



CANDIDATE
NAME

--

--	--	--	--	--

--	--	--	--

1123/11

May/June 2024

You must answer on the question paper.

You will need: Insert (enclosed)

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading passages.

DC (LK) 326408/4
© UCLES 2024

[Turn over

Read **Text A**, *The north shore*, in the insert and answer **Question 1** and **Question 2**.

Question 1

- (a) In paragraph 1, give **one** reason why it was difficult for the writer to paddle his canoe in the icy water.

.....
 [1]

- (b) **Using your own words**, explain what the text means by 'faintly tracing'. (line 4)

.....
 [2]

- (c) From paragraph 2, identify **one** feature of the north shore that made it difficult to find a place to camp there.

Explain the reason why this feature made it difficult to camp.

feature
 explanation

 [2]

- (d) From paragraph 3, give **two** things that the writer did to guard against the effects of the wind.

-
- [2]

- (e) Explain what the writer was thinking when he whispered, 'Just a little longer my old friend'. (line 13)

..... [1]

- (f) In paragraph 4, how did the writer feel about the weather conditions as he sat in his tent that evening?

Give **two** details from the text to support your answer.

writer's feeling

details

.....

.....

.....

[3]

- (g) (i) During the night the writer realised that he might have a particular problem getting past the 'powerful river rapids'. (line 21)

What was the problem?

..... [1]

- (ii) What did he want to do to avoid the problem?

.....

..... [1]

- (h) Explain **using your own words** the writer's different feelings about the place where he decided to make camp.

Give **three** details from anywhere in the text to support your answer.

.....

.....

.....

.....

.....

..... [3]

[Total: 16]

Question 2

- (a) Read this extract from the text:

‘You could live a thousand lifetimes and not even begin to scratch the surface of paddling all the possibilities.’ (lines 35–36)

What does the writer want to suggest to us about how he feels about paddling in Northern Canada?

.....
 [1]

- (b) Explain why the writer uses the phrase ‘most efficient’ rather than the word ‘efficient’ in the expression ‘To devise the most efficient route I could’. (line 37)

.....
 [1]

- (c) What **two** impressions does the writer want to convey to the reader in the sentence:

‘Looking at what at first glance appeared to be an incomprehensible labyrinth – a puzzle of lakes and ponds – I realised it could be deliciously challenging not to confuse one bay or inlet for any of the thousands of others.’ (lines 38–40)?

.....

 [2]

- (d) Read this sentence from the text:

‘Roaring, swirling, foaming water pulling back and forth on my boots made holding on to the canoe, while struggling to maintain my balance, almost impossible.’ (lines 45–46)

What effect does the writer want to suggest about the water by using the words ‘Roaring, swirling, foaming’?

.....

 [2]

- (e) Identify **one example** of how the writer uses language effectively to convey his feelings as the morning haze clears in this extract from the text:

‘The haze cleared to reveal a fairy-tale landscape: vivid green hills, jumbles of boulders beyond counting scattered about, and little streams crashing a path down the craggy hillsides. Behind me rose towering great grey cliffs of rock, old as time, the oldest rock on the planet, so cracked with fault lines as to give the suggestion of ancient crumbling castle ruins. Drifting into this timeless world, I could picture dinosaurs roaming about amid the rocks that were eons older than even those giant reptiles. More and more, it seemed like a land time forgot.’
(lines 55–61)

Explain the impression the writer creates in the example you have identified.

example

explanation

.....

.....

.....

[3]

[Total: 9]

Read **Text B, *Plogging***, in the insert and answer **Question 3**.

Question 3

- (a)** Summarise the benefits and attractions of ‘plogging’, according to Text B.

You must **use continuous writing** (not note form).

Use your own words as far as possible.

Avoid copying long sections of the text.

Your summary should be no more than 150 words.

Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

[illegible]

You are giving a talk to a local community group about how to deal with the problem of litter in their area. Someone in the audience asks you a question.

Question from the audience: The best way to deal with the problem of litter in this area is to encourage more people to go plogging.

Anna Ruiz's answer:

[5]

© UCLES 2024

BLANK PAGE

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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