



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

FIRST LANGUAGE ENGLISH

0627/01

Paper 1 Reading Passages

For Examination from 2017

SPECIMEN MARK SCHEME

2 hours 10 minutes

MAXIMUM MARK: 80

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

This document consists of **14** printed pages.

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 passages.

Question 1

This question tests Reading assessment objectives R1 and R4 (30 marks):

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R4 Demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for Reading assessment objectives
1 (a) (i)	R1	1
1 (a) (ii)	R1	1
1 (b)	R1	2
1 (c) (i)	R1	2
1 (c) (ii)	R1	2
1 (d)	R4	3
1 (e)	R4	4
1 (f)	R4	15
Total		30

(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). [1]

It went from noisy to silent.

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

Mr. Creakle stood and stared at the class.

(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)? [2]

- He is a very strict teacher.
- He uses the cane a lot.
- He is unpleasant/nasty/cruel to the boys.

Award 1 mark for each point, up to a maximum of 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) [2]

(ii) 'speechless and motionless' (line 6) [2]

Award 1 mark for each correct synonym or explanation, up to a maximum of 2 marks in each section.

(i) **Profound impression**

profound – strong/deep/lasting/intense/far-reaching – 1 mark

impression – effect/impact/influence – 1 mark

(ii) **Speechless and motionless**

speechless – silent/mute/dumb/wordless/unable to speak – 1 mark

motionless – still/static/frozen/paralysed/inert/inanimate/without moving – 1 mark

Other correct explanations will be credited, but no half marks awarded for attempts which are only partially successful. Be careful not to credit a word used in the quoted phrase. Note that the definitions above contain the essence of an answer. However, accept that candidates may respond in different ways, e.g. at greater length.

(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. [3]

The explanation must be predominantly in the candidate's own words.

An explanation such as: 'In the phrase 'fleshy cut', the adjective 'fleshy' suggests that this cut is deep and violent, and indicates that David Copperfield would be in pain at this point. This is reinforced in the phrase 'made me writhe', where the words 'made me' suggests that David Copperfield is not in control and the verb 'writhe' suggests he is contorted in pain and discomfort' would qualify for three marks.

Some candidates may produce better explanations than this.

Award 3 marks for a full explanation of the effect of the phrases which shows understanding of the writer's use of language.

Award 2 marks for a partial explanation of the effect of the phrases which shows some awareness of the writer's use of language.

Award 1 mark for an explanation of the meaning of the phrases or part of the phrases.

(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)? [4]

- Mr. Creakle seems very tall/imposing/frightening to the boys because he is described as a giant.
- It feels very unreal/unfamiliar/frightening to the boys – as if they are in a story book.
- Mr. Creakle looks at the boys in a frightening way/without speaking to them.
- The boys feel like prisoners/slaves/unable to escape.
- The schoolroom is a horrible, frightening place for the boys.

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

[15]

General notes

Candidates are awarded marks for the ability to select powerful or unusual words and for an understanding of ways in which the language is used effectively by the writer. Expect responses to identify and analyse words and phrases that carry connotations additional to general meaning.

Mark holistically for the overall quality of the response, not for the number of words and phrases chosen, bearing in mind that there should be a range of choices to demonstrate an understanding of how language works for the higher bands, and that this should include the ability to explain imagery. It is the quality of the analysis that attracts marks. Ignore inaccurate statements.

The following notes on pages 4–5 are a guide to what good responses might say about the selections. They can make any sensible comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Give credit to comments on effects created by non-vocabulary choices such as grammar/syntax and punctuation devices. They must be additional to comments on vocabulary. You should use the table on page 6 to give a mark out of 15 for Reading.

Indicative content

The impression of Mr. Creakle should be one of a cruel sadistic man who enjoys his brutal treatment of the schoolboys. David Copperfield’s feelings towards him are contemptuous and full of indignant anger. Some responses may recognise that this is a reflective viewpoint and that his anger and resentment have lasted throughout his life. It is as an adult that he can fully recognise how appalling his experiences were, and his strong narrative voice adds power to the feelings being expressed.

Responses may refer to some or all of the following language choices:

‘a delight in cutting at’ Mr. Creakle’s enjoyment of violence is evident in the juxtaposition of the words ‘delight’ and ‘cutting’. It gives a sense that he torments the boys for his enjoyment. The word ‘cutting’ emphasises the brutal nature of his punishments and the real physical damage they inflicted.

‘the satisfaction of a craving appetite’ This metaphor implies that Mr. Creakle uses his cruel treatment of the boys as sustenance and has become dependent on his abusive behaviour to survive. Again it stresses the pleasure he gets from the punishments he metes out.

‘couldn’t resist a chubby boy’ The term ‘chubby boy’ provokes a strong mental image in the reader of a child vulnerable to bullying and mistreatment. It stresses how Mr. Creakle will seek out the most vulnerable. ‘Couldn’t resist’ stresses his addiction to bullying and implies that he is not fully in control of his behaviour.

‘a fascination in such a subject’ This metaphorical phrase implies that Mr. Creakle views the boys as nothing more than a ‘subject’: a cold and heartless phrase that indicates his lack of care or empathy to their feelings. His ‘fascination’ again implies that his bullying behaviour gives him pleasure and fulfilment.

‘scored and marked him’ The connotation of this phrase implies that the boys were sub-human – treated like animals or inanimate objects. It also stresses the reality of their physical injuries and is shocking.

‘my blood rises against him’ The imagery here uses the idea of a revolution and stresses the anger felt inside about the way that Mr. Creakle behaved in the schoolroom.

‘been in his power’ The word ‘power’ emphasises the complete control and freedom to behave as brutally as he desired, enjoyed by Mr. Creakle. In contrast, it emphasises the boys’ complete lack of ability to stand up to him.

‘rises hotly’ The word ‘hotly’ stresses the strength of indignation felt, and the very tangible emotion felt by David Copperfield.

‘incapable brute’ Mr. Creakle is presented here as someone abhorred and hated, as well as someone who is now viewed as using his bullying to hide his deficiencies. The word ‘brute’ is blunt and full of loathing.

Marking Criteria for Question 1(f)

Table A, Reading: Analysing how writers achieve effects

Band 6	13–15 marks	<ul style="list-style-type: none"> • Wide-ranging and perceptive discussion of language and techniques, with some high-quality comments that add associations to words and features of the text and analyse their effects. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
Band 5	10–12 marks	<ul style="list-style-type: none"> • Insightful explanations are given of appropriately selected words, phrases and techniques, and effects are analysed with some precision. • Images are identified and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
Band 4	7–9 marks	<ul style="list-style-type: none"> • Sound understanding of relevant words and phrases, with some attempt to explain their effects. • Images are identified with appropriate examples offered and some attempt to offer appropriate comment.
Band 3	4–6 marks	<ul style="list-style-type: none"> • A satisfactory attempt is made to identify appropriate words and phrases. • The response mostly gives meanings of words and is able to identify techniques, but attempts to suggest and explain effects are basic or general.
Band 2	2–3 marks	<ul style="list-style-type: none"> • The response provides some appropriate words and phrases and some that communicate less well. • The response may correctly identify linguistic or literary devices but not explain why they are used. Explanations may be few, general, slight or only partially effective. They may repeat the language of the original.
Band 1	1 mark	<ul style="list-style-type: none"> • The choice of words/phrases is insufficient or rarely relevant. • Any comments are inappropriate and the response is very thin.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.

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.

Your report should be no longer than 250 words. [25]

This question tests Reading assessment objectives R1 and R3 (10 marks):

R1 Demonstrate understanding of explicit and implicit meanings and attitudes

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

and Writing assessment objectives W1 to W5 (15 marks):

W1 Articulate and express what is thought, felt and imagined

W2 Organise and structure ideas and opinions for deliberate effect

W3 Use a range of appropriate vocabulary and sentence structures

W4 Use register appropriate to audience and purpose

W5 Make accurate use of spelling, punctuation and grammar.

General notes

Candidates are expected to select relevant ideas from the passage, reorganise them appropriately, and evaluate them, offering an overview.

Look for an appropriate register, which is suitable for the purpose and audience. Further credit can be given for employing suitable vocabulary and creating a convincing voice.

Although lifting of individual words from the passage is acceptable, it is important that candidates show evidence of understanding. Copying from the passage must not be rewarded. Credit responses which use own words.

Indicative content

Candidates should refer to a number of the following points:

- **Headteacher's attitude** (single-minded/over-zealous/pompous/imposes his view/dismissive of other opinion)
- **Lack of rules**
- **No discipline** – too much freedom
- **No moral/religious** education
- Lack of/need for responsible **adult guidance**
- **Naïve ideology**/beliefs about children
- **Children not being stretched**/made ambitious – allowed to aspire to street-cleaning
- Too much emphasis on **being happy**
- **Optional lessons** – children can miss lessons – some do for months or years / no timetable for students
- Haphazard **organisation of classes** – mixed age / according to interest
- Lack of concern about **teaching methodology** / lack of importance attached to the quality of teaching
- No importance placed on **core skills**/subjects – long division/maths optional
- Children **play** all day / are nuisances to others / interfere with running of the school
- Children allowed to be **lazy/idle**
- Children **not prepared** to compete with those who have attended conventional schools / face the real world.

Marking Criteria for Question 2

Table A, Reading

Band 6	10 marks	<ul style="list-style-type: none"> • Interprets a wide range of relevant ideas and is consistently well-focused on task and text. • Successfully evaluates ideas and opinions, both implicit and explicit. • Assimilates information and ideas to offer a convincing overview.
Band 5	8–9 marks	<ul style="list-style-type: none"> • Interprets a range of relevant ideas with clear focus on task and text. • Some successful evaluation of ideas and opinions, both implicit and explicit. • Re-organises information and ideas to offer a clear overview.
Band 4	6–7 marks	<ul style="list-style-type: none"> • Identifies a range of relevant ideas and mostly focused on task and text. • Begins to evaluate mainly explicit ideas and opinions. • Some sense of overview.
Band 3	4–5 marks	<ul style="list-style-type: none"> • Identifies some straightforward ideas and is sometimes focused on task and text. • Comments on explicit ideas and opinions.
Band 2	2–3 marks	<ul style="list-style-type: none"> • Identifies a few ideas and offers a general response to the task. • Identifies explicit ideas and opinions.
Band 1	1 mark	<ul style="list-style-type: none"> • Reproduces selected sections of the original text.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of zero should be awarded for no creditable content.

Table B, Writing: Structure and order, style of language

Band 6	14–15 marks	<ul style="list-style-type: none"> • Highly effective register for audience and purpose. • Well organised and carefully structured for the benefit of the reader. • Precise use of well-chosen vocabulary, with consistent use of own words. • Appropriate use of varied sentence structures. • Spelling, punctuation and grammar almost always accurate.
Band 5	12–13 marks	<ul style="list-style-type: none"> • Effective register for audience and purpose. • Secure overall structure, with some helpful organisation of ideas and information. • Some precision in vocabulary and mostly own words. • Appropriate use of sentence structures. • Spelling, punctuation and grammar mainly accurate, with occasional minor errors.
Band 4	9–11 marks	<ul style="list-style-type: none"> • Sometimes effective register for audience and purpose. • Ideas generally well sequenced. • Vocabulary may be plain but adequate; some use of own words. • Mostly correct, if repetitive, sentence structure. • Spelling, punctuation and grammar generally accurate, but with some errors.
Band 3	6–8 marks	<ul style="list-style-type: none"> • Some awareness of an appropriate register for audience and purpose. • Relies on the sequence of the original text. • Uses simple vocabulary, with some reliance on the wording of the original text. • Straightforward sentences mostly correct; errors in more complex structures. • Frequent errors of spelling, punctuation and grammar, occasionally serious.
Band 2	3–5 marks	<ul style="list-style-type: none"> • The response is not well sequenced. • There may be frequent lifting of phrases and sentences from the original text. • Persistent errors of spelling, punctuation and grammar sometimes impair communication.
Band 1	1–2 marks	<ul style="list-style-type: none"> • Excessive copying from original text. • Expression unclear. • Persistent errors of spelling, punctuation and grammar impede communication.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of zero should be awarded where response cannot be understood and/or where it is entirely copied from the original.

Question 3

This question tests Reading assessment objectives R2, R3 and R4 (25 marks):

R2 Compare how writers convey ideas and perspectives

R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text

R4 Demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 3

Item	Reading assessment objectives tested	Marks for Reading assessment objectives
3 (a) (i)	R4	1
3 (a) (ii)	R3	2
3 (b)	R4	2
3 (c)	R2	10
	R3	6
	R4	4
Total		25

Question 3(a)

Passage B *Summerhill*

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.

[1]

'the other way'

- (ii) Using your own words, explain why the writer thinks that conventional schools are wrong for children. [2]

- Lack of child-centred learning
- No understanding of what children need
- Emphasis on what adults think
- Old fashioned – before psychology was recognised

Award 1 mark for each point, up to a maximum of 2. Marks should not be awarded for copied material.

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. [2]

Responses should consider the effect of the opening paragraph in the context of the whole article. They may offer any of the following ideas, but all creditable suggestions should be rewarded:

- The writer’s support for caning, despite his experience, implies an ‘informed’ viewpoint.
- The emphasis on the extremity of the punishment supports later arguments for its effectiveness as a deterrent.
- The first paragraph leads to surprise when the writer later fully advocates caning in schools.

Award 1 mark for each of the ideas above with a clear link to why it is an effective opening, up to a maximum of 2.

Question 3(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.

[20]

General notes

Mark holistically for the overall quality of the response. Do not take marks off for inaccurate statements; ignore them.

The following notes on pages 12 and 13 are a guide to what good responses might say about the texts. You should use Table A on page 14 to give a mark out of 20 for Reading.

Indicative content

PASSAGE B	PASSAGE C
The views and ideas each writer presents to the reader	
<p><i>The ideas, views and perspectives of the writers are wholly opposed, therefore responses should be able to draw many comparisons and contrasts between them. Passage B has a tone that almost preaches to the reader, whereas Passage C is designed to make the reader sit up and take notice through shock tactics.</i></p>	
<ul style="list-style-type: none"> • Adults have no right to authority over children. • Children should have complete freedom to be themselves. • There should be no rules or discipline in schools. • Children should not be told what to think/believe. • Children are naturally wise and will make the right decisions. • Children will achieve according to their ability and desires. • Children should make their own choices over their lessons. • A rigid curriculum is wrong. • Children should be allowed to play until motivated to learn. 	<ul style="list-style-type: none"> • There is a lack of respect for authority. • Discipline in the current school system is not working. • Effective punishments should involve humiliation and pain. • Caning works and stops re-offending. • Fear engenders good behaviour. • Teachers need to have more power to discipline children. • Some children can't be reasoned with so the cane is the only option. • Caning would lead to better behaviour and less truancy. • Caning would break down 'hoodlum' culture/peer pressure. • Caning would improve achievement among disaffected youths.
The evidence that the writers use to support their views and ideas	
<p><i>The overall impression should be that both writers use personal experience to support their ideas and views. In Passage B the evidence is mostly supported through his experiences of Summerhill and the children he has taught. In Passage C his views are wholly based on his own experiences of school and impressions of the current issues faced by teachers. Neither writer offers any hard statistics or completely reliable evidence, and some responses will acknowledge this.</i></p>	
<ul style="list-style-type: none"> • Reference to 'psychology' as giving new ideas over how schools should be run. • Personal experience over 'forty years' of running a school. • Summerhill has not produced a 'street-cleaner' so far. • Summerhill's lack of timetable and structured classes. • Children educated at Summerhill from Kindergarten attend lessons, those who don't come from other schools. • Other schools engender hatred of lessons and learning. 	<ul style="list-style-type: none"> • Anecdote of personal experience of caning stresses the pain and humiliation. • Complete conviction that the punishment worked based on the reactions of his school contemporaries. • Evidence that the behaviour in his school was exemplary through fear of the cane. • Problems with truancy and violence in modern schools. • Teachers don't have the means to counteract 'soft parenting' and 'culture of blame'.

PASSAGE B	PASSAGE C
The language, structure and techniques used by the writers, <u>and</u> their effects on the reader	
<i>The passages are contrasting in terms of language, but both achieve deliberate effects through word choices. Below are examples of what candidates may refer to, but examiners should reward any creditable ideas, comparisons and contrasts.</i>	
<ul style="list-style-type: none"> • Strong personal voice – repetition of ‘I knew...’ in paragraph 1 • Emphatic language ‘It was wrong’ – again repetition for deliberate effect • Use of the word ‘renounce’ has religious overtones • Use of ‘brave’ and ‘courage’ – sees Summerhill as a crusade/war • Use of ‘good’ and ‘evil’ – implies that conventional schools treat children as evil beings • Comparison of ‘happy street cleaner’ and ‘unhappy scholar’ • Deliberately provocative by casual declarations: ‘we do not consider that teaching in itself matters very much’, ‘long division is of no importance’ • ‘beastly lessons’ imitates voice of child taught to hate school • ‘recovery from lesson aversion’ – treats damage caused by conventional schooling as a condition to be cured • Reference to a ‘convent’ as the worst case – passive attack on strict schools • ‘Strangers to this idea of freedom’ – dismisses conventional views 	<ul style="list-style-type: none"> • Clear message in introduction – use of ‘we’ is inclusive • Rich language of anecdote – deliberately paints a terrifying scene – ‘stormed’, ‘whacking’, ‘blow after blow rained down’, ‘tears welling’, ‘no scope for pity or mercy’, ‘crime’, ‘humiliation’, ‘shame’, ‘red burning mark scorched onto my palm’ • Deliberately followed by very straightforward language – ‘You bet.’ • Use of humour through exaggeration – ‘taste the fear – let alone the blood’ • Use of colloquial language – ‘Yet it did the trick’ • ‘return power to the teacher’ – sounds enlightened and revolutionary • Rule of three for emphasis – ‘re-establish order in the classroom, end truancy and restore respect for those in authority’ • Language of war used – ‘attacks’, ‘armoury’ • Exaggeration – ‘soaring in the classroom’, ‘devastated schooling’ – designed to provoke fear • Deliberate challenge to youth using stereotypes – ‘gung-ho hoodlum’, ‘hero to his mates’ • Provocative language – ‘Break him, break his stranglehold’, ‘make him knuckle down’

Marking Criteria for Question 3(c)

Table A, Reading

Band 6	18–20 marks	<ul style="list-style-type: none"> • Perceptive comparison of the differences between the writers' ideas, views and perspectives. • Detailed and convincing critical analysis of the writers' use of language and techniques and their effects on the reader. • Precise and cogent textual references support critical evaluations.
Band 5	15–17 marks	<ul style="list-style-type: none"> • Some insightful comparison of the differences between the writers' ideas, views and perspectives. • Detailed analysis of the writers' use of language and techniques and their effects on the reader. • Carefully selected textual references support evaluations.
Band 4	11–14 marks	<ul style="list-style-type: none"> • Understanding of the differences between the writers' ideas, views and perspectives. • Clear explanations of the writers' use of language and techniques and some of their effects on the reader. • Relevant and generally helpful textual references support points made.
Band 3	8–10 marks	<ul style="list-style-type: none"> • Some understanding of the main differences between the writers' ideas, views and perspectives. • Some relevant comments on the writers' use of language and techniques. • Some relevant textual references.
Band 2	5–7 marks	<ul style="list-style-type: none"> • Some awareness of the differences between the writers' ideas, views and perspectives. • Some identification of language and techniques used. • Occasional textual references.
Band 1	1–4 marks	<ul style="list-style-type: none"> • Makes some straightforward comments about the passages. • Refers to some content in the passages. • Textual references may be general, over-long or indiscriminately copied from the passages.
Band 0	0 marks	<ul style="list-style-type: none"> • A mark of 0 should be awarded where the response contains no creditable content.