

# Specimen Paper Answers

Cambridge IGCSE® (9–1)

First Language English **0627**

Paper 1: Reading



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#### **PAPER 1**

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.manchestereveningnews.co.uk/local-news/nick-freeman-bring-back-the-cane-870074](http://www.manchestereveningnews.co.uk/local-news/nick-freeman-bring-back-the-cane-870074).

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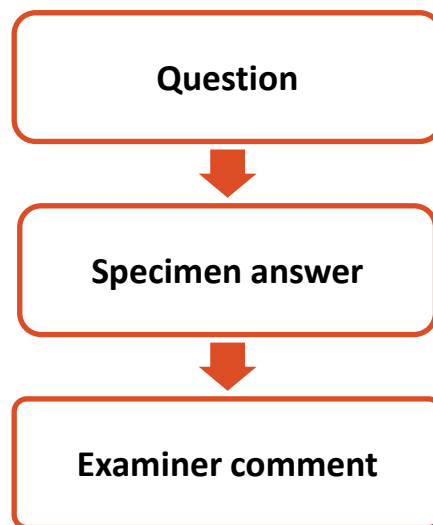
## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE (9–1) First Language English (0627), and to show examples of high grade answers.

This booklet contains answers to the 2015 Specimen Paper 1, which has been marked by a Cambridge examiner. Candidates are eligible for grades 9 to 1, which are broken down into the Bands from the mark scheme. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

The following format for each paper has been adopted:



Each question is followed by an example of a high grade answer with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

The mark schemes for the Specimen Papers are available on our Teacher Support at <https://teachers.cie.org.uk>



## Paper 1 – Reading Passages

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Candidates answer three compulsory questions based on three passages.

Understanding of Passage A is tested by the sub-questions in Question 1 Comprehension, and is worth 30 marks.

Question 1 comprises a series of sub-questions which test both explicit and implicit meanings and attitudes, and understanding of writer's effects.

Question 1(f) requires a more extended response and is worth 15 marks. Candidates are expected to pick out words and phrases from the prescribed paragraph and explore the writer's use of language in terms of creating effects.

Question 2 Summary, focuses on Passage B and is worth 10 marks for Reading and 15 marks for Writing. Candidates are expected to draw on a range of ideas from Passage B, reorganising and evaluating them, using an appropriate voice and writing in a suitable register. The Writing mark also credits vocabulary and accuracy.

Question 3 Comprehension and comparison, requires candidates to respond to Passage B and Passage C and is worth 25 marks for Reading.

Question 3 comprises a series of sub-questions requiring candidates to respond to Passage B and Passage C, and requires answers of different lengths. The short answers focus on fact, ideas, perspectives, opinions and bias.

Question 3(c) requires candidates to compare the writers' views and ideas in Passages B and C. The candidates are given three bullet points to scaffold their response and ensure integrated comparison.

## Passage A

## Passage A: David Copperfield

*David Copperfield has been sent away to Salem House, a strict nineteenth century boarding school, following a terrible row with his step-father. During this row he was beaten and ended up biting his step-father in self-defence. This is his first day of lessons where the class is introduced to their new teacher, Mr. Creakle, by Mr. Creakle's assistant teacher, Mr. Tungay.*

School began in earnest next day. A profound impression was made upon me, I remember, by the roar of voices in the schoolroom suddenly becoming hushed as death when Mr. Creakle entered after breakfast, and stood in the doorway looking round upon us like a giant in a story-book surveying his captives.

Tungay stood at Mr. Creakle's elbow. He had no occasion, I thought, to cry out 'Silence!' so ferociously, for the boys were all struck speechless and motionless. 'Now, boys, this is a new half term. Take care what you're about, in this new half term. Come fresh up to the lessons, I advise you, for I come fresh up to the punishment. I won't flinch. It will be of no use your rubbing yourselves; you won't rub the marks out that I shall give you. Now get to work, every boy!' 5 10

When this dreadful introduction was over, and Tungay had stumped out again, Mr. Creakle came to where I sat, and told me that if I were famous for biting, he was famous for biting, too. He then showed me the cane, and asked me what I thought of THAT, for a tooth? Was it a sharp tooth, hey? Was it a double tooth, hey? Had it a deep prong, hey? Did it bite, hey? Did it bite? At every question he gave me a fleshy cut with it that made me writhe; so I was very soon made free of Salem House and was very soon in tears also. 15

Not that I mean to say these were special marks of distinction, which only I received. On the contrary, a large majority of the boys (especially the smaller ones) were visited with similar instances of notice, as Mr. Creakle made the round of the schoolroom. Half the establishment was writhing and crying, before the day's work began; and how much of it had writhed and cried before the day's work was over, I am really afraid to recollect, lest I should seem to exaggerate. 20

I should think there never can have been a man who enjoyed his profession more than Mr. Creakle did. He had a delight in cutting at the boys, which was like the satisfaction of a craving appetite. I am confident that he couldn't resist a chubby boy, especially; that there was a fascination in such a subject, which made him restless in his mind, until he had scored and marked him for the day. I was chubby myself, and ought to know. I am sure when I think of the fellow now, my blood rises against him with the disinterested indignation I should feel if I could have known all about him without having ever been in his power; but it rises hotly, because I know him to have been an incapable brute, who had no more right to be possessed of the great trust he held, than to be Lord High Admiral, or Commander-in-Chief – in either of which capacities it is probable that he would have done infinitely less mischief. 25 30

## Passage B

### Passage B: Summerhill

*Summerhill School is a progressive boarding school where the Headteacher does not believe in adult authority over children. The value of play is regarded as equally important as formal learning. This is an extract from a book written by the Headteacher, where he explains his views.*

I had taught in ordinary schools for many years. I knew the other way well. I knew it was wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn. The other way dated from the days when psychology was still an unknown science.

Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, and all religious instruction. We have been called brave, but it did not require courage. All it required was what we had – a complete belief in the child as a good, not an evil, being. For almost forty years, this belief in the goodness of the child has never wavered; it rather has become a final faith. 5  
10

My view is that a child is naturally wise and realistic. If left to themselves without adult supervision of any kind, they will develop as far as they are capable of developing. Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets. But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a school produce a happy street cleaner than an unhappy scholar. 15

What is Summerhill like? Well, for one thing, lessons are optional. Children can go to them or stay away from them – for years if they want to. There is a timetable – but only for the teachers. The children have classes usually according to their age, but sometimes according to their interests. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether a school has or has not a special method for teaching long division is of no significance, for long division is of no importance except to those who want to learn it. And the child who wants to learn long division will learn it no matter how it is taught. 20

Children who come to Summerhill as kindergartens attend lessons from the beginning of their stay; but pupils from other schools vow that they will never attend any beastly lessons again at any time. They play and cycle and get in people's way, but they fight shy of lessons. This sometimes goes on for months. The recovery time is proportionate to the hatred their last school gave them. Our record case was a girl from a convent. She loafed for three years. The average period of recovery from lesson aversion is three months. 25  
30

Strangers to this idea of freedom will be wondering what sort of madhouse it is where children play all day if they want to. Many an adult says, "If I had been sent to a school like that, I'd never have done a thing." Others say, "Such children will feel themselves heavily handicapped when they have to compete against children who have been made to learn."



## Passage C

**Passage C: Bring back the cane to restore discipline in schools**

*In this newspaper article, the writer argues that schools should bring back the use of caning, which was abolished in UK schools in the 1980s.*

If we are going to re-establish order in the classroom, end truancy and restore respect for those in authority, then the only way forward is to bring back corporal punishment.

The silence was deafening as I shuffled to the front of the school hall. And as hundreds of eyes bore into me, the headmistress ordered me to hold out my hand. “This punishment is for bringing shame on the school, its uniform and your family,” she stormed, before whacking me six times with a three foot cane. 5

As blow after blow rained down, each one more painful than the last, I fought the tears welling inside me. But there was no scope for pity or mercy. A ‘crime’ had been committed, and I was to be punished.

And the crime? ‘Bilking’ – trying to dodge paying my bus fare by pretending that I couldn’t speak English. So, did the humiliation, shame, and red burning mark scorched onto my palm do the trick and ensure my rehabilitation? You bet. 10

And, believe me, as a deterrent, it worked for everyone else too. Every boy in that hall knew he could be next. You could almost taste the fear – let alone the blood.

Now, some may find this kind of corporal punishment barbaric. Yet it did the trick. You’d never find a single teacher at my old school quaking in his boots at the prospect of facing a classroom of recalcitrant schoolboys. 15

Which is why I applaud the government’s move to return power to the teacher by slackening the rules on physical force in school. The measures will allow teachers to use reasonable force to deal with unruly pupils. 20

But to my mind, this doesn’t go far enough.

If we are going to re-establish order in the classroom, end truancy and restore respect for those in authority, then the only way forward is to bring back corporal punishment. The current system is totally broken.

A recent series of attacks are exquisitely eloquent examples of the violent behaviour which is soaring in the classroom. Fear and pain is the only language that some children understand. Teachers need something in their armoury. Soft parenting, lack of muscle to discipline and a culture of blame has devastated schooling in this country. 25

Corporal punishment would, I’m certain, lead to a massive reduction in bad behaviour, disruption to other pupils and even the number of expulsions. 30

That’s aside from the net benefit of shaming a hitherto gung-ho hoodlum who thinks he is untouchable and a hero to his mates. Break him, break his stranglehold. And that rap on the knuckles may make him knuckle down and show him what he can really achieve.

## Question 1 Comprehension (30 marks)

Read carefully **Passage A, *David Copperfield***, in the Insert and then answer **Question 1**. Answer all questions using your own words as far as possible.

### Specimen answer

(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).

*Everyone stopped talking when Mr Creakle entered the schoolroom.*

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

*He stops still and stares at the people in the room*

(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)?

*He seems very strict and scary. He is threatening them with violence if they don't do what he expects so seems like a cruel man who doesn't show any kindness or understanding.*

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

(i) 'profound impression' (line 1)

*Had a big effect on him – really affected him deeply*

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

*Not talking, silent and not moving. The boys didn't dare move or speak.*

(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.

*The word fleshy shows that the wound, or cut, made by Mr Creakle has gone through David's skin into the tissue underneath. It is deep and would really hurt. Cut is like with a knife and sounds like a vicious attack. Writhe sounds like he is wriggling about in pain. He says the cut 'made him writhe', like it forced him to. He is in so much pain he is squirming around. He can't help it*

## Specimen answer, continued

- (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)?

A 'giant' is huge and Mr Creakle seems huge to the boys. It is like he is larger than life, as if he is some sort of monster. The story book makes him sound like he is made up. He is so big it is like he isn't real. He is like a villain in a fairytale or novel who has captured the boys there and won't let them go. Captives shows they are his prisoners.

Surveying is like he is watching them all which would be scary.

- (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.

Creakle is cruel. We only realise after we have read the paragraph that he 'enjoyed his profession' not because he liked teaching but because he could bully his pupils. 'Cutting at the boys' sounds like he is hacking at them indiscriminately which is horrible. The word 'delight' shows the great pleasure Creakle gets from hurting the boys. Thinking back about him makes David's 'blood rise' with anger. The description seems exaggerated but it is how David remembers him. He felt he was picked on by Creakle because he was 'chubby' (a bit fatter) and Creakle couldn't 'resist' (couldn't help himself). David was an easy target, an easy victim for Creakle who is a sadist addicted to causing pain to his students. The words 'craving' and 'appetite' are connected to food so it sounds like Mr Creakle has a kind of hunger to hurt the boys. His 'fascination in such a subject' sounds like he is studying them. He 'scored and marked' the boys. The writer might be using these words to mean more than one thing. Teachers are meant to mark (grade) work not mark (scar) boys. Scored can mean to give the result as well as something you do to meat before cooking it (which links back to the hunger point). It also says marked him 'for the day' which sounds like this is happening every day and tomorrow Creakle will do it again.

David hates Creakle and is angry he was allowed to behave that way. David could not escape because he was 'in his power' like he was an evil magician. He

*calls Creakle a brute which means an animal acting on instinct. David despised him. Creakle didn't deserve the 'great trust'. and had 'no... right' to behave as he did. David sounds scarred emotionally too, his tone of voice is like a child saying its not fair as if something should have been done to stop Creakle.*

## Examiner comment

**Questions 1(a)–1(b)** have been answered in full, using own words where required, and gain all 4 marks.

**Question 1(c)** explains the meaning of each the word within each phrase, taking account of the context, and gains the maximum 4 marks.

**Question 1(d)** explains and demonstrates understanding of each aspect of the phrases in italics. The answer considers connotations and associations of the words, going beyond meaning and in doing so explores the effects of the language used to suggest how David is feeling. Maximum 3 marks.

**Question 1(e)** gains all 4 marks as it identifies key words, explaining them clearly in terms of how they suggest that the boys are feeling.

**Total marks = maximum 15**

**Question 1(f)** The answer is a little wordy, going over the word guidance as a result. The response might have benefited from more careful planning in order to use time more efficiently, but works hard to explain the effects of a wide range of relevant examples from the text over the three bullets. There are some perceptive comments in relation to techniques – for example, in relation to exaggeration and the narrator’s ‘voice’ – and some high quality analysis through careful consideration of associations and connotations. Imagery is tackled imaginatively and there is evidence of understanding. Answers in 1f are not assessed for writing and this response covers the requirements for the top band.

## Band 6 Reading

Though at times the answers given in Question 1 might have been expressed more efficiently, saving time, they do target each aspect of each sub question carefully. Writing is not assessed in this section and answers are sufficiently clear to ensure that meaning is never in doubt. Close attention has been paid to instructions and the marks available for each answer, resulting in each question being addressed successfully.

## Question 2 Summary (25 marks)

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

### Specimen answer

*Report to the school's governors*

*During my time at SUMMERHILL, I have noticed that the Headteacher claims to base his ideas on science and psychology. He does though not have a realistic view of children or how they behave 'naturally'. Leaving children to self-regulate their behaviour is naïve and irresponsible. A Headteacher needs to show authority and enforce the rules. As there is no discipline, the school is suggesting rules do not matter. Students from other schools understand that following the rules and showing respect are expected norms. Students at Summerhill are not prepared for a world outside where they cannot choose to simply not turn up because something is not of interest to them.*

*Teachers should know who will attend so they can plan lessons to suit those students. Teachers at Summerhill are either left standing with an empty classroom or have to try to interest a random group of children of all different ages. If children have the freedom to play whenever they like, they will obviously choose that over serious activities and subjects that challenge them. Children will never know what else they might be interested in or capable of if someone does not teach them.*

*Finally, the lack of discipline means that some students bully others, disrupting anyone who might want to learn. This Headteacher is undermining the whole idea of a traditional school so any lessons that are taught are going to be considered boring and old-fashioned. The school is letting students down.*

### Examiner comment

This task is assessed for Reading and Writing.

A wide range of points is interpreted and the response is consistently well-focused on the task, evaluating throughout and offering a convincing overview.

There is no doubt that this is intended as a report. The register takes account of audience/purpose and is formal throughout, with precise and consistent use of own words. The response is well-organised and carefully structured within the word limit for the task.

**Band 6 Reading**  
**Band 6 Writing**

### Question 3 Comprehension and comparison (25 marks)

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)**.

#### Specimen answer

##### Passage B Summerhill

##### Question 3(a)

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

- (a)
- (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*

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

*He thinks schools like this don't take account of how children really learn or think about things from the child's perspective and are just based on how adults think. These schools use methods from before psychology was invented.*

##### 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 sounds frightening and painful to be hit like that in front of everyone and you wouldn't want to be 'whacked', which means you are more likely to agree with the author's argument that caning would be an effective deterrent.*

## Specimen answer, continued

### 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 writer of Summerhill thinks children should do what they want which is the opposite of the writer in passage C who thinks children should be forced to do the right thing. They both have extreme views. Both passages exaggerate for effect. Summerhill talks about the 'goodness of the child' making them sound like angels who do no wrong, saying they are 'naturally wise' and should have 'freedom'. It makes Summerhill sound like the ideal place but he says strangers might call it a 'madhouse' so acknowledges others don't agree with him and so he sounds more reasonable. However, in passage C the writer thinks everyone else is just wrong. The writer criticises 'soft parenting' and the government for not going far enough'. He talks about children as 'gung-ho hoodlums' like they are violent criminals. He wants to go further than 'reasonable' force so sounds over the top and macho. Neither of the articles uses any statistics or facts to prove their argument. Passage B refers to science but doesn't give details. He does say that the school has been going for nearly forty years which suggests it knows what it's doing. He also claims problem pupils all came from other schools but this sounds unlikely. In Passage C the example he uses is from his own experience as a child which is more convincing evidence. C also mentions 'recent series of attacks' in the classroom suggesting this is happening all over the place and needs to be stopped. It is almost like a battle as he uses the words armoury (the teachers need weapons it's that bad). Both passages sound like they are talking to the reader. They use rhetorical questions to draw us into their argument. Passage A asks us to imagine what Summerhill was like and then explains lessons were optional. Most students would think that sounded great so would be on his side. When Passage C asks us to guess the 'crime' it doesn't seem like he has done that much wrong so we might be shocked to find out the punishment, but then he tells us in the end caning worked so we might think again.



### Examiner comment

**Question 3(a)** gains the maximum 3 marks. It selects precisely the short phrase ‘the other way’ and offers a full explanation for Neill’s belief that conventional schools are wrong.

**Question 3(b)** gains the maximum 2 marks as it both suggests the idea that the punishment sounds extreme and also links that to the writer’s intention in the whole article

**Total marks = 5 out of 5**

### Question 3(c)

The response is a little longer than the word guidance suggests and might have benefited from more careful planning and organisation beforehand, though this task is not assessed for writing. Overall analysis is convincing with ideas, some perceptive, clearly explained. The response compares and contrasts specific points throughout, offering precise references to each text to support analysis over all three bullets.

**Band 6 Reading**

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