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ORDINARY LEVEL

PAPER 1

(One hour)

Only one subject to be chosen.

At the head of your composition write the number of the subject you have chosen.

Write a composition on **one** of the following subjects:

1 What should an ideal holiday centre provide?

2 The advantages and disadvantages of 'the little shop on the corner' compared with the supermarket.

3 With whom would you like to change places, and why?

4 Which **three** articles in your possession would you choose to leave to your descendants to represent the times in which you live?

5 Bullies.

6 The most exciting experience of your life.

7 Write a story about **one** of the following:

(*a*) A bank raid.

(*b*) An unjust decision.

(*c*) The extra passenger.

8 Is the desire to 'get rich quick' corrupting us?

9 Write a composition inspired by the following quotation:

'I visited the place where we last met.
Nothing was changed, the gardens were well-tended,
The fountains sprayed their usual steady jet;
There was no sign that anything had ended
And nothing to instruct me to forget.' ELIZABETH JENNINGS

ENGLISH LANGUAGE

113/2
116/2
117/2

ORDINARY LEVEL

PAPER 2

(One hour and a half)

Answer **all** *questions.*

Read the passage printed below and then answer **all** the questions that follow. The marks for each question are given in brackets.

A President Kennedy in 1961 set an ambitious target for the American space engineers: they were to strive to have a man on the Moon by 1970. They did it with six months to spare, and much earlier it was almost certain that they would be successful. The predictability of this degree of success, the near-certain adequacy of the propulsion systems, the navigation calculations, and the re-entry arrangements are not merely remarkable in themselves, staggering though they would have seemed even a few years ago. They also embody a mental jump which man made at some time in the past few hundred years when he accepted the implications of the scientific method. It might be summed up by saying that there is no problem about manipulating the natural world which is in principle an insoluble problem once it has been properly formulated and sufficient intellectual and material resources have been brought to bear upon it.

B This achievement was the result of the great acceleration of knowledge that has taken place in the last seventy years. Seventy years ago, man had not flown in a powered heavier-than-air machine. It is only fifteen years ago that Sputnik I first orbited the earth. It is only eleven since man first went into space. This acceleration of scientific and technological advance comes about because a sort of compound interest is at work. The more knowledge and skill there is, the more quickly a problem is solved, and this in turn is likely to generate even more knowledge and skill so that the next problem too will be more quickly soluble, and will generate more knowledge and skill – and so on.

C This principle stretches far beyond the formal activities of scientists and engineers. It also applies and has applied throughout history to all man's experience. When Columbus landed in the Bahamas in 1492 he was largely ignorant of what he might find there. If he expected anything, it was probably the Indies (he later thought Cuba belonged to the Great Khan). Whatever his own views, many of his crew must have been quite willing to believe they would meet monsters and devils or that they were in danger of falling off the edge of the world. The knowledge at their disposal seemed – and even now seems – tiny in comparison with the scale of the unknown which faced them; they could not even navigate their little ships with the accuracy with which the men at Cape Kennedy could direct Apollo to a landing in the Sea of Tranquillity. Yet this impression of inadequacy is misleading. Columbus's men already had fire-arms, a high degree of metallurgical skill and a military expertise which enabled them to dominate the quite highly civilized peoples they were to encounter. The history of the Aztecs and Incas in the next few decades was to show this. Those peoples lacked even the simple but fundamental technological device of the wheel and were amazed by horses, which on the other side of the Atlantic had been domesticated and available for warfare for over two thousand years.

D Enormously different in scale though it is, the Moon landing illustrates the extension of this trend. Our knowledge about the Moon before the landing was much greater than the knowledge Columbus had of America before he landed there. It had, after all, been mapped. The techniques the astronauts brought with them to master an unfriendly physical environment were elaborate and backed by infinitely more complicated instrumentation and equipment than those of the fifteenth century. The Santa Maria was a much riskier vessel in which to travel than Apollo II. The scientific confidence and adaptability of the astronauts if they had to face unpredicted demands were enormously greater than those of Columbus's crew. Yet, for all this, both groups belong recognizably to the world of modern man. Between them and the cave-dweller, whose explorations can hardly have been stimulated by anything except the search for food, there is a huge gap beside which their own differences are insignificant.

E Traditionally, Columbus stepped ashore clutching the banner of the cross, which symbolized the faith of the culture of which he was a part. The astronauts who took the first curious, ballet-like steps on the Moon embodied in that very action a symbol of our culture. They had to walk in accordance with special drills in order to master the difficulties posed by the gravitational field of the Moon; in that very fact they symbolized the culture which produced them, for they already knew, before ever experiencing it, what the Moon would be like and what they would have to do to walk on it.

F The Moon landing, then, is the culmination of one particular branch of our culture. But it is a beginning, as well as a close. Human history takes us back about six or seven thousand years. It is not much; human pre-history may take us back a million beyond that. Now, something new has begun. It is only a few hours long, but it has started – the history of man on other celestial bodies. What is gradually going to dawn on men if – and it is a big if – they have time before being overtaken by a political disaster here on Earth is that the prospects of survival for the human race have been immeasurably increased. There is apparently a way out of the dead-end prospect hitherto facing men of the slow but irresistible extinction of life on Earth through the evolution of the Sun in the millions of years ahead.

G But we must in every sense come back to earth. There are other, more immediate, ways in which the Moon landings are the start of something new. They are, for example, already providing a stimulus to discontent: if we can carry out a scientific experiment of this magnitude with success, why do we have to put up with hunger, poverty and disease? And there is the possibility of a new phase of political history. In 1959, when Lunik II crashed on the Moon, the Russians to their credit renounced any claim of sovereignty or acquisition of new territories, and a subsequent treaty, to which the Americans acceded, made it clear that the space-racing states were not attempting to apply the old doctrines of discovery and annexation to celestial bodies. Nor has it been possible to extend outwards the notion of a national air-space, such as regulates ordinary civil and military traffic in the Earth's atmosphere, in order to prevent or regulate the 'over-flying' of satellites from other countries. There has even been some, not very precise, agreement on limiting the stationing of nuclear weapons in outer space. Moreover, the information that satellites provide may be helpful in breaking down the suspicion and ignorance which so bedevils the relations of the super-powers. If that happened, 1969 would indeed be what the history books conventionally call a 'turning-point'.

(From *The History of the 20th Century*, ed. J. M. ROBERTS, 1970 (adapted))

Answer **all** *the questions*

Important Note: 'OWN WORDS' – When a question instructs you to write 'in your own words' you must **not** include in your answer key words and phrases from the passage. Obviously unimportant words like 'and', 'if', 'the', etc. do not matter, nor do common words like 'space' for which there are no satisfactory substitutes. But no credit will be given to an answer which merely repeats phrases and important words from the passage.

N.B. This restriction applies only to those questions which ask for 'own words': viz. 1(*b*); 1(*c*); 2(*b*) and 2(*d*).

1 (*a*) The author says that certain aspects of the Moon landing are 'remarkable in themselves' (l. 5):

(i) the *predictability* of this *degree* of success,

(ii) the *near-certain adequacy* of the *propulsion systems*,

(iii) the *navigation* calculations,

(iv) the *re-entry* arrangements.

Explain clearly the meaning of each of these, without using any of the italicised words.

(*b*) Explain briefly, **in your own words**, what the author means by 'there is no problem about manipulating the natural world which is...insoluble' (ll. 8–9).

(*c*) Explain **in your own words** how the 'first curious, ballet-like steps' of the astronaut (l. 46–47) are seen by the author as a symbol of our culture.

(N.B. The word 'culture' here refers to knowledge and skills.) [12 marks]

2 (*a*) What does the author really mean by the phrase 'It is only a few hours long'? (l. 55).

(*b*) From paragraph **F**, state **in your own words**:

(i) what pessimistic forecast the author says *may* come true,

(ii) what pessimistic forecast the author says *must* come true,

(iii) what grounds for optimism he suggests.

(*c*) 'We must *in every sense* come back to earth...' (l. 61).

Give the **two** meanings of the phrase 'come back to earth' which the author has in mind.

(*d*) Explain briefly, **in your own words**, how, according to the author, the Moon programme may lead people to think about social problems on Earth. [10 marks]

3 (*a*) The author refers to 'the possibility of a new phase of political history' (ll. 64–65).

List **four** different ways in which, according to the author, 'political history' may change direction as a result of the developments in space.

(*b*) Give the meaning of the following words **as they are used in the passage**. Each answer must consist of either a single word or a phrase of not more than **seven** words. Give only **one** answer for each word:

(i) ambitious (l. 1),
(ii) acceleration (l. 11),
(iii) fundamental (l. 31),
(iv) culmination (l. 52),
(v) subsequent (l. 67),
(vi) bedevils (l. 74). [10 marks]

4 You have been asked to write an article comparing the achievements of Columbus and of the astronauts.

Using material from paragraphs **A**, **C** and **D**, write your article in three paragraphs as follows:

Paragraph 1, describing the disadvantages which Columbus faced compared with the astronauts.

Paragraph 2, describing the advantages he had compared with the Aztecs.

Paragraph 3, explaining in what ways the two expeditions were similar.

Write your article, using between 120 and 140 words altogether, taking care to write as accurately as you can, and linking the paragraphs together to form an interesting and connected passage of **continuous prose**.

You may use the language of the passage in this question if you wish, but copying whole phrases from it will certainly leave you short of words to include all the information asked for. [18 marks]

ENGLISH LANGUAGE 116/3

ORDINARY LEVEL

PAPER 3

(One hour)

Only one subject to be chosen.

At the head of the composition write the number of the subject you have chosen.

Write a composition on **one** of the following subjects:

1 Caravans.

2 Write your suggestions for putting one or more of the following to better use: canals, dis-used railway tracks, abandoned industrial sites.

3 Seeing the funny side of things.

4 Lunch hours.

5 'The world is increasingly noisy.' What are the various sources of irritation and what remedies can you suggest?

6 Describe the sort of holiday job you would enjoy doing in the summer.

7 What advantages can there be in having a room of one's own?

8 Should young offenders be more severely punished?

9 Write a story inspired by the photograph on the opposite page.

Photograph for Question 9

Photograph by Cambridge Evening News