

**Revised Cambridge 2019 Paper 2**  
**Suggested Answer Scheme**

**From passage 1**

1. By including the information in brackets in lines 4-5, what is the author implying about Aristotle's views regarding animals in lines 2-4? [1]

From the passage	Suggested answer	Mk
Aristotle, for instance, thought that because animals lacked emotions, reasons and souls, they were clearly inferior to humans and so could be guiltlessly exploited ( <u>significantly</u> , he also thought men innately superior to <i>women</i> , and <i>some humans fit only to be slaves</i> ).	The author is implying that Aristotle's views were <u>deeply flawed / highly erroneous</u> by making comparisons to his incorrect/ridiculous views on <i>women and human rights</i> .  <i>Note: Context should still be provided as the instruction was to include the information in brackets.</i>	1

2. In lines 10-15, how does the author support her claim that vain rulers used animals to 'bolster their prestige and show their dominance'? [2]

From the passage	Pt	Suggested answer	Mk
		The author supports her claim by	
Egyptian pharaohs, European Kings and Eastern potentates all <u>amassed collections of beasts</u> - usually the most charismatic, aggressive or exotic ones (lines 10-11)  ... as a means for these vain rulers to <u>bolster their <b>prestige</b> and show their <b>dominance</b> not only over their own subjects but also over non-human creatures.</u> (lines 11-13)	A1	<b>[Action]</b> bringing up / including the example of rulers <u>accumulating a large number of animals</u> , especially unfamiliar and hostile ones	A1+A2 = 2 = 1m
	A2	<b>[Reason/intention]</b> in order to <b>increase their prominence / reputation</b> in their society and to project their <b>influence/control</b> <u>over people and animals</u> .	
The worst expression of this was probably when Roman emperors demanded the <u>capture of thousands of animals</u> (line 14)  to provide <u>gruesome spectacles</u> in their arenas. (lines 14-15)	B1	<b>[Action]</b> In more extreme cases, some rulers insisted on the <u>imprisonment / abduction</u> of countless animals	B1+B2 = 2 = 1m
	B2	<b>[Reason/intention]</b> for the purpose of <u>macabre / gory entertainment</u> .	

3. According to the author, in which **three** ways is the effectiveness of the process whereby 'zoos are accredited and subject to rigorous inspection' undermined in lines 21-24? **Use your own words as far as possible.**

[3]

From the passage	Pt	Suggested answer	Mk
		The effectiveness was undermined	
Forcibly removed from their fellows, <b>destroying</b> their <u>social groupings</u> ... (line 21)	A	in the way the acquisition of animals entailed the <b>fracturing</b> of <u>animal communities</u>	Any 3 for 3m
...animals are <b>uprooted</b> from their chosen habitats (lines 21-22)	B	by the manner in which animals were <b>unwillingly removed</b> from their natural dwellings	
...subject to <b>arduous transportation</b> . (line 23)	C	given that the animals had to endure an <b>extremely stressful journey</b>	
...confined in <b>unwanted</b> and <u>unnatural proximity to man</u> . (lines 23-24)	D	as they were kept <b>against their will / normal instincts</b> in an environment that was <u>too close to human beings</u> .	

4. From lines 31-33, explain **three** ways in which the author uses language to criticise the zoos' use of animals for 'the amusement of our species'. **Use your own words as far as possible.** [3]

From the passage	Pt	Suggested answer	Mk
Zoos <b>incarcerate</b> animals for the amusement of our species. (line 31)	A	The author relied on the <u>use of emotive vocabulary</u> like 'incarcerate' OR <u>use of an image of imprisonment</u> to express how animals, like prisoners, are <b>unnaturally confined / confined against their will</b> .	1
Their animals are <u>exhibits</u> , expected to <u>perform</u> ... (line 32) ...a stage of <b>synthetic</b> trees... (line 32) ... <u>pre-recorded soundtracks</u> ... (line 33)	B	She also <u>conjured the image of stage performance through the use of words like 'exhibit', 'perform', 'stage', 'synthetic' and pre-recorded soundtracks'</u> to highlight how <b>unnatural</b> and man-made zoos have become for the purpose of entertainment.	1
in the <b>fake authenticity</b> of their enclosures, a stage of synthetic trees and pre-recorded soundtracks.	C	Lastly, the author used an oxymoron like 'fake authenticity' to dramatically highlight how the environment in zoos is essentially <b>a sham / not real</b> in a bid to amuse/engage humans.	1
Accept any reasonable explanation showing criticism (should be negative).			

5. What does the author mean by calling the reintroduction of endangered species into the wild 'much-vaunted and self-justificatory' (lines 38-39)? [2]

From the passage/Lift	Pt	Suggested answer	Mk
		The author means that	
The reintroduction of endangered species into the wild is a <b>much-vaunted</b> ...	A	the reintroduction of endangered species into the wild is merely an act/course of action taken to <b>widely publicise and trumpet</b> their own actions / allow them to <b>boast to many groups of people</b> .	1
and <b>self-justificatory</b> action zoos take	B	Doing so is also for them to <b>validate their own existence</b> .	1
Note: For both answers, paraphrases need to reflect a disparaging view and not something neutral or positive – for eg for (a), a weaker response will exclude the idea of 'trumpeting one's action which will not capture the negative connotation			

### From passage 2

6. Summarise what the author has to say about how zoos benefit both animals and humans in today's world.

Write your summary in no more than **120** words.

#### NOTE:

- **BOLD** = key word(s)/phrase(s) that *ideally* should be paraphrased
- UNDERLINE = key ideas that need to be captured (but need not be paraphrased)

From the passage	Pt	Suggested paraphrase
<i>Their animals are <b>free</b> from the <u>spectre of predation</u> both by other species and by humans, in the form of hunters and poachers. (ll. 1-3)</i>	A	<b>[SAFE FROM THE THREAT OF PREDATORS]</b> Zoos <b>spare</b> animals from the (ever-present) <u>fear of being killed</u> by their own kind or by humans.  [Note: Across any of the points (A-D), there should be at least one point where a link is made between zoos and said benefits]
<i>There is <u>no risk</u> of a <u>sudden dearth of food or water</u> (l. 3)</i>	B	<b>[SAFE FROM UNEXPECTED SHORTAGE OF SUSTENANCE]</b> There is no <b>danger/peril</b> of <u>unexpected shortage of food and water/sustenance</u> .
<i>nor are they <b>vulnerable</b> to the <u>vagaries of climate changes</u> (ll. 3-4)</i>	C	<b>[NOT EXPOSED TO UNPREDICTABILITY OF CLIMATE CHANGES]</b> Nor are they <b>susceptible/subjected</b> to <u>unpredictable climate fluctuations/weather patterns</u>
<i>Socially, these animals will not experience the <b>ostracism</b>, even infanticide, which <u>can occur in the wild</u>. (ll. 4-6)</i>	D	<b>[NO SOCIAL ALIENATION]</b> Animals in zoo, <u>unlike in the wild</u> , will not be <b>excluded/rejected/shunned/</b> from their group.

		Accept answers that convey more direct forms of exclusion: <b>ejected/expelled</b>
<p><i>Housed in ever-improving mini-habitats, they enjoy convincingly <b>naturalistic approximations</b> of their <u>natural environment</u>. (ll. 6-7)</i></p> <p><b>NOT:</b> ... with the larger mammals long since <u>rehoused in the wider and freer spaces of wildlife parks</u> (ll. 7-8) [This point actually refers to <b>wildlife parks rather than zoos</b>, and thus <b>should not be included at all</b>. It means that critics can no longer criticise zoos for substandard animal enclosures where these larger mammals are concerned, since they are no longer kept in zoos]</p> <p><b>NOT:</b> animal welfare concerns for some have been clearly addressed. <b>[On its own, this is not a benefit for animals or humans]</b></p>	E	<p><b>[REALISTIC LIVING ENVIRONMENTS]</b></p> <p>They are kept in regularly updated enclosures/habitats, experiencing <b>realistic simulations</b> of their <u>natural surroundings</u>.</p>
<p><i>Some species now <u>exist only in zoos</u> and some in the wild <u>owe their very survival to captive breeding programmes</u>. (ll. 12-14)</i></p> <p>OR</p> <p><i>... in the 1980s there were fewer than two dozen Californian condors left but, <u>thanks to chicks reared in San Diego Zoo, that number today is 400 and counting</u> (ll. 14-16)</i></p>	F	<p><b>[ZOOS SAVE ANIMALS FROM EXTINCTION]</b></p> <p>Some species survive only in zoos while others <u>continue to exist/do not become extinct only because of (zoo) programmes</u> that take them in to produce/birth more offspring.</p>
<p><i>Such success ... is the <u>result of sharing research findings</u>, just one aspect of the worldwide <b>collaborative nature</b> of today's zoos (ll. 16-18)</i></p>	G	<p><b>[ZOOS ENHANCE COLLABORATION IN ANIMAL CONSERVATION]</b></p> <p>This achievement is due to the <u>exchange of knowledge/discoveries gleaned through research</u>, which is just one facet of the global <b>cooperative efforts</b> of modern zoos and</p>
<p><i>... along their <b>funding</b> of global projects from the <u>bleak melting polar regions to the shrinking tropical fecundity that is Borneo</u>. (ll. 18-20)</i></p> <p><i>Note: Students need to infer the common theme from the examples of the kind of projects zoos fund</i></p>	H	<p><b>[INVESTMENT IN ENVIRONMENTAL PROJECTS (inferred)]</b></p> <p>Their <b>financial support</b> for/<b>investment</b> in international <u>environmental</u> initiatives.</p>
<p>[Required context] <i>More and more of us are city-dwellers, <u>far removed in time and space from the interaction with wild animals our ancestors would have known</u>. (ll. 21-22)</i></p> <p><i>This context, given at the start of the para, applies to the whole of paragraph 3, but is particularly significant to lines 22-23 &amp; lines 28-29, given their common focus on the physical proximity.</i></p>	I	<p><b>[CHANCE TO SEE ANIMALS UP CLOSE IN A MANNER THAT WE HAVE LOST]</b></p> <p>Zoos give us the opportunity to have <u>direct/close/intimate</u> encounters with animals</p> <p>OR</p> <p>We can <u>view</u> such animals <u>up close</u> in a manner</p>

Zoos offer us the chance of <u>face-to-face</u> encounters (ll. 22-23) OR ... [Zoos facilitate] <u>seeing</u> such animals <u>in the flesh</u> (l. 28-29)		[Required context] <u>we otherwise would not have/like our forefathers used to have.</u>  [Both context and explanation required]
[Zoos are] <u>recreational</u> (l. 24)	J	<b>[PROVIDE US WITH ENTERTAINMENT]</b>  Zoos provide <u>entertainment/leisure</u> , and
... and <b>instructive</b> , given the wealth of information zoos offer us (ll. 24-25)	K	<b>[EDUCATIONAL]</b>  are <b>educational/informative</b> , given the abundance of knowledge they provide.
[Zoos allow us to] experience that sense of <u>awe</u> and <u>respect</u> such <u>nearness</u> engenders (ll. 29-30)  NOT: where one can fully absorb their otherness <b>[This is not a benefit on its own]</b>  Note: Point I is about the close encounter itself, which is a different point from Point L, which concerns the <b>awe and respect</b> a close encounter can bring.	L	<b>[ENABLE US TO FEEL POSITIVE REGARD FOR ANIMALS]</b>  To feel that sense of <u>wonder</u> and <u>admiration</u> that being <u>close</u> to animals brings about  Note: Either 'awe' or 'respect' is sufficient.
Children, particularly, respond with empathy ... They may be <u>galvanised</u> to take action to <u>benefit the world</u> they are growing up in (ll. 30-32)  NOTE: 1. Mention of empathy NOT required to get this point 2. Benefit the world could be more general, not necessarily linked to animal or environmental conservation	M	<b>[CHILDREN INSPIRED TO CHANGEMAKE]</b>  Could motivate/inspire children to <u>better the world</u> they are living in.

Points	1-2	3-4	5	6	7	8	9-10	11-13
Marks	1	2	3	4	5	6	7	8

**Possible summary:**

Zoos spare animals from the fear of being killed.<sup>A</sup> There is no peril of an unexpected shortage of sustenance,<sup>B</sup> nor are they subjected to unpredictable weather patterns.<sup>C</sup> Animals in zoo, unlike in the wild, will not be excluded from their group,<sup>D</sup> and experience realistic simulations of their natural surroundings.<sup>E</sup> Some species survive only because of zoo programmes.<sup>F</sup> This achievement is due to zoos' investment in international environmental initiatives.<sup>H</sup> Zoos enable us to have intimate encounters with animals we otherwise cannot.<sup>I</sup> They provide entertainment<sup>J</sup> and given the abundance of information they provide, are educational.<sup>K</sup> To feel that sense of wonder that being close to animals brings about<sup>L</sup> could motivate children to better the world they are living in.<sup>M</sup>

(12 points, 117 words)

## From all the passages

7. Passage 1 states that animals in zoos, unlike their counterparts in the wild, 'become depressed and stressed' (line 30).

Identify **one** specific idea from Passage 3 which can be used to undermine this statement. Justify your answer.

[2]

Pt	From Passage 3	Suggested answer	Mk
A	Some criticise zoos for being unable to <b>replicate</b> 'the wild' – that would also mean <b>replicating</b> <u>the suffering, hunger and disease</u> that await animals there. (l.11-13)	<p><b>Identify</b> The idea from passage 3, found in (lines 11-13, is that if zoos are to <b>reproduce</b> the conditions that animals face in their natural environments,</p> <p>they would also have to <b>reproduce</b> <u>the threats to survival</u> that animals would face in such environments. OR</p> <p>it <u>would result in hardship and suffering</u> for the animals.</p>	1
B		<p><b>Justify</b> This undermines what was said in Passage 1 because</p> <p><b>B1 [Projection]</b> animals in the wild (optional: have to cope with such severe threats/dangers/ordeals/possible starvation and illness that they would)</p> <p>experience <u>a great deal of / a similar level of / even greater levels of stress</u> compared to their counterparts in zoos. OR</p> <p>animals might have a <u>less stressful / better life</u> than those in zoos.</p> <p>Also allow any idea that animals in the wild are more likely to lose their lives (to such threats), an outcome that is clearly worse than leading more stressful lives.</p>	1

8. Passage 2 states that zoos are important as city-dwellers today are 'far removed in time and space from the interaction with wild animals our ancestors would have known' (lines 21-22).

Identify **one** specific idea from Passage 3 which can be used to support this statement. Justify your answer.

[2]

Pt	From Passage 3	Suggested answer	Mk
A1	Zoos are true social enterprises, contributing to our understanding of animals and <u>integral</u> to <b>connecting</b> people with animals... (l. 4-6)	<b>Identify</b> The idea from Passage 3, found in lines 4-6, is that zoos are (optional: institutions with a genuinely social mission that are) playing a <u>fundamental / very important</u> role in <b>fostering closer / more direct / intimate interactions</b> between humans and animals.	1
B1		<b>Justify</b> This supports the idea in Passage 2 because <b>B1 [Direct support: zoos help overcome separation]</b> it demonstrates that zoos (optional: in facilitating closer bonds between people and animals) are <u>directly helping to bridge the divide</u> that used to exist between wild animals and humans.	1

OR

A2	Good zoos are often the only <b>glimpse</b> into the <u>world of animals</u> for many people... (l.18)	<b>Identify</b> The idea from Passage 3, found in line 18, is that zoos are frequently the sole means for humans to obtain a quick/initial <b>impression / sense</b> of what animals in the wild <u>go through / experience</u> .	1
B2		<b>Justify</b> This supports the idea in Passage 2 because <b>B3 [Projection: 'Glimpse' leads to understanding]</b> such an impression is likely to <u>strengthen our understanding of / empathy towards animals</u> , and in turn, overcome the separation / bring the two closer.	1