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## 1123/21

May/June 2016

**1 hour 45 minutes**

Additional Materials: Insert

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 Ideas

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



**1 (a) Notes** [15 marks]

**Identify and write down** the uses and attractions of horses in former times, and the continuing uses and attractions of horses in modern times, as outlined in the passage.

**USE THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 8 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	
The uses and attractions of horses in former times	
•	<i>Horse racing was a sport in Egypt and Ancient Greece / featured in ancient Olympic Games</i>
The continuing uses and attractions of horses in modern times	
•	<i>Equestrian events introduced into the modern Olympic Games in 1900</i>



- 2 From your reading of paragraph 1, decide whether each of the following statements is true, false, or not stated in the passage, and tick the boxes you have chosen.

Before they were domesticated, horses were hunted as food.

The first use of the domesticated horse was to pull burial chariots.

It is certain that horses were domesticated 6,000 years ago in Kazakhstan.

True	False	Not Stated

[3]

- 3 'This partnership between horses and humans...brought about a major advance for society' (paragraph 5).

**From your own knowledge or experience**, give an example of a 'major advance for society', and go on to explain what effect this advance has had. Do not use any example related to horses or public transport.

An example of a major advance for society is .....

.....

Its effect has been .....

.....[2]

Total for Section 1 [25]



## Section 2: Reading for Meaning



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

From paragraph 1

- 4 (a) Why was Jean Louise 'miserable'?

.....[1]

- (b) What made Jean Louise feel better?

.....[1]

- (c) Explain **in your own words** why, according to Jem, he and Jean Louise would play together at home but not at school.

.....

.....

.....[2]

From paragraph 2

- 5 (a) Explain **in no more than fifteen words** why the children were 'not impressed' by Miss Caroline's story.

.....

.....[2]

- (b) 'A line appeared between her eyebrows'. What emotion do you think Miss Caroline was experiencing?

.....[1]

- (c) Pick out and write down the **four consecutive words** which tell us that Miss Caroline did not like Jean Louise.

.....[1]

- (d) Explain fully why Miss Caroline's instruction to Jean Louise was ironic.

.....

.....

.....[2]

From paragraph 3

- 6 'I had never deliberately learned to read' (lines 20–21). Explain fully how Jean Louise did in fact learn to read.

.....

.....

.....[2]

From paragraph 4

- 7 (a) Which **two** pieces of evidence show that Jem cares for his sister?

(i) .....

.....

(ii) .....

.....[2]

- (b) Why do you think the writer describes Miss Caroline's printed words as 'so-called' revelations?

.....

.....[1]

From paragraph 5

- 8 (a) Explain exactly why the ceiling danced 'with metallic light'.

.....

.....

.....[2]

- (b) 'Someone whispered to me, "Tell her, Jean Louise."' What was Jean Louise expected to tell the teacher?

.....

.....[1]

- (c) Explain **in your own words** what the class were thinking as they looked at Jean Louise.

.....

.....

.....[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. condescended (line 4) | 5. compelled (line 21)         |
| 2. sweet (line 9)        | 6. tangle (line 22)            |
| 3. mumbled (line 20)     | 7. sternly (line 32)           |
| 4. meditated (line 20)   | 8. on the wrong foot (line 44) |

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

[5]

Total for Section 2 [25]





**Cambridge International Examinations**  
Cambridge Ordinary Level



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**ENGLISH LANGUAGE**

Paper 2 Reading

INSERT

**1123/21**

**May/June 2016**

**1 hour 45 minutes**



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**READ THESE INSTRUCTIONS FIRST**

This insert contains the two reading passages.

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



## Passage 1 – Horses

- 1 Although horses are depicted in cave paintings of our early ancestors from as long as 30,000 years ago, these animals were untamed and were hunted for meat. There is much dispute as to how and when horses became domesticated – that is, bred to work for humans. Evidence exists of horses being used to pull chariots in burials around 4,000 years ago. However, an increasing amount of evidence supports the theory that horses were domesticated as long as 6,000 years ago in Kazakhstan. 5
- 2 Horse racing has a long and distinguished history and has been practised in civilisations across the world since ancient times. Archaeological records indicate that horse racing as a sport occurred in Egypt and also featured in the Olympic Games in Ancient Greece. Racing horse-drawn chariots was popular in Ancient Rome and Byzantium, and was seen as an excellent source of entertainment. 10
- 3 In warfare, light cavalry – men on horses – were able to overpower enemy soldiers or make a quick retreat as appropriate. If soldiers on horseback wore armour, they were known as heavy cavalry and carried lethal weapons such as swords and axes. Heavy cavalry were crucial in warfare until technology such as tanks and explosives was introduced. Fighting from horseback also gave the psychological advantage of great height and speed. By the twentieth century, horses were seldom seen in battle, but were still used extensively for the transport of goods and supplies. Sometimes in the history and story books written about war, the plight of the horses has been overlooked; for example, more than 90 per cent of the million horses involved in the First World War in Europe a century ago never returned. 15  
20
- 4 In medieval Europe, watching jousting – where two single horsemen tried to knock each other off their horses with long poles, or lances – was an exciting entertainment. Tournaments were also popular, where two groups of riders charged at each other, the winners being judged as those who could keep going the longest. Horse shows were a much-loved element in medieval European fairs, where the horses were led, rather than ridden, to be evaluated on the way in which they conformed to particular types or breeds. 25
- 5 Harnessing horses to ploughs became an essential part of agriculture, and hence food production, in many parts of the world. This partnership between horses and humans was further developed through the use of horses to pull various carts or carriages; the type depended largely on income, fashion and location. This brought about a major advance for society in terms of public transport. 30
- 6 Such has been people's continued fascination with horses in modern times that equestrian events were introduced into the modern Olympic Games in 1900, consisting mainly of 'horse ballet', called dressage, and show jumping, where horses are trained to jump, within a given time, over a series of obstacles. The entertainment value comes from marvelling at the level to which the horse has been trained to work in harmony with the rider. 35
- 7 As in ancient times, people today make use of horse skin to create attractive and hard-wearing items such as coats and handbags. Musicians everywhere who play stringed instruments such as the violin or cello use bows made from horsehair. If you're ever listening to classical music, think of the contribution that horses have made to it! Moreover, because horsehair is coarse enough to hold plenty of paint but smooth enough to lay paint evenly on surfaces, the best paint brushes are made from horsehair. 40
- 8 Even today, the horse is a vital means of transport in some areas of the world where travelling by other means is difficult or impossible. Therapeutic horse-riding is seen as an important cure for various physical ailments, such as brain or spinal injury, its benefits deriving from the fact that riding forces the participant to make use of the whole body to control the horse and to maintain balance. Furthermore, the very act of accomplishing something many able-bodied people would be afraid to try gives confidence as well as physical benefits to the rider. Even handling and grooming a horse is perceived as restful and provides a means of relaxation to many people anxious to combat the strains of modern life. 45  
50

**Passage 2 – Jean Louise**

1 My older brother Jem and I saw our friend Dill off home on the five o'clock bus.

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You're starting off on the wrong foot.'