b>7 (a)</b>	A	[1]
<b>(b)</b>	B	[1]
<b>(c)</b>	C	[1]
<b>(d)</b>	A	[1]
<b>(e)</b>	A	[1]
<b>(f)</b>	C	[1]
<b>(g)</b>	B	[1]
<b>(h)</b>	B	[1]

**[Total: 8]**

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**TRANSCRIPT**  
**IGCSE English as a Second Language**  
**Listening (Core)**  
**June 2016**

**TRACK 1**

**R1 Cambridge International Examinations**

**International General Certificate of Secondary Education**

**June 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]***

**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''***

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**R1 Question 1**

**(a) What does the chef at the Lemon Tree restaurant normally cook?**

**(b) When is the last date you can book the two for one offer?**

*(Recorded message, V1: M adult speaker)*

V1 \*This is the Lemon Tree restaurant. This month we are introducing something completely new to our established menus: 'Taste Experience' evenings, where you can try some of the fantastic flavours available around the world. This week, beginning the 8<sup>th</sup>, our Chef Mario is cooking something different from his usual seafood and will instead be preparing spicy curries and rice dishes from India and the Far East. Book by the 14<sup>th</sup> July to get an amazing offer of two meals for the price of one. Phone 4551666 between 11am and 9pm any day to reserve a table.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

**R1 Question 2**

**(a) On which day will the weather be better?**

**(b) What will the teenagers do in the forest?**

V1 female teenager

V2 male teenager

V1 \*When shall we go on our trip to the forest?

V2 Well, the weather forecast says it's going to rain on Thursday but improve the following day, so Friday is a better choice.

V1 Oh, I had planned to take my Grandmother shopping then. I suppose I could do that another day.

V2 Will that be ok?

V1 Yes, she said it didn't matter.

V2 Great, because we need to collect some leaves for our project.

V1 Actually, we've got enough - we really need to take some photos instead. \*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

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### R1 Question 3

(a) Which film does Adam want to see?

(b) Where will they meet Omar after the exhibition?

V1: *Female in her 30's*

V2: *teenage son*)

V1 \*Have you got any plans for the weekend, Adam? I thought we could go to the new art exhibition on Saturday afternoon. Would you like to do that, or maybe see 'Amazon Adventure' at the cinema?

V2 Oh, my friend Omar saw that! Actually, I wouldn't mind seeing 'Lost in Space' – you know, the one that's just come out. And Omar could come too!

V1 Well, we could go to the exhibition, have a walk in the park and get an ice-cream then meet Omar in the café next to the cinema. Then, you two could see the film.

V2 That sounds great, I'll call him now.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05"*

### R1 Question 4

(a) Which will be the first event at the sports day?

(b) What must the students remember to bring on Tuesday?

V1: *F speaker, teacher, 30s*

V1: \*Right, it's school sports day on Tuesday next week and hopefully everyone will be taking part. There will be a range of events such as running, the high jump and we'll be starting with the 3 kilometre race. Please put your name against an activity on the poster on the noticeboard in room 3 before then. Don't forget to wear suitable shoes on the day and make sure you tell your family to bring a camera! On the actual morning we will arrive at the sports ground by 10am so we can start on time.\*\*

*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 about turtle conservation. Listen to the talk and complete the sentences below. Write one or two words, or a number, in each gap.**

**You will hear the talk twice.**

V1 male (late 40s)

V1 \*Hello. Today I'm going to tell you about sea turtles and their conservation.

The sea turtle is one of the oldest creatures on Earth – even older than the dinosaurs, which died out 65 million years ago. In comparison, the oldest sea turtle fossil that scientists have found dates back approximately 150 million years. Surprisingly, for a species that's existed for so long, there are things about sea turtles that are still a mystery.

We know that sea turtles can travel up to 10 000 kilometres every year, but scientists are still not sure how they make their way across the oceans to locate suitable feeding grounds. However, what we do know is that female turtles return to the exact nesting location where they were born. Male turtles, on the other hand, spend their entire life in the sea, so tracking where they are is more difficult.

In order to study their movements, sea turtles can be fitted with devices which enable scientists to record valuable data about their position and behaviour. Each device carries a unique code which helps with the identification of every turtle involved. The survival of sea turtles is likely to depend on this data.

When young turtles emerge from their protective shells, they are in danger and open to attack from other creatures such as birds or crabs. Sadly, the most significant danger is from humans who wait on the beach, collect the young turtles, and sell them for money. In the sea, floating plastic bags are also considered a serious threat to turtles. Sea turtles often mistake this man-made pollution for jellyfish, which is their preferred diet. Sometimes they also eat seaweed or small sea creatures floating in the water.

Safety is the key factor when finding a suitable site to lay their eggs. Female turtles dig several holes in the sand before they find a suitable spot. However, they don't stay to protect their nests. If they did, they'd be more likely to attract danger than protect their young. Unfortunately, the females leave a trail in the sand as they leave for the sea. It is, therefore, down to volunteers to make sure these sites are safe.

One of their jobs is to put fences around the areas of the beach, where nests are found, to keep people away. Screens are then placed over the top of the nests to protect the eggs. Once the young have appeared and have left the nest, the hole is checked to see if any underdeveloped young turtles are trapped at the bottom and need help to get out.

The number of nesting sites is carefully documented, and it is encouraging to see more school children getting involved in this activity. There is also a growing number of surfers who assist with guarding the beaches to check the nests aren't disturbed. This all plays a vital role in the protection of these creatures, and helps to ensure that sea turtles are here to stay.\*\*

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*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"*

## **TRACK 4**

### **R1 Question 6**

**You will hear six people talking about sport. 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**

(F, teenager)

\*I just love sport. I haven't always done very much, but now I've started playing tennis with a group of my friends at a local club. I've noticed that I feel so much better recently and haven't been ill either. We have a trainer who gives us lots of exercises to do. Together we have really long practice sessions and matches against other teams – I can keep going for much longer than I used to without getting tired like I did before.

#### **R1 Speaker 2**

(M, teenager)

My favourite thing to do on a free afternoon is to go with my dad and my sister to watch our local football team. I'd be useless at football if I tried playing it these days, though I liked being in goal when I was younger, even if I did let too many balls into the net. Our team doesn't always win, but it's usually exciting to watch, especially when they score some goals. But you can see they don't always play by the rules – that doesn't set a good example for the kids who are watching.

#### **R1 Speaker 3**

(F, 20s)

We moved quite often when I was younger so I found it hard to get to know people each time I started at a new school. If you're a bit of a shy person like me, that can make you lose confidence in yourself. I've always liked cricket, and when I started working, I decided to join the company cricket club. We practise once a week, and get together at other times too. The people in the team are a great bunch and when I hurt my wrist and had to stop playing for a few weeks, I really missed them!

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**R1 Speaker 4**

(F 20s)

The athlete I most admire is Kerstin Behringer because she has such a good-natured approach - unlike many other athletes, she respects the officials and is always friendly with her competitors. You don't have to be arrogant and unpleasant when you have won a race. I think people can learn important lessons for life by doing sport, like how to work as a team and how to play fairly. I really admire someone who has managed to get where she is by relying on her own natural talent.

**R1 Speaker 5**

(M, 30s)

As a child, I was always naturally quite fit and I loved playing football when I was at school, but I seemed to end up in hospital so many times! I've broken my leg twice and damaged my knee quite badly once so I had to stay at home for two weeks! Now I've learned to warm up properly before playing, and not to push myself too far. I may not be as quick as I once was, but I still look forward to getting together with my friends for a game.

**R1 Speaker 6**

(M teens)

We all had to do athletics and team sports each week when I was younger. I was no good at sport, so no one wanted me on their team. When we were given the choice of doing extra sport or going to the library, I went for that option as I much preferred reading books. But now I'm older I think it would have been better to have done more sport as it helps young people gain confidence.\*\*

*Pause 00'05"*

**R1 Now you will hear the six speakers again.**

Repeat from \* to \*\*

*Pause 00'30"*

**R1 That is the end of Question 6. 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 student talking to an architect called Daniella Rocha, about her interest in building below ground. 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.**

V1 (Male Student, 18); V2 (Female, late 20s)

V1 \*Thank you for coming to talk to us. We're really interested to find out more about your brilliant new ideas for making the most of space in crowded cities. What first interested you in designing?

V2 Well, when I was a child I loved drawing, but unlike others of my age I didn't draw people and houses, I was more interested in animals. It was only when I was older and travelled from my home to stay with my grandfather, who had designed homes where he lived in Mexico, that I began to copy his drawings and do buildings instead.

V1 So you decided to study design at university?

V2 Not at first. As I was very good at languages and interested in culture, I started off learning Japanese but while I was visiting Tokyo, I became fascinated by the amazing art and also the structures in their cities. My friend was studying engineering there and he showed me around some of the building sites they were working on. I knew then that architecture was the course for me so I changed course half way through the year.

V1 Why *do* people choose to live underground?

V2 Many cities all over the world are overcrowded and there is little space for new homes – or the living conditions are difficult. Historically, people have lived underground in caves. In Australia, houses are dug into the ground to avoid the heat. A chimney is put in so that air flows continuously through the house, meaning there is no need for air conditioning.

V1 What about other places?

V2 Well, in Singapore, for example, there is a lack of space on their small island, so they had the idea of going downwards, like their famous Orchard Shopping Mall. A city in Japan also proposed the idea of having underground shops and workplaces but residents considered it was more suitable to have less attractive projects built, such as a recycling centre instead.

V1 What makes people decide to build underground?

V2 Well, in places where there is just no more land available, it is a wise economic option. In London, for instance, people build downwards for such things as a swimming pool and secure parking spaces! In remote areas, such as in Russia, it would be difficult to live in traditional houses as the temperature ranges so much from summer to winter. People could still live and work in these areas if a massive underground city were built.

V1 I'm not sure I would want to live down below the ground, would you?

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- V2 Well, people think it's quite dark and airless, but in fact it's the opposite. With modern techniques, sunlight can be transmitted from the surface except it's not as bright as when you are above ground, which can really affect people's vitamin levels and in turn, their moods. If you are worried about damage to the environment, don't be. We plan to produce renewable energy powered from water stored underground.
- V1 So where did the concept of living underground originate?
- V2 It's interesting you should ask that. In Mexico City, the laws forbid going higher than 8 floors, so the practical solution is to go down. The Aztecs built pyramids in Mexico City in the 14<sup>th</sup> century so it seems fitting that in the 21<sup>st</sup> century we construct an upside-down pyramid! I'm returning to where they are about to build a world-first – it's called an 'Earthscraper'! This is an upside-down skyscraper. The top 10 storeys will house a museum of Aztec artefacts, with housing and shops in the middle and offices on the lowest levels. Our ancestors went upwards, the next generation will have to look for more creative solutions to the problems of space.
- V1 What do you intend for your future?
- V2 Once I return to Mexico City, which is where I come from originally, I'll be working on different projects out of town but will watch to see how the 'Earthscraper' develops. Only time will tell what the future holds as far as the need to save space is concerned, but it is certainly an exciting prospect. \*\*

*Pause 00'20"*

**R1 Now you will hear the interview again.**

Repeat from \* to \*\*

*Pause 00'30"*

**R1 That is the end of Question 7, and of the test.**

**In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.**

*Pause 00'10"*

**R1 Teacher, please collect all the papers.**