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 **October/November 2017**

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 **12** printed pages and **1** Insert.

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CAMBRIDGE International Examinations

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Read carefully **Passage A**, ***The Mayor of Casterbridge***, in the Reading Booklet 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 1, 'The morning was … placed there for exhibition.'.

(i) **Using your own words**, explain what was unusual about the weather.

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..... [1]

(ii) **Using your own words**, explain why Lucetta and Elizabeth looked out of the window.

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..... [1]

(b) **Using your own words**, explain what impression of the machine you get from paragraph 2, 'It was the new-fashioned … Charing Cross Railway Station.'.

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

(i) 'agricultural implement' (line 7)

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..... [2]

(ii) 'magnified enormously' (line 12)

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(d) Re-read lines 19–22, 'Elizabeth left the window, went to the back of the room, and stood as if absorbed in the panelling of the wall. She hardly knew she had done this until Lucetta, animated by the sight of Farfrae, spoke out: "Let us go and look at the instrument, whatever it is."'

Using your own words, explain how the writer uses language to show how Elizabeth and Lucetta respond to Donald Farfrae.

Support each point with a word or short phrase from the text above.

(i) Elizabeth: .....

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..... [2]

(ii) Lucetta: .....

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..... [2]

(e) Re-read lines 32–38, '"Stupid? O no!" … added apologetically.'.

What impression does the writer give of Donald Farfrae at this point?

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(f) Re-read paragraph 3, 'The farmers crowded … agricultural piano," she said' **and** paragraph 7, 'They examined it … hummed song went on.'.

Explain how the writer uses language to show:

- what the machine looks like
- how people respond to it.

In your answer you should select powerful words and phrases **and** explain how the writer has created effects by using this language.

You should write about 200–300 words.

Up to 15 marks are available for the content of your answer.

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SECTION 2

Read carefully **Passage B**, ***Aviation is fast approaching the post-pilot era***, in the Reading Booklet Insert and then answer **Question 2**.

Question 2: Summary Task

Write the words of a speech for your class raising awareness of the dangers of unmanned aircraft. Base your argument on the views expressed in **Passage B**.

You are advised to write no more than 250 words.

Up to 15 marks are available for the quality of your writing, and up to 10 marks are available for the content of your answer.

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Read carefully **Passage B**, ***Aviation is fast approaching the post-pilot era***, and **Passage C**, ***London sees the R101***, in the Reading Booklet Insert and then answer **Questions 3(a)**, **3(b)** and **3(c)**.

Passage B ***Aviation is fast approaching the post-pilot era***

Question 3(a)

Re-read paragraph 1, 'Every day, dozens of … remotely piloted aircraft.'.

(i) Give an example of how the writer shows that unmanned aircraft are safe.

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..... [1]

(ii) Pick out **one** phrase that shows that unmanned aircraft operate in many parts of the world.

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..... [1]

Passage C ***London sees the R101***

Question 3(b)

Re-read paragraphs 1 and 2, 'London saw … throngs of people.'.

(i) What does the writer mean by, 'a very fine spectacle', in line 1?

..... [1]

(ii) Give **two** different ways that the writer conveys how impressive the airship is in paragraph 2, 'Aeroplanes which escorted … throngs of people.'.

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Question 3(c)

Compare and contrast how the writers of **Passage B**, ***Aviation is fast approaching the post-pilot era***, and **Passage C**, ***London sees the R101***, convey their views and ideas about developments in transport.

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 ideas and views **and** how reliable it is
- 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 300–350 words.

Up to 20 marks are available for the content of your answer.

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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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