

CAMBRIDGE
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o Level
1123

ENGLISH LANGUAGE

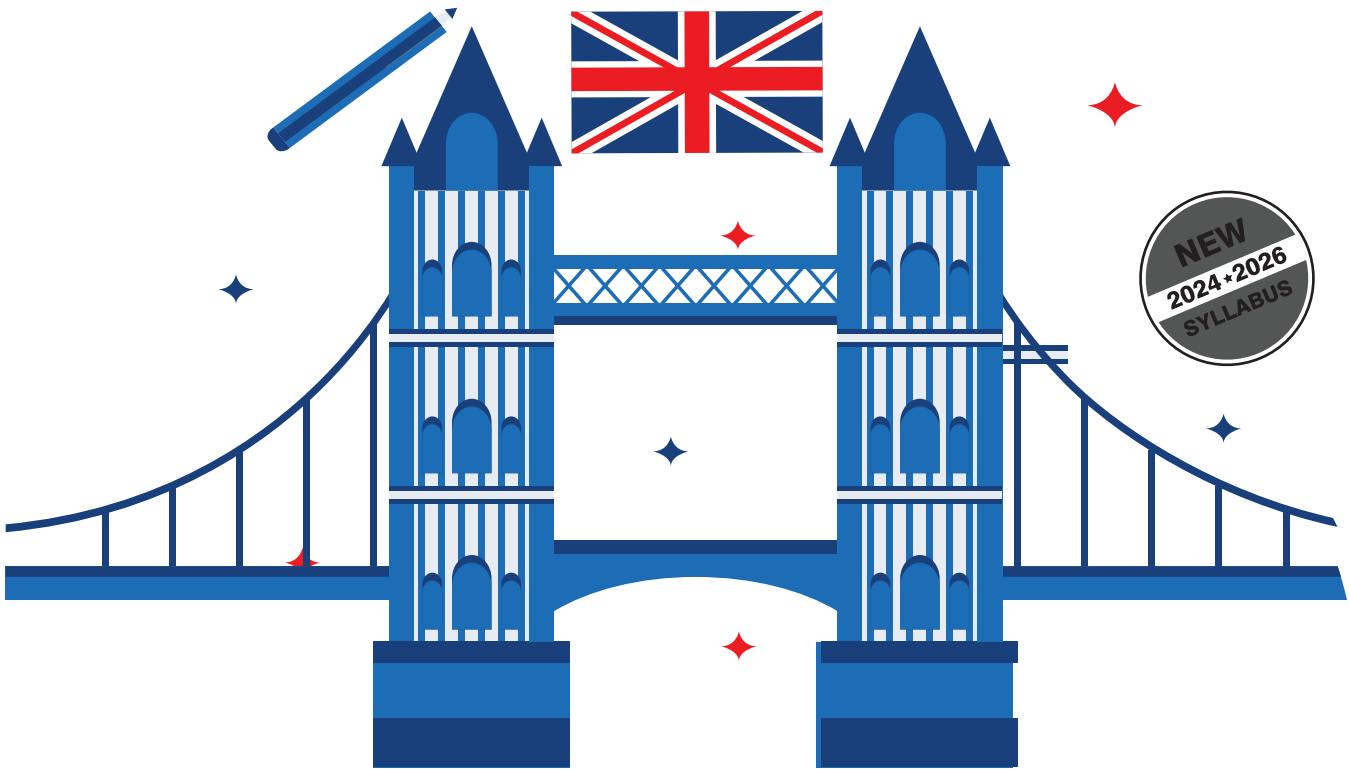
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PAPER 1 & PAPER 2

My Unmatched Perspicacity Coupled With My Sheer Indefatigability
Makes Me a Feared Opponent in Any Realm of Human Endeavor

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Cambridge Assessment International Education

O Level 1123

English Language

First Year

Paper 1 Reading | Paper 2 Writing

Answer Key

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PAPER 1

READING

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Syllabus

Cambridge O Level English Language 1123

Use this syllabus for exams in 2024, 2025 and 2026.
Exams are available in the June and November series.

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Content overview

Cambridge O Level English Language offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

The reading texts cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers of English.

Assessment overview

All candidates take two components. Candidates will be eligible for grades A* to E.

All candidates take:		and:	
Paper 1	2 hours	Paper 2	2 hours
Reading	50%	Writing	50%
50 marks		50 marks	
Structured and extended writing questions		Directed writing question and a composition task	
Questions are based on two reading texts		Externally assessed	
Externally assessed			

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitudes
- R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- R4 demonstrate understanding of how writers achieve effects and influence readers
- R5 select and use information for specific purposes.

AO2 Writing

Candidates will be assessed on their ability to:

- W1 articulate experience and express what is thought, felt and imagined
- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context
- W4 use register appropriate to context
- W5 make accurate use of spelling, punctuation and grammar.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Reading	50
AO2 Writing	50
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	80	20
AO2 Writing	20	80
Total	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The skills covered in the syllabus are outlined below.

Reading

- demonstrate understanding of written texts, and of the words and phrases within them
- summarise and use material for a specific context
- develop, analyse and evaluate facts, ideas and opinions
- demonstrate understanding of how writers achieve their effects and influence readers
- select appropriate information for specific purposes
- recognise and respond to linguistic devices, figurative language and imagery.

To develop reading skills, students should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction. Other forms of Reading should include blogs, essays, reviews or articles, short stories in their entirety or extracts from a longer work of prose or drama. Learning should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Students should study how influence may include facts, ideas, perspectives, opinions and bias.

Writing

- express what is thought, felt and imagined
- organise and convey facts, ideas and opinions effectively
- demonstrate a varied vocabulary appropriate to the context
- demonstrate an effective use of sentence structures
- demonstrate an understanding of audience, purpose and form
- demonstrate accuracy in spelling, punctuation and grammar.

As developing writers themselves, students should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, argumentative and persuasive. Learning should include focus on the following text types: email, letter, report, article, speech, and summary.

4 Details of the assessment

Paper 1 – Reading

Written paper, 2 hours, 50 marks

Candidates answer **all** the questions in two compulsory sections. Candidates write their answers in the space provided on the question paper.

The texts are printed in the question paper insert.

Dictionaries must **not** be used.

Section A Comprehension and Use of Language (25 marks)

Question 1 Comprehension task

Candidates respond to a series of sub-questions based on Text A, a narrative text. These are short answers testing understanding of both explicit and implicit meanings.

Text A is approximately 900 words long and is from either the twentieth or the twenty-first century.

This question tests the following reading assessment objectives (16 marks):

- R1 demonstrate understanding of explicit meanings
- R2 demonstrate understanding of implicit meanings and attitude.

Question 2 Use of Language task

Candidates respond to a series of sub-questions based on Text A. These are short answers worth a total of nine marks relating to the author's use of language and the effect this has.

This question tests the following reading assessment objective (9 marks):

- R4 demonstrate understanding of how writers achieve effects and influence readers.

Section B Summary and Short response (25 marks)

Question 3a Summary task

Candidates answer a summary task in response to Text B. Candidates write a summary as continuous writing of 150–180 words.

Text B is approximately 550–600 words long.

This question tests the following reading assessment objectives (10 marks):

- R1 demonstrate understanding of explicit meanings
- R5 select and use information for specific purposes.

This question also tests the following writing assessment objectives (10 marks):

- W2 organise and structure ideas and opinions for deliberate effect
- W3 use a range of vocabulary and sentence structures appropriate to context.

Question 3b Short response task

Candidates give a short response to show understanding of implicit meanings and attitude in response to Text B.

This question tests the following reading assessment objective (5 marks):

- R2 demonstrate understanding of implicit meanings and attitudes.

Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been reviewed and revised for first examination in 2024.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	<p>Aims and assessment objectives</p> <ul style="list-style-type: none"> • The syllabus aims and assessment objectives have been updated. • The wording of the assessment objectives has been revised to make them more concise. The assessment objectives continue to test the same knowledge and skills. <p>Subject content</p> <ul style="list-style-type: none"> • The syllabus content has been updated to reflect current educational thinking and practice. • A list of command words has been added to the syllabus.
Changes to assessment (including changes to specimen papers)	<p>The order of the question papers has changed to: Paper 1 Reading and Paper 2 Writing.</p> <p>Paper 1 Reading</p> <ul style="list-style-type: none"> • There is more integration of skills in the paper with 80% assessment of Reading and 20% assessment of Writing. • There are two reading texts, printed in an insert. • Section A assesses Comprehension and Use of Language, and Section B assesses Summary writing and a short response task. • The summary task has changed. Please read the syllabus and specimen papers for details. • There is a new question assessing understanding of implicit meanings and attitudes (5 marks). • Questions are short answer and extended response. • The marking criteria have been updated. • The duration of Paper 1 Reading is 2 hours. <p>Paper 2 Writing</p> <ul style="list-style-type: none"> • There is more integration of skills in the paper with 80% assessment of Writing and 20% assessment of Reading. • Candidates must now write in two different styles. In Section A Directed Writing, candidates write an argumentative/discursive style essay. In Section B Composition, there is a choice between descriptive or narrative writing. • The Directed Writing includes stimulus reading text(s). • The marking criteria have been updated. • The number of marks for the paper is 50. • The duration of the paper is 2 hours.

Text A

Emma

1. Emma unlocked and pushed open the back door, staggering under the heavy bags of groceries she had just bought. She placed the bags on the kitchen counter and almost instinctively switched on the kettle to make herself a cup of tea. Her parents had gone on holiday, leaving her, as the elder, in charge of her brother. Their trust placed a huge responsibility on Emma, felt particularly because it was the first time they had left their children alone in the house together. 5
Groping in a kitchen cupboard, she was irritated to find that the teabags had been shifted, no doubt by James, her brother. He had also left the cutlery drawer open slightly. Even worse, he had left muddy footprints all over the floor. Feeling justifiably aggrieved, Emma resolved to tell James off when he came home.
2. As Emma drank her tea, a cloud crossed her mind and gradually became a storm of doubt. 10
Hadn't James, in accordance with their parents' instructions, left for high school before her to ensure that he was never at home alone? He had a key, but why would he have come back to the house after she had left for college? She thought again of the rearranged cupboard, the open drawer and the muddy footprints, and tried to push aside the thought of an intruder. As the full force of her suspicion hit her, she realised that she would have to look in all the other 15
rooms to dispel it.
3. She could feel her heart pounding against her ribs as she opened the kitchen door and ventured into the hallway. The living room bore the signs of family life, and it was completely unremarkable – just the sagging sofa, a slightly dusty table and chairs, bookshelves, the television, some newspapers and magazines. Upstairs, she stopped briefly to peek into the 20
bathroom. The closed door of her parents' bedroom creaked open ominously, but revealed the room to be as tidy as it always was, except for three pairs of her mother's shoes lying on the floor, no doubt considered ultimately to have been too much for her already bulging suitcase. She arrived at her own bedroom door, inundated with fear, but managing to ignore the fact that she was sweating. There was nothing odd there, and James's room was, presumably, as he had 25
left it. Emma looked at its dismally familiar features – books strewn across the desk, the occasional sock languishing on the floor and a rugby ball sitting on, of all places, James's pillow. Relief flooded over her as she was now convinced that, apart from herself, the house was empty.
4. Soon the groceries had been put away, the kitchen floor was washed, and the evening meal 30
was on the table. When Emma opened the door to her brother, he slung his school blazer on the hall dresser, caught the significance of his sister's scowl, and went upstairs with it. Surreptitiously, Emma glanced at his shoes to check for mud, hoping for further ammunition for the impending battle. The cleanliness of his shoes, however, jangled a little bell in her head as they sat down to eat. Oblivious to his sister's mood, James rattled on to her about the runs he 35
had scored in the cricket match at school. 'James,' Emma interjected, 'why did you come home from school today, when you know Mum and Dad wouldn't have liked it? I understand that

coping with some classes might not be easy, but all of us have to face up to our responsibilities. In any case, you should have known you'd be found out.'

5. James stared at his sister with a look of undisguised puzzlement, which made her realize that what he was about to say was true. 'But I didn't come home,' he protested. 'Why on earth would I want to do that?' Emma blurted out her story: the kitchen cupboard, the open drawer, the muddy footprints. James responded with derision. 'Why would anyone want to steal teabags and spoons?' he laughed, before realising that an intruder might want to look around for valuables in cupboards and drawers. Hadn't he heard of people keeping money and jewellery in the strangest of places? At that point a loud insistent knocking came from inside the cupboard in the hall, the one which could be opened only from the outside.

Text B

Elephants

1. Elephants are magnificent creatures, the largest animals on earth, and are found in sub-Saharan Africa and in parts of Asia. Throughout history, they were used as a form of transport; for example, kings and emperors were carried on highly decorated elephants, seen as fitting vehicles for such powerful individuals. Because of their strength, elephants have commonly been used as working animals, for example in the logging industry, where they can haul wagons and carry trees with minimum damage to surrounding forest areas. They were invaluable in warfare in many ancient civilizations, such as those of India and China; male elephants were used to charge against the enemy while their female counterparts carried provisions such as food and weaponry. Roman soldiers were recorded as being terrified when they first saw these huge beasts advancing towards them in battle, led by the Carthaginian general, Hannibal. Nor were elephants confined to ancient warfare, as they had a part to play in modern wars; they could cope with mountainous terrain impassable by horses and, as late as 1945, they provided brute strength to build bridges during the Second World War.
2. Elephants have always featured in the religions of several cultures, with tribes in some places believing that their chiefs would be reincarnated as elephants; elsewhere, religious processions are led by elephants adorned with lavish garments, such as in the Buddhist Festival of Esala Perahera in Kandy, Sri Lanka. The Hindu god Ganesh, revered as the god of prosperity, wisdom and intelligence, is depicted as a human with an elephant's head. Elephants are said to bring good luck, and there is much debate among some people about the importance of the position of the elephant's trunk: for example, is the elephant's trunk more auspicious if it points upwards or downwards?
3. Because the ivory of which elephants' tusks are made is really beautiful, it has for centuries been a much sought-after commodity, used in ancient times to make valuable works of art and religious objects, and in modern times to make cutlery handles and piano keys. During drought, elephants dig for water and thus produce water for other animals; this and other behaviours, mean that elephants are described as a keystone species, that is one which has a huge impact for good on the environment.

4. Elephants have also been used as a form of entertainment. The first elephant imported to the USA arrived in the late 1790s and was promptly put on display; by the 1880s, elephants had become popular circus performers, trained to perform tricks to dazzle appreciative audiences.
5. But these are perilous days for elephants. Many are losing their habitats because of the clearing of land for development projects such as housing, resulting in the loss of many elephants, and their babies being abandoned. Sometimes they are killed by farmers who do not want to lose their agricultural or grazing ground to national parks. Because ivory continues to be prized in art and manufacturing, it is still in great demand in some countries and, although some ivory trade is legal, much of it is the result of large-scale elephant poaching. Indeed, poaching of elephants for ivory is now seriously on the increase.
6. Because of concern about the plight of elephants nowadays, they have been classified as a threatened and, in some parts of the world, an endangered species. As the ivory trade is often perceived as being cruel and barbaric, some countries have banned it. In June 2015, more than a ton of confiscated ivory was crushed in New York's Times Square by conservationists to send a message that illegal ivory trade should not be tolerated. Keeping elephants in captivity is obviously cruel, and therefore many zoos and circuses refuse to display them. For example, the only elephant now seen in Edinburgh Zoo is a fibreglass one with a sign explaining that the conditions for keeping elephants cannot be met there; other zoos are publicly criticised for their treatment of elephants by groups such as In Defense of Animals. Other organisations, for example the World Wild Fund for Nature, raise funds to equip anti-poaching patrols and ensure conservation laws are enforced. Such is the success of these awareness-raising tactics that in many countries elephant refuges and orphanages have been established, staffed often by volunteer labour.

Section A

Read **Text A**, *Emma*, in the Insert and answer **Question 1** and **Question 2**

Question 1

(a) Why was Emma 'staggering'? (line 1-2)

(i).....[1]

(ii)What was Emma's 'huge responsibility'? (line 5)

.....[1]

(b)What was the most unpleasant change Emma found in the house when she came home? (line 6-8)

(i).....

(ii).....[1]

(c) 'Feeling justifiably aggrieved, Emma resolved to tell James off when he came home.' Explain in your own words. (line 8-9)

.....
.....
.....[2]

(d) A 'cloud crossed her mind and gradually became a storm of doubt.' What does this tell you about Emma's feelings at this point? (line 10)

.....
.....
.....[2]

(e) When did their parents want James to leave the house and why? (line 11-12)

.....
.....[2]

(f) What decision did Emma make when the 'full force of her suspicion hit her'? Explain using your own words. (line 15)

.....
.....[1]

(g) What are the **two** physical signs of fear shown by Emma? (line 16-25)

(i)

(ii)

.....[2]

(h) Give three details from anywhere in the text of a possible intruder during Emma's absence

.....
.....
.....
.....[3]

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Question 2

(a) Read this extract from the text:

'Surreptitiously, Emma glanced at his shoes to check for mud, hoping for further ammunition for the impending battle.' (line 33-34)

What does the writer want to suggest about the situation at this point?

.....
.....[1]

(b) What two impressions does the writer want to convey to the readers in this sentence?

'James stared at his sister with a look of undisguised puzzlement, which made her realize that what he was about to say was true.' (line 40-41)

.....
.....
.....[2]

(c) Explain fully (i) who you think was knocking on the cupboard door and (ii) why. (line 46-47)

(i)
.....
(ii)
.....[2]

(d) Read the sentence from the text

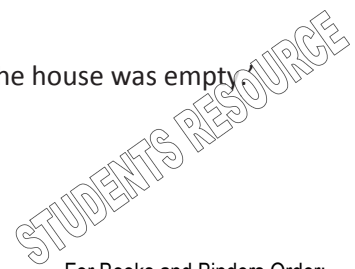
'Emma blurted out her story: the kitchen cupboard, the open drawer, the muddy footprints.'

What effect does the writer suggest about Emma by using the word 'blurted' to describe her condition?

.....
.....[1]

(f) Identify **one example** from the text below of how the writer uses language effectively to convey Emma's feelings after searching the house.

'Relief flooded over her as she was now convinced that, apart from herself, the house was empty.'
(line 28-29)



Text A

Nizam

- 1.1 Saturdays were always very pleasant days for Nizam, and this should have been no exception, as he sat in the rooftop café in town, reading the newspaper, watching the world go by on the street below. As a young teacher, who had made his parents so proud of him on the day that he qualified, he spent every evening during the week correcting essays and planning lessons, and this week he had been given the additional burden of having to write reports on his junior classes, a chore he had been forced to defer until the weekend. More than that, he was distracted from his expected relaxation by the knowledge that his Principal had asked him to produce a topic for the school's annual story-writing competition. He had achieved a lifelong ambition in becoming a teacher, so writing such a topic should be no problem. He picked up his pencil and wrote on a piece of paper: 'Write a story about a person who ...' and stopped, his mind a blank. Sighing, he went back to his newspaper. 5
- 2.2 He realised he was irritated at having to produce the competition topic; the task nagged away at him like mild toothache. Moreover, there was an infuriating article in the newspaper denouncing all young people as being lazy, inconsiderate, impolite – on and on went the list in what Nizam felt was an unjustified tirade against the younger generation. The young students Nizam taught were not lazy, inconsiderate or impolite and, in any case, at the age of twenty-three, was he not able to count himself as being in that age group? 'Here's the tea you ordered.' Smiling, Nizam looked up at the waiter. Instead of reciprocating the smile, the waiter, an elderly man, gave Nizam a stony look. Clearly his heart was not in his job as he clattered the cup on the table, causing some of the tea to spill into the saucer. Picking up the pencil again, Nizam wrote: 'Write a story about an elderly person who ...' It was no good – the ideas simply would not present themselves. 10
- 3.3 From the rooftop terrace, Nizam had a bird's-eye view of the town below. The normal Saturday morning market was in full swing. Stalls had been set up selling vegetables in a wild riot of colours, florists coaxed husbands to buy flowers for their wives, and the aroma of various spices competed with one another. Nizam smiled at the cacophonous sales talk from the stallholders, an apparent hostility to one another which was merely a routine and good-natured part of the morning's entertainment. 15
- 4.4 One of the young stallholders was being very attentive to a woman who reminded Nizam of his grandmother in stature, dress and age. The woman was examining a silk scarf, turning it this way and that in her hands. She seemed to indicate that it was not what she was looking for, and the smiling stallholder offered another scarf for her to examine. Then another. Then another. Still she appeared to show little interest in buying any of them. The scarves kept coming – plain, multicoloured, geometric patterns, bright colours, subdued colours, square, rectangular. Then, shocked, Nizam gasped in outrage as, almost imperceptibly, the woman's right hand dropped one of the scarves into her conveniently voluminous handbag, her left hand casually adjusting the necklace at her throat. She loitered a few moments more at the stall, affecting nonchalance at the offered scarves, before moving away towards one of the vegetable stalls. For a second Nizam was rooted to the spot. 'Write a story about an elderly person who steals something at a market,' he thought. Then his sense of justice prevailed and he shot out of the café, taking the 20

stairs two at a time. ‘Watch where you’re going!’ snarled a customer, staggering to keep his balance and clearly incensed that Nizam had collided with him.

5. 5 Arriving breathlessly at the vegetable stall, Nizam, summoning all his courage, raised a hand to tap the scarf thief lightly on the shoulder. It was at that very second that he felt a heavy hand on his own shoulder. ‘Think you can run off without paying, do you? You young people are all the same.’ Nizam’s imagination latched on to the possible consequences of his actions and the likelihood of his behaviour being misinterpreted. ‘The irony of it all!’ he thought.

45

Text B

People and Animals

1. Since earliest times, large animals have been used as a means of human transport, with camels ferrying riders over vast areas of dry desert, and lavishly decorated elephants carrying people of rank. Because of their sheer physical strength, some animals, either harness or pack animals, were used to move objects around. Harness animals included oxen pulling ploughs or elephants hauling logs out of forests, while pack animals, such as llamas, horses and reindeer, carried heavy loads on their backs.
2. Early humans hunted the hairy mammoths, bears, deer and other animals that shared their environment, and at some point learned how to use the thick, furry hides from these animals to keep themselves warm and dry. With this discovery, clothing developed and was later improved by the invention of needles made from slivers of animal bones. From very early times, people hunted animals for food; a breakthrough came when people domesticated a wide range of animals, such as goats and sheep, to raise them, rather than hunt them, for food. Animals have a long history of being useful in the hunting of other animals; for example the domestic cat is one of the oldest working animals, having protected food supplies from pests since the foundation of human agriculture, and tamed cheetahs have been used by humans to chase down prey for food.
3. In ancient times, animals had a role to play in warfare, and records exist showing that horses pulled wagons in battle some 5000 years ago, and later carried armed soldiers on the battlefield. Elephants were used to charge the enemy and the psychological effect of these huge beasts, used by civilisations such as those of the Persians and the Carthaginians, cannot be underestimated. Sacrificing animals to a god or gods was an integral part of most religions; animals were offered as tributes to please or placate these deities, or to give thanks for their kindness in, for example, the safe birth of a child. Animals were used in sports in early civilisations. The ancient Greeks and Romans used horses for chariot races, and animals featured in many kinds of sporting activities, such as horse jumping, polo and even camel racing.
4. While such sporting activities still occur, in our own time animals are also used for educational purposes, such as allowing people to view, through trips to zoos or safari parks, animals which they would otherwise be unlikely ever to see in their natural habitat. Entertainment is provided by going to see animals, like lions and elephants, performing in circuses, although using animals solely for entertainment is definitely cruel and unnatural.
5. Some animals have extraordinarily heightened senses. Horses can be trained to search for people lost or trapped in dangerous terrain, using their keen hearing, smell and vision; the horse’s behaviour will indicate it has noted something unusual, thus alerting the rider to a useful

clue to the missing person’s whereabouts. For centuries there have been accounts of animals behaving bizarrely before earthquakes. Now, for the first time, scientists have filmed the behaviour of wild animals prior to a quake, finding that animals in Peru, such as pumas, ran for cover days before the earthquake took place. This important study could help improve short-term forecasting of earthquakes.

- 6. In the fight against crime, some animals can be trained to sniff out drugs and explosives, perhaps the most surprising of these being rats, which can be cheaply trained within two weeks, a system that has been pioneered by Dutch police. Animals such as rats, rabbits and monkeys are used in the scientific testing of, for example, medicines and cosmetics. Although the medical benefits for humans certainly outweigh animal suffering, opponents take the view that alternative testing methods should be implemented. In rural communities in some parts of the world, selling animal products such as milk, eggs, wool and meat allows people to pay for education for their children.
- 7. Many people derive emotional benefits from keeping animals as pets; for an elderly person, or someone living alone, a cat can provide companionship and the sense of purpose which comes from taking care of it. The most exciting innovation in modern medicine is animal-assisted therapy, such as swimming with dolphins, which can improve a patient’s social, emotional, and cognitive functioning.

Section A

Read **Text A, Nizam**, in the Insert and answer **Question 1 and Question 2**

Question 1

(a) Give two reasons why Nizam was happy ‘on the day that he qualified’ as a teacher. (line 1-4)

- (i)
-
- (ii).....
-[2]

(b) Nizam had ‘to write reports on his junior classes’. What is the other reason why Nizam’s weekend was less relaxing than it normally was? (line 5-8)

.....[1]

(c) ‘The young students Nizam taught were not lazy, inconsiderate or impolite’. What is the other reason why Nizam found the newspaper article ‘infuriating’? (line 16-17)

.....[1]

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(d) 'Nizam smiled at the cacophonous sales talk from the stallholders.' Explain in your own words (line 26)

.....
.....
.....[2]

(e) A contrast is created between the stallholders' 'apparent hostility' and what is really going on. (line 27) Without copying from the passage:

(i) describe what seems to be happening.

.....
.....[1]

(ii) describe what is really going on

.....
.....[1]

(iii) 'A woman who reminded Nizam of his grandmother in stature, dress and age.' What does he want to suggest here about her age? (line 29-30)

.....
.....[1]

(f) The stall holder showed the woman a scarf. 'Then another. Then another.' (line 31) What does 'Then another. Then another' show about:

(i) the stallholder's character?

.....[1]

(ii) the woman's character?

.....[1]

(g) Nizam was 'shocked' and eventually ran after the woman. What two other aspects of his behaviour show that he was 'shocked'? (line35-40)

(i)

(ii)[2]

(h) Nizam thought 'the irony of it all', explain the 'irony' in Nizam's situation. (line 47)

.....

.....

.....

.....[3]

[Total: 16]

Question 2

(a) Read the sentence from the text:

‘Write a story about a person who...’ and stopped, his mind a blank. Sighing, he went back to his newspaper (line 10)

What effect does the writer suggest about Nizam’s mind by using word blank’?

.....

.....[2]

(b) ‘Instead of reciprocating a smile, the waiter, an elderly man, gave Nizam a stony look.’ (Line 18-19)

What two contrasting impressions the writer wants to convey to the reader in this sentence?

.....

.....[2]

(c) ‘ The normal Sunday morning market was in full swing.’ (line 23-24)

What does the writer want to suggest to us about the situation?

.....

.....[1]

(d)‘ The scarves kept coming- plain, multi colourd, geometric patterns, bright colours, subdued colours, square, rectangular.’ (line 33- 34)

What does the writer want to convey is happening in the story?

.....

.....

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(e) Identify one example from the text below of how the writer uses language effectively to convey woman’s actions while stealing the scarf.

‘ The woman’s right hand dropped one of the scarves into her voluminous handbag, her left hand casually adjusting the necklace at her throat.’ (line 35-37)

Explain the impression the writer creates in the example you have identified.

Example.....

Explanation.....

.....

.....[3]

[Total: 9]

Section B

Read Text B, People, and Animals, in the insert and answer Question 3.

Question 3

(a) Summarise the information which describes people’s uses of animals in former times, and the uses made of animals today.

You must **use continuous writing** (not note form)

Use your own words where appropriate.

Avoid copying long sections of the text.

Your summary should not be more than 150 words.

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

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