



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

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**FIRST LANGUAGE ENGLISH**

**0522/01**

Paper 1 Reading Passages (Core)

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour 45 minutes**

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**MAXIMUM MARK: 50**

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

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This document consists of **10** printed pages.

**Note 1:** All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the passage.

**Note 2:** Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

### Question 1

This question tests reading assessment objectives R1 to R4 (20 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

**R3** analyse, evaluate and develop facts, ideas and opinions

**R4** demonstrate understanding of how writers achieve effects

#### Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1(a)	R1	2
1(b)	R1	1
1(c) (i)	R1	1
1(c) (ii)	R2	2
1(d)	R1 and R2	2
1(e)	R1	2
1(f)	R1 and R2	1
1(g) (i)	R1 and R2	3
1(g) (ii)	R3 and R4	6
<b>Total</b>		<b>20</b>

(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.'). [2]

- They were both in their best party clothes / neat and tidy.
- The boys soon became scruffy; the girls did not.

*1 mark for each point, up to a maximum of 2.*

(b) State the two languages in which the school song was sung (paragraph 3, 'Assembly began...well sung.'). [1]

- Setswana and English (both required).

(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.')}? [1]

- The children were standing to attention, hands placed over their hearts / they sang it solemnly with patriotic pride.

(ii) Using your own words, give two effects that the singing of the national anthem had on the writer. [2]

The writer:

- was moved by the seriousness with which it was sung.
- was involved in the experience.
- found himself standing to attention.

*1 mark per point, up to a maximum of 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.')}? [2]

- *By singing very loudly.*
- *By drowning out the singing of others.*

*1 mark for each point, up to a maximum of 2.*

(e) Using your own words, explain what the writer means by: 'deeply impressed' (lines 23–24). [2]

- Strongly / profoundly affected.

*2 marks for a clear explanation in own words; 1 mark for a partial understanding, that is, an acceptable explanation of only one of the two words quoted. Be careful not to credit a word actually used in the quoted phrase. Note that the definition above contains the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.*

(f) Why was the writer surprised that the football team had played in Ghanzi (paragraph 5, 'The musical session...from the school.')}? [1]

- It was a very long way to travel.

- (g) (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: [3]

(a) 'with a smile of almost *smug* satisfaction and shrugged' (line 36)

Rather pleased with self for achievement.

(b) 'gave me an *encouraging* thump on the shoulder' (line 37)

Inspiring / rousing / exhortatory.

(c) 'much *animated* discussion' (line 38)

Lively / visual actions.

(d) '*enthusiastic* nodding of heads' (line 38)

Hearty / ardent.

1 mark for each explanation in own words, up to a maximum of 3.

Note that the definitions above contain the essence of an answer. Be careful not to credit a word actually used in the quoted phrase. However, accept that candidates may respond in different ways, e.g. at greater length.

- (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. [6]

Award 1 mark for a partial explanation of each phrase.

Award 2 marks for an explanation of each phrase which shows clear appreciation of the effect of the writer's use of language.

An explanation such as, 'In the phrase "gave me an encouraging thump on the shoulder", the adjective "encouraging" shows that the teacher is very keen that the writer should join the staff' would qualify for 1 mark.

An explanation such as, 'The choice of the words "encouraging thump" suggest that the teacher is very keen for the writer to join the staff and the fact that he uses the informal word "thump" clearly suggests the friendliness of the action' would qualify for 2 marks. Some candidates may produce better explanations than this.

Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.

[Total: 20]

**Question 2**

This question tests reading assessment objectives R1 to R3 (10 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

**R3** analyse, evaluate and develop facts, ideas and opinions

and writing assessment objectives W1 to W4 (5 marks)

**W1** articulate experience and express what is thought, felt and imagined

**W2** sequence facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**W4** use register appropriate to audience and context

**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.** **[15]**

**General notes**

The most successful responses are likely to show a clear appreciation of the reasons why the writer decided to accept the offer of a job at the school and to build on the hints given about his possible concerns about living up to the parents’ and pupils’ expectations and the challenge of working in a different cultural environment. Less successful responses are likely to lift sections of the original and do little more than repeat points that are already there without going beyond the more obvious details.

Look for and credit an attempt to write in an appropriate register.

Responses *might* use the following ideas:

### A1 Children and parents

- Dressed smartly for the prize-giving / end of term assembly.
- Boys became untidy very quickly; girls did not.
- Quality of their singing.
- Obvious pride in the school and the national anthem.
- The fact that the children reported events in English.
- The obvious enthusiasm of the children and parents for him to work in the school.

### A2 Reasons for wanting to work at the school

- Enthusiasm and dedication shown by the staff.
- Friendliness shown to him by the other teachers.
- Range of lessons and activities carried out by the school.
- The fact that teachers were prepared to travel such great distances for a football fixture.
- The fact that lessons were conducted in English.
- Prospect of new buildings next term.

### A3 Possible concerns about the new term

- Generally about the challenges of starting a new school.
- About the new building.
- About fitting in to the culture / ethos of an isolated school in a new country.
- About adapting to life in a rural community.
- About meeting the expectations of pupils and parents.
- About working with new colleagues (over-enthusiastic piano players).

**Note 1:** It is unlikely that a response that does not address the third bullet (either implicitly or explicitly) will achieve higher than Band 3 for Reading.

**Note 2:** It is not a requirement for responses to include the opening sentence provided which is given as a steer for candidates.

### Marking criteria for Question 2

Table A, Reading: Use the following table to give a mark out of 10 for Reading.

<b>Band 1</b>	<b>9–10</b>	Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects the feelings of the writer and understands his reasons for accepting the post in the school and his possible concerns.
<b>Band 2</b>	<b>7–8</b>	Refers to several details from the passage and shows some awareness of the writer's feelings. There is some appreciation of the reasons for taking the post and his possible concerns.
<b>Band 3</b>	<b>5–6</b>	Repeats some details from the passage about the prize-giving. Shows incomplete understanding of the writer's feelings and reasons for taking the post. Focuses on the question and passage but uses the material simply and partially.
<b>Band 4</b>	<b>3–4</b>	There is some relevance to the question, with a tendency to retell the passage rather than focus on the requirements of the question. Makes simple references to the events of the day.
<b>Band 5</b>	<b>1–2</b>	There is an attempt to use the passage. May retell the content of the passage or give occasional relevant details. There may be examples of misunderstanding or lack of clarity.
<b>Band 6</b>	<b>0</b>	There is little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.

Table B, Writing: Structure and order, style of language: Use the following table to give a mark out of 5 for Writing.

<b>Band 1</b>	<b>5</b>	Sentences are fluent and there is a wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.
<b>Band 2</b>	<b>4</b>	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.
<b>Band 3</b>	<b>3</b>	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.
<b>Band 4</b>	<b>2</b>	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over dependent on lifted material.
<b>Band 5</b>	<b>1</b>	The response is difficult to understand. The response may be almost entirely lifted from the original.
<b>Band 6</b>	<b>0</b>	The response cannot be understood.

[Total: 15]

**Question 3**

This question tests reading assessment objectives R1, R2 and R5 (10 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

**R5** select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

**W1** articulate experience and express what is thought, felt and imagined

**W2** sequence facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**(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.**

**[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.**

**[5]**



**Reading content for Question 3(a)**

Give 1 mark per point listed below, up to a maximum of 10.

**Wild dogs *and* the writer's thoughts and feelings about them**

Give 1 mark for a point about:

- 1 Found in the Okavango Delta / North of Botswana.
- 2 They are predators / hunt impala.
- 3 They hunt in packs.
- 4 They are rare / an endangered species / fewer than 5,000 in the (African) continent.
- 5 They are hated by farmers / shot on sight.
- 6 They are black and tan in colour.
- 7 They move like domestic dogs / lollop / have a leisurely gait.
- 8 They look like domestic dogs.
- 9 They have great stamina when hunting / keep up pace for hours on end.
- 10 They can lose their prey to larger animals (like hyenas).
- 11 They play / fight with each other.
- 12 The writer finds them beautiful in appearance.
- 13 He considers it a privilege to have observed them.

**Note:** Although lifting of words and phrases from the passage is acceptable it is important that in such cases candidates show evidence of understanding by clearly focusing on the key details; over lengthy lifting which does not identify specific points should not be rewarded. Credit responses which attempt to use own words and convey the essence of the point.

**Marking criteria for Question 3(b)**

Table A, Writing (concision, focus, use of own words):  
Use the following table to give a mark out of 5 for Writing.

<b>Band 1</b>	<b>5</b>	The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate's own words (where appropriate) throughout.
<b>Band 2</b>	<b>4</b>	Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have a redundant introduction or conclusion.
<b>Band 3</b>	<b>3</b>	There are some areas of conciseness. There may be occasional loss of focus or clarity. Own words (where appropriate) are used for most of the summary. Responses may be list-like or not well sequenced.
<b>Band 4</b>	<b>2</b>	The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.
<b>Band 5</b>	<b>1</b>	The summary is unfocused or wordy. It may be answered in the wrong form (e.g. narrative, commentary or as notes). There may be frequent lifting of phrases and sentences.
<b>Band 6</b>	<b>0</b>	Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.