

Questions 1 to 4

Reading Passage 1 has five paragraphs **A-E**.

Choose the correct heading for sections **A-B** and **D-E** from the list of headings below.

Write the correct number **i-viii** in boxes 1-4 on your answer sheet.

List of Headings	
i	Communication in feral children
ii	Measurement of child development
iii	Relevance of poor socialisation to human development
iv	Visual stimulus and brain development
v	Research into feral children to date
vi	Effects of an upbringing in the wild
vii	Outline of a case involving feral children
viii	Similarities between wolves and humans

1. Paragraph **A**

2. Paragraph **B**

Example	Answer
3. Paragraph C	vii

4. Paragraph **D**

5. Paragraph **E**

#1

CAMPUS
BUILDINGS
GLOBALLY

#2

CAMPUS
ENVIRONMENT
GLOBALLY

LEADERS

IN TEACHING,
TRAINING AND
DEVELOPMENT
PROJECTS
**THE UNIVERSITY
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AUSTRALIA

Create change



Reading Passage:

A

When babies open their eyes and begin to register the existence of the outside world, there begins an intricate process of neural development. Instincts get switched on one by one, an array of survival tools that come pre-packaged with a newborn baby. But the brain cannot develop unless it receives the right stimuli. Susan Greenfield, in her book *The Human Brain*, describes the case of a six-year-old boy who grew up blind in one eye. Ophthalmologists examined all possible causes of his blindness and could find nothing physically wrong. Then, after reviewing his medical history, it was remembered that as a baby he had had his eye bandaged for two weeks to allow a minor infection to heal. As a result, neural circuits that should have processed the incoming signals from his eye had not developed properly – in fact, they were probably co-opted for another purpose entirely – and therefore the eye was useless.

B

'Feral' children – children who have grown up in the wild, often nurtured by wolves and other wild animals – provide a cryptic glimpse into the development of the human brain. There are few genuine examples of feral children, and none of them has been studied with any rigour or objectivity, but what can they tell us about the human brain and the development of human nature?

C

vii Outline of a case involving feral children

In 1920, the Reverend J. Singh, the founder of a rural orphanage in India, was told of a 'Manush-Bagha', or 'man-ghost', in the jungle some miles from his village. This apparition was said to have the body of a human being and the hideous head of a ghost. The reverend's curiosity was aroused, and he embarked on a trip into the jungle, making sure to take with him a number of armed guards. He discovered, in fact, two 'ghosts'. They were two young girls, one an infant, their faces almost completely hidden by a wild mass of matted hair, who had been raised by wolves. Singh named them Kamala and Amala. Kamala, he guessed was around eight years old, and Amala was about eighteen months.

D

Behaviourally, the two girls were not human, that much was clear. They bore the marks of their life in the wild, and were covered in sores, cuts and boils. Their joints

had seized up so they could only move about on all fours; they certainly could not stand up. They appeared to be nocturnal, sleepy during the day and lively and awake at night. Singh reports that their vision appeared to have become adapted to the night. They had a taste for raw meat too. They showed no signs of communication, and it would be some time before Singh heard them utter a single meaningful sound.

E

The wolf girls of Midnapore could never express themselves beyond communicating the most basic needs. Their story makes clear the fundamental importance of nurture, experience and the social environment in which we are raised. Our cognitive mechanisms for dealing with the world – whether they are face recognition, language acquisition or emotional development – will not appear of their own accord. Beyond a certain point, it may be too late to switch them on.

Extract from *Human Instinct* by Robert Winston, published by Bantam Books.

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The banner features three gold circular icons on a dark blue background. The first icon contains the number '#1' and the text 'CAMPUS BUILDINGS GLOBALLY'. The second icon contains the number '#2' and the text 'CAMPUS ENVIRONMENT GLOBALLY'. The third icon contains the word 'LEADERS' and the text 'IN TEACHING, TRAINING AND DEVELOPMENT PROJECTS'. To the right of these icons is the University of Queensland Australia logo, which includes a crest and the text 'THE UNIVERSITY OF QUEENSLAND AUSTRALIA'. Below the logo is the slogan 'Create change'. On the far right, there is a photograph of a modern university building with large glass windows. At the bottom left, the text '2016 I-graduate English Language Barometer Rankings' is visible.