



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).

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..... [1]

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

.....
..... [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)?

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..... [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)

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..... [2]

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

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..... [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.

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(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)?

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..... [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.

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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.

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..... [1]

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

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..... [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.

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..... [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.

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Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

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Copyright Acknowledgements:

Questions 2 & 3

© A S Neill; *Summerhill School – A New View of Childhood*; St Martin's Press; 1993.

Question 3

© Nick Freeman; *Bring Back the Cane*; Manchester Evening News; www.manchesteveningnews.co.uk/local-news/nick-freeman-bring-back-the-cane-870074.

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