

CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Joint Examination for the School Certificate
and General Certificate of Education Ordinary Level**

ENGLISH LANGUAGE

1115/2, 1120/2, 1123/2

PAPER 2

1124/2, 1125/2

OCTOBER/NOVEMBER SESSION 2002

1 hour 30 minutes

Additional materials:
Answer paper

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

Answer **all** questions.

Leave a space of **one** line between your answers to **each part** of a question, e.g. between **1(a)** and **1(b)**. Leave a space of at least **three** lines after your completed answer to each **whole** question.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

The insert contains the passage for comprehension.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

This question paper consists of 3 printed pages, 1 blank page and an insert.

Read the passage in the insert and then answer **all** the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.

From paragraph 1:

- 1 (a) The scientists studying our early ancestors 'stumbled across' remains of animals. What does 'stumbled across' tell you about the way they had made this discovery? [1]
- (b) Lots of remains of animals were discovered which might have been deliberately killed. What was the possible reason for killing them? [1]

From paragraph 2:

- 2 Remains of creatures that have turned to stone and are 'fossilised' are important evidence for scientists. Explain **in not more than ten words** what happened to dead animals on the plains of Africa which made fossil discoveries painfully few. [2]

From paragraph 3:

- 3 (a) What are the **two** ways in which Nature helps scientists discover fossils? [2]
- (b) What else helps them in their search for fossils? [1]

From paragraph 4:

- 4 The world of our ancestors began to undergo a great change two million years ago. What **two** effects did this change have for creatures at that time? [2]

From paragraph 5:

- 5 (a) Our ancestors could not act like people 'rushing to stake a claim in empty territory'. Explain **in your own words** the contrast the author is making between our ancestors and such people. [2]
- (b) Experience had given other animals a clear advantage over our ancestors. Explain fully what this advantage was. [2]
- (c) The big animals were a serious threat to our ancestors. **Using your own words**, say why our ancestors had to 'stay out of their reach'. [2]

From paragraph 7:

- 6 Scientists believe that early humans showed powers of invention. What made these scientists think that they possessed these powers? [1]

From paragraph 8:

- 7 Lines 74-81, 'Round the fringes...thought to look', create an imaginary setting for our early ancestors. *Without copying out actual details from the text*, explain the contrast between the behaviour of the animals and that of our ancestors. [2]

From paragraph 9:

- 8 **Using your own words**, say what enabled our ancestors to become superior to many other animals in living off their surroundings. [2]

From the whole passage:

- 9 Choose **five** of the following words or phrases. For each of them give **one** word or short phrase (of not more than **seven** words) which has the same meaning that the word or phrase has in the passage.

- | | |
|-------------------------|---------------------------|
| 1. significant (line 8) | 5. in abundance (line 33) |
| 2. likely (line 11) | 6. promised (line 83) |
| 3. attracted (line 16) | 7. rivals (line 89) |
| 4. trace (line 17) | 8. secret (line 89) |

[5]

- 10 The author describes the struggle for survival our early ancestors faced over two million years ago. **Using your own words as far as possible**, summarise the difficulties they faced in their struggle, how they overcame them and what skills they acquired in doing so.

USE ONLY THE MATERIAL FROM LINE 46 TO LINE 93.

Your summary, which must be in continuous writing (not note form), must not be longer than **160** words, including the **10** words given below.

Begin your summary as follows:

In their struggle to survive, our ancestors competed with other ...

[25]

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