

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

READ THESE INST	RUCTIONS FIRST		
Additional Materials	: Reading Booklet Insert		
Candidates answer	on the Question Paper.		
			1 hour 45 minutes
SPECIMEN PAPER	1		
Paper 1 Reading P	assage (Core)	For Ex	amination from 2011
FIRST LANGUAGE	ENGLISH		0500/01
NOWBER		NOMBER	
CENTRE NUMBER		CANDIDATE NUMBER	
CANDIDATE NAME			

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

Write in dark blue or black pen.

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

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.

Question 1

For Examiner's Use

Read carefully the passage in the Reading Booklet Insert and then answer all the questions.

(b) Using your own words, explain what the writer says about the similarities and differences between the appearance of the boys and the girls (lines 6–10, 'All of them schoolroom'). [2] (c) (i) Why might the children have been surprised to see the writer seated with the teachers (lines 10–13, 'Seated in neat rows of the morning')? [1] (ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.	(a)	Wh	y did the writer agree to go to the prize-giving?
differences between the appearance of the boys and the girls (lines 6–10, 'All of them schoolroom'). [2 (c) (i) Why might the children have been surprised to see the writer seated with the teachers (lines 10–13, 'Seated in neat rows of the morning')? [1 (ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.			[1]
(c) (i) Why might the children have been surprised to see the writer seated with the teachers (lines 10–13, 'Seated in neat rows of the morning')? [1] (ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.	(b)	diffe	erences between the appearance of the boys and the girls (lines 6-10, 'All of them
(c) (i) Why might the children have been surprised to see the writer seated with the teachers (lines 10–13, 'Seated in neat rows of the morning')? [1] (ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.			
teachers (lines 10–13, 'Seated in neat rows of the morning')? [1] (ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.			[2]
(ii) Using your own words as far as possible, explain why the children were no troubled to see the writer there.	(c)	(i)	
troubled to see the writer there.			[1]
		(ii)	
(d) State the two languages in which the school song was sung (paragraph 5, 'Assembly			[2]
began watery-eyed').	(d)		
•		•	[1]

e)	How did the piano player 'slightly spoil' the musical effect of the national anthe (paragraph 6, 'Next on our programme skin colour')?	em _{For} Examin Use
		[1]
·)	Using your own words , explain the effect the singing of the national anthem had the writer.	on
		[2]
)	Why was the writer surprised that the football team had played in Ghanzi (paragraph 'The musical interlude from the school')?	7,
		[1]
)	Using your own words, explain what the writer means by:	
	(i) 'a wide range of ethnic groups' (line 14)	
		[2]
	(ii) 'impressively numerous' (line 34)	
		[2]
	(iii) 'isolated location' (line 37)	
		[2]

(i) Re-read line 49 ('All eyes ...') to the end of the passage ('... nodding of heads'). Choose three words or phrases which the writer uses to suggest that everybody in the room, both adults and children, was keen that he should join the school.

Explain how each of these words and phrases helps to suggest their attitudes towards the writer.

Word or phrase:

Explanation:

Word or phrase:

Explanation:

Explanation:

For Examiner's Use

For Examiner's Use

(j)	By using details from the whole passage, write a summary of what the writer thought and felt about his experience at the prize-giving.
	Write a paragraph of about 50–70 words.
	[7]

[Turn over for Question 2]

Question 2

For Examiner's Use

Imagine that you are Will Randall, the writer. After the end of term assembly, you decide that you will definitely stay on and work as a teacher in the school. **Write a letter** to a friend in which you:

- 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.

Begin your letter: 'Dear...'.

You should base your ideas on what you have read in the passage, but do not copy from it.

You should write between 1 and 11/2 sides, allowing for the size of your handwriting.

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

[Total: 20]

BLANK PAGE

Copyright Acknowledgements:

Question 1

© Will Randall; Botswana Time; (adapted); Abacus; 2005/6.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.