IGCSE English Language Revision Guide

Paper 1: Core

KEEP CALM
AND
REVISE ENGLISH

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Outline of the Exam

Cambridge IGCSE English Language, Paper 1: Core is marked for Reading and Writing skills.

There are 40 marks for Reading and 10 marks for Writing available, which makes a total of 50 marks.

The paper consists of 3 questions:

1. Reading Comprehension 20 marks
2. Directed Writing 15 marks
3. Summary 15 marks

You will need to read two unseen passages. These could be non-fiction or fiction.

The exam lasts for 1 hour and 45 minutes.

General Advice from the Examiner:

• Read each question twice and underline the key thing the question is asking about.
• Make sure that you answer all parts of every question.
• If the question asks you to use your own words, make sure that you are not lifting words or phrases from the passage, but showing your understanding by putting the ideas in the passage into different words.
• Make sure that every word you write can be clearly read by the examiner. If the examiner can’t read what you have written, you will not gain any marks for it.
• Only make a point once in a response (even if it’s in different words!)
Question 1: Reading Comprehension (20 marks)

What is question 1?

This is a series of sub-questions in response to Passage A, requiring answers of different lengths and testing the following reading assessment objectives:

R1 demonstrate understanding of explicit (obvious) meanings

R2 demonstrate understanding of implicit (implied / suggested) meanings and attitudes

R3 analyse, evaluate and develop facts, ideas and opinions

R4 demonstrate understanding of how writers achieve effects.

Question 1 will be in a series of sub questions, worth between 1 and 6 marks and will all be about the first of the reading passages.

What do the questions look like?

If the question says to use your own words, do not use quotations or lifted words and phrases.

Using your own words, explain what the writer says about the similarities and differences between the appearance of the boys and the girls (paragraph 2, ‘When we arrived...schoolroom’).

The questions will often tell you which part of the passage to focus on. You will not get marks for anything you say which is not from this section.

Check how many marks the question is worth and make the correct number of points.

How can I prepare for question 1?

- Use the practice paper which is part of this booklet.
- Read newspaper articles from broadsheet newspapers do the following tasks with them:
  o Pick out words and phrases and rewrite them in your own words
  o Pick out words and phrases and explain what they mean and suggest.
  o Pick out words and phrases and explain why the writer has chosen them and what effect they have on you as a reader.
- Go through the practice papers that you have done in lessons and fortnightly tests and improve your answers.
**Question 2: Directed Writing (15 marks)**

**What is question 2?**

This question requires you to write an extended piece of writing in response to passage A. You will be asked to write as though you are someone else: possibly a character in the passage or an onlooker such as a journalist.

The question will give you the form you need to write in (such as a letter, diary entry or newspaper article) and it will also give you three bullet points which you must cover in your writing.

There are 10 marks for your understanding of the passage and 5 marks for the quality of your writing.

**What do I need to do for question 2?**

Read Passage A

1. Read and deconstruct the question (work out what it wants from you) CRAPF.
2. Return to Passage A and skim read for ideas to use in your response (underline or tick the details that are relevant).
3. Work out which register (voice) you will be writing in
4. Work out who you are writing to
5. Work out why you are writing the text
6. Take 2 minutes to plan your response REMEMBER to write in the format asked for in the question. Use the bullet points to help you. Make sure you have material for each bullet point.
7. Write your response.
8. Spend a few minutes checking your response afterwards. Remember that you get 5 marks for writing, so your use of paragraphs, spelling, punctuation, sentences and vocabulary are all important.

**Top Tips:**

- Remember to use the bullet points! You should write equal amounts for each bullet point (2 paragraphs for each one).
- Make sure that your points are relevant to the bullet points and that you are not just re-telling the story.
- Develop your ideas by explaining what the details from the passage suggest about the character/place/situation/feelings/mood etc.
- Remember to use your own words! If you just copy the words from the passage, then the examiner cannot tell if you understand them.

<table>
<thead>
<tr>
<th>Content</th>
<th>What you have to write about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register</td>
<td>Who you have to write as. What style will be appropriate?</td>
</tr>
<tr>
<td>Audience</td>
<td>Who you need to write for?</td>
</tr>
<tr>
<td>Purpose</td>
<td>Why you are writing, e.g. to advise, persuade etc.</td>
</tr>
<tr>
<td>Form</td>
<td>Type of writing, e.g. feature article, speech, interview etc.</td>
</tr>
</tbody>
</table>
 Directed Writing- What do the questions look like?

1 Julia, during her recovery, fully explained her experience to her parents. A reporter for a newspaper interviews Julia’s parents and asks the following three questions only:
• What made you choose to visit the rainforest in Ecuador with your daughter, Julia?
• How did Julia’s accident happen, and what did she do to survive?
• What are your thoughts and feelings towards the Achuar people and their way of life?

Write the words of the interview, beginning with the first question. Base your interview on what you have read in Passage A. Be careful to use your own words. Write between 1½ and 2 sides, allowing for the size of your handwriting. Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

(20 marks)

Directed Writing- Examiner’s Advice:

• Candidates must change the language of the passages in response to Question2 in order to achieve a higher Reading and Writing mark.

• Answer all parts of the question, giving equal attention to each of the three sections.

• Answer in your own words and adapt material from the passage to the form and viewpoint of the response.

• Use all the main ideas in the passage and use detail to support them.

• Develop and extend some of the ideas relevantly.

• Create a suitable voice, tone and style for the persona in the response.
# Directed Writing: Example Mark scheme

## Marks out of 10 for reading:

<table>
<thead>
<tr>
<th>Band</th>
<th>9–10</th>
<th>Uses and develops several ideas, both factual and inferential, from the passage. Consistently reflects the feelings of the writer and understands his reasons for accepting the post in the school and his possible concerns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>7–8</td>
<td>Refers to several details from the passage and shows some awareness of the writer's feelings. There is some appreciation of the reasons for taking the post and his possible concerns.</td>
</tr>
<tr>
<td>Band</td>
<td>5–6</td>
<td>Repeats some details from the passage about the prize-giving. Shows incomplete understanding of the writer's feelings and reasons for taking the post. Focuses on the question and passage but uses the material simply and partially.</td>
</tr>
<tr>
<td>Band</td>
<td>3–4</td>
<td>There is some relevance to the question, with a tendency to retell the passage rather than focus on the requirements of the question. Makes simple references to the events of the day.</td>
</tr>
<tr>
<td>Band</td>
<td>1–2</td>
<td>There is an attempt to use the passage. May retell the content of the passage or give occasional relevant details. There may be examples of misunderstanding or lack of clarity.</td>
</tr>
<tr>
<td>Band</td>
<td>0</td>
<td>There is little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.</td>
</tr>
</tbody>
</table>

## Marks out of 5 for writing

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>Sentences are fluent and there is a wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
<td>Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.</td>
</tr>
<tr>
<td>Band</td>
<td>3</td>
<td>Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.</td>
</tr>
<tr>
<td>Band</td>
<td>2</td>
<td>The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over dependent on lifted material.</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
<td>The response is difficult to understand. The response may be almost entirely lifted from the original.</td>
</tr>
<tr>
<td>Band</td>
<td>0</td>
<td>The response cannot be understood.</td>
</tr>
</tbody>
</table>

[Total: 15]

- You need to aim to get into Band 2 to achieve a C grade.
- Read the mark scheme.
- What do you need to do to achieve your target grade?
Question 3: Summary Question (15 marks)

What is question 3?

Question 3 will ask you to summarise a particular aspect of a passage (passage b) in two ways.

1. Firstly you will need to identify 10 key points about the topic in the question and write them into a notes box. This can be done using lifted words and phrases and is worth 10 marks.
2. Then you will need to write these ten points up using your own words, putting the points into a logical order and using accurate spelling, punctuation and grammar.

Top Tips:

- Make sure that your points are relevant to the specific aspect of the passage you have been asked to focus on.
- In the notes box, make sure you only have one point per line – you won’t get credit for two points on one line.
- In section b DO NOT use lifted words and phrases – you will NOT get any marks if you do!

Summary- What does the question look like?

The summary question will be on a new reading passage.

Read carefully Passage B, The RNLI, in the Reading Booklet Insert and then answer Question 3(a) and 3(b) on this Question Paper.

Question 3

Answer the questions in the order set.

(a) Notes

What do you learn about the RNLI and their values and beliefs, according to Passage B?

Write your answer using short notes.

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.
Information about the RNLI and their values and beliefs:

- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________
- _____________________________________________________________________________

[Total: 10]

(b) Summary

Now use your notes to write a summary of what Passage B tells you about the RNLI and their values and beliefs.

You must use continuous writing (not note form) and use your own words as far as possible. Your summary should include all 10 of your points in Question 3(a) and must be 100 to 150 words. Up to 5 marks are available for the quality of your writing.

Summary- How can I prepare for this question?

- Read articles and decide on one aspect of that article – then summarise 10 key points about it.
- Then change those 10 key points into clear writing (no more than 100 words) which change the words to show understanding.
- Repeat this practice regularly!
- Look at summary questions from lessons and fortnightly tests and improve them.
Summary – Mark scheme for section b

<table>
<thead>
<tr>
<th>Band</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>5</td>
<td>The response is well focused on the passage and the question. All points are expressed clearly, concisely and fluently, and in the candidate’s own words (where appropriate) throughout.</td>
</tr>
<tr>
<td>Band 2</td>
<td>4</td>
<td>Most points are made clearly and concisely. Own words (where appropriate) are used consistently. The summary is mostly focused but may have a redundant introduction or conclusion.</td>
</tr>
<tr>
<td>Band 3</td>
<td>3</td>
<td>There are some areas of conciseness. There may be occasional loss of focus or clarity. Own words (where appropriate) are used for most of the summary. Responses may be list-like or not well sequenced.</td>
</tr>
<tr>
<td>Band 4</td>
<td>2</td>
<td>The summary is sometimes focused, but it may include comment, repetition, unnecessarily long explanation or lifted phrases.</td>
</tr>
<tr>
<td>Band 5</td>
<td>1</td>
<td>The summary is unfocused or wordy. It may be answered in the wrong form (e.g. narrative, commentary or as notes). There may be frequent lifting of phrases and sentences.</td>
</tr>
<tr>
<td>Band 6</td>
<td>0</td>
<td>Excessive lifting; no focus. The response cannot be understood or consists entirely of the words of the passage.</td>
</tr>
</tbody>
</table>

You need to reach band 2 for a C. What do you need to do to get there? Practise!!!!
Timings

The exam lasts 1 hour and 45 minutes (that’s 105 minutes). You should aim to spend:

- 40 minutes on question 1
- 30 minutes on question 2
- 30 minutes on question 3
- 5 minutes check.

KEEP CALM AND REMEMBER YOUR TIMINGS
Read Passage A carefully and then answer Questions 1 and 2 on the Question Paper.

Passage A: Grace Darling

The story of Grace Darling has captured imaginations for over a hundred years. Grace was an ordinary young woman who was boldly and unequivocally labelled a ‘heroine’ after the events of a stormy night in 1838. Being the daughter of a lighthouse keeper and having lived in various lighthouses, Grace was used to the harsh and dangerous environment around her. However, she had never experienced real danger until the night of the 7th September 1838 – the night that she entered the history books.

On the 5th September the steamship SS Forfarshire set off from Hull to Dundee. On board the vessel were 60 crew members and passengers as well as containers of valuable cargo. Disaster struck the next day when the ship’s boiler began to leak and by the morning of the 7th September the engine had stopped. The Forfarshire began to drift. Suddenly, at about 4 a.m., there was a thunderous crash as the steamship collided with Big Harcar Rock. The impact was sudden and there was no time for the passengers to be called from their cabins and into smaller boats that would have taken them to safety.

Within 15 minutes the ship had broken in two; the colossal vessel had fallen victim to the angry, ruthless sea. The waves pounded relentlessly at the fragile remnants of the ship until it had been reduced to a disintegrating wreck. The back half of the boat was swept away by the billowing waves and was quickly overpowered. The 48 people on board lost their fight for survival and were tragically consumed by the raging sea.

That night Grace Darling and her parents were in the lighthouse. They knew a fierce storm was blowing and they watched as huge waves battered their lighthouse walls. Grace knew the sea intimately as she had spent so much time looking at it throughout her childhood; she almost felt like it was her constant companion. Within minutes of being in the sea’s presence, Grace could tell the mood it was in; she read the signs and predicted its behaviour. On the night of the tragedy, Grace had already sensed that something sinister was brewing. As a result, Grace stood by the lighthouse window that night and watched nervously as her long-time companion transformed into an unrecognisable and brutal force of death. It wasn’t long before Grace saw some desperate and shadowy figures waving, their cries inaudible above the deafening crash of the savage sea.

Grace’s father knew that the local lifeboat service would not be able to launch their ship because of the brutal conditions; if these people were to have any chance of survival then he and Grace were their only hope. Armed with blankets to warm any survivors, William and Grace untied their tiny rowing boat from its safe mooring and released it into the vast and wild sea. Each wave appeared bigger than the last and the force of the rain stung their cheeks. It was almost impossible to see where they were heading and the boat was being thrown off course constantly. They knew the area around the Farne Islands was notorious for being a ships’ graveyard and yet they rowed with determination towards almost certain death.

As they approached the scene of the disaster, Grace could clearly see the outline of people waving in desperation. William went in to the water to attempt to pull as many survivors into their boat as possible whilst Grace rowed frantically backwards and forwards just so she could stay in the same place and not crash into the reef. The storm whirled around her and the waves were like mountains. It was too late for many of the victims but William and Grace rescued nine people that night and rowed them back to safety. They arrived back to the lighthouse exhausted yet
relied that the ferocious sea had allowed them to return home safely. Grace worked hard to care for the victims before they were returned to the mainland.

Within a few days of the rescue news of Grace’s bravery had spread across the country. Newspaper reporters flocked to the village wanting to follow her every move. Requests for her to visit different places flooded in and many artists wanted her to sit for portraits. Such extraordinary bravery was a source of inspiration for many. Queen Victoria sent her £50 and she was awarded gold medals from a number of societies. However, Grace soon became increasingly weary of all the attention and the commitments that came with it, feeling that she was unable to live a normal life any more. In a cruel twist of fate, Grace Darling, the young woman who had stared death in the face and had survived against all the odds, succumbed to the most common of diseases dying of tuberculosis a mere four years later.

Part 2

Read Passage B carefully, and then answer Question 3 on the Question Paper.

Passage B: The RNLI

This is an extract from a leaflet about the Royal National Lifeboat Institution.

The RNLI is the charity that saves lives at sea; they provide an on call, 24-hour, lifeboat search and rescue service and a seasonal lifeguard service. The vision of the RNLI has always been the same since its start in 1824: to end the preventable loss of life at sea.

In 2013 there was an average of 23 RNLI lifeboats launched each day in the UK and across the year that total was 8,304. On average, 23 rescues take place every day with 325 lives being saved in 2013 alone. These statistics surely prove that this type of service is fundamental to our safety.

The RNLI have four core values and their work is driven by these values. All staff and volunteers are asked to strive for excellence in all they do. They are required to be selfless and put others before their own needs. They need to be dependable, always available and committed to saving lives. Being trustworthy is also a key value at the RNLI and staff and volunteers are asked to deal with their everyday affairs with transparency, integrity and impartiality. The RNLI is a charity and so it is important that the donations that people so generously entrust to the charity are used efficiently and wisely. Lastly, team members must be courageous as they are frequently putting themselves into dangerous situations.

Since the RNLI’s start in 1824, lifeboats and lifeguards have saved more than 140,000 lives. Although these figures are encouraging, it doesn’t always translate to donations. None of the RNLI’s work could happen without the generous gifts of the people of the UK. Some people leave money to the RNLI in their wills, others give one off donations and others give a little each month – every penny goes back into saving lives. The RNLI do not seek funding from central government and so they are dependent on donations as their income. Every time they have to deploy a lifeboat and lifeguards, it costs money. Some may say ‘it is nothing to do with me’ but nobody knows when we too may rely on such a service.

Interestingly in 2013, 50% of all launches were to leisure craft users for example, powerboats, yachts, body boarders, surfers etc. Although some people who find themselves in trouble do have the relevant experience and equipment to be in the sea, most do not. The RNLI are often called out to incidents where people have got in to trouble through ‘high jinx’ or through not having awareness of the conditions of the sea. Without a service like the RNLI many precious lives would have been lost.
Read carefully Passage A, Grace Darling, in the Reading Booklet Insert and then answer Questions 1 and 2 on this Question Paper

Question 1

(a) From paragraph one ("The story of Grace Darling has...") what do we learn about Grace Darling’s background?

- ........................................................................................................................................
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  ........................................................................................................................................
  ........................................................................................................................................(2)

(b) Using your own words, explain why more people were not rescued? (Paragraph 2)

- ........................................................................................................................................
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  ........................................................................................................................................
  ........................................................................................................................................(2)

(c) What does the writer say about how Grace Darling knew there was going to be danger that evening? (Paragraph 4)

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  ........................................................................................................................................(2)

(d) According to paragraph 5, what were the dangers that William and Grace Darling faced that night?

- ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................(2)

(e) Using your own words, explain what the writer means by: ‘The waves pounded relentlessly” (Paragraph 3)

- ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................(2)

(f) Why does the writer think that Grace darling’s death was particularly sad?

- ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................
  ........................................................................................................................................(1)
g) Complete the table below to answer Question 1g(i) and (ii).

(i) Re-read paragraph 4 (“That night”). Explain **using your own words**, what the writer means by the words in *italics* in **three** of the following phrases:

(a) “huge waves *battered* their lighthouse walls”
(b) “something *sinister* was brewing”
(c) “transformed into an unrecognisable *brutal force* of death.”
(d) “the deafening crash of the *savage* sea”

(ii) The writer uses very graphic language to describe the sea and the impact it has. Explain how the words and language in **each of the phrases you have chosen** help to suggest the power of the sea.

<table>
<thead>
<tr>
<th>Phrase Selected (a), (b), (c) or (d)</th>
<th>(i) The meaning of the words in italics</th>
<th>(ii) How the words and language in the phrase suggest the power of the sea.</th>
</tr>
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)**[Total: 20]**
Question 2

You are Grace Darling, write a letter to your sister who is living away from home telling her about the rescue.

In your letter you should:

- Give your impressions about what happened on the night of the dramatic rescue.
- Explain your thoughts and feelings about the rescue.
- Express your concerns about the way people are reacting and the way this may affect your future.

Base your ideas on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullets.

Begin your letter with the words, “My dearest sister, I wish you were here in person so I could talk to you about the events of the last few days”.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

(Space would be available on the paper to answer this question.)

Read carefully Passage B, The RNLI, in the Reading Booklet Insert and then answer Question 3(a) and 9 (b) on this Question Paper.

Question 3

Answer the questions in the order set.

(c) Notes

What do you learn about the RNLI and their values and beliefs, according to Passage B?

Write your answer using short notes.

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.
Information about the RNLI and their values and beliefs:

- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________
- ______________________________________________________

[Total: 10]

(d) Summary

Now use your notes to write a summary of what Passage B tells you about the RNLI and their values and beliefs.

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should include all 10 of your points in Question 3(a) and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing.

(Space would be available on the paper to answer this question.)
Example C Grade Answer to Question 2:

2014 and 2015* Specification Grace Darling (Core)

Model Answer – C grade example

My Dearest Sister,

I wish you were here in person so I could talk to you about the events of the last few days. Dad and I had to risk our lives to save some people who had been in a shipwreck. The storm was really bad and when I looked out of the lighthouse window I saw them and knew I had to try and save them. We rowed out in our tiny boat and it was horrible. The waves were massive and my face hurt because of the cold rain. We did save nine people and got them back home somehow.

I went through so many emotions – I wish I could talk to you about them. I was scared but determined to rescue them. If we hadn’t managed to get them, no one else would have done and they would have died. I was so delighted to get back home. I was relieved too.

Now everything has gone mad and people seem to think I am a heroine! I cannot do anything because reporters want to speak to me and people are suggesting they paint me or that I visit their big events. I don’t want any of this and feel like it’s stopping me do normal things.

Please visit us soon – I miss you.

Your loving sister,

Grace
Passage A:

Brady Barr has a TV series on the Geographic Challenge. Here is an article he wrote for the channel’s website about filming a particularly dangerous episode.

It was day three for our team in a snake cave on an island in Indonesia. On the previous two days we had seen many pythons, but all small, so we weren’t expecting to see anything unexpected on day three. We were only going in to get some pick-up shots and move to the next filming location.

The cave was literally a chamber of horrors, probably the worst place I have worked in the ten years I have been at Geographic. The cave was filled with the usual customers (scorpions, roaches, maggots, spiders, millions of bats, lizards, and snakes), but it was the unbelievable amount of bat guano that made it unbearable. There were places where you had to wade through chest-deep liquefied bat guano. The stuff was like quicksand, almost sucking you down and making progress very slow and cautious. This bat guano soup along with low oxygen levels eventually prevented our expedition from going deeper into the cave.

The head of a reticulated python resting in a tree

On day three, about 200 feet (60 meters) into the cave, walking along the right-side wall where the fecal soup was the shallowest, I spied a large python partially exposed in a crack in the left wall, on the opposite side of the cave across the deepest part of the fecal river.

[With cameras rolling] I frantically waded across the middle deepest portion of the fecal river (waist deep on me) and to the other side of the cave, where I was successful in grabbing the last few feet of the snake’s tail before it escaped into the wall.

By this time Dr. Mark Auliya, a python expert working with me on this project, arrived to assist me in pulling this large snake out of the wall. I handed over the tail to Mark while I attempted to free more of the large snake’s body from the crevice as Mark pulled.

After a brief power struggle, the python popped out of the crack in a blur of coils and quickly started to wrap us up. In the waist-deep fecal soup, the darkness of the cave and myriad of coils, it was difficult to locate the head, which was our major concern. With Mark still holding the tail, the big snake wrapped its powerful coils around Mark's body once and around both of my legs down low at least once, and maybe two coils. The snake’s head was horrifyingly all over the place, popping in and out of the fecal soup and making securing it almost impossible. Before we could formulate a plan to get out of the quicksand-like fecal soup, where drowning was a serious issue while trying to subdue a giant snake, it bit me.

I felt the snake attach to my leg right below my left buttock, which sent me literally through the roof with pain. These guys are armed with dozens of strongly recurved razor-sharp teeth. After securing its hold, it threw the weight and power of its muscular body into the bite and started ripping downward. The power of these snakes is beyond comprehension ... remember, they are constrictors, and power is the name of their game.

Since the bite was occurring underwater, no one but me really knew what was occurring, and I was in such indescribable pain I couldn’t convey much information, other than guttural screams. I was so completely incapacitated by the pain I couldn't even attempt to remove the snake from my leg. I was terrified that the snake was going to pull me off my feet with its coils around my legs and drag me underwater, yet after what seemed like an eternity the snake released its bite yet continued to hold me with its coils. It most likely needed to get a breath of air, since the bite occurred under the water. After letting the team know that it released its bite, we still could not locate the head after frantic searching.

This was the time I was most concerned, and without doubt one of the scariest moments I have ever been a part of, because the horror of taking another bite was simply overwhelming. I really did not think that I could remain conscious if I took another bad bite, and I knew that another bite was coming for someone if we didn’t secure the head.

Prayers answered—the snake relinquished some of its coils, and I finally spotted the head at the surface of the
water a long way away. Mark quickly dragged the snake to the opposite side of the cave, the shallow side, and I threw a bag over its eyes and quickly secured the head. We immediately placed the large snake into a capture bag, and then Mark inspected my wounds. They were bad; it was a horrific bite.

They have so many teeth that produce these deep ripping wounds, it’s excruciating if you are on the receiving end. When the team discovered how severe the injuries were, we immediately exited the cave and cleaned the wound. Infection was really the biggest concern. Snake bites are always bad because they have such unclean mouths, but to receive a bite in a cave environment in a liquefied slurry of bat feces simply has to be the absolute worst of all septic situations. We were in a very remote area, so I had to hike out many kilometers to our truck.

The entire sequence was filmed. It is chilling footage to watch. It was an epic snake capture, one to go down in the history books.

**Part 2:** Read passage b carefully then answer both parts of question 3.

This extract from the WWF website describes their Amazon initiatives project.

The world’s largest expanse of tropical rainforest – home to at least 10 per cent of the world’s known species and more than 30 million people – forms the focus of one of our ambitious initiatives.

WWF has already played a unique role in conserving the Amazon over the past 40 years, developing scientific knowledge, experience, and key partnerships with local, regional, and international players.

We have invested more than US$30 million in conservation in the region since 2001 and are working with the government of Brazil and other partners on the Amazon Region Protected Areas Programme (ARPA), which has already helped create more than 20 million hectares of protected areas since 2002.

We have also helped with sustainable management of natural resources and improved conditions for the people who rely on them, for example by developing FSC-certified forestry and forest management, successfully lobbying for tighter international trade regulations for big-leaf mahogany, and promoting sustainable freshwater fisheries.

Building on this solid foundation, in 2007 we launched a ten-year Amazon Initiative to vastly scale up our efforts.

By forming powerful partnerships with diverse partners – Amazonian governments, aid agencies, local communities, local and multinational businesses, other conservation organizations, and research institutions – we seek to conserve the entire Amazon Basin through a combination of good governance, clear land tenure, sustainable commodity production, forest-friendly infrastructure development, and biodiversity conservation.

These efforts will ensure the survival of Amazon species and ecosystems – and so the continued provision of environmental goods and services that sustain people and economies locally, regionally, and in the wider world.

Sufficient forest cover will also maintain regional rainfall and build resilience to climate change, ensuring a healthy Amazon that will continue to regulate both the regional and global climate.
a) Reread paragraph 2. Give three reasons why the cave was particularly unpleasant to film in. (3)
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
b) Explain, using your own words, why the writer describes the cave as a “chamber of horrors” in paragraph 2. (2)
_________________________________________________________________________________
_________________________________________________________________________________
c) Why do you think Brady described himself as “frantically” wading after the snake when he sees it in paragraph 4? (2)
_________________________________________________________________________________
_________________________________________________________________________________
d) Why was it so important to get out of the quicksand in paragraph 6? (1)
_________________________________________________________________________________
e) What two word phrase in paragraph 9 tells you that Brady could not bear the idea of being bitten again? (1)
_________________________________________________________________________________
f) Explain, using your own words, what Brady meant by ‘an epic snake capture, one to go down in the history books’ in paragraph 12. (2)
_________________________________________________________________________________
_________________________________________________________________________________
g) Complete the table below to answer Question 1(g) (i) and (ii).

(i) Re-read paragraphs 6 – 8. Explain using your own words, what the writer means by the words in *italics* in three of the following phrases:

   (a) “the python *popped*”
   (b) “it *threw* the weight and power of its muscular body”
   (c) “started *ripping* downwards”
   (d) “continued to *hold* me with its coils”

(ii) The writer uses very graphic language to describe the movements of the snake. Explain how the words and language in each of the phrases you have chosen help to suggest the power of the snake.

<table>
<thead>
<tr>
<th>Phrase Selected (a), (b), (c) or (d)</th>
<th>(i) The meaning of the words in italics</th>
<th>(ii) How the words and language in the phrase suggest the power of the snake</th>
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[Total: 20]
Question 3

Answer the questions in the order set.

(a) Notes

What do you learn about what the WWF have done and want to do in the Amazon, according to Passage B?

Write your answer using short notes.

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.

<table>
<thead>
<tr>
<th>Information about what the WWF have done and want to do in the Amazon:</th>
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[Total: 10]

(b) Summary

Now use your notes to write a summary of what Passage B tells you about what the WWF have done and want to do in the Amazon.

You must use continuous writing (not note form) and use your own words as far as possible. Your summary should include all 10 of your points in Question 3(a) and must be 100 to 150 words.

Up to 5 marks are available for the quality of your writing.(Space would be available on the paper to answer this question.)