



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

**GENERAL PAPER**

**8001/01,02**

**October/November 2007**

**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.

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.

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 **9** printed pages and **3** blank pages.





**PAPER 1**

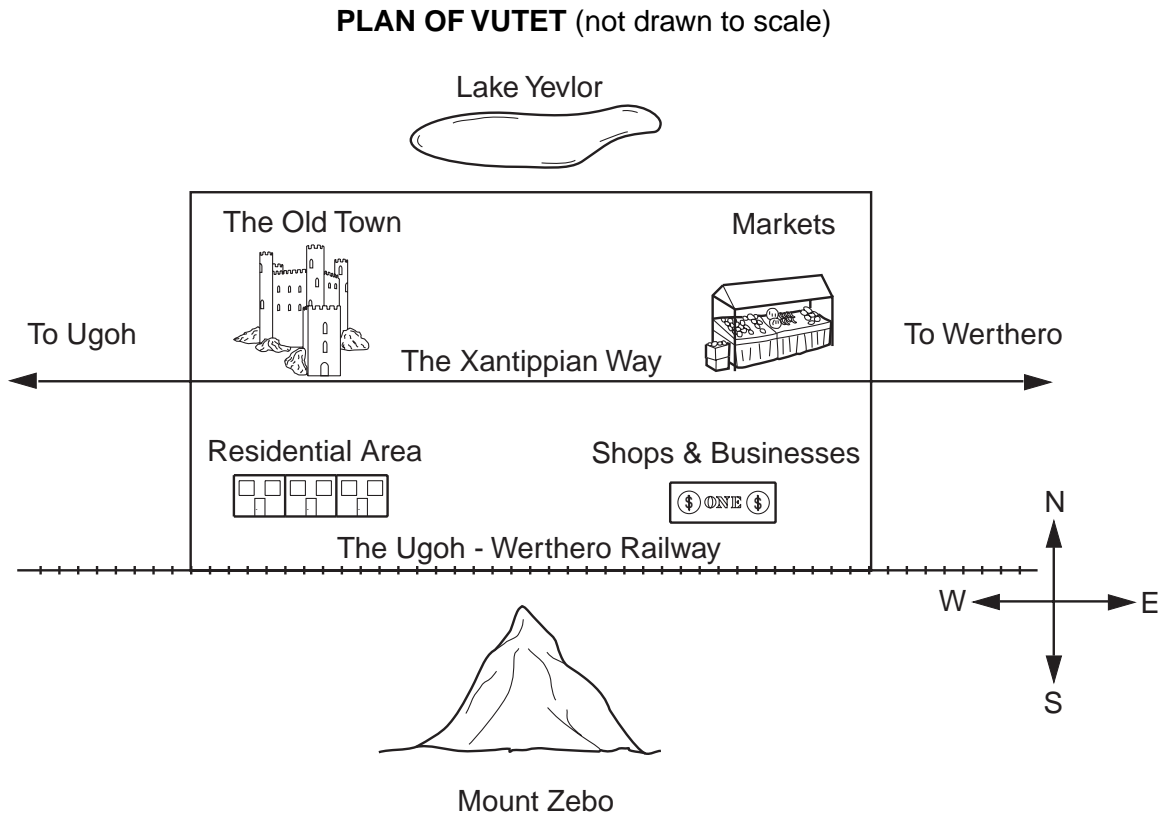
Answer **one** question from Paper 1. You should write between 500 and 800 words.

- 1 How far are 'ordinary' people important in the history of a country?
- 2 'Sport is a greatly overrated activity.' How far do you agree?
- 3 How far is it possible for societies to provide equal opportunities for all their citizens?
- 4 'The most effective learning takes place away from school.' How far do you agree?
- 5 Discuss the view that the internet can be more harmful than helpful.
- 6 Do you think there is a conflict between science and religion?
- 7 What can be done to make young people more aware of the importance of mathematics as a subject?
- 8 How far can countries be prepared for a serious outbreak of disease?
- 9 In what ways can advertising be useful and entertaining?
- 10 'The media focuses too much on opinion, rather than on fact.' How far do you agree?
- 11 'The way we speak reveals who we are.' Is this true?
- 12 Is it more important to preserve old buildings or to encourage new forms of architecture?

## PAPER 2

Answer **one** question from Paper 2.

- 13 Study the diagram and the other information below and then answer all the questions (a–c) based on them.



Vutet is a town squeezed between Lake Yevlor and Mount Zebo.

In a recent referendum, the adult population were asked to vote for one of the following options:

- A** to ban all large goods vehicles (e.g. lorries and vans) from the town every day between 0900 and 1800;
- B** to ban all large goods vehicles from the town all day each Tuesday and Thursday;
- C** to allow unrestricted access to the town to every kind of vehicle, as at present.

In the run-up to the referendum, the electorate were made aware or reminded of the points below:

- 1 The Xantippian Way is the only four-lane road in Vutet. Other streets are narrow and steep.
- 2 Subsidence has recently cut the railway link with Ugoh and Werthero. More landslides within the next ten years have been predicted and the line is unlikely to be re-opened.
- 3 In present conditions, it would take 45 minutes to proceed by car along the length (2 km) of the Xantippian Way, in either direction, between 0730 and 0900 and between 1600 and 1730 on any weekday.
- 4 Fresh produce from the countryside is normally delivered to the markets between 0530 and 0800 every morning except Sunday.

- 5 The Old Town tourist area with its souvenir and gift shops attracts, on average, 90 coaches on Tuesdays and Thursdays, and 50 coaches on other days of the week throughout the year.
- 6 Market traders have threatened to take their business elsewhere if there are any restrictions on large vans and lorries.
- 7 Lake Yevlor has been made famous by the artist Twipple whose lakeside home is open to the public on Tuesdays and Thursdays. A chair-lift up Mount Zebo also operates on these days.
- 8 The main tourist attractions in the Old Town are open every day between 1000 and 1600, except on Wednesdays.
- 9 65% of the working population travel to Werthero, a large port 15 kilometres to the east of Vutet.
- 10 Many respiratory conditions treated at the local hospital are thought to be caused by traffic fumes.
- 11 Tourist coaches enter Vutet from the west, drop their passengers off along the Xantippian Way and then make their way to the coach park, two kilometres to the east of the town. The reverse procedure is adopted at the start of their return journey.
- 12 All the markets are at their busiest on Wednesdays. Quite a few open on other days of the week.
- 13 There are not many public car parks in Vutet. Visitors are prohibited from parking in the residential area.
- 14 Tour operators offer special discounts for coach passengers on Tuesdays and Thursdays.
- 15 Most residents in Vutet walk to the local shops and markets, avoiding the Xantippian Way as much as possible.

From your understanding of the situation in Vutet, answer the following questions. (In your answers, do not copy whole phrases from the material that has been provided.)

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 ways is each of the following important when considering the traffic problems of Vutet?
- |  |     |
|--|-----|
| <b>(i)</b> the cutting of the railway link between Ugoh and Werthero                   | [3] |
| <b>(ii)</b> the closing of the main tourist attractions in the Old Town on Wednesdays  | [3] |
| <b>(iii)</b> the arrangements for the setting down and picking up of coach passengers  | [3] |
| <b>(iv)</b> the fact that visitors are prohibited from parking in the residential area | [3] |
| <b>(v)</b> the offering of special discounts to coach passengers.                      | [3] |
- (b)** In about 100 of your own words, argue against unrestricted access (Option C). [10]
- (c)** The market traders of Vutet have declared their hostility to the first and second options (A and B). To what extent are they right to oppose them? **Answer in about 100 of your own words.** [10]

Note: Up to an additional 15 marks will be available for use of English.

14 Read the following dialogue, and then answer all the questions (a–d) that follow it.

- Principal:* When did you discover the damage to 'Mythical and Extinct Birds'?
- Librarian:* At 3.15p.m. on Saturday, when I went round tidying up. And there it was, on a reading desk with pages 29 – 46 cut out.
- Principal:* And Mercury, you say, left the Library just before then?
- Librarian:* Yes, he was in for only ten minutes after having asked me for as much material as we had on the fate of the dodo.
- Principal:* And you directed him to the Natural History Section?
- Librarian:* Yes, he really did not seem to know his way round the shelves.
- Principal:* So, you'd never seen him in the Library before?
- Librarian:* Indeed, not! It's not the sort of place I'd expect to see Mercury. The sports field, perhaps, but not here. In fact, I had to tell him that he could only look at the books, not borrow them.
- Principal:* Because it was our reference library. As opposed to the main one in the Arts Wing.
- Librarian:* Precisely. I also had to tell him to leave his rucksack at the counter.
- Principal:* Which he picked up on leaving?
- Librarian:* Yes, he muttered some excuse that he had to go and then left in a hurry.
- Principal:* What was he wearing?
- Librarian:* Oh, the usual tee-shirt and jeans that we allow them to wear over the weekend.
- Principal:* No coat?
- Librarian:* No.
- Principal:* Did he ever say why he wanted to read up on the extinction of the dodo?
- Librarian:* Yes. While I was steering him over to the right section, he said it was a class project.
- Principal:* Set by?
- Librarian:* Set by Mrs. Hera.
- Principal:* Need there be only one suspect? Has no-one else recently asked you for much the same thing?
- Librarian:* Oh, you wouldn't expect my regulars to do so. They know where everything is or how to track it down.
- Principal:* And to put books back on the shelves once they've finished with them?
- Librarian:* Certainly! We have notices to that effect and I make sure that they are observed.
- Principal:* But you didn't in the case of our Mercury who, as we all know, is not one of our more dedicated students?
- Librarian:* I would have done, had he stayed longer, but he left in such a rush.
- Principal:* Had 'Mythical and Extinct Birds' been returned to the shelves, would you have noticed the damage?
- Librarian:* Not until we did a shelf check, but it was so obvious, once I picked it up from the desk.
- Principal:* Presumably, the missing pages referred to the dodo?
- Librarian:* Oh, yes. The whole chapter was gone – and several valuable illustrations. We'll never be able to afford another copy!
- Principal:* It sounds as if you could have steered Mercury clear of that particular book. Anyway, tell me: were you busy when he turned up?
- Librarian:* We always are immediately after lunch. Then it becomes quieter as the students go off campus.
- Principal:* Which it was when Mercury came in?
- Librarian:* Yes. Which is why I was able to leave the counter and escort him to the Natural History Section.

- Principal:* But you didn't stay with him?  
*Librarian:* No. I left him to it and went back to my filing.  
*Principal:* In the back office?  
*Librarian:* Yes.  
*Principal:* And you didn't actually see him handle the book?  
*Librarian:* No.

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) Give **five** pieces of evidence to suggest that the reference library is attached to an educational establishment. [5]
- (b) The Librarian suspects that it was Mercury who damaged 'Mythical and Extinct Birds'. On the basis of the dialogue, what grounds might there be for his suspicion? **Answer in about 120 of your own words.** [12]
- (c) **In about 120 of your own words**, suggest why Mercury need not be guilty of the damage. [12]
- (d) What evidence is there that the Principal is not satisfied with the way the Librarian dealt with the incident? [6]

Note: Up to an additional 15 marks will be available for use of English.

- 15 During the 1990s, Rwanda, a densely populated country in the heart of Africa, experienced a bloody civil war that sprang from racial tensions. During the conflict, at least 900,000 Rwandans were killed and a further two million driven from their homes. Since this genocide, the country has been on the slow road to recovery. One aspect of this is the revival of Rwanda's traditional justice system, *Gacaca*, the legal process aimed at establishing the truth of what happened. AVP (Alternatives to Violence Project) is one of several programmes designed to train those who act as judges for *Gacaca*. The narrator is Laura Chico, an observer from the Centre for Restorative Justice.

Now read the following passage, and then answer all the questions (a–f) that follow it.

When we arrived at the AVP meeting, the participants were already there, sitting quietly in a semi-circle of chairs waiting for the trainers to begin. There were eleven men and ten women, all judges in the traditional arbitration process that has been revived to handle the overwhelming numbers of genocide-related cases. This process called *Gacaca* has the enormous task of seeking the truth of what happened during the genocide, documenting all information gathered and processing lower-level cases (those who looted, destroyed property, or were forced into killing people), and finally seeking that tricky balance between justice and reconciliation. It is no small task, and the judges have received training from various organizations. 5

The AVP meeting began with introductions. I watched as the trainers began to create a new atmosphere within the room. One way they did this was by using Adjective Names (I was 'Lucky Laura' and my Rwandan companion was 'Peace Paule'), insisting that after someone speaks the next person says "Murakose, Lucky Laura, Nitwa Peace Paule" ("Thank you, Lucky Laura, I'm Peace Paule"). There were some ripples of resistance to these new ways of interacting but, again and again, the Rwandan trainers would insist. This was because they saw a deeper value in encouraging people to relate to one another across ethnic groups in a completely new way. And sure enough, I watched the magic of AVP unfold as the group began to gel and create its own safe space away from the pulls of everyday Rwandan life. 10 15

On that first morning, the trainees turned to a partner and told that person about a time when they had done something good. The partners talked and listened, and then a few shared their stories with the large group. There were stories of saving people's lives, taking in orphans, and so on. After the sharing was over, several participants raised their hands. 20

"How can we know that what these people say is true?" they wanted to know. 25

"I mean," added one woman, "saving someone from a crocodile with just a stick! It's hard to believe."

The trainers fielded the questions, but moved on quickly. I suppose they weren't surprised by how almost impossible it is to trust one another in a situation where your neighbour suddenly turned on you or your husband, killed your children and tried to kill you. 30

Later on, the trainers introduced an activity called 'Serial News'. They asked five participants to volunteer to leave the room, and they chose one more to stay to listen to a short, detailed story. Then, one by one, the volunteers came in, listened to the story from the person who came before, and then retold it to the person who followed. Even though I didn't understand a word, I was laughing just as hard as everyone else as the story changed and changed some more, to the point of becoming unrecognisable. Many said that after seeing how stories can change in 35



the retelling, they would no longer believe hearsay or rumours but that they would be sure to go to the source. 40

As an outsider, I was witnessing how essential AVP is to the process of reconciliation here, how deeply it touches the core.

Throughout the workshop the trainers connected the lessons not only to the aims of *Gacaca* and to Rwanda's violent history, but also to violence at home, against women and children. It was warming to see the two male trainers speak out as strongly against rape and domestic violence as the women. On the third day, the trainers asked the participants how they would use the lessons they had learned so far. As we moved round the circle, we came to an elderly man who gave this testimony: 45

"Before, I was bad. There was trouble even at home. Now I talk softly and my family are wondering what happened to me." 50

The room erupted in applause for this transformation, and then the testimonies continued. Later, I asked: "Why do people believe the transformation testimonies but not the earlier stories of when people had done good things?"

"Because they just volunteered this," was the answer. "No one asked them to share this." 55

That made sense to me. But I also wondered, watching the previously stone-faced group laugh and smile and listen deeply, if maybe AVP had started to do the impossible: to plant a small seed of trust that might, with generations to nurture it, one day flower.

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) What evidence is there that the narrator is not Rwandan? [3]
- (b) At one stage of the AVP meetings, the trainers 'moved on quickly' (line 28). Give **two** explanations why they did this. [2]
- (c) **In about 80 of your own words**, explain the intended effects of each of the four major workshop activities: the use of Adjective Names (lines 11–19); the sharing of good experiences (lines 20–24); the 'Serial News' exercise (lines 32–40); the final testimonies (lines 46–55). [8]
- (d) Suggest **two** reasons why the Gacaca judges might have objected to the use of Adjective Names. [2]
- (e) **In about 80 of your own words**, explain four major aims of the AVP workshop in Rwanda. [8]

- (f) (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:

arbitration (line 3)

looted (line 7)

ethnic (line 17)

hearsay (line 39)

reconciliation (line 41)

domestic (line 46)

transformation (line 51)

volunteered (line 54).

[6]

- (ii) For each of the words that you have chosen, write a separate sentence to illustrate its meaning as used in the passage. Your six sentences should not deal with the subject matter of the passage. [6]

Note: Up to an additional 15 marks will be available for use of English.



---

*Copyright Acknowledgements:*

Question 15                    © <http://www.sfu.ca/crj/chico.html> 28/07/2005.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

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