

Answers to 'O' Level EL 2018 Paper 2 Section A, B & C

Section A

1. It is aimed at people who want to pick up kayaking.

Our Courses One-day course If you've never tried kayaking before, why not try our hugely popular one-day course for beginners? All ages welcome (under-8s must be accompanied on the water by an adult).	Want to try something new?
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Question is a typical visual text question that requires you to identify the target audience of the text. Note that you will need to be as specific as possible, identifying the audience based on (age, interest, gender, etc)

Take note of the heading, that reinforces the idea that it is aimed at people are new to kayaking

2. (i) One-day course: "Supportive small group"
(ii) Five-day course: "(adventurous and) independent in your kayak"

In the morning, we teach you the safety rules for kayaking. And in the afternoon, you'll be on the water actually learning how to kayak. You'll learn in a supportive small group, maximum of half a dozen.	make you more adventurous and independent in your kayak.
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Question asks for "what feature" so identification of the feature from the text would suffice. There's no need to explain as questions does not call for it.

3. (i) high factor sun-cream (to prevent sunburn)
(ii) bottle of water (to keep hydrated)

You should dress appropriately for the weather and the activity. We recommend that you wear a T-shirt, shorts and plastic sandals. Whatever the weather, protecting your skin while you're on the water is a sensible precaution, so high factor sun-cream is a must-have.	Our café provides a delicious lunch or you can bring your own. Whichever you choose, we suggest light food. It's essential to keep hydrated, so make sure you have access to a bottle of water so that you can drink regularly.
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A key word from the question is "must bring". Students will need to read through the section and pick out items that are essential. Note the key words "must-have" and "make sure". Both phrases convey the idea that the items are essential.

4. It tells us that safety is the company's top priority.

This question requires students to interpret what "above all" means. It is a test of vocabulary as well as an awareness of the purpose of the company in this webpage.

Section B

5. “sky was a strip of old grey linen” suggests that the sky was dark and gloomy / was not sunny.
“Even his thick waterproof coat afforded little protection” suggests that it is extremely / very wet or that it is raining heavily.
“icy grip of the elements” suggests that it was extremely cold.
“a strong, steady wind” suggests that it is extremely breezy or gusty
“he had been propelled out” suggest how windy it was.

*Any of the 3

1 It had been weeks since anyone had seen the whale. On a day when the sky was a strip of old grey linen, Joe took the boat out alone for the first time. Even his thick waterproof coat afforded little protection from the icy grip of the elements as he looped his safety rope round the wheel and raised the sails. A strong, steady wind filled them, and before long he had been propelled far out, further than he'd ever sailed from the village, almost beyond sight of land. He lowered the sails and let the boat bob in the water as he threw out the lines and caught two full buckets of herring.

5

This is a **language use question** that is a main feature of all Sec B comprehension passages so far. Understanding how to answer this question will help you get 3 marks for this paper.

To answer this question, you will need to **explain** and **support your ideas with three details**. This means that in order for you to get 1 mark, you will need to do two things (1) identify the language use (2) explain. Do this for 3 details to achieve the full 3 marks.

A suggested approach to this is to be structured in your answer. For example: **(insert quote the language use you have identified) suggests that (insert explanation)**. You will see the answers above structured in this manner.

6. (i) It was the first time Joe took the boat out alone.

(ii) It was the first time he sailed so far out from the village.

1 It had been weeks since anyone had seen the whale. On a day when the sky was a strip of old grey linen, Joe took the boat out alone for the first time. Even his thick waterproof coat afforded little protection from the icy grip of the elements as he looped his safety rope round the wheel and raised the sails. A strong, steady wind filled them, and before long he had been propelled far out, further than he'd ever sailed from the village, almost beyond sight of land. He lowered the sails and let the boat bob in the water as he threw out the lines and caught two full buckets of herring.

5

This question should not be a problem to most of you. The key words of the question is “was different”. This means that you will need to find evidence from the text that show that this is a new experience for Joe. Words such as “for the first time” and “further than he’s ever said” conveys this.

7. The freedom of being alone with nature / the sea.

This is an **inference question**. That requires students to understand the context of the statement. Students will need to understand that being alone in nature offers a relaxing and therapeutic experience.

8. (i) The writer compares it to a large and ferocious animal who would roar.

(ii) It tells us how intimidating / strong and mighty the wind is.

This is another **language use question** requires students to understand the use of figurative language. Since this is a metaphor, students will need to draw similarities of the features identified to the wind itself.

Something that would roar, buffet and charge is most likely a large and ferocious animal.

Likewise, a large and ferocious animal is likely to be intimidating, strong and mighty.

9. (i) He was day-dreaming, thinking about what he used to do with his father out at sea.

3 His thoughts drifted to the times when he used to do this with his father. 'Take her home, Joe,' Pappa Mikkell would say, and they would sail between the rocky islands along the 15

This is a **direct question**. The question requires students to look at evidence before the quote to understand why Joe was "not alert".

(ii) A black shadow sliding beneath the water /or the appearance of the whale.

4 A black shadow sliding beneath the water in front of the boat brought Joe abruptly back 20
to the present and at once he was alert. He tugged frantically on the wheel, and swung

10. (i) "great thrust of hidden power"

(ii) "corkscrewing"

(iii) "released from an underwater anchor"

This is yet another **language use question**. It should not be a problem to most students as it requires students to match the descriptions with figurative language from the paragraph.

11. He was afraid that the movement of the whale could cause the boat to capsize.

This is an inference question that requires students to understand the context behind Joe's actions. Students also need an awareness of situations that requires on to "tighten" his/her grip on things (usually to have better control).

12. (i) “seeming to return his gaze”

(ii) “farewell wave of its fin”

This is a direct question. Students will need to find evidence to show that there is some form of communication between the whale and Joe. In this instance, students will need to look out for actions or maybe sounds from the whale.

13. (i) contentment (seems to be going out to fish despite the bleak weather. no strong indication of emotions, both good and bad)

(ii) nostalgia (recollects memories with his father)

(iii) fearfulness (“hands tightened hard on the wheel”, “heart skipped a beat”)

(iv) fascination (“Yes! I saw the whale! Right close!” – use of exclamations and short responses)

This global question is another feature that has been tested for every paper. A suggested approach to this is to highlight key words from the paragraphs that matches the words given in the question.

Section C

14. ‘Scattered’

Straightforward question. Can’t see any possible answer to this. Students should get this right.

15. (i) Own Words – While the Brazil nut tree suggests that it originates from Brazil, the tree can be found elsewhere in countries in the Amazon River basin

From Passage - ‘Brazil nut trees are native to a number of countries in the Amazon River basin, including but not limited to Brazil.’

(ii) Own Words – While the name suggests that it is a nut, it is actually a seed inside the fruit of the Brazil nut tree.

From Passage - ‘They are not nuts at all but the seeds inside the fruit of the Brazil nut tree.’

Answers asked for ‘two reasons’ which does not entail the use of own words. Students may quote from the passage. Those who are weaker in paraphrasing are encouraged to quote directly from the text to avoid the loss of marks.

The word misleading suggests that common understanding of the Brazil nut is easily misunderstood. Students are to find two reasons why this might be the case. While the second reason is quite an easy find, the first one requires students to look around the paragraph.

16.

Fruit		Comparison
(i)	Coconut ('resemble large coconuts')	Type of shell / hardness of shell / shape of fruit ('the hard-walled fruits are spherical pods')
(ii)	Orange ('like the segments of an orange')	How the seeds or nuts are arranged ('pod contains 12-24 triangular seeds, or nuts, that are arranged')

Question requires students to identify the fruits that the nut is compared to. This is an easy task as there are only two fruits named in the paragraph.

What is challenging is understanding what it is compared to. Students will need to identify **the feature of the fruit** that is the basis for comparison.

17. (a)

(i/ii) 'the collection and sale of Brazil nuts as a vital and sustainable source of income'; 'the sweet nuts provide protein and calories for tribal, rural Amazonians' ; 'use the empty pods as containers'; 'brew the tree bark to treat ailments' ; 'can be used in cooking' (any 2)

(b) 'a substantial market for nut oil among urban Brazilians'.

For this question, students need to distinguish evidence that benefit rural communities and urban groups of people. Identifying key words from the passage such as 'forest-based communities' (a), 'rural Amazonians' (a) and 'urban Brazilians' (b) is key to locating your supporting evidence for the answers.

For question (b), 'can be used for cooking' is **not accepted** as people who live in forests would also need to cook.

18.

(i) It refers to them eating it later on.

This question demands a bit of understanding on rodents. Rodents are known to store food for consumption later on either by burying them or by storing them in their cheeks.

(ii) The writer uses inverted commas to suggest that they were planted by accident, stressing that it was not the agoutis' intention to plant them.

Inverted commas are primarily used by writers when they quote. However, there are other uses of the inverted commas such as for irony, sarcasm, scepticism and emphasis. In this instance, the use of inverted commas is used to reflect sarcasm.

19. Difficulties for commercial growers

	From Passage	Own Words
1	' <u>Production</u> is <u>low</u> and therefore not... <u>economically viable</u> '	Minimal yield, making it unprofitable (5)
2	' <u>extremely sensitive</u> to deforestation <u>because of</u> their <u>complex ecological requirements</u> .'	Greatly affected by deforestation due to its intricate demands for growth (11)
3	'produce fruit only in <u>pristine forests</u> , as disturbed habitats lack the <u>large-bodied bees</u> which are the only insects capable of <u>pollinating</u> the trees' <i>flowers</i> .'	Relies solely on huge bees, found in healthy forests to pollinate its flowers (13)
4	'they rely solely on rodents called <i>agoutis</i> for the dispersal of their <i>seeds</i> .'	and agoutis to distribute its seeds (6)
5	' <i>young sapling</i> may have to <u>wait for years</u> for a nearby <i>tree</i> to <i>fall</i> and the <u>necessary sunlight</u> to reach it before it starts growing again.'	Long time for young sapling to grow as it requires a tree to fall, making space for it to get sufficient sunlight. (22)
6	' <u>illegal extraction of timber</u> continues to present a threat.'	Unauthorised cutting of trees is a problem (7)

Difficulties for private individuals

7	'pods containing nuts are <u>very heavy and rigid</u> ...falling pods pose a <u>serious threat</u> to the people living around it'	Falling pods may cause severe injuries to people / damage to vehicles (8)
8	'the <i>nuts sink</i> in <i>fresh water</i> , which can clog waterways and cause local flooding'	Choked pipelines and floods can happen as the nuts sink in fresh water. (13)
9	'away from the safety checks of regulated production, individuals <u>risk serious illnesses</u> because the <i>shells</i> contain <u>high levels of toxins</u> .'	Individual production may omit production guidelines, causing severe danger when consumed as shells are poisonous. (15)

This is a challenging summary that has two parts (i) difficulties for commercial growers (ii) difficulties for private individuals. As such, students will need to separate their points in two. For the second part, students will need to indicate that the points are for private individuals. (that has already been done in the starting phrase provided for the first part)

It is challenging as it requires students to (i) carefully select words that are essential and (ii) paraphrase in order to write within the word limit of 80 words. However, if students are not confident in paraphrasing, it is advised to lift to secure the marks awarded for content.

Students should also not attempt to paraphrase words that are technical terms and common nouns. Paraphrasing these words would change the entire meaning of the point. In the suggested

answer above, the words in italics denote words that should not be paraphrased and the words that are underlined should be paraphrased.

Students should also learn to highlight their points in the passage and denote the number of points they have to see if they have at least 8 points from the passage – See example below. Most texts should offer a range from 8-12 points. As only a maximum of 8 marks is awarded for content, students are advised to pick their best 8 points. Points they are confident in, points they can successfully paraphrase or points that are not too wordy.

- 4 There are, however, several obstacles to developing commerce in Brazil nut trees and their products. It is difficult to grow them in plantations because the production is low and therefore not currently economically viable. The trees are extremely sensitive to deforestation because of their complex ecological requirements. They produce fruit only in pristine forests, as disturbed habitats lack the large-bodied bees which are the only insects capable of pollinating the trees' flowers. Once the flowers have been pollinated, they rely solely on rodents called agoutis for the dispersal of their seeds. These rodents gnaw the pods open, eating some of the seeds inside while burying others for later use; some of these seeds eventually germinate into new Brazil nut trees. Most of the seeds are 'planted' by the agoutis in shady places, and a young sapling may have to wait for years for a nearby tree to fall and the necessary sunlight to reach it before it starts growing again. In an attempt to protect the Brazil nut trees, logging them is prohibited in nut-producing countries. Nevertheless, illegal extraction of the timber continues to present a threat. 25 30
- 5 As a result, in Brazil, trees are being planted in people's backyards, near roads and streets. The pods containing nuts are very heavy and rigid, and when a tree is grown in populated areas falling pods pose a serious threat to the people living around it. Every year vehicles are damaged as they pass under the trees. Moreover, the nuts sink in fresh water, which can clog waterways and cause local flooding. Not only that, away from the safety checks of regulated production, individuals risk serious illnesses because the shells contain high levels of toxins. 35 40