

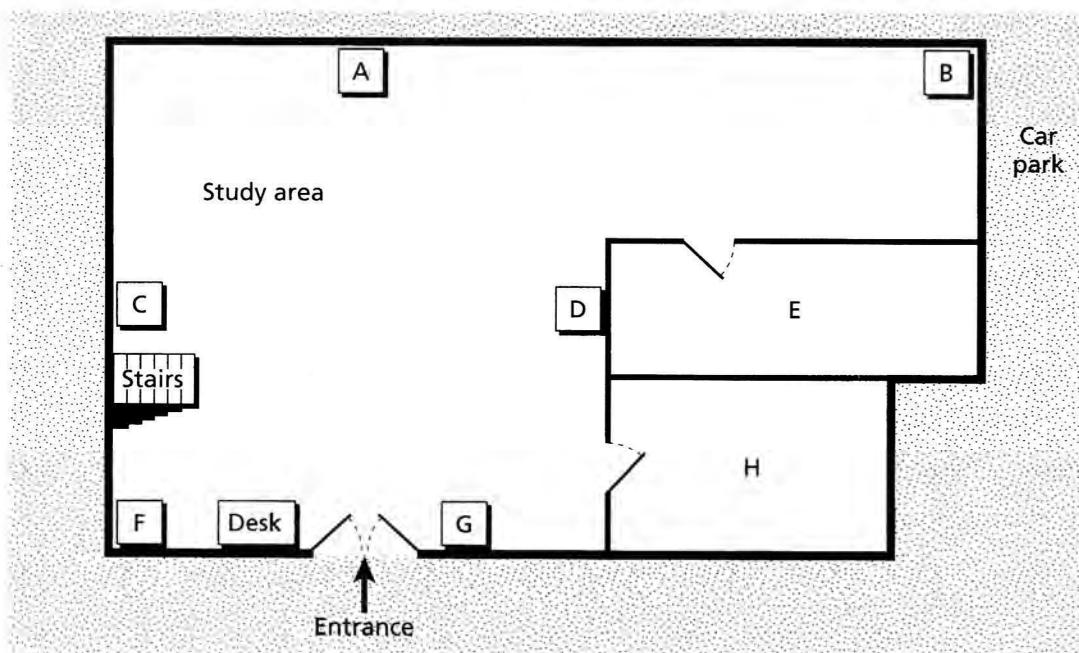
SECTION 2 Questions 11–20

Questions 11–15

Label the plan below.

Write the correct letter, **A–H**, next to Questions 11–15.

Plan of Learning Resource Centre (Ground Floor)



- 11 Newspapers
- 12 Computers
- 13 Photocopier
- 14 Café
- 15 Sports books

Questions 16–20

Complete the table below.

Write **ONE WORD ONLY** for each answer.

New staff responsibilities

Name	New responsibility
Jenny Reed	Buying 16 for the Centre
Phil Penshurst	Help with writing 17 for courses
Tom Salisbury	Information on topics related to the 18
Saeed Aktar	Finding a 19
Shilpa Desai	Help with 20

SECTION 3 Questions 21–30**Questions 21–27**

What helped Stewart with each of the following stages in making his training film for museum employees?

Choose **SEVEN** answers from the box and write the correct letter, **A–I**, next to Questions 21–27.

What helped Stewart

- A** advice from friends
- B** information on a website
- C** being allowed extra time
- D** meeting a professional film maker
- E** good weather conditions
- F** getting a better computer
- G** support of a manager
- H** help from a family member
- I** work on a previous assignment

Stages in making the training film for museum employees

- 21** finding a location
- 22** deciding on equipment
- 23** writing the script
- 24** casting
- 25** filming
- 26** editing
- 27** designing the DVD cover

Questions 28–30

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Stewart's work placement: benefits to the Central Museum Association

- his understanding of the Association's **28**
- the reduction in expense
- increased co-operation between **29**
- continuous **30** which led to a better product
- ideas for distribution of the film

SECTION 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

New Caledonian crows and the use of tools

Examples of animals using tools

- some chimpanzees use stones to break nuts
- Betty (New Caledonian crow) made a
 31 out of wire to move a bucket of food
- Barney (New Caledonian crow) used sticks to find food

New Zealand and Oxford experiment

- three stages: crows needed to move a **32** in order to reach a short stick; then use the short stick to reach a long stick; then use the long stick to reach food

Oxford research

- crows used sticks to investigate whether there was any **33** from an object
- research was inspired by seeing crows using tools on a piece of cloth to investigate a spider design
- Barney used a stick to investigate a snake made of **34**
- Pierre used a stick to investigate a **35**
- Corbeau used a stick to investigate a metal toad
- the crows only used sticks for the first contact

Conclusions of above research

- ability to plan provides interesting evidence of the birds' cognition
- unclear whether this is evidence of the birds' **36**

Exeter and Oxford research in New Caledonia

- scientists have attached very small cameras to birds' **37**
- food in the form of beetle larvae provides plenty of **38** for the birds
- larvae's specific **39** composition can be identified in birds that feed on them
- scientists will analyse what the birds include in their **40**

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

The Phoenicians: an almost forgotten people

The Phoenicians inhabited the region of modern Lebanon and Syria from about 3000 BC. They became the greatest traders of the pre-classical world, and were the first people to establish a large colonial network. Both of these activities were based on seafaring, an ability the Phoenicians developed from the example of their maritime predecessors, the Minoans of Crete.

An Egyptian narrative of about 1080 BC, the *Story of Wen-Amen*, provides an insight into the scale of their trading activity. One of the characters is Wereket-El, a Phoenician merchant living at Tanis in Egypt's Nile delta. As many as 50 ships carry out his business, plying back and forth between the Nile and the Phoenician port of Sidon.

The most prosperous period for Phoenicia was the 10th century BC, when the surrounding region was stable. Hiram, the king of the Phoenician city of Tyre, was an ally and business partner of Solomon, King of Israel. For Solomon's temple in Jerusalem, Hiram provided craftsmen with particular skills that were needed for this major construction project. He also supplied materials – particularly timber, including cedar from the forests of Lebanon. And the two kings went into trade in partnership. They sent out Phoenician vessels on long expeditions (of up to three years for the return trip) to bring back gold, sandalwood, ivory, monkeys and peacocks from Ophir. This is an unidentified place, probably on the east coast of Africa or the west coast of India.

Phoenicia was famous for its luxury goods. The cedar wood was not only exported as top-quality timber for architecture and shipbuilding. It was also carved by the Phoenicians, and the same skill was adapted to even more precious work in ivory. The rare and expensive dye for cloth, Tyrian purple, complemented another famous local product, fine linen. The metalworkers of the region, particularly

those working in gold, were famous. Tyre and Sidon were also known for their glass.

These were the main products which the Phoenicians exported. In addition, as traders and middlemen, they took a commission on a much greater range of precious goods that they transported from elsewhere.

The extensive trade of Phoenicia required much book-keeping and correspondence, and it was in the field of writing that the Phoenicians made their most lasting contribution to world history. The scripts in use in the world up to the second millennium BC (in Egypt, Mesopotamia or China) all required the writer to learn a large number of separate characters – each of them expressing either a whole word or an element of its meaning. By contrast, the Phoenicians, in about 1500 BC, developed an entirely new approach to writing. The marks made (with a pointed tool called a stylus, on damp clay) now attempted to capture the sound of a word. This required an alphabet of individual letters.

The trading and seafaring skills of the Phoenicians resulted in a network of colonies, spreading westwards through the Mediterranean. The first was probably Citium, in Cyprus, established in the 9th century BC. But the main expansion came from the 8th century BC onwards, when pressure from Assyria to the east disrupted the patterns of trade on the Phoenician coast.

Trading colonies were developed on the string of islands in the centre of the Mediterranean – Crete, Sicily, Malta, Sardinia, Ibiza – and also on the coast of north Africa. The African colonies clustered in particular around the great promontory which, with Sicily opposite, forms the narrowest channel on the main Mediterranean sea route. This is the site of Carthage.

Carthage was the largest of the towns founded by the Phoenicians on the north African coast, and it rapidly assumed a leading position among the neighbouring colonies. The traditional date of its founding is 814 BC, but archaeological evidence suggests that it was probably settled a little over a century later.

The subsequent spread and growth of Phoenician colonies in the western Mediterranean, and even out to the Atlantic coasts of Africa and Spain, was as much the achievement of Carthage as of the original Phoenician trading cities such as Tyre and Sidon. But no doubt links were maintained with the homeland, and new colonists continued to travel west.

From the 8th century BC, many of the coastal cities of Phoenicia came under the control of a succession of imperial powers, each of them defeated and replaced in the region by the next: first the Assyrians, then the Babylonians, Persians and Macedonian Greeks.

In 64 BC, the area of Phoenicia became part of the Roman province of Syria. The Phoenicians as an identifiable people then faded from history, merging into the populations of modern Lebanon and northern Syria.

Questions 1–8

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

The Phoenicians' trading activities

The Phoenicians' skill at 1 helped them to trade.

In an ancient story, a 2 from Phoenicia, who lived in Egypt, owned 50 ships.

A king of Israel built a 3 using supplies from Phoenicia.

Phoenicia supplied Solomon with skilled 4

The main material that Phoenicia sent to Israel was 5

The kings of Phoenicia and Israel formed a business 6 in order to carry out trade.

Phoenicians carved 7 , as well as cedar.

The Phoenicians also earned a 8 for shipping goods.

Questions 9–13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9–13 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

- 9 Problems with Assyria led to the establishment of a number of Phoenician colonies.
- 10 Carthage was an enemy town which the Phoenicians won in battle.
- 11 Phoenicians reached the Atlantic ocean.
- 12 Parts of Phoenicia were conquered by a series of empires.
- 13 The Phoenicians welcomed Roman control of the area.

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.

Questions 14–19

Reading Passage 2 has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i–viii**, in boxes 14–19 on your answer sheet.

List of Headings

- i** The power within each studio
- ii** The movie industry adapts to innovation
- iii** Contrasts between cinema and other media of the time
- iv** The value of studying Hollywood's Golden Age
- v** Distinguishing themselves from the rest of the market
- vi** A double attack on film studios' power
- vii** Gaining control of the industry
- viii** The top movies of Hollywood's Golden Age

- 14** Paragraph **A**
- 15** Paragraph **B**
- 16** Paragraph **C**
- 17** Paragraph **D**
- 18** Paragraph **E**
- 19** Paragraph **F**

The Hollywood Film Industry

- A This chapter examines the 'Golden Age' of the Hollywood film studio system and explores how a particular kind of filmmaking developed during this period in US film history. It also focuses on the two key elements which influenced the emergence of the classic Hollywood studio system: the advent of sound and the business ideal of vertical integration. In addition to its historical interest, inspecting the growth of the studio system may offer clues regarding the kinds of struggles that accompany the growth of any new medium. It might, in fact, be intriguing to examine which changes occurred during the growth of the Hollywood studio, and compare those changes to contemporary struggles in which production companies are trying to define and control emerging industries, such as online film and interactive television.
- B The shift of the industry away from 'silent' films began during the late 1920s. Warner Bros.' 1927 film *The Jazz Singer* was the first to feature synchronized speech, and with it came a period of turmoil for the industry. Studios now had proof that 'talkie' films would make them money, but the financial investment this kind of filmmaking would require, from new camera equipment to new projection facilities, made the studios hesitant to invest at first. In the end, the power of cinematic sound to both move audiences and enhance the story persuaded studios that talkies were worth investing in. Overall, the use of sound in film was well-received by audiences, but there were still many technical factors to consider. Although full integration of sound into movies was complete by 1930, it would take somewhat longer for them to regain their stylistic elegance and dexterity. The camera now had to be encased in a big, clumsy, unmoveable soundproof box. In addition, actors struggled, having to direct their speech to awkwardly-hidden microphones in huge plants, telephones or even costumes.
- C Vertical integration is the other key component in the rise of the Hollywood studio system. The major studios realized they could increase their profits by handling each stage of a film's life: production (making the film), distribution (getting the film out to people) and exhibition (owning the theaters in major cities where films were shown first). Five studios, 'The Big Five', worked to achieve vertical integration through the late 1940s, owning vast real estate on which to construct elaborate sets. In addition, these studios set the exact terms of films' release dates and patterns. Warner Bros., Paramount, 20th Century Fox, MGM and RKO formed this exclusive club. 'The Little Three' studios – Universal, Columbia and United Artists – also made pictures, but each lacked one of the crucial elements of vertical integration. Together these eight companies operated as a mature oligopoly, essentially running the entire market.