



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

CANDIDATE
NAME

CENTRE
NUMBER

CANDIDATE
NUMBER

FIRST LANGUAGE ENGLISH

0627/01

Paper 1 Reading Passages

For Examination from 2017

SPECIMEN PAPER

2 hours 10 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 at the top of this page.

Write in dark blue or black pen.

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

DO NOT WRITE IN ANY BARCODES.

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

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is regulated in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of **13** printed pages, **1** blank page and **1** Insert.

Read carefully **Passage A, *David Copperfield***, in the Insert and then answer **Questions 1(a)–(f)**.

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

Question 1

(a) Re-read paragraph one, 'School began ... his captives.'

- (i) **Using your own words**, describe what happened in the schoolroom when Mr. Creakle entered (lines 1–4).

Silence struck the room as Mr Creakle
glared around the room. [1]

- (ii) **Using your own words**, describe what Mr. Creakle does when he enters the schoolroom (lines 1–4).

~~say~~ He leaves the children in silence
as he depicts the children. [1]

- (b) What impression of Mr. Creakle do you get from what he says in paragraph two, 'Now, boys, this is a new ... get to work, every boy!' (lines 6–10)?

Mr Creakle is described as a strict
figure, that doesn't hesitate to punish.
He is also ~~say~~ a demanding character. [2]

- (c) **Using your own words**, explain the meaning of the following phrases as they are used in the passage.

- (i) 'profound impression' (line 1)

David Copperfield is left with a
strong memory, but does not
disclose whether it is good
or bad. [2]

- (ii) 'speechless and motionless' (line 6)

The shock of the new teacher meant that no boy could or wanted to move or speak.

[2]

- (d) Re-read line 15, 'At every question he gave me a *fleshy cut* with it that *made me writhe*.' Using your own words, explain how **both** of the phrases in *italics* are used by the writer to suggest how David Copperfield is feeling at this point.

Every question became more and more malicious and hurt him more and more this explains the "fleshy cuts".

[3]

- (e) What impression does the writer give of how the boys feel when Mr. Creakle is described as 'a giant in a story-book surveying his captives' (lines 3-4)?

Being described as a "giant" makes him seem a threat. By "surveying his captives" the children feel like they are prisoners under Mr. Creakle and are here against their will.

[4]

- (f) Re-read paragraph five, 'I should think there never can ... infinitely less mischief.'

Explain how the writer uses language to show:

- What Mr. Creakle is like.
- How he treats the schoolboys.
- What David Copperfield thinks about Mr. Creakle.

In your answer you should:

- Select powerful words and phrases.
- Explain how the writer has created effects by using this language.

You should write about 200 to 300 words.

David Copperfield describes Mr Creakle as an abusive man who acts like a bully.

This is shown by the adjective "delight".
 "He had delight in cutting at the boys".
 "Delight" ~~show~~ has ~~an~~ synonyms of joy and happiness. This justifies the negative idea of "cutting at the children".
 This ~~not only~~ shows that Mr Creakle enjoys the punishing and is an abusive man.

This is also seen in the quote "like the satisfaction of a craving appetite".
 The verb "craving" shows his desperation to punish the schoolboys and his "satisfaction" when he appeases his hunger.
 This makes the reader show anger towards Mr Creakle as David Copperfield

describes him as a bully.

"I am confident he couldn't resist a chubby boy". The use of the pronoun "I" makes it more of a personal statement and makes the reader feel empathy towards David Copperfield as he admits to being a "chubby boy". The verb "resist" shows that even Mr Creakle knows he shouldn't act this way but he can't help it. This shows that Mr Creakle singles the children out much like a bully.

"I know him as an incapable brute". The noun "brute" has connotations of a thug or a ruthless character, but coupled with "incapable" shows him as a dummy.
[15]

[Turn to page 6 for Question 2]

Read carefully **Passage B Summerhill** in the Insert and then answer **Question 2**.

Question 2

Imagine that you are a teacher new to Summerhill who does not agree with the way that the Headteacher runs the school.

Write a brief report to the school's governors explaining what you think is wrong with the Headteacher's approach to discipline and rules.

You are advised to write no more than 250 words.

Dear School Governors

I am writing a report to show that the headteachers approach to discipline is wrong.

My just view is that we leave the children to develop as far as they want to. Where those who are fit to clean the streets will clean the streets. However part of my job as a teacher is pushing kids past their expectations and bring out their potential. If a child believes that all they will amount to is a street cleaner, then without teachers motivating them become huberous and become street cleaners.

As you know lessons are optional at Summerhill. This is bad as those that don't start at Kindergarten have an average recovery time of three months. How are we going to produce scholars if for three months these children aren't learning? They could be missing

out on core skills such as arithmetic and literacy. Our most extreme case missed three years. How can this be acceptable? ~~I suppose~~ This is why I suggest that the children's core lessons such as English, maths and science should be compulsory but creative subjects shouldn't be ~~compulsary~~ compulsory.

In conclusion, I believe that we should aim to lower "recovery time" as they are missing vital lessons and should be given less freedom to help produce more scholars.

Read carefully **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** in the Insert and then answer **Questions 3(a), 3(b) and 3(c)**.

Passage B Summerhill

Question 3(a)

Re-read paragraph one, 'I had taught in ... an unknown science.'

- (i) The writer thinks that Summerhill School takes a completely different approach to education from that offered in conventional schools.

Identify a phrase that shows this.

"The other way dated from the day when psychology was still an unknown science".

- (ii) Using your own words, explain why the writer thinks that conventional schools are wrong for children.

Children are taught on an adult ideal, and have no control in their education. These methods are rather backward, and point to day of unknown psychology. [2]

Passage C Bring back the cane to restore discipline in schools

Question 3(b)

Re-read paragraph two, 'The silence was deafening ... three foot cane.'

- (b) Give **one** reason to explain why you think this description of the author being beaten with a cane is an effective opening to this article.

It gives a detailed account and shows how it used to be enforced. [2]

Question 3(c)

- (c) How do the writers of **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** convey their views and ideas on how children should be treated in schools, and what effects do they have on the reader?

In your response you should compare and contrast:

- The views and ideas each writer presents to the reader.
- The evidence that the writers use to support their views and ideas.
- The language, structure and techniques used by the writers, and their effects on the reader.

Remember to support your answer with details from the passages.

You should write about 300 to 350 words.

The writers of "Summerhill" and "Bring back the cane to restore discipline in schools" convey their views in different ways.

"Summerhill" presents their ~~belief~~ ^{confidence} in ~~well-behaved~~ ^{the} students. "a complete belief in the child as a good rather than an evil." ~~However~~ The writer ~~uses~~ compares the two ideologies and mocks the opposite idea by saying they treat ~~this~~ students as ~~evil~~. This is effective as it belittles the opposition to make their ideals seem better. However the only evidence comes from the writer, this ~~can be~~ is seen as bias. The evidence is "for ^{almost} forty years, this belief in the goodness of a child has never wavered". This shows that the whole ~~story~~ ^{stays} are behind the idea of believing

in the good of a child.

This is a total contrast to Passage C. Breaking the rules was seen as a crime, and this would result in physical punishment. If breaking the rules was a crime then those in the wrong would in turn be criminals. Criminal has only negative connotations of heinous crimes and evil. * This shows ~~that the~~ implies that the teachers much like judges should hand out punishment. The evidence comes from the writer's first hand account.

In conclusion I feel that the argument in Passage ~~C~~ C. is stronger as the ~~students are~~ writer uses hyperbole to compare the students to prisoners. *

* This ~~use~~ use of hyperbole creates a hatred for the students.

* * Passage C uses just hard accounts to show the effect physical punishment had on him. It was used as a deterrent and gave power to the teacher. Whereas in Passage B they give the power to the students by letting them choose to attend lessons or not.

[20]

[illegible]