

## Text 1

### \*\* - challenging questions

1. R&V LO3 (writer's intention)	1. The photograph shows both Jane Goodall and the chimpanzee reaching out to each other (description of the photograph) and this illustrates the link between humans and primates to reflect the need for humans and primates to co-exist.	[1]
2 R&V LO2 Scan for details	2. The discovery changed mankind's perception of primates and consequently our attitude towards all other animals.	[1]
3 R&V LO3 (identify the meaning conveyed by the interplay of what is written and the visual in the text)	3. Animal welfare: icon of a primate / chimpanzee / monkey The natural environment: icon of a leaf Human communities: icon of a palm / hand	[1]
4 R&V LO 3 Provide and interpret evidence in the text to support understanding	4. **  (i) Young people share the same ideas despite coming from diverse cultural backgrounds. (ii) Young people have the ability to build friendships / relationships and make an impact in society together.  (Answer should take reference from the direct quotation from Jane Goodall and the third paragraph under Roots & Shoots.)	[2]
<b>Section B - Text 2 Question 5 - 13</b>		
5 R & V LO3 Provide and interpret evidence in the text to support understanding	5.  'the fog, thick as candy floss' suggests that the fog was dense and light could not penetrate, thus vision was obscured.  'muffled the fading sun' suggests that the fog blocked out /muted the light from the setting sun.  'the world purpled down into absolute blackness' suggests that twilight faded into darkness and they could not see because of the lack of light.	[3]
6 R&V LO2 + 4 (scan for details+)	6. There was <u>dense plant growth</u> / there were a lot of plants that prevented them from seeing the bottom of the cliff.	[1]

interpret evidence in text to support understanding)	The increasing <u>darkness at the bottom</u> of the drop. (Answer must show increasing darkness because of the work 'pooling up'.)	[1]
7 R&V LO3 (scan for details + make inference to draw conclusion)	7. (i) To rappel down on the rope, to the bottom of the cliff.  (ii) It suggests that he was not certain of his decision because he seemed to vaguely remember suddenly of what he read in the survival manual.  (Answer must contain element of uncertainty, the idea of suddenness, and what he vaguely read)	[1]  [1]
8 R&V LO	8. style of language = tone  assertive/ didactic/ aggressive/ forceful tone.	[1]
9	(i) The contrast is based on the way the sentences are juxtaposed with a fairly long descriptive sentence followed immediately by an abrupt, short, unadorned statement of fact.  (ii) It is to highlight/ emphasize/ show that even though the scenery was beautiful, the writer and his companions had been in a dangerous situation.	[1]  [1]
10	The twigs were soaked through/ wet and could not catch a fire.	[1]
11	(a) (i) They consulted the manual to learn how to light a fire rather than to continue to try to light the twig. (ii) They tore the pages of the manual to use them as fuel.  (b) The rescuers saw the fire lit by the climbers.	[1]  [1]  [1]
12	(i) The writer's story? <u>It was useful – helped them to survive / avoid death</u>  (ii) The story of Deering and Angus? <u>It was useless as following the advice did not save them. On the contrary, it was the burning of the manual that saved them.</u>	[1]  [1]

13	Para 2 (i) not knowing when to stop	[4]
	Para 4 (ii) wise advice	
	Para 6 (iii) trying to put theory into practice	
	Para 7 (iv) a different approach	
<b>Section C - Text 3 Question 14 - 19</b>		
14	(i) Players should play fairly.	[1]
	(ii) Players should achieve 'a balance between body and mind'.	[1]
	(iii) Players should value 'participation over winning'.	[1]
15	The word 'shadow' is ominous or sinister and implies a threat to sport.	[1]
16	(i) 'The development of sophisticated helmets' and mouthpieces / padding.  (Any 2 of the 3 items. Penalise if all 3 items are given)	[1]
	(ii) 'athletes feel invincible and thus are prepared to take more risks' (paraphrase needed – the equipment makes the athlete feel that <u>they cannot be defeated</u> so they <u>take less precaution</u> when they are using safety equipment)  (If the reference text explains the student's view, there is no need to paraphrase.)	[2]
17	'elusive' means hard to achieve / hard to find  X – special / outstanding / hard to come by  'edge' means a <u>slight advantage</u>	[1]  [1]
18	derisive/ satirical / ridiculing/ <u>sarcastic</u> / <u>mocking</u>  'disapproving tone' is not accepted as it is too vague. 'critical' it means condemnatory. Too strong.	[1]
19	Using your own words as far as possible, summarise the	
	<b>From the passage</b>	<b>In your own words</b>
	1. almost <u>as many technical staff as they do team members</u>	Nearly as many technical assistants as teammates
	2. <u>continually</u> poke, prod and test the	Consistently poke and examine the

		athlete's <u>body</u>	athlete's body	
	3.	trying to <u>nudge it every closer towards its limits</u>	Attempting to push it to reach its highest potential	
	4.	video images are <u>analysed</u>	Video images are examined	
	5.	to identify how a <u>single movement</u> could be <u>performed more efficiently</u>	To conclude how an individual movement could be made more effective	
	6.	even casual participants are encouraged to <u>submit their bodies to the tyranny of exercise equipment</u>	Ordinary people are swayed to allow exercise machines to control their bodies.	
	7.	any fitness centre reveals a profusion of <u>machinery to adjust to body's size, shape or capacity</u>	Every fitness centre is equipped with machines that are able to customise to every individual's built.	
	8.	able to access and use latest developments in <u>food technology</u> to follow diets which will help them to <u>achieve their desired body shape</u>	Achieving ideal body shapes is made possible through food technology.	
	9.	<u>Pedometers, heart monitors and iPods</u> , which <u>accompany</u> even the most ordinary athletes on their <u>daily runs...</u>	Exercise devices are commonly used by ordinary people	