



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 **15** printed pages and **1** blank page.

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	4
1(e)	R4	3
1(f)	R4	15
Total		30

(a) Re-read paragraph 1 'The next morning ... while I was gone.'

(i) Using your own words, state how Redruth and Jim travelled that morning. [1]

Walking

(ii) What had Squire Trelawney done to make sure that Jim's mother had help while Jim was at sea? [1]

Found an apprentice/assistant (do not accept boy)

- (b) **Using your own words, give two reasons why Jim feels upset in paragraph 2 ('It was ... profit by them').** [2]

He realises that he is really leaving home

He's jealous of the boy/thinks the boy is no good

Award 1 mark for each of the reasons above.

1 reason scores 0.

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

(i) **'in good health and spirits' (lines 1–2).** [2]

(ii) **'great multitude' (line 24).** [2]

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

(i) **in good health and spirits**

well/not ill/fit/in good shape/good condition – 1 mark

happy/joyful/content/bouncy/chirpy/jolly/upbeat/cheerful – 1 mark

(ii) **great multitude**

huge/substantial/sizeable/extraordinary – 1 mark

numbers/gathering/assembly/group – 1 mark

For responses to 1(c), give 2 marks for a clear explanation in own words and 1 mark for a partial understanding; that is, an acceptable explanation of one part of the phrase quoted. Be careful not to credit a word (or close derivative) 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) **Using your own words, explain how the phrases in *italics* are used by the writer to suggest what Jim’s journey on the mail coach was like.** [4]

He was (comically) very tightly squashed between two larger adults/didn’t have enough room: *‘wedged in between Redruth’*. The word ‘wedged’ emphasises how little space he has and implies he couldn’t move.

It was dark and cold, and the coach was going very fast, adding to his discomfort: *‘the swift motion...’*.

Despite the discomfort Jim falls fast asleep for a large part of the journey, which clearly was hilly, long and covered a great distance: *‘slept like a log, up hill and down dale’*.

Award 4 marks for a full explanation of the effect of the extract which shows understanding of the writer’s use of language in the three phrases.

Award 3 marks for a mostly convincing explanation of the effect of the language in the three phrases.

Award 2 marks for an explanation of the meaning of the phrases which shows some awareness of the writer’s use of language in some of the phrases.

Award 1 mark for basic explanation of the meaning of at least one of the phrases.

- (e) **Re-read lines 34–37, ‘While I was still in this ... “Bravo! The ship’s company complete!”’. What impressions does the writer give of Squire Trelawney at this point?** [3]

- He is pretending to be/looks like a sea officer/wearing an outfit he doesn’t usually wear/playing a role – ‘all dressed out like a sea-officer...’
- He is friendly and cheerful/pleased to see them – ‘a smile on his face’
- He is trying to walk like a sailor/entering into the spirit of things/almost playing a game – ‘a capital imitation of a sailor’s walk’
- He is desperate to set sail/get going/excited/like a child – ‘Bravo! The ship’s company complete!’

Award 1 mark for each point, up to a maximum of 3.

- (f) **Re-read lines 22–33, ‘Squire Trelawney had ... seek for buried treasures!’.**

Explain how the writer uses language and techniques to describe:

- **the scene at the docks**
- **how Jim feels at this point.**

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 page 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 overall impression of the docks should be of an incredible spectacle, full of exotic sights, sounds and smells. Jim's excitable and joyous reaction to what he sees is palpable.

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

What Jim sees:

'great multitude' emphasises the huge number of ships at the quay/how busy the dock is.

'ships of all sizes and nations' this is used to show the variety of ships in size, type and nationality. The dock is a melting pot of cultures and this is shown through the ships.

'sailors were singing at their work' the dock is a noisy and vibrant place – it sounds as though the sailors are happy.

'men aloft' this describes the men high up in the rigs – it makes the job of the sailor seem exotic and dangerous.

'threads that seemed no thicker than a spider's' again this makes it sound dangerous and as though the sailors are highly skilled acrobats. It also makes the rigs seem intricate and beautiful.

'The smell of tar and salt' a mixture of the sea and the work being done on the ships makes a heady mix of smells.

'wonderful figureheads ... far over the ocean' the carvings on the ships' prows have seen sights all over the globe – a romantic notion.

'rings in their ears ... whiskers curled in ringlets ... tarred pigtails' the descriptions of the sailors make them sound foreign and exotic. It conjures up excitement and the unknown worlds across the sea.

'swaggering, clumsy sea-walk' refers to the sailors' awkward gait due to spending most of their time at sea. Makes the sailors sound harmless and almost comical.

How Jim feels:

'my great delight' suggests that Jim is very excited by the sights of the docks.

'I seemed never to have been near the sea till then' indicates that despite growing up by the shore, Jim has never been exposed to the real life of the sea/understood what it is all about. He has had a new world opened up to him.

'if I had seen as many kings or archbishops I could not have been more delighted' shows that to Jim this is as impressive as anything he could wish to see/stresses the importance of this experience to him.

'I was going to sea myself ... to seek for buried treasures!' this paragraph sums up Jim's excitement about the new adventure he is going on – reward any phrases chosen from this paragraph and appropriate explanations that are clearly linked to Jim's feelings.

Marking Criteria for Question 1(f)

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

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 at a secondary school.

Give a talk for a group of Sixth Form students advising them on what they need to consider when planning a gap year project.

You should write no more 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:

- **Will need to travel lightly/need a rucksack**
- **Think about why you are doing it** – are you a tourist or do you really want to do something useful?
- **Decide where you want to go** – country/where in the world
- **Decide what you want to do** – orphanage, animal sanctuary etc
- **Think about the cost** – is it really worth what you are being charged?
- **Make sure that the project you do has real value/isn't a scam/isn't just set up for tourists**
- **Don't fall for glossy websites/videos**
- **Check what your money is paying for/where it is going**
- **Think carefully about how much good you can do in a short time/choose a sensible project for the time and experience/skills that you have**
- **Check that the project is sustainable** – can be funded/staffed after you have left
- **Think carefully about volunteering for a job that could provide a local with employment/impact on local employment**
- **Don't assume that expensive correlates with quality/being worthwhile**
- **Do lots of research before you commit to anything.**

Marking Criteria for Question 2

Table A, Reading

Use the following table to give a mark out of 10 for 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. • Reorganises 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

Use the following table to give a mark out of 15 for Writing.

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)	R4	2
3(b)(i)	R3	1
3(b)(ii)	R3	1
3(c)	R2	10
	R3	5.5
	R4	4.5
Total		25

Passage B *Taking a gap year*

Question 3(a)

Re-read paragraph 1, 'There's a familiar scene ... estimated £1.3 billion globally.'

- (i) Why does the writer compare the students with a 'clutch of freshly-hatched turtles' (line 2)? [1]

They are young/naïve/vulnerable/setting off on a big adventure

They are carrying large backpacks/weighed down by their backpacks

Award 1 mark for either of the above explanations.

- (ii) Give two reasons for why this is effective as an opening paragraph to this article. [2]

It is provocative – sarcastic about the students going to do gap years – challenges their motives straight away by mentioning CVs

It uses humour/sarcasm – 'clutch of freshly-hatched turtles...' makes the gap students seem immature

It mentions money and offers figures to sound authoritative

The use of 'voluntourism' is challenging and cynical

Award 1 mark each for any 2 of the above.

Passage C *Survive the savage sea*

Question 3(b)

Re-read paragraph 1, 'We sat on the salvaged ... there was no sign.'

- (i) What does the writer mean by the phrase 'salvaged pieces of flotsam' (line 1)? [1]

Debris from the wreck they have found/rescued/collected

Award 1 mark for any explanation that covers the meanings of both 'salvaged' and 'flotsam'.

- (ii) Pick out a short phrase from lines 5–8, 'Our eyes travelled over ... there was no sign.' that show the writer's pessimistic attitude to their situation. [1]

'knowing there would not be one'

'Our eyes travelled fruitlessly'

'limitless waste of sea and sky'

Award 1 mark for any of the above explanations.

Do not accept 'there was no sign' as this refers to the whales.

Question 3(c)

How do the writers of Passage B, *Taking a gap year* and Passage C, *Survive the savage sea*, convey their views and ideas about why people go travelling and the impact of their experiences.

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 why they are effective.

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
A1 – The views and ideas each writer presents to the reader	
<p><i>Responses should be able to draw many comparisons and contrasts between the passages. Passage B is a provocative article challenging the conventional view that travelling is good for young people and should be encouraged, instead suggesting that gap year projects exploit them and are part of an immoral trade. Passage C is a dramatic account of the first moments after a shipwreck where a father contemplates the danger that he has put his family in and their chances of surviving and being rescued. Despite this he still thinks that the adventure has been beneficial.</i></p>	
<ul style="list-style-type: none"> • Gap year students are naïve • Gap years are taken to add to a CV – for selfish reasons • Gap year projects are just seen as an adventure • Gap years are expensive and companies make money from them – all about profits • Lots of gap year projects are bogus • The websites advertising gap year placements don't tell the truth/people are conned • Other people/animals are exploited by gap year projects • Gap year students don't do anything worthwhile/can do damage to local area or people • Gap year students should do research before paying huge sums to go on projects 	<ul style="list-style-type: none"> • The overwhelming feeling at the start is shock that this has happened • Blames himself for the family's predicament • Thinks that travel is educational/better than conventional schooling • Thinks his children have benefited from the voyage/travelling by mixing with other cultures • Thinks that the voyage/travel has been character building for his children • He feels guilty for putting his children's lives in danger • He is worried that they have lost everything financially • Thinks that the sinking of the boat was like any other natural disaster • Knows that they don't have enough rations to survive

PASSAGE B	PASSAGE C
A2 – The evidence that the writers use ...	
<p><i>The overall impression should be that both writers offer evidence to support their ideas and views. In Passage B there is evidence of more factual and statistical evidence to support the assertions but it is one-sided as only negative experiences are featured. Passage C is very personal and relies on the writer’s own convictions about his children and their situation. He moves from claiming to feel guilty about their predicament, and taking responsibility for it, to seeing it as an unavoidable ‘natural disaster’, thus absolving himself.</i></p>	
<ul style="list-style-type: none"> • Lists the type of gap projects students go on • Factual details – £1.3 billion a year • Refers to experts but doesn’t name or identify who they are or what makes them experts • Refers to a ‘tour operator’ but doesn’t name them • Assertions made about ‘corrupt’ and ‘immoral trade’ and ‘concerns’ then corroborated by later witness accounts. • Names witnesses like Caroline Green – gives the article more weight and conviction • The personal accounts are shocking – ‘one chicken ... 29 children’; ‘antagonise the lions to make them roar’ • Futility of building projects with no funding to resource them referred to • Demand outstripping genuine projects – quite a convincing argument • The figure of £3000 paid by ‘Matthew’ is shocking. His reference to the owners’ wealth 	<ul style="list-style-type: none"> • Acknowledges that others told him that he was putting his children in danger • Clear pride in Doug’s maturity and claims the 18 months at sea has made him responsible • Indicates that the twins and Lyn are upset about Lucy sinking but have no fear of being on the life raft – subtly supports the idea that they are resilient and brave because of their travels • Claims that the twins have become ‘citizens of the world’. Includes Lyn in this claim to strengthen it • Claims that the sinking of the boat was a natural disaster and unforeseeable – uses an earthquake as comparison • Concerned that their rations are inadequate – lists the contents of the survival kit

PASSAGE B	PASSAGE C
A3 – The language, structure and techniques used by the writers and their effects on the reader	
<p><i>Passage B is more persuasive and challenges the reader’s previous assumptions about the benefits of travel. Passage C is deeply personal and structured to reflect the progression of the writer’s thoughts from fear to guilt then absolution and determination. Both use language and techniques to persuade the reader but differently.</i></p>	
<ul style="list-style-type: none"> • Use of humour in opening paragraph – makes gap year students sound immature and naïve and lacking in individuality – a negative portrayal throughout the paragraph • Word ‘voluntourism’ is cited very cynically to add weight to argument that gap years are selfish. Reference to CV also reinforces this • Use of stats – ‘£1.3 billion’ makes it sound like a bigger industry than many readers may have thought • Use of rhetorical question – ‘Yet how much “good” are these youngsters actually doing?’ • ‘thirst for volunteering’ makes it sound selfish – about us satiating a need • Use of direct speech to quote witnesses – adds weight and authority to article • Caroline’s own admission ‘was a joke’ and her obvious regret at letting down the orphans is powerful • Use of vocabulary such as ‘market’ and ‘supply’ make it clear this is a profit making industry not charitable work • Final paragraph sounds urgent and the word ‘adventure’ in inverted comments makes it clear that they may get more than they bargained for. Adds a note of caution 	<ul style="list-style-type: none"> • Use of descriptive language in the first paragraph stresses the gravity of their situation – contrast of ‘bright yellow canopy’ and their ‘bilious’ colour stresses the emotional and physical shock • Contrast of the twins’ ‘sobbing’ and ‘hiccup cry’ to their mother bravely singing to comfort them • Language to stress their isolation and vulnerability – ‘travelled fruitlessly’, ‘limited waste of sea and sky’ • Language ‘scattered’/‘shattered’ used rhythmically to emphasise how their lives have been blown apart • Paragraph 3 – deeply personal, reproaching himself – builds up to the rhetorical question at the end • Paragraph 4 then focuses on the benefits of the experience for the children and wipes out the guilt expressed previously • Comparing sinking of boat to natural disaster absolves him • ‘The answer came from my heart’ – implies his sincerity and determination to keep his family alive • The ending of the text stresses the struggle ahead

Marking Criteria for Question 3(c)

Table A, Reading

Use the following table to give a mark out of 20 for 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.

