

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

GENERAL PAPER

8001/01,02

October/November 2004

2 hours 40 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet. Write your Centre number, candidate number and name on all the work you hand in. Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **two** questions.

Answer **one** question from Paper 1 and **one** question from Paper 2.

Write the paper number (1 or 2) on the front of your work.

Begin your answer to Paper 2 on a new and separate sheet of paper.

The total time of 2 hours 40 minutes includes 10 minutes for you to study the questions before you begin your answers. You may make notes during this time if you wish.

You are advised to spend no longer than 1 hour 15 minutes on Paper 1. You should write between 500 and 800 words.

At the end of the examination, hand in your answers to Paper 1 and Paper 2 separately.

In Paper 1, all questions carry equal marks.

In Paper 2, the number of marks is given in brackets [] at the end of each question or part question.

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



Paper 1

- 1 'Beauty contests are degrading and should be banned.' Is this a fair comment?
- 2 Should parents be held responsible when young people commit crimes?
- 3 'People should have less freedom, not more.' Do you agree?
- 4 Is it preferable for education to be run by private organisations rather than the State?
- 5 Why is it more acceptable to say 'I am no good at sums' than 'I cannot read'?
- 6 Consider the view that too many people are trying to inhabit too little land.
- 7 Examine the role of natural remedies in the treatment of illness.
- 8 Assess the impact of technology on the environment.
- 9 Assess the claim that an uncensored press is dangerous.
- 10 Why write, or read, poetry?
- 11 Can music contribute anything of worth?
- 12 Is the study of the art of ancient civilizations of any relevance today?

Paper 2

13 Read the following passage and then answer all the questions below.

“Among the gold mines of the inland plains between the Limpopo and Zambezi rivers there is a fortress built of stones of marvellous size, and there appears to be no mortar joining them... This edifice is almost surrounded by hills, upon which are others resembling it in the fashioning of stone and the absence of mortar, and one of them is a tower more than 12 fathoms high. The natives of the country call these edifices Symbaoe, which according to their language signifies court.” Vicente Pegado, Captain, Portuguese Garrison of Sofala, 1531. 5

When Portuguese traders first came upon the vast stone ruins of Great Zimbabwe in the sixteenth century, they believed they had found the fabled capital of the Queen of Sheba. Later travellers thought that the site's impressive stone structures were the work of Egyptians, Phoenicians, or even Prester John, the legendary Christian king of lands beyond the Islamic realm. Such misguided and romantic speculation persisted for nearly 400 years, until the excavations of archaeologists early in the twentieth century revealed that the ruins were African in origin and of a much later date. 10

Great Zimbabwe, the largest ancient stone construction south of the Sahara, was built between the twelfth and fifteenth centuries by ancestors of the Shona, one of Zimbabwe's many Bantu-speaking groups. The ruins of the city cover nearly 1,800 acres and can be divided into three distinct architectural groupings known as the Hill Complex, the Valley Complex and the Great Enclosure. At the height of its prosperity in the late fourteenth century, Great Zimbabwe may have had as many as 18,000 inhabitants. It was one of about 300 known stone enclosure sites on the Zimbabwe Plateau. In Bantu, *zimbabwe* means sacred house or ritual seat of a king. An important trading centre and capital of the mediaeval Zimbabwe state, this city controlled much of interior southeast Africa for nearly two centuries. 15 20

Given the sheer scale of Great Zimbabwe compared to earlier structures of a similar nature, archaeologists have been at a loss to explain its sudden appearance on the southern African landscape. It is particularly difficult to appreciate the full significance of the site for two reasons. Firstly, it was stripped of nearly all its original contents during the nineteenth century by treasure seekers. Also, those who believed the site to be of foreign construction cleansed it of the “filth and decadence” left by the local population. Precisely for this reason, Great Zimbabwe is an important resource for cognitive archaeology – the science of penetrating the ancient human mind to glean information about the religion, ideology, and politics of past cultures. These are the three forces which, scholars contend, propel cultures forward, from scattered hunter-gatherer populations to organised communities with well-defined values which encourage them to expand. Clear evidence for what non-literate societies such as Great Zimbabwe actually believed cannot be derived from written records. What they thought must be inferred from the beliefs of their descendants, from historical accounts, from architectural detail, layout and a site's relationships to the surrounding landscape. 25 30 35

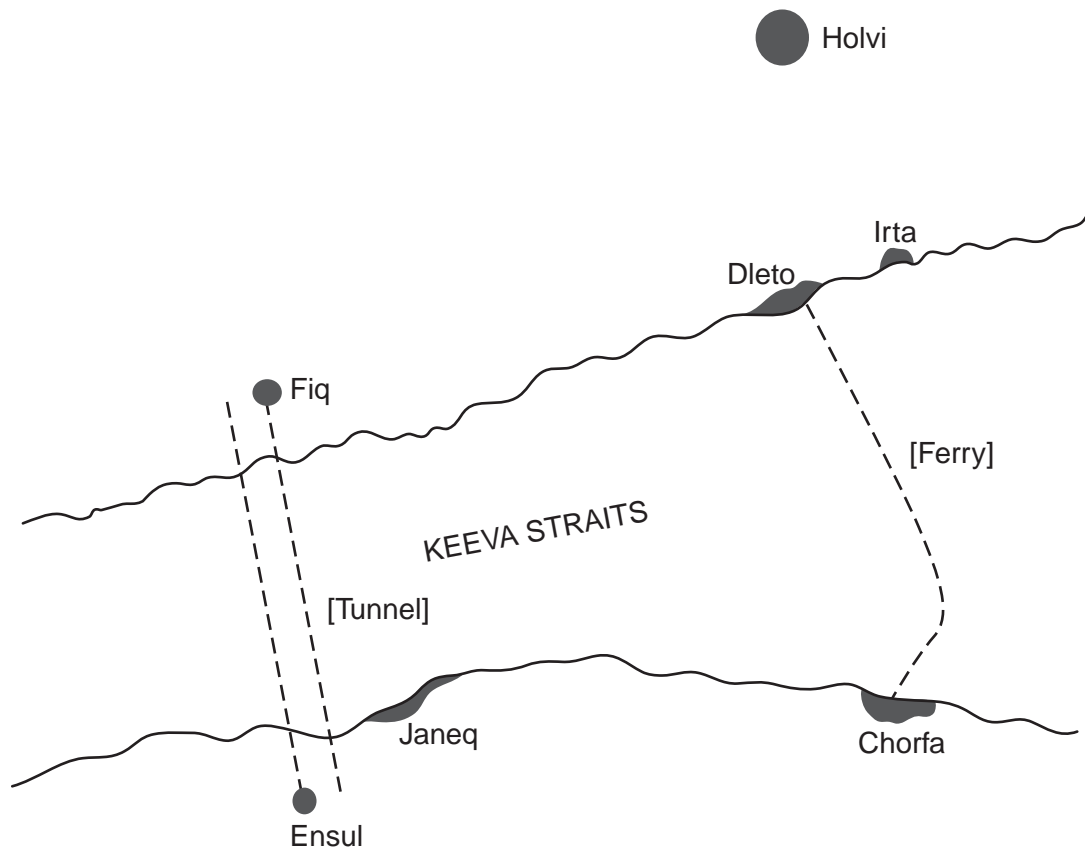
The abundant grasslands on top of the Zimbabwe Plateau were ideal for cattle grazing, but the poor soil would not have supported agriculture on a scale required to sustain the rapidly growing population. This necessitated imports of grain and other basic food from distant communities under their rule. Moreover, we now know that the plateau's rich gold deposits, to which the city's initial prosperity has often been attributed, were not exploited until perhaps a century after its founding. The question posed then is "Why here?" How could such an influential power develop in an area so ill suited to large-scale human habitation? Could cattle wealth and trade alone have afforded the inhabitants of Great Zimbabwe a superior way of life, or was there something else – a political or religious ideology – that gave them a competitive edge over neighbours, and enabled them to harness the manpower necessary for the construction of the city? These questions lie at the heart of a three-way debate between experts who have each examined the stone-built landscape and proposed a different explanation of the ascendancy of southern Africa's greatest pre-colonial city.

Note that up to fifteen marks will be given for the quality and accuracy of your use of English. When a question asks for an answer IN YOUR OWN WORDS and you select the appropriate material from the passage for your answer, you must still use your own words to express it. Little credit can be given to answers which only copy words or phrases from the passage.

- (a) In what respects could the explorers and excavators of Great Zimbabwe before the twentieth century be judged to be at fault? **Answer in about 80 of your own words.** [8]
- (b) What does the word 'zimbabwe' tell us about the two kinds of power the stone enclosure sites represented? [2]
- (c) **In about 80 of your own words**, explain what still puzzles scholars about Great Zimbabwe. [8]
- (d) Great Zimbabwe, apparently, flourished for only a few centuries. Basing your answer on the passage and **using no more than 50 of your own words**, suggest a number of reasons why you think it may have declined. [5]
- (e) (i) Explain the meaning of **six** of the following words as they are used in the passage. You may write the answer in one word or a short phrase.
- edifice (line 3); speculation (line 12); scale (line 25); significance (line 27); sustain (line 41); exploited (line 45); ideology (line 49); ascendancy (line 53). [6]
- (ii) Use the six words that you have chosen from the list above in six separate sentences to illustrate their meanings as used in the passage. Your sentences should not deal with the subject matter of the passage. [6]

[35]

14 Study the diagram* and information below.



* not to scale

The Resorts:

Irta is small but has a beach and several cliff top walks.

Janeq is large and has many indoor facilities as well as an extensive beach.

Distances:

Gan-Bas to Ensul: 50 kilometres by road.

Gan-Bas to Chorfa: 80 kilometres by road.

Ensul to Fiq: 25 kilometres by shuttle (tunnel).

Chorfa to Dleto: 40 kilometres by sea (ferry).

Ensul to Janeq: 5 kilometres by road.

Chorfa to Janeq: 35 kilometres by road.

Fiq to Dleto: 50 kilometres by road.

Dleto to Irta: 10 kilometres by road.

Holvi to Fiq: 60 kilometres by road.

Holvi to Dleto: 30 kilometres by road.

Cars on roads to and along the coast during the holiday season may experience delays.

Times:

Tunnel shuttles run three times an hour between 0600 and 2200 and take about 35 minutes.

Ferries sail once every two hours between 0800 and 2200 and take about 90 minutes.

Tariffs:

Tunnel: Day return: 50 dollars per car; 14-day return: 300 dollars per car.

Ferry: Day return: 35 dollars per car; 14-day return: 100 dollars per car.

Conditions:

Tunnel: Only bookings in advance are allowed.

Passengers may board only the particular shuttle for which they have booked.

Passengers are advised to arrive at the terminal (Ensul or Fig) no later than 25 minutes before departure.

Smoking is not allowed at either terminal or on the shuttle.

The service operates regardless of weather conditions.

Ferry: Bookings are accepted on the spot.

Passengers can board any ferry that has free capacity.

Passengers are advised to arrive at the port of embarkation at least one hour before departure.

Smoking is permitted in the port buildings and on board.

Crossings are subject to favourable weather but can still be rough.

The Travellers:

The Loova Family: Two adults living in Gan-Bas who want to spend a fortnight in Irta.

Mr. Loova's favourite pipe tobacco is Sportsman's Mixture.

Mrs. Loova suffers from mild claustrophobia.

They have friends in Chorfa.

The Maisio Family: Two adults & two young children from Holvi who want to go on a day trip to Janeq.

One of the children suffers from travel sickness.

The other child has respiratory problems.

They have relatives near Fig.

- (a) In about 150 words explain why, after having considered the alternative route, the Loovas decide to use the ferry. When appropriate, you should refer to the tunnel in your answer. [15]
- (b) In about 150 words explain why, after having considered the alternative route, the Maisios decide to use the tunnel. When appropriate, you should refer to the ferry in your answer. [15]
- (c) Why do you think the company that operates the tunnel crossing may have problems with some of their passengers? Base your answer on the information supplied. [5]

[35]

15 Read Extracts A – D and then answer all the questions.

- A** “The Internet? Oh, it’s all right for illiterates who can only make sense of crude pictures and four-letter words. You just try giving them a decent novel to read or a proper letter to write and see what a mess they make of it. Click, click, click is all people with an attention span of three minutes are capable of and, as for their chatlines, do you ever hear them having a reasonable conversation with anyone round here?”
- B** “I’m a very busy person, I am, and I just haven’t got time to queue up at a bank to pay in money or wait for ages at a travel agent’s while some idiot tries to book a holiday for me. And why leave the house to go shopping when you can do it on line? There’s loads of choice, everything’s done for you, and there’s no more fighting over a parking space and a trolley. And don’t forget all that free music - I can listen to it for hours.”
- C** “It keeps the kids quiet, all that interactive sport and entertainment, and saves me taking them to the Sports Centre when I’ve other things to do like earning money to pay the bills. Mind you, they do sometimes ask the oddest of questions, when they eventually come downstairs, so that I wonder exactly what sites they have been visiting.”
- D** “Without surfing the Net, I’d never have come across Neville High of all places and my closest school friend whom I haven’t seen for fifty years, not since my family emigrated. They’ve got their own website, believe it or not, which brought back fond memories, all those photographs of us in 1953 which I was at liberty to download. Anyway, I’m going back to my home town for a whole month and already feel I’ve never been away.”

(a) Which of the speakers above is most likely to:

- (i) turn a blind eye to infringements of copyright;
- (ii) indulge in sentimental memories;
- (iii) worry over exposure to pornography;
- (iv) feel intellectually superior;
- (v) want immediate results from the service industries?

Identify the speaker and, in each case, briefly explain your choice. [5]

(b) Write a reasoned reply of about 100 words disputing what the speaker in Extract A claims about people who frequently use the Internet. [10]

(c) On a casual reading, it would appear that only Extract A is critical of the Internet. Select EITHER Extract B or C and in about 100 words explain how it, too, suggests that some of the consequences of using the Internet may be less than desirable. [10]

(d) Identify the issue that features in any of the extracts that seems to you to be the most important and in about 100 words explain why. [10]

[35]

Copyright Acknowledgements:

Question 1. Abstract reprinted with permission of Archaeology Magazine, Volume 51, Number 4 (Copyright of the Archaeological Institute of America, 1998).

Every reasonable effort has been made to trace all copyright holders where the publishers (i.e. UCLES) are aware that third-party material has been reproduced. The publishers would be pleased to hear from anyone whose rights they have unwittingly infringed.

University of Cambridge International Examinations is part of the University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.