

## Section B

### Text 2

*In the text below, a botanist saves a young girl from a snake in the Amazon.*

*Read it carefully and answer Questions 5-15 in the Question Booklet.*

- 1 Nathan Rand was on his way back to the village after an early morning of gathering medicinal plants when he heard her screams. He dropped his specimen bag and ran to her aid. As he sprinted, he shrugged his short-barreled shotgun from his shoulder. When alone in the jungle, one always carried a weapon. Before him, a boundless sea of green spread to the horizon in all directions. It was as if the entire world were just forest. The only breaks in the featureless expanse of the continuous canopy were the occasional giant trees that poked their leafy crowns above their brethren, great monsters of the forest that served as nesting sites for birds. Otherwise, the jungle remained supreme, impenetrable, endless. 5
- 2 He pushed through a fringe of dense foliage and finally spotted the snake and the girl. Its black scales shone wetly. It must have been lurking under the surface when the girl had come to collect water from the river. Biting his lip, he searched through his weapon's sight. He had no clean shot, not with the child wrapped in the muscular coils of the predator. 10
- 3 He tossed his shotgun aside and reached for the machete at his belt. Unhitching the weapon, Nathan lunged forward but as he neared, the snake rolled and pulled the girl under the black waters of the river. Her screams ended and bubbles followed her course. Without thinking Nathan dove in after her. Holding his breath, he searched through the muddy waters and spotted the surge of coils ahead. A pale limb waved. With a kick of his legs, he reached out to the small hand, snatching it up in his large grip. Small fingers clutched his in desperation. 20
- 4 Then the dark waters swirled, and he found himself staring into the red eyes of the giant snake. It had sensed the challenge to its meal. Its black maw opened and struck at him, jaws snapped like a vice onto his arm. Tough 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. The giant anaconda rolled in the water, throwing Nathan to the silty bottom and pinning him. Nathan felt the air squeezed from his lungs as four hundred pounds of scaled muscle trapped him. He struggled and fought but he found no purchase in the slick river mud. The girl's fingers were torn from his grip as the coils churned her away from him. 25 30
- 5 His abandoned his machete and pushed with his hands against the weight of the snake's bulk. His shoulders sank into the soft muck of the riverbed, but still he pushed. For every coil he shoved aside, another would take its place. His arms weakened and his lungs screamed for air. Nathan Rank knew in this moment that he was doomed – and he was not particularly surprised. He knew it would happen one day. It was his destiny, the curse of his family. 35
- 6 But as Nathan remembered the heartbreak of losing his father, rage flamed through

- his chest. Cursed or not, he refused to follow in his father's foot – steps. He would not allow himself simply to be swallowed by the jungle without a trace. Screaming out the last of the trapped air in his chest, Nathan shoved the anaconda's bulk off his legs. Freed for a moment, he swung his feet under him sinking into the mud up to his ankles, and shoved straight up. His head burst from the river, and he gulped a breath of fresh air then was dragged by his arm back under the dark water. This time, Nathan did not fight the strength of the snake. Holding the clamped wrist to his chest, he twisted into the coils, managing to get a choke hold around the neck of the snake with his other arm. With the beast trapped, Nathan dug his left thumb into the snake's nearest eye. The snake writhed, tossing Nathan momentarily out of the water, then slamming him back down. He held tight. 40 45
- 7 He bent his trapped wrist enough to drive his other thumb into the snake's remaining eye. He pushed hard on both sides, praying his basic training in reptile physiology proved true. Pressure 45 on the eyes of a snake should trigger a gag reflex via the optic nerve. He pressed harder, his heartbeat thudding in his ears. Suddenly the pressure on his wrist released, and Nathan found himself flung away with such force that he half sailed out of the river and hit the riverbank with his shoulder. He twisted around and saw a pale form float to the surface of the river, facedown in midstream. 50
- 8 As he had hoped, the visceral reflex of the snake had released both prisoners.

## Section C

## Text 3

*The article below is coral and the colour associated with it. Read it carefully and answer Questions 16-22 in the Question Booklet.*

- 1 The colour forecasters at Pantone<sup>1</sup> declared Living Coral the colour of 2019. In its press release, the company described this orangey pink hue as ‘vibrant, yet mellow’, providing ‘warmth’ and ‘comfort’, being ‘full of life’. Reading the bitterly ironic release is a bit disconcerting, considering the continued annihilation we are inflicting on this organism and the small animals that live in coral reefs. 5
- 2 Coral may be that year’s official colour, but its history stretches a good way back. The ancient Greeks did not view coral as a living thing: to them coral was as dead as stone. Since then, our understanding of coral has grown by leaps and bounds. The Romans figured that coral was not a stone, and in the first century AD Pliny the Elder suggested that coral belonged to a group with sea nettles and sea sponges, ‘neither animals nor plants, but possessed of a third nature’. In the early eleventh century Persian scientist and scholar Al-Biruni observed that coral is responsive, as it shied away from the graze of a hand. In the eighteenth century, William Herschel examined coral cells under a microscope, saw that the cells did not look like plant cells – they lacked a thick membrane –and deduced that coral was an animal. A colourful, mysterious animal, but animal nonetheless. 10 15
- 3 For most of human history man has used coral for jewellery as much as we used emeralds, wood, and ivory. The favoured colour for European jewellers has always been that vivid orangey pink. While coral exists in many shades, we often 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 *Corallium rubrum*, primarily found in the Mediterranean but also along the coasts of Japan and Taiwan, growing in sea caves and shallow straits. In the wild, coral looks matte- it is only after being polished by human hands that it develops its characteristic shine. 20
- 4 People have been harvesting coral for thousands of years. A somewhat ubiquitous substance, the animal thrives in areas where the sea is warm, clear, and salty. Even though coral reefs only cover 0.1% of the earth’s surface, their undulating multi-coloured surface has inspired legends and myths around the globe, from India to Italy. In Hindu astrology, coral is associated with Mars, and jewellery made from the gem is supposed to help the wearer triumph over anxiety and adversity. Coral features in numerous Hawaiian myths, and is traditionally associated with Kane the god of procreation. The Shinto sea god, Ryujin, was said to reside in an underwater palace made of delicately carved coral. Pliny the Elder believed coral helped protect men against the machinations of temptresses. In Christian tradition coral is said to symbolize the blood of Christ. Contemporary New Age types still recommend coral for enhancing fertility, promoting inner peace, and helping cleanse one’s blood and bones. 25 30 35
- 5 Like other precious materials, coral has dipped in and out of fashion in our modern

- world, while retaining a stalwart group of fans. Coral's popularity peaked in the 1920s, and again in the seventies it became a trendy accessory for hippies. Over the past century, rising demand lead to the destruction of coral reefs in the Philippines, the Mediterranean, and Japan. Where there were coral 'trees' of up to two feet tall there are now one – inch stubs. Coral harvesting has transformed underwater forests into barren plains. Though there are laws in place against overharvesting, they are poorly enforced. Fashion giants like Dior and Cartier continue to use coral in their jewellery but concerns about its scarcity have led others in the industry to reconsider their choices. Some, including Tiffany & Co., have stopped using coral, while others have elected to only work with vintage pieces.
- 6 Such efforts may not matter-ordinary people are killing coral every day. It happens when we press down on the gas pedal, board a plane, or flick on the light switch. Ocean acidification and climate change are bleaching the coral reefs, and a white reef is a dead reef. Since 2016, over half of the Australian Great Barrier Reef, once considered the most stable and protected reef system in the world, had died.
- 7 But perhaps this is what makes Living Coral a fitting colour for our times. It is bittersweet hue, the colour of dead creatures and mystical protection. Global warming feels crushingly huge, its magnitude tipping us away from action and toward despair. Living Coral, bright and happy, feels like a dose of visual hope, whether we deserve it or not. There may also be hope for coral. Scientists are currently collecting coral spawn to regrow dead sections of the Great Barrier Reef. We do not yet know how the project will turn out. Maybe we will fail to replenish the coral. But maybe we will be able to re-fertilize the once-vibrant forests. Maybe coral will flourish across the ocean floor once more. And maybe, someday, we will be able to quit our addiction to stolen colours and leave this 'gemstone' alone.

<sup>1</sup>Pantone: the organization that created a colour matching and standardization system which is used worldwide.

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*Copyright acknowledgements:*

Text 1 Adapted from <https://www.gofundme.com/f/ritan-robotics-worlds-fund>,

<https://obamawhitehouse.archives.gov/blog/2011/10/07/google-science-fair-winners-visit-white-house>

Text 2 Adapted from James Rollins; Amazonia;2002

Text 3 Adapted from Living Coral, the Brutal Hue of Climate Change and Brand New iPhones by Katy Kelleher

**Section B [20 marks]**

**Refer to Text 2 on pages 3-4 of the Insert for Questions 5-15**

- 5** Suggest a reason why there is a need to carry a weapon ‘when alone in the jungle’ (lines 3-4).
- \_\_\_\_\_
- \_\_\_\_\_ [1]
- 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]
- 7** In Paragraph 2, we are told Nathan was ‘biting his lip’ (line 11) as he looked at the snake.
- (a)** What does this behavior tell us about how Nathan was feeling?
- \_\_\_\_\_
- \_\_\_\_\_ [1]
- (b)** Suggest a reason for him feeling this way.
- \_\_\_\_\_
- \_\_\_\_\_ [1]
- 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 writer create by using a longer sentence followed by a shorter one?
- \_\_\_\_\_
- \_\_\_\_\_ [1]
- 9** Give two details from Paragraph 4 which show that the snake was much stronger than Nathan. Answer in your own words.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ [2]
- 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]
- 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]

- 12** In Paragraph 6, Nathan continues to battle the snake. Which phrases from lines 36-40 describe Nathan's actions?

**Descriptions**

**Phrases from the passage**

(i) Gathering momentum

(ii) A counter-intuitive move

(iii) Getting a firm grip

[3]

- 13** Why did Nathan pry that his basic training in reptile physiology proved true?

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[1]

- 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?

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[1]

- 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.

**Nathan's dominant mood**

|                                       |                                  |         |
|---------------------------------------|----------------------------------|---------|
| desperation<br>anger<br>determination | apprehension<br>defeat<br>relief | urgency |
|---------------------------------------|----------------------------------|---------|

Paragraphs 1-3: (i) \_\_\_\_\_



Paragraphs 4-5: (ii) \_\_\_\_\_



Paragraphs 6-7: (iii) \_\_\_\_\_



Paragraphs 8: (iv) \_\_\_\_\_

Section C [25 marks]

Refer to Text 3 on page 5-8 of the Insert for Questions 16-23.

- 16 With reference to Paragraph 1, explain the irony in describing the colour coral as 'full of life' (line 3).

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[2]

- 17 With reference to paragraph 2, explain how coral was discovered to be responsive. Answer in your own words.

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[1]

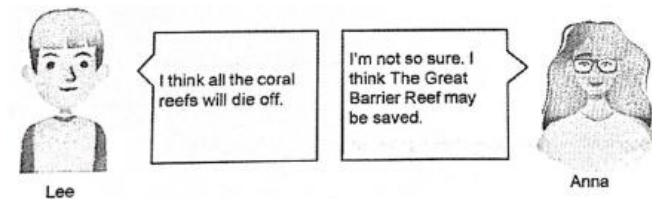
- 18 Why is 'juicy hue' (line 19 ) an effective description of the colour of *Corallium rubrum*?

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[1]

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



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

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

[2]

- (b) With reference to Paragraph 7, how would Anna explain he position?

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[1]

- 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?

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[1]

- 21 What effect does the writer create by repeating the word 'maybe' in lines 56 to 58?

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[1]

- 22 Why do you think the writer puts inverted commas in the text round the word 'gemstone' (lines 59)?

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[1]



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

**Use only information from Paragraphs 4 and 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).

There are many beliefs about coral one of it being \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## CGSS SEC 4 EL MYE PAPER 2

### Section A answers

[5 marks]

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> <p>1) Appealing to positive trait that the reader would want to identify with.<br/>OR<br/>2) ‘Your’ makes the reader feel involved/ included.</p> <p>Don’t accept:</p> <p>[X] answers that make use of info beyond your Generosity’</p> <p>[X] ‘Your’ addresses the reader directly.<br/>(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> |

|  |   |
|--|---|
|  | Photo 2: The trophy indicates that the girls have won an award. |
|--|---|

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

**INFERENCE**

|  |  |
|--|--|
|  | <b>Answer</b>  |
|  | <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 organization tries to increase the sense of urgency for donation. [2]

**INFERENCE**

|  |   |
|--|---|
|  | <b>Answer</b>   |
|  | <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:</p> <p>'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 forests</p> <p>OR</p> <p>Endless</p> | <p>Shows that the jungle is vast</p> <p>Large</p> <p>Huge</p> <p>Enormous</p> <p>Neverending</p> <p>Feature: Size</p> |
| great monsters of the forest  | <p>The forest is mature / old.</p> <p>OR</p> <p>Terrifying, intimidating</p> <p>(possible connotation of monster)</p> |

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

7. In Paragraph 2, we are told Nathan was ‘biting his lip’ as he looked at the snake.

- (a) What does this behavior 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<br><br>[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.<br><br>He did not know to tackle / handle the snake / He knew it wasn’t going to be easy<br><br>[X] He could not shoot the snake (why?)<br>[X] he was afraid of the snake<br><br>[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 <u>clamping</u> 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 / pulverize 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 and <b>pinning</b> him.</p> | <p><u>When the snake coiled around him, he was unable to escape despite his effort</u></p> <p>The snake (<b>was able to</b>) toss him to the river bed<br/>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   |
|---|--|
| 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> |
|--|---|

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 was persistent</p> <p>[X] 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<br><b>INFERENCE</b>        | <p>He swung his feet under him</p> <p>He swung his feet under him, sinking into the mud up to his ankles</p> <p>[X] swung his feet</p>                       |
| (ii) A counter-intuitive move<br><b>INFERENCE</b> | <p>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”)</p> |
| (iii) getting a firm grip                         | (managing to) get a choke hold (around the neck of   |

|                  |  |
|------------------|--|
| <b>INFERENCE</b> | the snake)<br><br>[X] choke hold<br><br>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.<br><br>He <b>hoped</b> what he knew about reptiles also applied to the snake he's fighting<br><br>He was <b>desperate</b> to be freed from the snake's grip.<br><br>Key words: hope, desperate, struggling, last resort-related to 'pray'<br><br>[X] <b>wanted to be freed</b> (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> <p>1) What is expected<br/>2) What is actually happening</p> | <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 work life)</p> <p>The focus should be on the word “full” Expected – thriving, doing well Actual – dying, dead</p> <p>1 m 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 responsive.

Answer in your own words.

[1]

### DIRECT

| From text   | Answer   |
|---|--|
| <p>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> | <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>Look like the colours of the papaya and watermelon, which are 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 refertilise 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 emphasizes the sense of hope she has for saving coral.</p> <p>It emphasizes 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' (lines 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</p> <p>Coral are not literally gemstones</p> <p>[X] it shows irony</p> <p>[X] because coral is an animal</p> <p>[X] if student added on "but they are as precious as gemstones" or information unrelated to the use of inverted commas, considered ED</p> <p>[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   |
|---|--|
| <b>Beliefs about coral</b>  |  |
| 1. The gem is supposed to help the wearer <b>triumph over anxiety</b><br><br><b>promoting inner peace</b>                                     | It helps one conquer / overcome fear worries<br><br>increases calmness       |
| 2. and <b>adversity</b>   | And overcome difficulties / challenges problems                              |
| 3. associated with Kane, the god of <b>procreation</b><br><br>Contemporary New Age types still recommend coral for <b>enhancing fertility</b> | Related to fertility<br><br>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   |
| <b>Problems surrounding its use</b>   |  |
| 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.) |