IGCSE MOCK English Language Paper 1

Autumn 2017

**Time allowed: 2 hrs 15 minutes (includes 15 minutes reading time.)**

**Instructions**

* Use black ink or ball-point pen.
* Answer all questions.
* Answer the questions in the spaces provided – there may be more space than you need.

**Information**

* The total mark for this paper is 100.
* The marks for each question are shown in bracket use this as a guide as to how much time to

spend on each question.

**Advice**

* Write your answers on the dotted lines provided.
* Show your working so it is clear how you obtained your answers.
* Try to answer every question.
* Check your spelling, punctuation and grammar

**Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidate Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SECTION A: Allow 1 hr 30 minutes for this section (including 15 minutes reading time).**

**Read the passages carefully and then answer the questions which follow.**

**Passage 1**

Learning to read at 34 Kenny Logan's best win

Success: Kenny Logan finally learnt to read at the age of 34

By Sue Mott

12:01AM GMT 09 Feb 2008

**Kenny Logan is the best and worst story teller in the world**

The anecdotes rush at you like a burn in full spate down a Scottish mountainside and in no particular order either. One minute young Kenny is eight-years-old being sent out of his primary school class room for insubordination, the next he is hiding in the toilets during a team meeting at Wasps and the next he is full grown, in furious tears at the discovery of a secret he held for 27 years.

In thrall to his passionate, sincere and comi-tragical delivery, you keep up as best you can while the action switches with the pace and relentlessness of a marauding All Black. "Kenny, where the hell are we now!" you yearn to ask, but there's no stopping him. All you can do is hold on tight to the swishing thread of the tale and trust that eventually he will get you to the required destination.

"When I was six-years-old my life was normal really. At eight, I seemed a bit slower than normal so my Mum and Dad moved my school. I was off a lot with stomach aches, seeing specialists, dieticians. I had this nervous horrible feeling in my gut. When I was told I didn't have to go to school that day, it disappeared. I didn't realise that what was scaring me was going to school. It happened a lot.

"Gabby, my wife, was the one who made me face up to it. I would literally cry at 27 and tell her to "F\*\*\* off" and leave me alone. She would say: "Why? What's wrong with you" because she couldn't understand how someone who confronted so many things like playing international rugby, moving to England, playing for one of the best teams in Europe, was scared of confronting this.

"I was scared about how I was going to pay bills, fill forms in. I used to stuff them in an envelope, copy my Mum's address down and post them off to her. Mum would fill them in and they'd come back to me.

I was nearly 30 and I couldn't read or write at all."

"I remember once I punched myself in the eye so hard I gave myself a black eye. I was so frustrated that I couldn't make the letters link up in my head. My eye tracking was woeful. My brain was trying to process a jumble. I cried a lot. But in secret. I bottled up so much of my life. As I got older, the little boy with the knot in his stomach never left me. Every time I felt vulnerable, that is who came out. I couldn't tell anyone. I couldn't face it.

"There was a remedial teacher who tried to help me when I was 17. She said she thought I might have something called 'Dyslexia' and I said: "Ok, brilliant! Antibiotics, ten days? How long will it take to cure me?" I read a book about Lassie for eight-nine year olds and it took me about a year. I was exhausted just trying to do a page." …

All that stuff about phonics, it doesn't work. I tried it for years. You imagine a bucket with a hole in it, that was my brain. The words just didn't say in. It was like having a Ferrari brain with a mini clutch, they didn't work together.

"One time in high school I said to the teacher: 'Look, if you read it out to me, I think I can get the answers'. She said: "Oh do you now?' So she got me out in front of the class and I got nine out of ten because it was spoken not written. I said: 'See I told you I could do it!' because I was so excited. She said: 'Don't you talk to me like that. Out!' and I was put out of the classroom.

"I remember sitting my exams. I don't know why. We had to write our class name on the top of the paper, I couldn't even do that. I stood up after 10 minutes and said to the teacher: 'I'm going home.' She said: 'Why?' I said: 'Because I can't read and I can't write. What's the point. I'll just waste an hour of my time" and I went home and worked with my Dad on the farm."

Ten years later, his future wife, Gabby, the television journalist, gave him one of her columns to read. He looked at it with a suitable pretence at study, blew out his cheeks and said casually: "That's pretty good".

"You're a quick reader," she said.

"Damn," Logan said under his breath, followed by, "Yeah, I know. D'you want a cup of tea."

"No," she pursued, "you are a *really* quick reader."

He immediately reverted to panic mode. He sat motionless with his head in his hands and blurted the truth: "I can't read."

"This is how bad it was. I thought she'd finish with me. That's how vulnerable I felt. I thought, she's so sexy, so clever and so bright. She's got an amazing job. She'll probably say: 'Oh my god, you're as thick as pig shit'. She made me talk about it and then, typical, she wanted to address it straight away. I said: 'No way, am I going back to school.' Then I got really upset. It was always the same.

She would bring it up when we were relaxed or on holiday and I'd get upset and storm out of the room like a kid.

"Finally she made me watch a report by Trevor MacDonald on dyslexia on television, and I sat there with my arms folded expecting the usual stuff about phonics but it was completely different. It was about part of your brain not being activated properly and I thought about the time I'd punched myself in the head because that was exactly how it felt to me. …

His passionate delight in the advances he made were sufficient to get him involved in a special sporting wing of the Dore Programme which now takes more than just rugby players though its learning process. Truthfully, this is partly a commercial venture to him and there is no absolute scientific proof as to the Programme's effectiveness. But you can see why Logan is a disciple.

"I learned my vowels at 34!" he said triumphantly

.

**Passage 2:**

***Young and dyslexic? You’ve got it going on*, Benjamin Zephaniah**

**This article was published in *The Guardian* online, Friday 2 October 2015, and is**

**adapted from Zephaniah’s contribution to *Creative, Successful, Dyslexic***

**(Jessica Kingsley, 2015).**

As a child I suffered, but learned to turn dyslexia to my advantage, to see the world

more creatively. We are the architects, we are the designers.

I’m of the generation where teachers didn’t know what dyslexia was. The big problem with the education system then was that there was no compassion, no understanding and no humanity. I don’t look back and feel angry with the teachers. 5 The ones who wanted to have an individual approach weren’t allowed to. The idea of being kind and thoughtful and listening to problems just wasn’t done: the past is a different kind of country.

At school my ideas always contradicted the teachers’. I remember one teacher saying

10 that human beings sleep for one-third of their life and I put my hand up and said, “If

there’s a God isn’t that a design fault? If you’ve built something, you want efficiency. If I

was God I would have designed sleep so we could stay awake. Then good people could

do one-third more good in the world.”

The teacher said, ‘Shut up, stupid boy. Bad people would do one-third more bad.’ I

15 thought I’d put in a good idea. I was just being creative. She also had a point, but the

thing was, she called me stupid for even thinking about it.

I remember a teacher talking about Africa and the ‘local savages’ and I would say, ‘Who

are you to talk about savages?’ She would say, ‘How dare you challenge me?’ – and that

would get me into trouble.

20 Once, when I was finding it difficult to engage with writing and had asked for some help,

a teacher said, ‘It’s all right. We can’t all be intelligent, but you’ll end up being a good

sportsperson, so why don’t you go outside and play some football?’ I thought, ‘Oh great’,

but now I realise he was stereotyping me.

I had poems in my head even then, and when I was 10 or 11 my sister wrote some of

25 them down for me. When I was 13 I could read very basically but it would be such hard

work that I would give up. I thought that so long as you could read how much the

banknote was worth, you knew enough or you could ask a mate.

I got thrown out of a lot of schools, the last one at 13. I was expelled partly because of

arguing with teachers on an intellectual level and partly for being a rude boy and

30 fighting. I didn’t stab anybody, but I did take revenge on a teacher once. I stole his car

and drove it into his front garden. I remember him telling us the Nazis weren’t that bad.

He could say that in the classroom. When I was in borstal I used to do this thing of

looking at people I didn’t want to be like. I saw a guy who spent all his time sitting

stooped over and I thought, ‘I don’t want to be like that,’ so I learned to sit with a

35 straight back. Being observant helped me make the right choices.

A high percentage of the prison population are dyslexic, and a high percentage of the

architect population. If you look at the statistics, I should be in prison: a black man

brought up on the wrong side of town whose family fell apart, in trouble with the police

when I was a kid, unable to read and write, with no qualifications and, on top of that,

40 dyslexic. But I think staying out of prison is about conquering your fears and finding your

path in life.

When I go into prisons to talk to people I see men and women who, in intelligence and

other qualities, are the same as me. But opportunities opened for me and they missed

theirs, didn’t notice them or didn’t take them.

I never thought I was stupid. I didn’t have that struggle. If I have someone 45 in front of

me who doesn’t have a problem reading and writing telling me that black people are

savages I just think, ‘I’m not stupid – you’re the one who’s stupid.’ I just had self-belief.

For my first book I told my poems to my girlfriend, who wrote them down for me. It

really took off, especially within the black community. I wrote ‘wid luv’ for ‘with love’.

50 People didn’t think they were dyslexic poems, they just thought I wrote phonetically.

At 21 I went to an adult education class in London to learn to read and write. The

teacher told me, ‘You are dyslexic,’ and I was like, ‘Do I need an operation?’ She

explained to me what it meant and I suddenly thought, ‘Ah, I get it. I thought I was

going crazy.’

55 I wrote more poetry, novels for teenagers, plays, other books and recorded music. I take

poetry to people who do not read poetry. Still now, when I’m writing the word ‘knot’, I

have to stop and think, ‘How do I write that?’ I have to draw something to let me know

what the word is to come back to it later. If I can’t spell ‘question’ I just put a question

mark and come back to it later.

60 When I look at a book, the first thing I see is the size of it, and I know that’s what it’s

like for a lot of young people who find reading tough. When Brunel University offered me

the job of professor of poetry and creative writing, I knew my students would be

officially more educated than me. I tell them, ‘You can do this course and get the right

grade because you have a good memory – but if you don’t have passion, creativity,

65 individuality, there’s no point.’ In my life now, I find that people accommodate my

dyslexia. I can perform my poetry because it doesn’t have to be word perfect, but I

never read one of my novels in public. When I go to literary festivals I always get an

actor to read it out for me. Otherwise all my energy goes into reading the book and the

mood is lost.

70 If someone can’t understand dyslexia it’s their problem. In the same way, if someone

oppresses me because of my race I don’t sit down and think, ‘How can I become white?’

It’s not my problem, it’s theirs and they are the ones who have to come to terms with it.

If you’re dyslexic and you feel there’s something holding you back, just remember: it’s

not you. In many ways being dyslexic is a natural way to be.

75 What’s unnatural is the way we read and write. If you look at a pictorial language like

Chinese, you can see the word for a woman because the character looks like a woman.

The word for a house looks like a house. It is a strange step to go from that to a squiggle

that represents a sound.

So don’t be heavy on yourself. And if you are a parent of someone with dyslexia don’t

80 think of it as a defect. Dyslexia is not a measure of intelligence: you may have a genius

on your hands. Having dyslexia can make you creative. If you want to construct a

sentence and can’t find the word you are searching for, you have to think of a way to

write round it. This requires being creative and so your ‘creativity muscle’ gets bigger.

Kids come up to me and say, ‘I’m dyslexic too,’ and I say to them, ‘Use it to your

85 advantage, see the world differently. Us dyslexic people, we’ve got it going on – we are

the architects. We are the designers.’ It’s like these kids are proud to be like me and if

that helps them, that is great. I didn’t have that as a child. I say to them, ‘Bloody nondyslexics

… who do they think they are?’

**Questions on passage 1:**

1. **From lines 1-4 give two examples of Logan’s scattergun approach to storytelling……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….. (2marks)**
2. **From lines 10-20, explain in YOUR OWN WORDS how Logan felt about his condition at a young age. …………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………PTO………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….(4marks)**
3. **From Lines 35-55 describe Logan’s emotions when people realise that he is dyslexic. Use brief quotations form the text in your response.**

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**Questions on PASSAGE 2:**

1. **How does Zephaniah use language and structure to present a powerful and personal response to his treatment as a result of his dyslexia? Use brief quotations to support your response.**

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**Question on BOTH passages**

1. **Compare how the writers present their ideas and perspectives about their experiences.**

**Support your answer with detailed examples from both texts including brief**

**quotations.**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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marks)**

**END OF SECTION A**

**SECTION B: Allow 45 minutes for this section.**

**TRANSACTIONAL WRITING.**

**EITHER**

**6 ‘There is no point in learning anything when you can see everything and find out facts on Google and the rest of the internet.’**

**Write an article for a magazine giving your views on this statement.**

**Your article may include:**

**• The advantages and disadvantages of Internet research**

**• The advantages and disadvantages of School as a place of teaching and learning**

**• Any other points you wish to make.**

***Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.***

**(Total for Question 6 = 45 marks)**

**OR**

**7 ‘Schools and colleges have a duty to ensure their students keep safe.’**

**You have been asked to give a speech in which you express your views on this statement.**

**Your speech may include:**

**• Who should have responsibility for the safety of students?**

**• How schools might address personal safety as well as internet safety.**

***Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.***

**(Total for Question 7 = 45 marks)**

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**END OF SECTION B**

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