Questions 21–26

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 21–26 on your answer sheet write

YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

21 Adults often fail to recognise the subversive elements in books their children read.
22 In publishing, the definition of certain genres has become inconsistent.
23 Characters in The Secret Garden are a good example of the norm in children's literature.
24 Despite the language used in A High Wind in Jamaica, it should be considered a children's book.
25 The character of Tiny Tim contrasts with that of the child in Little Lord Fauntleroy.
26 A more realistic view of money should be given in children's books.

**Task guide**

- This task requires you to understand views expressed or claims made by the writer of the text.
- To answer each question, you will need to ask yourself three questions:
  (a) Is the same view expressed in the text?
  (b) Is the opposite view expressed in the text?
  (c) Is there no view on this particular matter in the text?
- For an answer to be ‘No’, the writer must directly state something that makes the statement in the question incorrect.
- Questions to which the answer is ‘Not Given’ involve the writer saying something related to the statement in the question, but not expressing a view or making a claim on the specific point mentioned in the question.
- This task requires you to look very closely at what the writer does say, with regard to each of the questions.
- The questions follow the order in which the relevant issues are discussed or points mentioned in the text.
Step-by-step guide

The best way to approach this task is to:

• look at each question one by one
• locate the relevant part of the text
• study the question and that part of the text carefully and
• then decide on your answer.

Question 21

› Step 1 – Locate the relevant section of the text
Which section or sections of the text describe children’s literature as subversive?

› Step 2 – Study the question carefully
Focus on the place(s) in the text you identified in step 1. Look carefully at the question and decide exactly what it means.

1 What does ‘subversive’ mean in the context?
A criticising what is considered to be normal
B done only for entertainment
C difficult for some people to understand

2 The question is asking if the author says that adults
A pretend that the books don’t have subversive elements.
B are annoyed that the books have subversive elements.
C don’t realise that the books have subversive elements.

› Step 3 – Find the answer
Using your answers in step 2, read the relevant part of the text carefully and answer these questions:

1 Does the writer say that children’s literature presents a view of life that is different from that of adults?

2 Does the writer say that adults think that a different view of life is presented in the books their children read?

3 Does the writer say that adults read the books their children read?

Now use your answers for steps 2 and 3 to decide on the answer to Question 21.

Question 22

› Step 1 – Locate the relevant section of the text
1 Which section of the text refers to the publishing world and the people involved in it?

› Step 2 – Study the question carefully
Focus on the place(s) in the text you identified in step 1. Look carefully at the question and decide exactly what it means.

1 Which word in the relevant part of the text means ‘genre’?

2 The question is asking whether the writer states that something
A isn’t always correct.
B has become unfashionable.
C doesn’t always follow the same pattern.

› Step 3 – Find the answer
Using your answers in step 2, read the relevant part of the text carefully and answer these questions:

1 Does the writer say that children’s books and adult books are still considered to be totally separate types of book?

2 Does the writer say that people find it difficult to decide what category some books belong to?

3 Does the writer suggest that different people categorise books differently?

Now use your answers for steps 1 and 2 to decide on the answer to Question 22.

Questions 23–26

Now answer Questions 23–26, using the same process:

• Locate the relevant part of the text.
• Study the question and the relevant part of the text carefully.
• Ask yourself the three questions listed in the Task guide on page 38.
The birth of our modern minds

When did we begin to use symbols to communicate? Roger Highfield reports on a challenge to prevailing ideas

Anyone who doubts the importance of art need do no more than refer to the current account of human evolution, where the emergence of modern people is not so much marked by Stone Age technology as a creative explosion that rocked Europe 40,000 years ago. Our ancestors began to adorn their bodies with beads and pendants, even tattoos; they painted representations of animals, people and magical hybrids on cave walls in Lascaux, France and Altamira in Spain. They sculpted voluptuous stone figures, such as the Venus of Willendorf. This cultural Big Bang, which coincided with the period when modern humans reached Europe after they set out, via the Near East, from Africa, marked a decisive point in our story, when man took a critical step beyond the limitations of his hairy ancestors and began to use symbols. The modern mind was born.

Or was it? Britain’s leading archaeologist questions the dogma that the modern human mind originated in Europe and, instead, argues that its birth was much more recent, around 10,000 years ago, and took place in the Middle East. Lord Renfrew, professor of archaeology at Cambridge University, is troubled by what he calls the ‘sapient behaviour paradox’: genetic findings, based on the diversity of modern humans, suggest that our big brains emerged 150,000 years ago, when Homo sapiens evolved from Homo erectus, and were fully developed about 60,000 years ago. But this hardware, though necessary, was not sufficient for modern behaviour: software (culture) is also required to run a mind and for this to be honed took tens of millennia. There is something unsatisfactory about the genetic argument that rests on the ‘potential’ for change emerging, he argues. Ultimately, little happened — or at least not for another 30,000 years.

Although there is no doubt that genes shaped the hardware of the modern brain, genetics does not tell the whole story. ‘It is doubtful whether molecular sequences will give us any clear insights,’ said Lord Renfrew, adding that the current account of our origins has also become sidetracked by placing too much emphasis on one cultural event. Either side of the boundary between the Middle and Upper Palaeolithic, 40,000 years ago, people lived much the same way. To the casual observer, the archaeological record for Homo sapiens does not look much different from Homo erectus’s, or even our beetle browsed European cousins, the Neanderthals. ‘There are detailed changes in tools and so on but the only one that really strikes you is cave art.’

And this artistic revolution was patchy: the best examples are in Spain and France. In Britain, the oldest known cave art consists of 12,000-year-old engravings in Creswell Crags. Indeed, was there an artistic revolution 40,000 years ago at all? Two pieces of ochre engraved with geometrical patterns 70,000 years ago were recently found at Blombos Cave, 180 miles east of Cape Town, South Africa. This means people were
able to think abstractly and behave as modern humans much earlier than previously thought. Lord Renfrew argues that art, like genetics, does not tell the whole story of our origins. For him, the real revolution occurred 10,000 years ago with the first permanent villages. That is when the effects of new software kicked in, allowing our ancestors to work together in a more settled way. That is when plants and animals were domesticated and agriculture born.

'First there were nests of skulls and unusual burial practices, cult centres and shrines. Then you have the first villages, the first towns, like Jericho in Jordan (around 8000 BC) and Catalhöyük in Turkey (est. 6500 BC), then the spread of farming to Europe. Before long, you are accelerating towards the first cities in Mesopotamia, and then other civilisations in Mexico, China and beyond.'

Living in timber and mud brick houses led to a very different engagement between our ancestors and the material world. 'I don't think it was until settled village communities developed that you had the concept of property, or that I own these things that have been handed down to me.' This in turn could have introduced the need for mathematics, to keep a tally of possessions, and written language to describe them. In the Near East, primitive counters date back to the early farming period and this could have marked the first stages of writing, said Lord Renfrew. 'We have not solved anything about the origins of modern humans until we understand what happened 10,000 years ago,' he said. He is excited by excavations now under way in Anatolia, a potential birthplace of the modern mind, in Catalhöyük, one of the earliest places where close-knit communities were born, and Göbekli Tepe, a shrine that predates village life. These spiritual sites may have seeded the first human settled communities by encouraging the domestication of plants and animals.
Questions 27–32
Answer the questions below using NO MORE THAN THREE WORDS for each answer.
Write your answers in boxes 27–32 on your answer sheet.

27 According to the current view, what does NOT indicate the first appearance of the modern human?
28 What type of evidence does Lord Renfrew question in general?
29 What, apart from art, were the developments in the creation of 40,000 years ago?
30 What kind of cave art in Britain is referred to?
31 What TWO things does Lord Renfrew believe to have been established 10,000 years ago?
32 What TWO things did the notion of personal possessions lead to?

Short-answer questions

Task guide

► This task requires you to write answers for questions, using pieces of information that are given in the reading passage.

► Read the instructions carefully. Notice how many words you can use to answer each question. The number of words may vary; you may be asked to write one, two or three words in each question. The instructions will also tell you if you need to use a number in one or more answers.

► All the questions can be answered using actual words and phrases that appear in the reading passage. You are not required to think of words that have the same meaning as words in the text, and if you do this, you may make unnecessary mistakes.

► The questions follow the same order as the relevant information in the text.
Step-by-step guide

The best way to approach this task is to:
- look at each question one by one
- locate the relevant part of the text and
- look for the information that relates to each question.

For some questions, you may find words and phrases in the text that mean the same as words and phrases in the question. For some questions, this will not be the case, and you will have to look for information that matches the content of the question but is expressed in a different way.

Question 27

› Step 1 – Locate the question in the text
1 Find a sentence in the text that mentions the current view concerning the development of the modern human being. Which sentence is it and in which paragraph is it?

2 Which word in that sentence means ‘first appearance’?

3 Which word in that sentence means ‘indicated’?

› Step 2 – Find the answer
The sentence in the text you identified in step 1 refers to something that does indicate the first appearance of the modern human being, and something that does not. Find these two things and choose one of them as your answer for Question 27.

Question 28

› Step 1 – Locate the question in the text
1 If you ‘question’ something, you have doubts about it or think it may not be right. In which paragraphs are there references to Lord Renfrew having doubts about something?

› Step 2 – Find the answer
1 In the paragraph you identified in questions 2 and 3 of step 1, Lord Renfrew is said to have doubts about certain evidence. Which word in that paragraph means ‘evidence’ or ‘discoveries’?

2 In the same paragraph, Lord Renfrew is also said to consider a certain opinion not to be right. Which word means ‘opinion’ or ‘view’ in this context?

3 Find a word in the text that is connected with the two words you identified in questions 1 and 2 above and write it as your answer for Question 28.

Questions 29–32

Now answer Questions 29–32, using the same process:
- Locate the question in the text.
- Look for sentences and phrases that relate to the content of the question.
- Remember that all the answers can be actual words and phrases that you find in the text.