



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

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FIRST LANGUAGE ENGLISH

0522/01

Paper 1 Reading Passages (Core)

For Examination from 2015

SPECIMEN PAPER

1 hour 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

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

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper. This Reading Booklet Insert is **not** assessed by the Examiner.

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 **11** printed pages, **1** blank page and **1** Insert.

Read carefully **Passage A, School Visit**, in the Reading Booklet Insert and then answer **Questions 1 and 2** on this Question Paper.

Answer all questions using your own words as far as possible.

Question 1

(a) **Using your own words**, explain what the writer says about the similarities **and** differences between the appearance of the boys and the girls (paragraph 2, 'When we arrived...schoolroom.').

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..... [2]

(b) State the **two** languages in which the school song was sung (paragraph 3, 'Assembly began...well sung.').

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- [1]

(c) (i) What does the writer say about the way the children sang the national anthem (paragraph 4, 'Next on our programme...dignity and pride.')

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..... [1]

(ii) **Using your own words**, give **two** effects that the singing of the national anthem had on the writer.

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- [2]

(d) How did the piano player slightly spoil the musical effect of the national anthem (paragraph 4, 'Next on our programme...dignity and pride.')?

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..... [2]

(e) Using your own words, explain what the writer means by: 'deeply impressed' (lines 23–24).

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

(f) Why was the writer surprised that the football team had played in Ghanzi (paragraph 5, 'The musical session...from the school.')?

..... [1]

[Turn to page 4 for Question 1(g)]

(g) Complete the table below to answer Question 1(g)(i) and (ii).

- (i) Re-read the final paragraph ('Loudly...nodding of heads.'). Explain **using your own words**, what the writer means by the words in *italics* in **three** of the following phrases:
 (a) 'with a smile of almost *smug* satisfaction and shrugged' (line 36)
 (b) 'gave me an *encouraging* thump on the shoulder' (line 37)
 (c) 'much *animated* discussion' (line 38)
 (d) '*enthusiastic* nodding of heads' (line 38)
- (ii) Both the adults and children are very keen that the writer should become a teacher at the school. Explain **how** the words and language in **each of the phrases you have chosen** help to suggest their enthusiasm for him to join them.

Phrase selected (a), (b), (c) or (d)	(i) The meaning of the words in <i>italics</i>	(ii) How the words and language in the phrase suggest the enthusiasm for the writer to join the school
.....
.....
..... [3] [6]

[Total: 20]

[Turn to page 6 for Question 2]

Question 2

Imagine that you are Will Randall, the writer of Passage A. After the end of term assembly, you decide that you will definitely stay on and work as a teacher in the school. When you return home that evening you **write your journal entry** for the day.

In your journal entry you should:

- give your impressions of the children and their parents
- explain your reasons for wanting to work at the school
- express any concerns you may have about next term.

Base your journal entry on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullets.

Begin your journal entry: ‘As soon as the end of term assembly began I knew that I wanted to work in this school...’.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

Read carefully **Passage B, *Wild Dogs in the Okavango Delta***, in the Reading Booklet Insert and then answer **Question 3(a)** and **(b)** on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

What do you learn about wild dogs **and** what are the writer’s thoughts and feelings about them, according to **Passage B**?

Write your answers using short **notes**.

You do **not** need to use your own words.

Up to 10 marks are available for the content of your answer.

Information about wild dogs *and* the writer’s thoughts and feelings about them:

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[Total: 10]

(b) Summary

Now use your notes to write a summary of what **Passage B** tells you about wild dogs **and** what the writer's thoughts and feelings are about them.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 10 of your points in **Question 3(a)** and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing.

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[Total: 5]

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Copyright Acknowledgements:

Questions 1 & 2
Question 3

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