

# CGSS SEC 4 EL MYE PAPER 2

## Section A answers

[5 marks]

**ANSWERS**

1. In what way does the phrase **Your Generosity** influence the reader to donate? [1]  
**LANGUAGE FOR IMPACT**

From text	Answer
Your Generosity	<p>'Your' addresses the reader directly and appeals to their kindness/ empathy</p> <p>It makes the reader feel like he/she is a good/ kind / altruistic person, so they will donate/are convinced to donate</p> <p>Answer must contain:</p> <ol style="list-style-type: none"><li>1) appealing to a positive trait that the reader would want to identify with.</li></ol> <p>OR</p> <ol style="list-style-type: none"><li>2) 'Your' makes the reader feel involved/ included</li></ol> <p>don't accept:</p> <p>[x] answers that make use of info beyond 'Your Generosity'</p> <p>[x] 'you' addresses the reader directly. (must follow up with explanation)</p>

2. Refer to the section headed **Our Achievements** and look at the photographs below.  
Which **two** achievements do the photographs show? [1]

### INFERENCE

	Answer
	<p>(i) organising workshops for children in our city</p> <p>(ii) victorious at the highest levels of international student science fairs</p> <p>Explanation:</p> <p>Photo 1 shows children tinkering and working on some items.</p> <p>Photo 2: The trophy indicates that the girls have won an award</p>

3. Suggest a reason why the website provided accompanying details for the donation amounts of \$25, \$50 and \$180. [1]

**INFERENCE**

	Answer
	<p>To give the reader an idea of how much it would cost / the funding needed for the various requirements of the trip</p> <p>it tells the reader where exactly their money is going into</p>

4. Look back at the whole webpage. Give two ways in which the organisation tries to increase the sense of urgency for donation. [2]

**INFERENCE**

	Answer
	<p>i) By pointing out an important opportunity that would not be possible without donations</p> <p>ii) By providing a progress counter to show viewers how much more money is needed</p> <p>[x] 'Includes data on the people who have donated and the corresponding amount of money' - Different motivation of providing competition.</p> <p>[x] Any answer that comments on the language</p>

## Section B answers

[20 marks]

5. Suggest a reason why there is a need to carry a weapon 'when alone in the jungle' (lines 3-4). [1]

### INFERENCE

From text	Answer
When alone in the jungle, one always carried a weapon.	<p>For protection against predators</p> <p>For protection oneself from dangerous animals</p> <p>Accept: 'wild animals' + explanation of the danger</p> <p>[x] the jungle was dangerous (why was it dangerous?)</p> <p>[x] wild animals</p> <p>[x] unforeseen dangers (exactly what kind of danger requires a weapon as protection?)</p>

6. At the beginning of the text, Nathan observes the jungle he was in. Explain what the language tells the reader about the characteristics of the forest. Support your ideas with **three** details from Paragraph 1. [3]

### LANGUAGE FOR IMPACT

From text	Answer
<p>a boundless sea of green spread to the horizon in all directions</p> <p>OR</p> <p>It was as if the entire world were just forest</p> <p>OR</p> <p>endless</p>	<p>Shows that the jungle is vast</p> <p>large huge enormous neverending</p> <p><b>Feature: size</b></p>
great monsters of the forest	<p>The forest is mature / old.</p> <p>OR</p> <p>Terrifying, intimidating (possible connotation of monster)</p>

	<b>Feature: old / scary</b>
the featureless expanse of the continuous canopy  [x] the only breaks in the featureless expanse of the continuous canopy	The jungle is dense  [x] "giant trees breaking the canopy" - the focus is no longer on the hyperbole phrase.  <b>Feature: density</b>
supreme	[x] supreme, impenetrable, endless all three used is not accepted as an answer  forest is grand / majestic / awe-inspiring  <b>Feature: grandness</b>

7. In Paragraph 2, we are told Nathan was 'biting his lip' as he looked at the snake.  
 (a) What does this behaviour tell us about how Nathan was feeling? [1]  
 (b) Suggest a reason for him feeling this way. [1]

**INFERENCE**

From text	Answer
	(a) He was feeling nervous / unsure / stressed  [x] scared of the snake
	The child was in the snake's grip, and if shot/ shot at, it could reflexively coil even more and crush the child.  He did not know how to tackle / handle the snake / He knew it wasn't going to be easy  [x] he could not shoot the snake (why?) [x] he was afraid of the snake  [x] cannot mention clean shot because at the point of biting his lip, he hasn't concluded that yet

8. In Paragraph 3, the writer says, 'Holding his breath, he searched through the muddy waters and spotted the surge of coils ahead. A pale limb waved' (lines 16-17). What effect does the write create by using a longer sentence followed by a shorter one? [1]

**WRITER'S CRAFT**

From text	Answer
	<p>Suspense / Heighten the tension  makes the reader want to find out what happened next  to create a feeling of hope</p> <p>[X] Ominous (it's not a zombie limb)</p> <p>[x] Relief (not yet at that stage)</p>

9. Give **two** details from Paragraph 4 which show that the snake was much stronger than Nathan. **Answer in your own words.** [2]

**DIRECT**

From text	Answer
jaws <b>snapped</b> like a <b>vice</b> onto his arm	The jaws of the snake are so strong they were like metal tools clamping on his arm.
the <b>pressure threatened</b> to <b>crush</b> Nathan's wrist	<p>The force of the bite was so strong that it might just break / fracture/ pulverise his wrist.</p> <p>Note: Jaws like a vice and pressure threatened to crush wrist can be seen as one detail and not two.</p> <p>Jaws or bite should be mentioned for point 1 and 2.</p>
<p>felt the <b>air squeezed</b> from his lungs as four hundred pounds of scaled muscle trapped him</p> <p><b>throwing</b> Nathan to the silty bottom</p> <p>and <b>pinning</b> him.</p>	<p>When the snake coiled around him, he was unable to escape despite his effort</p> <p>the snake (<b>was able to</b>) toss him to the river bed  held him there/ trapped him there</p> <p>[x] Direct paraphrase of what happened without evaluative words like "able to toss"</p>

10. In Paragraph 4, Nathan was 'Ignoring the pain and his own mounting panic' (line 22). What does this tell you about Nathan's character? [1]

**INFERENCE**

From text	Answer
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Though its bite was non-poisonous, the pressure threatened to crush Nathan's wrist. Ignoring the pain and his own mounting panic, he brought his other arm around, aiming for the snake's eyes with his machete.	<p>He was brave/courageous / altruistic as he continued to try and save the girl despite the pain and his fear.</p> <p>[x] fixated (incorrect characteristic, wrong connotation)</p> <p>[x] focused (not characteristic here, it is his action at the moment)</p> <p>[x] conscientious</p>
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11. In Paragraph 5, the writer says, 'For every coil he shoved aside, another would take its place' (lines 29-30). Explain why this is effective in describing the snake's action. [1]

#### LANGUAGE: WRITER'S CRAFT

From text	Answer
'For every coil he shoved aside, another would take its place'	<p>It is effective in showing how relentless the snake is in continually keeping him in its grip.</p> <p>to show that the snake was persistent</p> <p>[x]to show the coils were continuously trying to coil itself around Nathan (This is a paraphrase. Just describing the action without explaining why effective.)</p> <p>[x] stubborn</p> <p>[x]efficient</p> <p>[x] quick / fast</p> <p>[x] how large the snake was.</p> <p>A paraphrase doesn't show effectiveness. There must be some inference. It's not a paraphrase question.</p>

12. In paragraph 6, Nathan continues to battle the snake. Which phrases from lines 36 – 40 describe Nathan’s actions? [3]

Descriptions	Phrases from the passage
(i) gathering momentum <b>INFERENCE</b>	He swung his feet under him He swung his feet under him, sinking into the mud up to his ankles [x] swung his feet
(ii) a counter-intuitive move <b>INFERENCE</b>	Nathan did not fight the strength of the snake / he twisted into the coils (ED if give extra information like “holding the clamp wrist to his chest”)
(iii) getting a firm grip <b>INFERENCE</b>	(managing to) get a choke hold (around the neck of the snake) [x] choke hold ED if include twisted into the coils

13. Why did Nathan pray that his basic training in reptile physiology proved true? [1]  
**INFERENCE**

From text	Answer
Pressure on the eyes of a snake should trigger a gag reflex via the optic nerve.	He was <b>not sure</b> if the snake would be weakened by hurting its eyes.  He <b>hoped</b> what he knew about reptiles also applied to the snake he’s fighting  He was <b>desperate</b> to be freed from the snake’s grip.  Key words: hope, desperate, struggling, last resort – related to ‘pray’  [x] <b>wanted</b> to be freed (doesn’t show intensity)

14. In Paragraph 7, Nathan ‘saw a pale form float to the surface of the river, facedown in midstream’ (lines 49-50). What does this suggest about the state of the girl? [1]  
**INFERENCE**

	Answer
	She has drowned / died / unconscious / lifeless

15. The structure of the text reflects Nathan's mood at different stages of his encounter with the snake. Complete the flowchart by choosing one phrase from the box to summarise his dominant mood in each part of the text. There are some extra phrases in the box you do not need to use. [4]

(i) Paragraphs 1—3: urgency

(ii) Paragraphs 4—5: desperation

('defeat' not accepted because you need to consider his mood in para 4 also, which is not a sense of defeat)

(iii) Paragraphs 6—7: determination

(iv) Paragraph 8: relief

## Section C answers

[25 marks]

16. With reference to paragraph 1, explain the irony in describing the colour coral as 'full of life' (line 3). [2]

### INFERENCE

From text	Answer
<p>Pantone called the colour 'full of life'; a bitterly ironic statement, considering the continued annihilation we are inflicting on this organism and the small animals that live in coral reefs.</p> <p>Irony – 2 parts</p> <ol style="list-style-type: none"> <li>1) What is expected</li> <li>2) What is actually happening</li> </ol>	<p>While 'full of life' implies that corals are vibrant and thriving, the reality is that coral reefs are dying / being destroyed.</p> <p>student's answer should state clearly that the corals are dead/dying/destroyed/killed or in a state whereby its life has ended.</p> <p>[x] the coral is lifeless (repeated the word life)</p> <p>The focus should be on the word "full"</p> <p>Expected - thriving, doing well</p> <p>Actual - dying, dead</p> <p>1m answer if full of life not explained:  <i>The irony is that Pantone described the colour of living coral as being full of life, however, in reality the same organism is dying and being wiped out, which is the opposite of living.</i></p>



17. With reference to paragraph 2, explain how coral was discovered to be responsive. [1]

**Answer in your own words.**

**DIRECT**

From text	Answer
Persian scientist and scholar Al-Biruni observed that coral is responsive, as it <b>shied away</b> from the <b>graze</b> of a hand.	<p>Coral moves when touched / when it is brushed against.</p> <p>Coral moved away when touched</p> <p>[x] dodged</p> <p>[x] recoiled</p> <p>[x] flinched</p>

18. Why is 'juicy hue' (line 19) an effective description of the colour *Corallium rubrum*? [1]

**LANGUAGE FOR IMPACT**

From text	Answer
we associate it most strongly with that juicy hue which falls somewhere between the shade of a ripe papaya and a summer watermelon. This breed of coral is called <i>Corallium rubrum</i> ...	<p>The colour of this breed of coral is similar to that of <b>ripened tropical, juicy fruit</b> such as the papaya and the watermelon.</p> <p>looks like the colours of the papaya and watermelon, which are juicy fruits</p> <p>Need to mention the comparison to juicy fruits.</p> <p>[x] similar to the papaya and watermelon</p> <p>[x] similar to the colours of the papaya and watermelon</p> <p>[x] similar to the fruit juices of the papaya and watermelon</p> <p>[x] similar to the hues of the papaya and the watermelon</p>

19. Here is a conversation between two people, Lee and Anna, who have read the article.

Lee: I think all the coral reefs will die off.

Anna: I'm not so sure. I think The Great Barrier Reef may be saved.

- (a) Identify **two** reasons from Paragraph 6 that Lee can give to support his view. [2]

**DIRECT**

- i) Ocean acidification
- ii) Climate change

[x] use of fossil fuels is indirect, so an explanation is still needed to indicate it leads to climate change and eventual death of coral

- (b) With reference to Paragraph 7, how would Anna explain her position? [1]

**DIRECT**

Scientists are currently collecting coral spawn to regrow dead sections of the Great Barrier Reef.

20. In line 53, the writer uses the phrase 'whether we deserve it or not'. What does this phrase suggest about her attitude towards humans' actions? [1]

**INFERENCE**

From text	Answer
Living Coral, bright and happy, feels like a dose of visual hope, whether we deserve it or not.	Disdainful/ Disapproving
Context from Para 6: ordinary people are killing coral every day	<p>[x] bitter</p> <p>[x] scornful - this word is too strong</p> <p>[x] disappointment</p> <p>[x] critical (definition includes expressing an opinion) Need to point out details of what is wrong with humans' actions.</p>

21. What effect does the writer create by repeating the word 'maybe' in lines 56 to 58? [1]

**LANGUAGE FOR IMPACT**

From text	Answer
We do not yet know how the project will turn out. <b>Maybe</b> we will fail to replenish the coral. But <b>maybe</b> we will be able to re-fertilise the once-vibrant forests. <b>Maybe</b> coral will flourish across the ocean floor once more. And <b>maybe</b> , someday, we will be able to quit our addiction to stolen colours and leave this 'gemstone' alone.	<p>It highlights the uncertainty about the future of coral.</p> <p>It emphasises the sense of hope she has for saving coral.</p> <p>It emphasises the possibility / slight chance of saving coral.</p>

22. Why do you think the writer puts inverted commas in the text round the word 'gemstone' (line 59)? [1]

**INFERENCE**

From text	Answer
And maybe, someday, we will be able to quit our addiction to stolen colours and leave this 'gemstone' alone.	<p>She does not think coral should be viewed as a gemstone as it is a living thing.</p> <p>Coral is not a gemstone and should not be treated as such.</p> <p>corals are not actually gemstones corals are not literally gemstones</p> <p>[x] it shows irony [x] because coral is an animal [x] if student added on "but they are as precious as gemstones", or information unrelated to the use of inverted commas, considered ED [x] Corals are not real gemstones</p>

23. **Using your own words as far as possible**, summarise the beliefs about coral, and the problems surrounding its use.

**Use only information from Paragraphs 4 to 5.**

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin). [15]

*There are many beliefs about coral, one of it being...*

From text	Answer
Beliefs about coral	
1. the gem is supposed to help the wearer <b>triumph</b> over <b>anxiety</b> <b>promoting inner peace</b>	It helps one conquer/overcome fear / worries increases calmness
2. and <b>adversity</b>	and overcome difficulties/ challenges / problems
3. associated with Kane, the god of <b>procreation</b>  Contemporary New Age types still recommend coral for <b>enhancing fertility</b>	related to fertility  facilitates pregnancy / conception
4. The Shinto sea god, Ryujin, was said to <b>reside</b> in an <b>underwater palace made of delicately carved coral</b>	A deity was thought to live in a grand building made of coral
5. coral helped <b>protect</b> men against the <b>machinations</b> of <b>temptresses</b>	Shields men from scheming, seductive women/ from the ploys of alluring women
6. coral is said to <b>symbolize</b> the blood of Christ.	Represents the sacrifice of Christ
7. and helping <b>cleanse</b> one's <b>blood and bones</b> .	assists in body purification
Problems surrounding its use	
8. <b>rising demand</b> lead to the <b>destruction</b> of coral reefs	Reefs are decimated due to increased (popularity and) harvesting
9. Coral harvesting has <b>transformed</b> underwater forests into <b>barren plains</b> .	Thriving reefs have become underwater wastelands.

10. Though there are <b>laws in place</b> against overharvesting, they are <b>poorly enforced</b>	because overharvesting regulations were not upheld
11. <b>Fashion giants</b> like Dior and Cartier <b>continue</b> to use coral in their jewellery	Coral is still utilized by some in the fashion industry to make their products
12. (inferred)	(Low supply / Difficulty getting supplies caused some companies to stop using it.)