Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

FIRST LANGUAGE ENGLISH **0500/22**

Paper 2 Reading Passages (Extended) **May/June 2016**

2 hours

READING BOOKLET INSERT

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READ THESE INSTRUCTIONS FIRST

This Reading Booklet Insert contains the reading passages for use with **all** questions on the Question Paper.

You may annotate this Insert and use the blank spaces for planning. This Insert is **not** assessed by the Examiner.

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Part 1

Read **Passage A** carefully, and then answer **Questions 1** and **2** on the Question Paper.

Passage A: Miss Salmon

The whole school is assembled on the playing field, listening to the Headmaster.

'Of course, someone amongst you knows exactly why we are wasting our afternoon standing here looking at each other as if we have nothing better to do. Someone here knows exactly why our extremely expensive fire warning system is currently ringing at full volume when it is patently obvious there is no fire. Someone amongst us knows exactly why they think it appropriate for my personal secretary, Mrs Edmondson, to have risked life and limb returning to a potentially burning building to collect class registers, only to have discovered it was all a *hoax*.' The word hung above the Headmaster, his own personal rain cloud ready to descend on whichever unfortunate in the rows of students facing him should confess.

Miss Salmon didn't think it was likely anyone would confess.

'And what's more,' he continued, 'on today of all days, when Mrs Basu, our esteemed head governor, had gone out of her way – yes, out of her way – to visit our establishment and inspect excellence at work, someone thought it was perfectly acceptable to disturb our meeting with this…this…despicable deed.' The words landed at the feet of the front row with a venom suggesting they were lucky to miss the strike.

A lull in the storm brought nervous giggles from the middle of the assembled school. The rain cloud burst. 'Who considers this amusing?' the Headmaster bellowed, turning with lightning speed to face the source of the interruption to his magnificent monologue. Like a discarded sweet wrapper rustled between acts, the giggling fell away. 'This is not a laughing matter. The perpetrator of this felony can expect consequences, serious consequences, as a result of their actions. There is no excuse for this kind of wanton, criminal act.'

Miss Salmon thought it unlikely any major criminals lurked amongst the rows of bright young students standing to attention between the pristine white goals of the immaculately-groomed playing field. Shining faces dimmed with assumed innocence looked out blankly in a practised picture of compliance. The tall boy at the back though – one she recognised as a popular leader – seemed little impressed even by the fury of the Headmaster. His pack had been the source of the sniggers – sounds she was well accustomed to. The smaller boys to his left included several of the less quick-witted pupils – those who were less likely to ask awkward questions, who could be relied upon to at least accept that she might have some potential as a geography teacher.

'Someone weak-willed we assume – egged on by others – someone who has done this to impress.' The words snaked through the air as the Headmaster continued.

'*Not really*,' thought Miss Salmon, looking at the eager faces now hungering for the kill in front of her. Much more likely someone who was terrified…terrified of not being able to live up to the Olympian standards expected of them at this place. Someone who suffered daily the sneers of superior students, the pangs of inadequacy when no one listened, the agony of shame for not knowing the rules of the game and having no friends, mentor or confidante there to ask for help when the challenge seemed too much.

'Someone who used an implement – not yet known…'

'A toffee hammer,' thought Miss Salmon, tucking it deeper into her pocket.

'Someone who sneaked like a thief in the night past the very door of my office…'

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‘Yes that had been close,’ she thought quietly.

‘Someone who smashed the protective glass like a wanton vandal, just so…’

‘She didn’t have to face the lesson,’ she added only to herself.

Miss Salmon heard the Headmaster’s ultimatum: there would be one chance for clemency. Should the villain present themselves at the Head’s office, confess and apologise to the whole school – the whole school mind, each and every one in turn – then and only then, they might be allowed to remain at this bastion of academic standards.

She wondered how long they’d be standing there before she could collect her carrier bag of unfinished marking from under her desk and head back to her rented room.

‘That someone has some serious thinking to do,’ finished the Headmaster, dismissing them as the regular bell rang for the end of the day.

‘I’ve some serious thinking to do,’ thought Miss Salmon, hesitating on the side lines and looking up at the ancient school buildings towering over her.

Part 2

Read **Passage B** carefully, and then answer **Question 3** on the Question Paper.

Passage B: A job you’ll grow into

A teacher answers her friend’s request for advice…

Dear Mark,

Thanks for your letter – I’m glad you asked for advice. You’re right, my first year was tough too, but teaching is a job you’ll grow into. Cheer up – it will get better. Most teachers would agree their first year is the hardest, simply because they’re not ready for all that will be thrown at them. Teaching is a rewarding career, but there are times when it can be extremely challenging, and you need to accept that. There are other things that can make this first year go more smoothly.

Your first year is always going to be especially demanding, so before you begin each day, be as prepared as you possibly can. Set up your room properly. Look around. Is there anything anywhere that would distract you if you were a student?

As you’ve found out already, teaching isn’t a nine-to-five job. Added to that, it’s going to take a newly qualified teacher more time to prepare than it would someone more experienced. If you’re not arriving early and staying late on most days, it’s likely you won’t be fully prepared for everything required of you.

Another key component that can take a lot of time is organisation – that’s essential really as otherwise with so many variables you need to take account of, you can’t possibly keep up with everything. Organisation and preparation are linked. If you aren’t organised, it’s difficult to be adequately prepared. Prepare two hours’ material for every hour of actual teaching. You need to avoid that dreaded ten minutes at the end when you’re wondering, ‘What do I do now?’

Building healthy working relationships takes a lot of effort, I know. Early on though, teachers need to forge positive relationships with administrators and other staff members. Parents are equally important allies – something to remember. Then there’s how your students feel about you too, which will impact on your overall effectiveness. There is a definite middle ground that a good teacher finds that lies between being too lenient or too strict. Most students respect teachers who are fair and keep a sense of humour.

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Everyone starts with their own unique philosophy, their idea of how they're going to teach. I think it only took me a few hours to realise that I was going to have to make adjustments. Having a back-up plan when trying something new is vital. Even the most well-planned, organised activity can fail. Being prepared to move on to another activity if necessary is always an excellent idea.

Be positive too. Most new teachers don't have the luxury of being picky with their first job either. They take what's available and run with it, no matter how insecure they are with the curriculum. However, each grade or level is different, so it's essential you become an expert in the curriculum that you'll be teaching, and quickly! Great teachers know their curriculum inside out. They're continuously looking for ways to improve how they teach and interest students in that material. Perhaps there's a more experienced colleague you could ask for help?

I find keeping a journal useful. It's reassuring to look back and reflect on how far I've come since those early days when I thought I could change the world. Now I think I'm a bit more realistic and take account of my students when planning activities for class.

Don't be so hard on yourself. Every teacher has a first year. There are bound to be moments when you feel overwhelmed. It is necessary to understand that it will improve though. Are you taking care of yourself physically – eating and sleeping well? You're only human you know.

Anyway, let me know how next week goes.

Keep smiling,

Jenna

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