



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Ordinary Level



CANDIDATE
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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

October/November 2013

Candidates answer on the Question Paper.

1 hour 45 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

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 **both** Section 1 and Section 2.

The insert contains the two reading passages.

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

Dictionaries are **not** permitted in this examination.

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

This document consists of **7** printed pages, **1** blank page and **1** Insert.



Section 1: Reading for IdeasFor
Examiner's
Use

Read Passage 1 in the insert and answer **all** the questions below in the order set.

1 (a) Notes [15 marks]

Identify and write down the points in the passage which tell us the advantages and disadvantages of film versions of books.

USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

| MAIN POINTS |
|--|
| Advantages of film versions of books |
| <ul style="list-style-type: none">• <i>We can imagine characters</i> |
| Disadvantages of film versions of books |
| <ul style="list-style-type: none">• <i>Curbs the imagination</i> |

(b) Summary [5 marks]

Now use your notes to write a summary in which you state the advantages and disadvantages of film versions of books, as outlined in the passage.

For
Examiner's
Use

This time, you will be awarded up to 5 marks **for using your own words** wherever possible and for **accurate use of language**.

Your summary, which must be in continuous writing (not note form), must be no longer than **160** words, including the 10 words given below. Begin your summary as follows:

With film versions of books it is easy for viewers

No. of words

- 2** Going to the cinema 'is a communal experience' (paragraph 4). From your **own** knowledge or experience, give **one** example of a 'communal experience' in which you have taken part. Do **not** use the example of the cinema.

An example is

..... [1]

- 3** From your reading of paragraph 5, decide which **one** of the following statements is true and tick the box you have chosen.

The writer thinks that teachers are unfair in their criticism of film versions of books.

The writer thinks that teachers are correct in their criticism of film versions of books.

The writer is undecided about teachers' criticism of film versions of books.

[1]

- 4** From your reading of paragraph 6, decide whether each of the following statements is True or False, and tick the box you have chosen.

| | T | F |
|---|---|---|
| You can watch films only in a cinema. | | |
| All novels are ambiguous. | | |
| When a book is made into a film, the director decides how the story is interpreted. | | |

[3]

Total for Section 1 [25]



Section 2: Reading for Meaning



For
Examiner's
Use

Read Passage 2 in the insert and then answer **all** the questions which follow below.

From paragraph 1

- 5 (a)** Miss Garnet's decision to travel was a 'bold' one. What was it about her decision that was particularly bold?

..... [1]

- (b)** Explain fully the experience which 'left its mark on Miss Garnet's teaching as well as on her memory'.

.....

.....

..... [2]

- (c)** Apart from the 'blow' Miss Garnet received, what were the **two** reasons why she found it difficult to form 'good relationships' with her students?

(i)

(ii) [2]

From paragraph 2

- 6 (a)** Give **two** reasons why Harriet's death was a 'shock to Miss Garnet'.

(i)

(ii) [2]

- (b)** When heroes die in ancient stories, what, according to the writer, makes their comrades 'glad'? Answer **in your own words**.

.....

..... [2]

From paragraph 3

- 7 (a) ‘There were lots of things about Harriet that Miss Garnet had found irritating.’ **From the evidence of the paragraph**, what do you think Harriet might have found ‘irritating’ about Miss Garnet when they were sharing an apartment?

..... [1]

- (b) Why was Stella ‘anonymous’ when she followed Harriet from the station?

..... [1]

From paragraph 4

- 8 (a) What evidence is there that Stella ‘remained particularly attached’ to Harriet?

..... [1]

- (b) What risk was Miss Garnet taking when she left milk for Stella outside the main entrance to the block? Answer **in your own words**.

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

- (c) Pick out and write down the **three consecutive words** which show Miss Garnet’s reluctance to face up to the fact that she was wrong about Stella’s whereabouts.

..... [1]

- (d) What did Miss Garnet see as her ‘incompetence’?

..... [1]

From paragraph 5

- 9 Explain **in your own words** why, according to the writer, Miss Garnet ‘found herself’ in the letting agent’s office.

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

From paragraph 6

- 10 Miss Garnet noticed that the letting agent had ‘too short a haircut and a fluorescent mobile phone’. What do you think the writer wishes to convey here about Miss Garnet?

..... [1]

From paragraph 7

- 11** The writer refers to 'the habits of a lifetime'. What habit of Miss Garnet do you think the writer is referring to here?

.....
.....

[1]

- 12** From the whole passage

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

- | | |
|-------------------------|---------------------------|
| 1. tinged (line 3) | 5. ultimately (line 31) |
| 2. inevitably (line 22) | 6. exotic (line 35) |
| 3. somewhat (line 24) | 7. futile (line 35) |
| 4. scavenging (line 29) | 8. indifference (line 41) |

| Five words chosen (from list above) | Answer | |
|--|--------|-----|
| () | | [1] |
| () | | [1] |
| () | | [1] |
| () | | [1] |
| () | | [1] |

Total for Section 2 [25]





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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

October/November 2013

INSERT

1 hour 45 minutes

READ THESE INSTRUCTIONS FIRST

This insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.



Passage 1

Reading and Viewing

- 1 Reading has been around for a long time; by comparison, the cinema is a relatively recent invention. Sometimes, books – both fiction and non-fiction – are made into films. If the books are particularly famous ones, these films are released in a blaze of publicity. Perhaps less frequently, a film is so popular that a book of the film is written from the screenplay. 5
- 2 Films of novels help us to imagine characters; for example, anyone who has seen one of the ‘Harry Potter’ films has a fixed idea now of what the hero and his friends and teachers look like. Settings of books also come to life in films, whether it is castles, or cities, or lush countryside. Cinematic special effects in adventure or science fiction films – where we seem actually to be seeing car chases, sea battles or spacecraft landing – can be more realistic than even the wildest of imaginations. Films of non-fiction texts can be as informative as the books but they are often more interesting than the books, perhaps bringing to life the achievements of famous doctors or statesmen in a way their biographies fail to do. 10
- 3 In schools, seeing a film version of a literary text, for example a Shakespeare play or a Charles Dickens novel, can help students appreciate the text they are studying. An interest in a particular genre, such as science fiction or adventure, might be stimulated, further increasing reading and, consequently, language skills. Teachers can help less motivated students by showing the film first, so that knowing the story before being given the book will make the task of reading it easier than it would otherwise have been. 15
- 4 If the language of a book is difficult, the film version can make the language more accessible, and if an international best seller is made into a film, subtitles may be added to the film so that it can be understood by people who speak a different first language. The experience of viewing the film of a novel in a full cinema is a communal experience, very different from the solitary activity of reading the novel. Many people follow up the film experience by buying the book, and thus it can be seen that films increase overall reading. Reading can be seen as being ‘cool’ by young people who read the book, see the film and buy the merchandise that accompanies it. 20
- 5 On the other hand, it could be argued that, far from stimulating the imagination, watching films of books actually curbs the imagination. Furthermore, watching films of books often makes people too lazy to read them. How will language skills be improved in schools, complain some teachers, if students take the short cut to the film and bypass the book? The benefits of reading – enhanced vocabulary, better spelling, finding ideas for writing texts of their own – are all lost. This may be a very extreme view but one that is heard in staffrooms in many parts of the world. 25
- 6 Opportunities for watching films of books are restricted to when they are available in cinemas, and the season for each film might be no more than a couple of weeks. Compare this to curling up with a good book any time you like! There are also place restrictions when it comes to watching films, as this can happen only in a cinema or, in the case of DVDs, in certain rooms in your own home. On the other hand, books can be enjoyed anywhere – on the bus, in a park, in a café. Films can be purchased in DVD form but that is often more expensive than buying the novel. A book can be re-visited again and again and become almost like an old friend; although a DVD can be watched more than once, its owner is less likely to become attached to it in the same way as one can become attached to a favourite book. Some novels have layers of meaning or perhaps an element of ambiguity; for example, the ending might be implied rather than stated, and the charm of the novel lies in the reader’s personal interpretation. It is almost impossible to capture such ambiguity in a film; the viewer is presented with the director’s point of view as being the final judgement. 30
- 35
- 40
- 45

Passage 2

Miss Garnet and Harriet Josephs were teachers who shared an apartment for more than 30 years until Harriet's death.

- 1 When Miss Garnet's friend Harriet died, Miss Garnet decided to spend six months abroad.

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‘I believe it is cheaper at this time of year.’