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UPDATED TO SYLLABUS

CAIE IGCSE
ENGLISH
LANGUAGE (0500)

SUMMARIZED NOTES ON THE MODEL ANSWERS SYLLABUS

1. Descriptive Coursework

1.1. Sleepy Hollow

The rattle of the rusted wheel across the saturated trail sang in chorus with the thunder in the deafening environment. Like a maniac with a gun, the ashen clouds blasted the terrain with hefty rain drops, breaking the earth and sending out eruptions of dust and dirt into the grimy air. The horses did not impede in this torture: brought up in such surroundings since they were foals, they had hardened to sustain this pain.

A coat of arms inscribed onto the carriage signified the importance of the mortal it enclosed. The crest, bordered in gold, entailed a traditional windmill: a sign of peace and harmony which appeared out of place in the horrific setting. He peered through the murky window; a white and ghastly face that had lost interest in the world. His luxuriant clothing did not balance out with his unnatural deathly composure. His deep grey eyes took in the surroundings but his pursed lips did not reveal any of his thoughts. The bleached curls of his hair bobbed as the carriage shook with the friction of the rough land.

The smoke rose and mist carried across the vista. The man slowly swivelled his head to get a better view of the setting. His eyes caught something: against the dark night, there appeared to be a bony figure. His arms were outstretched into the depth of the sky, in a motion of one who is praying. The mist seeped through his stick-like finger as though a man with superhuman powers. Lightning struck in the background and illuminated an oversized head lolling to one side. It revealed an unnatural face, distorted in a devilish fashion with a foreboding grin and petrifying eyes. Who was he? What was he doing? Inside the carriage, the old man's heart, or what was left of it, froze. He jerked his head back and gawked through the window. What he saw astonished him. He exhaled and regained his self-possession. He had been frightened by the same deception that birds are scared off with.

Crash. Shudder. Jolt. The carriage trembled as the weather worsened. The rain bombarded the roof of the carriage and mysteriously, a breeze blasted through the leather covering and like a hand, wrapped around the wiry neck of the man. There came the snort of a horse galloping by and the sound of a sword being drawn. The man finally lost his tranquillity. "Driver!" he bellowed.

His voice was drowned by an eerie scream. The carriage rocked and the man tumbled within it. The rain had turned crimson. His wrinkled hands finally got a grip and he pulled himself up. He hauled his head out of the carriage as the wind grabbed it with an iron hand. What he saw would have traumatized the boldest of soldiers.

His face froze in an expression of horror. His eyes burst out. He screamed. A fountain of blood was left behind from the hack of a sword. Decapitated. A sour tinge formed in his

tongue as a shower of blood came in contact with the rain and dispersed into the surroundings. With a driverless carriage, he had only one choice other than death. He leaped. He tumbled. He bolted. His fear kept him going. What was going to happen to him next? He ran as the blades cut him and left mutilations on his unscathed face. His eyes, not blinking, searched for its next horrendous desire. Thunder continued in the background, a constant reminder of terror to the old man. He reached a clearing. It looked down upon him, a comical figure. It was a great contrast: a skeletal frame with a pumpkin head while the atmosphere was filled with horror and death. The man's amusement didn't last long. He noticed how the figure was not looking straight at him, but behind him. Realization hit. He turned. A glint of metal. The swish of air being sliced. Strike.

For a moment, a fountain appeared. The gushing blood soared through the sky. As it sprayed down, it splattered the head of the scarecrow disfiguring his face into a confusion of black ink. The life seeped through the man as the heart continued to pump blood in its last attempts to keep the fountain going. Silence. In the flourishing puddle of scarlet, the life of a new plant, lay the unfortunate man. His death had been a quick one but the fear which had filled him in the last seconds was of tremendous terrifying terror. The mist gathered around the body, no one would find him. He galloped away in the darkness, a beast with many secrets. One who could see but couldn't be seen. One who could kill but couldn't be killed. This was not over – one by one, the human race would be destroyed.

2. Discursive Coursework

2.1. Should Tablet Computers Become the Primary Way Students Learn in Class?

Technology is advancing at an incalculable rate and people are getting more and more interactive with the newest forays into the depths of binary codes and programming. Life is getting simpler each day with applications and devices that revolutionize the way we live. Furthermore, advancements in technology are saving lives as medicine and surgical procedures are improving exponentially. However, one great opportunity for the use of technology that is not being fully utilized is its adoption into school.

School and education is the most important part of a human's life. Most of the time, it defines the main personality of that human and also shapes their future. It is therefore extremely important for schools and other educational institutions to build a system in which not only good quality education is being transmitted but also efficient communication methods are being used so more of the students are acquiring the skills and knowledge.

As technology dominates lifestyles, it is not a surprising statistic when the World Bank says that around 75% of the world's population have access to mobile phones. However, it will be an eye-opening fact for most that 94% of high school students have used mobile phones in their classes. The researchers for this survey go as much as to say that "Based on our findings, there is almost no moment during any class when some pupil isn't using their cell phone". This fact is horrifying for parents and educationalists as it clearly implies the lack of concentration of students during their classes. The real question then is how can this be fixed?

It is simple enough; we should use the already existent enthusiasm in children in a more efficient manner; bring tablets into school. A recent study conducted by Harris Interactive for publisher Pearson showed that 92 percent of children surveyed believe that using a tablet in school will change how they learn in the future. And 90 percent of students said using a tablet makes learning more fun. The survey also found that 44 percent of children are already using some kind of tablet for learning.

The main arguments put forward by some teachers and parents is the fact that they would be a distraction and may not be used effectively. However, the previous fact about 94% students using mobile phones already constitutes that students are already being distracted by technology and, with or without usage of tablets, this will remain if not rise. Also, new developments in educational tablets has led to the creation of softwares which ban applications and websites during a class. This technology is available in one of the newest educational tablets, Amplify. Amplify has a specialized teacher's tablet that has an app blocker and monitoring functions that can see and control what is happening on the students' tablets. Another great function is a one-touch classroom-control. This feature locks the students' screens, replacing whatever was on them with an eye symbol and the phrase "Eyes on Teacher". With all these features already present in the market, these parents and teachers have no right to argue.

Another important feature of tablets in schools are the interactive textbooks which are being produced especially for them. These textbooks are not just text-based anymore; new technology has allowed them to become rich with 3D diagrams, videos and audio. This makes learning much more attractive to students. Of the students who have started using tablets in school, 73 percent prefer digital textbooks over the printed. These textbooks also allow students to highlight text, take notes in the margin and access a dictionary directly within the book itself. Aside from the educational benefits, e-books are saving millions of trees each year and helping the world become more eco-friendly. Overall, I believe that it is high time schools adopt this growing phenomenon and bring tablets into school. The benefits are innumerable and their growing popularity with students' lifestyles makes it the most attractive device to add to the already changing educations of our children. We must take this action in order for our children to succeed further in life, creating a better tomorrow.

Citations for Facts and Figures:

- <http://www.nytimes.com/2013/09/15/magazine/no-child-left-untabled.html>
- <http://www.usatoday.com/story/news/nation/2013/03/06/tablet-education/1964389/>
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- <http://blogs.kqed.org/mindshift/2013/09/beyond-the-ipad-schools-choices-in-tablets-grow/>
- <http://epublishersweekly.blogspot.com/2009/09/ebooks-save-millions-of-trees-10-ideas.html>

3. Response Coursework

3.1. What Does Peter Wilby Consider to be the Problem of Sport in Schools and How Does he Create an Impact on the Reader? What is Your Response to the Text?

Wilby believes that sports are given too much importance in school. He expresses this fact when he says that he does not 'believe' that sports have 'a big' 'place in school'. This means that sports are being given too much importance in school therefore this should be changed and importance should be given to the main subjects. School sports are not the place where real talent is developed; Wilby believes that the 'proper place for children to develop enthusiasm for competitive sports is in private clubs'. The main problem with sports in school is primarily the 'humiliation and indignity' of students who are not as physically able as others. This is mainly due to the 'rigidities of school timetables and age-group organization'. It is also very 'expensive and time-consuming to organize' and this affects the education of the students; more money is spent on sporting equipment and their teachers rather than focused on important aspects of primary subjects such as mathematics and the sciences. Wilby uses a range of literal and structural technique as well as specific words to build an effective argument. He describes the people demanding the return of competitive sports as a 'chorus'; this word suggests that it is a large group and the idea being expressed is repetitive, the message is always the same. Wilby describes their action as 'demanding' which is a commanding verb suggesting that they are taking a tough stance and are not negotiating. He includes the sub-clause, 'this, it is argued...' which changes the tone of the article and implies that he is not part of that group. Next, Wilby expresses the points which the group had put forward, 'It would improve performance...create a fitter...and put an end to...'. After covering the main points of their argument, Wilby ends with a short sentence, 'Blair is wrong'.

This produces an authoritative tone and also deeply impacts the reader because there is a dramatic pause.

In addition, Wilby uses a semantic field of pain, 'agony', 'humiliation' and 'indignity' to describe the emotions of the children who have to take part in competitive sport. This helps him quickly sum up his main argument and produce immediate impact on the reader.

In the third paragraph, Wilby uses an anecdote about the past of many of the children in the UK describing where and how they played sports; 'narrow back streets of industrial towns...chalked on the wall'. His emotive language draws the emotion of nostalgia in many of the older readers and this makes them more convinced of the argument. He ends the paragraph with hyperbolic language and alliterative phrase, 'more precious and more guarded than gold' to make the argument stronger.

The end of the third paragraph uses a repetition of the power of three technique, 'crisps, Mars Bars and Big Macs' and 'super-fit, muesli-eating, slimline world-beaters'. The second power of three also uses a lot of hyperbolic language. This makes the comparison between the food children eat and the result parents want even wider.

In the fourth paragraph, Wilby uses inclusive language to interact with the readers and allow them to understand the extent of the problems. By using a repetition of 'we', he is blaming the readers and making them feel guilty in order for them to agree with the argument; 'we create... we saturate... we create...'.
He uses facts and figures, for example '85 percent of parents...' which gives him authority and this helps to persuade the reader into understanding and accepting his idea. These facts and figures are also seen in the fifth paragraph when he speaks about major cricketers and rugby players in the UK who actually began their sporting careers in private clubs.

In the final paragraph, Wilby uses repetition of 'if' and 'let'; 'if the Prime Minister... let him... If professional clubs... let them... If we want... let us'. He lays out a clear plan which moves from one person's responsibility to collective - 'him,' 'them' and finally 'us'. This shows that he is not willing to apportion blame to one area and he leaves the reader with the message of stepping up to the responsibility.

Before reading this article, I would have without a doubt agreed to bringing sports back into schools however after reading it, I was doubting my previous strong opinion. I believe that Wilby has discovered and produced many arguments which are, in fact, quite simple however not realized by most arguing this issue. Along with these arguments, his usage of literal and structural techniques has produced a very convincing argument; the facts and emotive language being the most effective. This said, it would not surprise me if people are completely convinced by his point of view as his article is well structured and has the power to manipulate minds.

4. Summer 2005 Paper 2

4.1. Question 1

Baskerville is the prime location for an escape to nature. Explorers will enjoy climbing the Belliver and Vixen Tor hills and view the beautiful landscape it offers from the top. Artists will enjoy sketching the strangely shaped hills. As you gaze around the hill, you will see the gentle slopes of the hill glowing in the evening sun and rare birds flying across the image of serenity. This will be a great opportunity for bird watchers to settle down and observe the birds in their most natural habitat. As you observe from the peak, a sense of calmness and serenity floods you and all the worries of the world dissolve. The minimalism of the area, no sound and no movement and flowing natural beauty, will inspire creative thinkers and relax the stressed. In a cleft of the hills, an avid historian would observe a ring of old stone huts. A closer inspection will reveal that these are the huts that the Neolithic man inhabited. Your explorer's instinct will force you to follow the well-defined path between large boulders and bushes that will lead you into these ancient huts. Across the hills, you will see the two towers of the great Baskerville Hall, a mansion representing a past period of architecture and design. Just close by the mansion lies the village of Grimpen; you will feel right at home in the warmth of a pub and the locals would gladly guide you through the simple living style of the area.

4.2. Question 2

a) Doyle describes the sun as 'already sinking' which means the sun was setting however by using a powerful verb such as 'sinking' implies the movement was fast and therefore darkness was approaching quickly. In paragraph 4, the writer metaphorizes the 'west' as 'blazing with scarlet and gold'; by using bright colours to describe this, it implies that the sun had caused the west to glow brightly. The colours of scarlet and gold suggest royalty and therefore connote that the sun was very powerful. He then describes the reflection as 'ruddy patches' which means the reflection was of reddish light. The effect it produces is of mystery because red light is not common. Finally, he describes the light produced by the sun as 'the golden evening light'. The pathetic fallacy of 'evening' produces an effect of calmness and serenity and this is further implied by the positive words of 'golden' and 'light'.

b) The first description of the approach of the stranger is 'sharp clink'. This ringing sound is definitive and helps the writer produce the effect of sudden movement. 'Another and yet another' implies that it is a repetitive sound which produces an effect of tension as you are expecting something to happen suddenly. He then says that there was a 'long pause'; this contributes in producing the suspense because there is a sudden break in a repetitive pattern. 'once more the footsteps approached'; the return of the repetitive sound brings again the effect of tension however, after the long pauses, it suggests that this stranger may have found something. Finally, the writer says 'a shadow fell across the opening'. The fact that there is only a shadow is suspenseful

because you do not know what the stranger looks like and produces an effect of mystery.

4.3. Question 3

a) The major land feature Watson observes is the hill and its long slopes which were abnormally shaped. All around him, the land was barren however in a hill cleft, he observed a small circle of stone huts. He also saw pools in the distance and the marshland of the Great Grimpen Mire. Towards his west, he observed the two towers of the Baskerville hall and the village of Grimpen.

Ramotswe travels through the wide plains of Kalahari. Lining the roads she travels on are thorn trees. The land is very dry and desert-like with mounds of thin earth and sand everywhere. Strewn across the area are grey rocks. However as it is the rainy season, the rain had transformed the desert and therefore the land was green with newly germinated grass, daisies, vines and aloes with stalk flowers.

b) Watson initially feels lonely as he observes the barren land. As he remembers his task, he feels a chill in his heart with the mystery and urgency. He grows very excited as he sees the circle of huts. His excitement continues to grow and feels adventurous when he reaches closer to the huts. Once in the hut and looking outside, he does not feel at peace with nature and feels nervous of the interview to come. However he waits patiently and as the stranger approaches, shrinks back despite his curiosity.

Ramotswe feels nostalgia and remembers herself when she was young as she travels through the desert of Kalahari. In her flashback, she remembers being frightened of the lions and the comfort brought to her as her friend hugged her. However, after she wakes up, she feels much braver and is not afraid of the grunts of the lions. She finally feels a sense of belonging in the end; though Africa is massive, she feels that she is truly a part of it.

5. Winter 2005 Paper 2

5.1. Question 1

Dear Mr. Gatsby,

It is with great displeasure that I must write this letter which expresses the atrocity of your lavish parties. Indeed, I have respectfully denied myself for writing you a letter concerning this matter however I feel that it has reached a point that without addressing this issue, it will only get worse.

My first great problem is the disturbance of daily activities due to your parties. Our daily life has been affected greatly in a negative effect due to the increased commotion and crowds which gather at your house. Some, of course, are your esteemed guests however the most troublesome are the wanderers and gypsies which try to sneak into your parties. They end up ruining the image of our distinguished town as well as running havoc and destroying public

property. On a party night, it is difficult for us to get to our home due to five layers of cars lining the roads.

Secondly, your lavish display of wealth causes us to feel insecure due to fear of robbery. Your Rolls-Royce is seen carrying your guests from day to night, acting like an omnibus rather than the luxury car it should be treated as. On a Friday, people gather around your house to watch the five large crates of oranges and lemon being unloaded; not only does it make you look wealthy but it also shows the lack of thought you have on wasting food. This lavishness is also displayed by your classy brass bar stocked with wines older than many of your guests.

Finally, the noise emitted from your house is incredulous. Past midnight, I can hear the orchestra's kettle drumming banging in my head and it has caused many sleepless nights. Even with our curtains drawn, bright spotlights flash through into our bedroom disrupting the peaceful and calm environment required for a good sleep.

I truly hope you will take all these matters into consideration. I sincerely would not like to complain to the authorities however if immediate actions aren't taken, I will have no choice.

5.2. Question 2

a) The writer describes the lights and colours of the party with descriptive words and imagery. He describes the colour of the lights as 'primary colours'; primary colours include red and yellow which suggests that the lights were very bright and linked to the colour scheme of 'gaudy'. The writer says that the party was 'under the constantly changing light'. The continuous change is linked to the idea put forward of different people meeting each other and also shows that each moment was unique. Finally, the writer says that 'the lights grow brighter as the earth lurches away from the sun'. The fact the earth is metaphorically lurching away from the sun suggests that night is falling however this causes the light to seem even 'brighter'.

b) The sounds of the party are firstly described by the instruments used, 'oboes and trombones and saxophones and viols and cornets, and low and high drums'. This large variety of instruments used by the orchestra suggests the diversity of different sounds with different pitches emitting from the party, linking with the differences in personality of the people in the party. The writer then says that the 'air is alive with chatter and laughter'. He personifies the air and says that it is alive due to the chatter and laughter. This suggests that the sounds were very loud because the air felt as though it was vibrating. He then says that the 'orchestra is playing yellow cocktail music' and the 'opera of voices pitches a key higher'. 'yellow' suggests the happiness of the sounds and the higher pitch suggests the increased movement and excitement which course through the people. Finally, the 'orchestra leader varies the rhythm' for the dancer connoting the change in music which finally 'begun' the 'party'.

5.3. Question 3

Passage A describes the lifestyle of the household of Gatsby and his guests. During weekends, Gatsby's Rolls Royce was used to transport guests from nine in the morning to past midnight. On Monday, eight servants and an extra gardener would repair damages and clean the mansion. On Friday, five crates of oranges and lemons arrived at the household from New York and every Monday, they would leave as pulpless halves. Every fortnight, caterers arrived to the house with canvases and coloured lights. On this party day, at seven o' clock, the orchestra arrived and all the guests got ready for the party. As the sun set, the party got to its full swing and this lasted through the night.

Passage B describes the lifestyle of a poor, orphaned family in Rwanda. Sophia's day begins as soon as it is light. As soon as she wakes up, she lights the paraffin lamp because though it is day, their bedroom is very dark. Either she or her sister climb down the hill and fill water from the water pump in cans. They then make some porridge for breakfast. Claudette, her sister goes to school after breakfast while she and her and even younger sister, Solange helps clean the house; they wash, sweep and scrub. After this, Sophia bathes Solange and after this, she prepares for the main meal of the day. They eat at about 2 when Claudette comes back from school. After this, Sophia goes to school and by the time she reaches home, it is dark. They are all very tired and go to sleep together at the same time.

6. Summer 2008 Paper 2

6.1. Question 1

Diuidu lives a very simple and reserved life. She is a warm and hospitable person and we arrived, she filled the tea kettle and invited us in. Her room has an earthen platform where she sleeps and sits and rest of her room is dedicated to storage of food and clothing. A small hole in the roof is the chimney. She keeps a swallow's nest inside her house as they keep her company. Her meal is rice and some vegetables; she boils the rice and stir fries her vegetable on her stove. Every day, she has bottle of a special 'rice drink'.

The thing I admire most about Diuidu is her independence; she is the last of her family and has become an old woman however she successfully lives her life, carrying out all the daily tasks. She thinks ahead of her time and prepares everything so she is always satisfied. Even during the summer, she has prepared for the harsh winters and has all her supplies ready from warm clothes and food to fuel for her fire.

After meeting this amazing woman, I feel really bad about my own lifestyle which relies solely on machines and other people. The meeting made me realize how dependent I am on technology and I learnt how I could not survive for even a week in the conditions where this old woman has lived all her life.

6.2. Question 2

a) The sand dunes in the countryside are described as 'giant' suggesting that they are large in size. The valley is described as 'bowl-shaped' which immediately puts the image of a perfectly spherical shape. The foliage is described alliteratively as 'rich green grasses and reeds' which connotes the lushness and natural beauty of the area. The lake is also described alliteratively as 'small lake so saturated with salt-loving bacteria'. Though the fact that it is literally saying that the lake was full of bacteria, it still puts a positive image due to the words used such as 'loving'. Due to these bacteria, the lake's colour is 'glittering vermilion'; using the word vermilion rather than red makes the place sound more precious and the word 'glittering' creates the image of a gem. The writer describes the animals as 'sheep and goats drift across'. The writer uses 'drift across' rather than walk or trot which makes the movement graceful and harmonic.

b) The writer describes Diuidu as having 'dark eyes sharp and quick' suggesting she was a smart and observant person. He describes her face as 'broad planes of cheekbones' making it sound as though he is talking about a deserted and barren land. It suggests that Diuidu was undernourished however strong woman. The writer then describes her face as 'weathered into a map of wrinkles'. Using the word 'weathered' makes her sound old and experienced and 'map' suggests that there were many wrinkles on her face.

6.3. Question 3

a) The difficulties in the writer's life include the lack of warmth when he sleeps in his sleeping bag under tarpaulin. He also has to sleep in his clothes because it is too cold otherwise. At work, he is continuously teased and is considered crazy. Due to his long stays in the woodland, he is very sensitive to the temperatures and he feels ill when his office is too hot. Another difficulty is to coordinate his laundry due to him having three sets of clothes. Due to his continuous movement, on some nights he is very exhausted. He has also been ill a few times due to undercooking his meat and not filtering the water from the stream properly.

b) Diuidu traded her camel and sheep hair for a mirrored solar collector which allows her to heat water and keeps her from having a fire all day. Her cupboards and lockers contain dry food and extra clothes which help her cope with this life. She also keeps birds in her house for company. She keeps sheep and goat in pens made of camel dung. During the winter, she eats the sheep and goat and burns the brick as fuel to help her survive. She also has containers filled with rice drink which she drinks a bottle of every day. This is her reaction and her coping mechanism.

7. Winter 2008 Paper 2

7.1. Question 1

Tragic death of respected Naval Commander:

Eruption causes terror and destruction in Bay of Naples

It has been but a week since the horrific explosion of Mount Vesuvius and deaths are being reported constantly to the authorities who have no means of rescue. Just a week ago, the mountain produced a cloud and rained ash to the citizens. 18-year-old Pliny described it as 'a pine tree'; the cloud shot up like a trunk of a tree and then distributed into thousands of branches across the sky. Till now, there have been 10,000 deaths reported but this number is expected to rise greatly.

The main cities affected by the volcano was Pompeii, left covered in 30 meters of pumice stones and ash, and Herculaneum which has been completely buried under a mud slide. Those who immediately ventured into Pompeii to help find the bodies of their loved ones were also killed by the poisonous gas and ash which surrounds the whole of the city. Now, however, teams of people have successfully gone into the city and returned.

Among the many thousands dead is Naval Commander Pliny the Elder. His academic researches are well recognized including the 20 volumes which analyse wars between the Romans and Germans. He had survived the initial eruption as he lived at a safe distance however, he bravely set off in a boat to reach the city in order to rescue people and also learn the missing science of volcanoes. Unfortunately, his quest ended in disaster as he was killed himself by the poisonous gases and dust around him.

7.2. Question 2

a) Vesuvius is described as 'dominates your view from every angle'. This suggests that the volcano was very powerful and also very large. It is described with a simile as 'like a sentinel' which suggests again that the volcano was big and powerful as it guards. The mountain's foot is described alliteratively as 'fertile foothills' which means that the volcano was also a lush green and beneficial landmark to the city dwellers. The writer describes it as 'ghostlike' in the night and 'magnificent' in the sunshine which suggests that the volcano has double images and therefore good impacts as well as bad. Finally, the writer personifies the volcano as it 'seems to brood secretively ... full of silent menace'. This produces an ominous image due to the fact that it is secretive and a menace which suggests that it contains evil.

b) The writer compares the cloud's shape 'to that of a pine tree'. By using a simple image, it allows us, the readers, to vividly imagine the cloud especially with further descriptions, 'great height', 'form of a trunk' and 'several branches'. As it is compared to a pine tree, it suggests it was massive in size. The writer then says that it was 'white' at one moment and 'spotted' in the other suggesting its volatility and changing nature. Later he describes the cloud as 'black and dreadful'; the colour black places an evil image of the cloud. He says that they gush out in 'fiery, snakelike vapour' suggesting again the evil and reptilian nature. He finally personifies the cloud and says that it 'yawned open', suggesting its.

7.3. Question 3

a) The dangers and discomforts of exploring volcanic areas is the wading through soft ash to get to the volcano, sometimes knee deep. They had to cling to sharp edges which was very dangerous. There is also the showers of rocks from the rock which can cause discomfort if not avoided. Paths are usually covered with ash and if it rains upon them, they become slippery and a danger. The openings in rocks are narrow and many of the openings let out steam. The volcanic gas can be felt immediately, hot and acidic. Acid lakes may sometimes form and can incinerate you in seconds. When exploring glaciers, the ice continues to melt and there is a continuous risk of a tunnel imploding and acidic water flooding in. There is also always the risk of the volcano erupting.

b) The eruption of Vesuvius was terrible firstly because no one could be rescued; there were no rescue teams or emergency hospitals and even if people tried getting in, they were killed by poisonous gas and dust. Pompeii was covered with pumice stones and volcanic ash. On the other hand, Herculaneum was buried under a mudslide. 20,000 of the people died due to the volcanic eruption. On top of this, black clouds of dust and volcanic gases and flames lit the sky.

8. Summer 2009 Paper 2

8.1. Question 1

Dear Parents,

It has been a week since you left me with your kids and I am writing back to inform you of their progress and my impressions. You of course know that your children are very misbehaving; it was the first impression I got when I entered your house. On the first day, two of your kids broke into a fight which they described as 'friendly fighting' however we know what it would have turned into if it lasted a few more minutes. There was great deal of insulting between the children and the elders began to use some indecent language too. On one of the visits to town, the children tried to run off and it just confirmed my first impressions: lazy and naughty.

During the week, I have tried to help develop their skills and behaviour. Firstly we started around the house; we swept the yard and also tidied the house. I also taught them how to cook organic sugarless cakes which would be very useful to them later on. To improve their education, I test them on mental arithmetic sums and read classics from the 19th century. For the practical side, I taught the children the techniques to identify and eradicate weeds from the garden. I also locked away the unhealthy sugary foods which was ruining the children's diet.

I have planned many tasks for the next week which incorporate the things we were working on before as well as new skills. I will continue giving them mental arithmetic tests to help improve their scores and move onto 18th century literature for improvement of reading. I am also planning to go onto planting garden plants and teaching how to nurture them. Finally, I would like the children to sort out the garage.

Awaiting your return,
Aunt Pegg

8.2. Question 2

a) The writer describes Aunt Pegg with a rhyming semantic field: 'leering, sneering, peering' – this shows that Aunt Pegg was not a nice person because all the descriptions were negative. She is then metaphorized as a cat 'pounce on us like a cat' and this is further implied as the writer says 'she would snarl'. This makes us think of a stealthily and observant person as she is described a cat. Aunt Pegg has 'eyes on sticks' which means she can see everything and this makes her a scary person. She is described as a 'tiny person of great muscular strength and energy'; small and muscular are not generally linked and therefore makes the image of her alien-like. Finally, her mouth is described as an 'upside-down new moon' which means she is always unhappy and this makes her sound like a miserable person.

b) The writer's description of the children begins with 'very mournful children' – mourning is an action carried out after a death and as the children are mournful, it suggests that they are completely lifeless and are not having fun. He then metaphorizes them as 'little zombies' – this further suggests their lack of energy and their actions being repetitive and slow. The children became 'uncommunicative' which is continuing the idea of lifelessness and lack of fun. Finally, the children feel 'nostalgic' as they 'longed' for Aunt Pegg to leave. Nostalgia is an emotion more linked to adults rather than children and also suggests that they were clearly depressed at the present time.

8.3. Question 3

a) A good uncle would be loving and attentive. When he visits you, he would bring you presents, usually those which your parents do not approve of. He may also take you away on trips and feed you unhealthy and junk food. Unlike parents, they would encourage you to take risks and would also help rescue you when you are in a sticky position. Your uncle should not have the ability to read and should always be keen to play games. They should be imaginative, creative and good at story-telling. When they finally leave, they should give you a hearty wave and wink at you.

b) The children disliked Aunt Pegg because she was very observant and would pounce and shout at them with no notice. She always spoke of her philosophy and kept the children occupied with extra cleaning tasks. She also locked away all the sugary and salty snacks. She set impossible sums to do and made them read old moral stories. She also made them pick weeds in the garden and carry heavy grocery when they went into town. She continuously gave lectures and gave them lettuce sandwiches when the children completely hated them.

9. Winter 2009 Paper 2

9.1. Question 1

The visit to this school has been a completely horrifying experience. I am completely dissatisfied with the condition of the school. A visit to Mr Raj's room revealed the safety hazards presented by the school; the room looked as though it had been ransacked and the furniture was broken. The walls were pitted and contained an unknown sticky substance. In the morning, I observed many fights breaking out however the teachers did not notice and prevent them. The students were very misbehaved and shouts and laughter could be heard when passing classrooms. There was no system of registration which is a grave problem in case a fire breaks out. The school's curriculum is based on the philosophy of the Principal that the students 'should have freedom'. This has led to gaps in education of core subjects such as mathematics and sciences while the children just loaf around.

There are many improvements to be made to this school. Firstly, the Principal should be changed and a more responsible person should be appointed. A new curriculum should be devised and implemented in the school which deals more upon educating rather than sporting. The school's campus should be renovated; the school should be cleaned thoroughly and then new furniture where required should be placed. Also, the entrance should be rejuvenated by gardens and flowers for a more natural atmosphere. Training sessions should be put into action in which teachers are re-trained and shown skills which would help them teach better. Last but not least, a registration system should be set up and evacuation points around the school should be located.

9.2. Question 2

a) The school is described as a 'medieval fortress' suggesting that it is an old building and very intimidating. Later, the writer personifies the school and calls it 'cruel and forbidding'. This makes the school sound like an unpleasant place. The 'flowerbeds' in the school compound turned into 'sandy deserts' suggesting carelessness as it hasn't been watered and the bareness of the school. Furthermore, she uses a semantic field of oppression and violence: 'daily prison', 'miserable passages', 'place of torture'. These are very negative images and produce a sense of dread and horridness of the school she is describing. She may have hyperbolized the descriptions to make the image more impacting.

b) The writer describes the room as 'ransacked' showing the chaos within it. The writer then uses a simile 'as if a wild beast had blundered through' to describe the carnage and wreckage in the classroom. The writer uses the power of three 'scattered tables and chairs and ripped papers' producing an overwhelming effect on the reader and describes literally the appearance of the place. Further on, the writer hyperbolically says that the furniture was 'heaped into a mountain' to intensify the size. The writer says that the

'walls were pitted with holes' and describes sibilantly that it was 'splattered with sticky substances'. This produces a disgusting image and makes Mr. Raj's room sound horrific.

9.3. Question 3

a) Mr Chappelle taught was not a very good teacher because when he wrote on the board, it was not in a straight line. He continuously rolled chalk between his fingers as he taught suggesting he was nervous. He was also a very boring teacher and not dramatic; he taught standing up but didn't move much and stayed in front of the blackboard. If he asks the class a question and nobody would answer, he would continuously add words as though he was not confident of his question. He would also write all the answers on the board, even though they followed the same general idea. Also, he didn't think very fast and when Wilhemina answered a question, he wrote it slowly on the board and listened carefully as though he was learning from her.

b) Ms Jhabvala is an excellent teacher as she arrives early to school and rehearses her lessons to be completely prepared. Her classroom was bright with work displayed on the walls. Though the rest of the school was noisy, Ms Jhabvala's class stood quietly and neatly outside her door and filed into the room. Her class wishes each other good morning politely and she told a few to straighten their clothes. One of her students gave her a wooden sign with her name on as a present showing the appreciation of her by the students. She was the only teacher who took a register and in only 40 minutes, she completed many tasks such as reading a story and learning some punctuation. Also, she gave the brighter students extra work so they could improve further. When the class ended, a little girl that she wished she could stay in Ms Jhabvala's class all day showing clearly that she was a good teacher and appreciated by her students. She also never lost her temper and tried to keep a smile on all the time.

10. Summer 2010 Paper 2

10.1. Question 1

Interviewer: Some people say you are an eccentric man whose behaviour is odd at times. Are they right?

Alessandro: People may accuse me of being an eccentric man however I describe myself as a man with many habits. True my behaviour changes at time but doesn't every man's? One of these habits include eating a chicken curry before a concert because I believe that it helps my adrenaline flow.

Also, I come in a taxi to my concert because I felt that it reminds me of my humble origins. Is it a crime to use public transport? Finally, I also like to tie my bowtie one minute before the concert; it is a habit and I cannot change it.

Interviewer: Can you explain the unexpected happenings that took place at the beginning of your Beethoven Concert?

Alessandro: My whole life has been related to music; since my childhood in Southern Italy, music has given way to my

successes in life. As all great conductors have, my favourite piece is Beethoven's Fifth Symphony and as I ate my curry before that concert, I felt it playing thorough my head and again as I was on my way to the concert in the taxi. Truly, I had got mixed up with the schedule; I thought that the Fifth was on that day and Sixth on the next while it was the opposite. Since I arrived late, I couldn't reconfirm with anyone and so when I went onto the stage; I crashed my hands down in the gesture for the beginning of the Fifth symphony.

Interviewer: Do you think that the time has come for you to retire from conducting?

Alessandro: This is the biggest problem of the modern generation; using everything as though it is disposable and so as soon as there is a problem, just throw it away. I remember the times in Italy when a car would be bought in preparation so the heir of the family will use it. Nowadays, all goods are used for a year or even less and then thrown out. Yes, I accept my mistake that I began conducting the wrong symphony however, this gives no one the right to just request me to retire. The beauty of music is that it can be interpreted from the youngest toddler to the oldest grandfather; music has no age limit. The training that went into me becoming a conductor took many years however it can be displayed in a matter of hours in just one concert. After conducting the orchestra for years, I have memorized all my music and hardly need to look at the sheet; my experience is unchallengeable. With that said, I believe it's hardly time for me to retire and I will continue conducting, whether professional or not, till my last breath.

10.2. Question 2

a) The writer describes the curry as 'cooked to perfection' suggesting that it was perfect and no change could be done to improve it. This is further emphasized when he says that it was 'fit for the gods' and then after a dramatic pause '– it is Heaven'. Heaven and god are linked to perfection and shows that Alessandro enjoyed the curry so much that he hyperbolically describes it as perfect. The writer says that 'the aroma tickles his nostrils' – aroma is personified as it is carrying out an action and 'tickle' is a positive verb suggesting that the aroma was luring Alessandro. This point is also emphasized when the food alliteratively 'tempts his taste buds' the story shifts to the subjective narrator as the thoughts of Alessandro are revealed by 'ah, so succulent' describing his emotions and admiration of the food.

b) The writer metaphorically describes the traffic as a 'sea of metal roofs' suggesting that there were a lot of cars and they appeared endless. The writer that the 'noise is terrible' however he juxtaposes this as he describes it as a 'symphony of motor horns' – symphony is a good sound and links to harmony. The writer then contradicts himself and says that it was a 'ghastly discord' suggesting his negativity towards it. Finally, the writer sibilantly says that the 'soon the sounds become soporific' suggesting that the sounds were repetitive and unenthusiastic.

10.3. Question 3

a) Firstly, the orchestra is 'really terrible' because it is called 'The Really Terrible Orchestra'. The players are hopeless and illiterate in music. They cannot read the music properly and most of the players haven't touched the instrument in decades and some can barely play them. The players are described as 'sixty squawkers'. The players have little skill and when pressure is placed on them, they play even worse. Many professional conductors have already left the group because they grew too frustrated. As they play, some of the players don't notice that they are playing the same piece as the others. Some players can't reach specific notes so they have set up a system in which someone else takes over from them when it reaches that chord.

b) Signor Alessandro thinks the qualities of a good conductor include that they know exactly which gestures will communicate best with the players. They should also know all the music by heart and shouldn't glance at the sheet. They should only move their arms and upper body and never their feet when conducting. Great conductors should never panic and should always be in control. They should also never be as rude as to tap their sticks to begin a rehearsal. Great conductors should always be on time and rely and respect their orchestral leaders.

11. Winter 2010 Paper 2

11.1. Question 1

- Mrs. F-G: Well, I expect you must be very proud of your son, Fred
- Mrs. K: But of course; you would be very proud of Cecilia too
- Mrs. F-G: Yes however I did not enjoy the ceremony much.
- Mrs. K: Why is that?
- Mrs. F-G: Well firstly, the rainy day really put me off and the church itself was not in its former glory; I remember my marriage 25 years ago and it looked like a palace then
- Mrs. K: Yes that is true. I also felt that the vicar went on just too long; all of us were fidgeting by the end of it. Also, the best-man's outcry of the lost ring almost gave me a heart attack but thankfully he found it in the car.
- Mrs. F-G: The fact that the photographs couldn't be taken outdoors was a disappointment too along with the unrecognizable Wedding March.
- Mrs. K: That is all true but at least the bride and groom were happy. Do you feel that the marriage was suitable?
- Mrs. F-G: It is quite a contrasting mix with an engineer on one side and a psychologist on the other but I hope for the best
- Mrs. K: That is my wish too. So what does your family do?
- Mrs. F-G: Well, my husband is a major in the army. And yours?

- Mrs. K: Our family for generations have been market traders and so we continue the legacy by selling assorted garments and clothing. It might have been visible in the dressing of our children in the wedding.
- Mrs. F-G: Yes it was. On the other hand, our family feels that uniformity is very important therefore we all wore the grey suits.
- Mrs. K: Yes, I noticed that too. Well it has been lovely chatting with you Mrs. Ferris-Grebe. I hope to speak to you soon.
- Mrs. F-G: You too. Good day.

11.2. Question 2

a) The church is described as a 'barn of a place'. The use of the word 'barn' suggests that it was rustic and farm-like which means unclean. It was 'full of gloomy, eerie corners' – this connotes that the room had dark corners which contained 'goodness knows what livestock'. The word 'livestock' falls in the same lexical family of 'barn' and this continues that image. Also, as the writer says that 'goodness knows' suggesting that no one knew what was there and this made the room scary. The 'dripping could be heard from somewhere far away' implying that the church was very large and also quiet as you could hear the dripping of water. The roof is described as an 'ill-fitting jigsaw' – 'ill-fitting' suggests the irregularity of the structure and therefore its lack of design and beauty. 'Jigsaw' suggests that there many small pieces.

b) The writer describes Mr. Kougar as 'a rainbow of a man'. A 'rainbow' is a colourful and joyous feature and therefore reflects the personality of Mr. Kougar – a jolly man. He was wearing a 'loud, garishly striped shirt'. The shirt is personified as it is 'loud' suggesting that the shirt stood out. The word 'garishly' produces an image of a gaudy and distasteful design. He had 'bright purple trousers' – as they are bright, they again reflect the happy mood of the man. Alliteratively and sibilantly, the 'brightness of

Kougar's

beaming smile' 'seemed to shine'. The semantic field of light; 'brightness', 'beaming', 'shine' produces a warm and happy image and suggests that the man was completely full of happiness and joy. With a simile, the writer says that Mr. Kougar 'strutted like a peacock'. The peacock is a colourful bird however also a very arrogant animal and this is further emphasized by the verb 'strutted' reflecting the superficiality of the man.

11.3. Question 3

a) In Chinese tradition, communication for marriage should be done through letters. The main three letters are the Request, Gift and Wedding letter. Traditionally, the groom's family handles all the events before, during and after the wedding. The day before the wedding, the bride is isolated with her closest friends to signify her mourning of loss of

family and friends. On the wedding day, she is bathed in water and pomelo in order to clean her from bad influences. The day of the wedding should be a lucky day. The marriage should occur at half an hour rather than at an hour. The main colour of the wedding should be red as it is a lucky colour and signifies love. The groom should provide a new bed and the night before the wedding, a nephew should jump and down on it and the groom should sleep on it. Finally, on the wedding day, the couple should serve tea and the guests should give them gifts.

b) Things which went wrong in the wedding is firstly that the couple had very contrasting degrees and families. The day of the wedding was rainy and the church looked very gloomy. Cecilia was late to the wedding and she wore an old and yellowing wedding dress. The families clashed violently with the differences in their appearances and personalities; the Kougars were colourfully dressed and had fidgety and excite children while the Ferris-Grebbes wore grey suits and were stern. The vicar spoke for a very a long time and forgot part of his speech. The best man forgot where he had kept the wedding ring. The organist played the Wedding March very badly. Finally, the photos couldn't be taken because it was raining torrentially.

12. Summer 2011 Paper 21

12.1. Question 1

Incredible! How did you manage to climb the face so quickly?

The first step to climbing is removing any fraction of fear you hold; when climbing at extremely high speeds, you are clearly doing something dangerous and worrying about it will not help you therefore I try to feel fearless. I also set a goal which I want to achieve before I start for example, before this climb, I had set my watch to a 3-hour timer as that was my target. Another key step in climbing fast is that you must pack very minimally; our bodies itself are a huge burden to carry and if we add more safety harnesses, it just makes it more difficult. That is why I use the minimal amount required and sometimes even nothing. One of the strategies I use is that I don't wait for my partner to get to the hook before I start climbing. This is a risky move however increases speed greatly. I put many hours in the gym to keep myself fit because this task is physically challenging and an athletic body is necessary to carry extreme tasks such as running up the mountain face. Before you start the climb, you should always research the face and try to identify a path and the obstacles you will face so as to be prepared and get past them even subconsciously.

How do you answer people who say that what you do is foolish?

I probably am foolish because of the impossible tasks I commit to however that doesn't mean I don't believe in myself or will ever change. Every man has his specialty and if mine is climbing, I would like to exploit those skills as much as possible. When I climb without any safety harnesses, I am

putting myself up to a lot of risk and I know the chance of me falling to my death is high however, I believe in fate and that I should carry all the tasks that I enjoy because I could die there or I could die walking down a street and car crashes into me. The point I am trying to make is that we are already living in a dangerous world and one way or another, you are risking yourself to hazardous things so why not enjoy yourself and do things that you adore.

Can you tell us about your relationship with your climbing partner, O'Neill?

O' Neill has been my climbing partner for over 12 years now and I have a built a relationship of trust and unity with him which cannot be described. He is an extremely good person and sacrifices a lot for me. He may not be the best climber but he supports me in any of my climbs and never fears any of the tasks I put forward. I could have been leading him to his death today if I hadn't caught him but he will not complain and continue climbing with me. For this, I am eternally grateful to him.

12.2. Question 2

a) The writer describes O' Neill's fall as a 'dropping through space'. By describing it as 'dropping', it suggests the lack of control of O' Neill and by calling the sky 'space', he is describing it as though it is vast and empty. He says that O' Neill's 'hands flailing, legs splaying'. There is an internal rhyme emphasizing the words, 'flailing' and 'splaying' which suggests helplessness and lack of control, making you feel he was falling to his death. The writer describes him with a simile 'like a manic puppet out of control'. As he is a 'puppet', it suggests that he is being controlled by someone else, in this case gravity, and again emphasizes his vulnerable position. Next, all the strings of the puppet are cut 'but one' and he 'hangs there stunned'. This shows the sudden movement of his plunge and how it stopped abruptly.

b) The promotions manager alliteratively and juxtaposing describes Potter as a 'gentle giant' which suggests that he appears strong and dominating but infect is soft from the inside. He says that he had 'wide-set brown eyes' along with a 'prominent and slightly battered-looking nose'. The fact that his nose is 'battered' suggests that he may have been in a few accidents and therefore it has been 'battered'. This also makes the character seem experienced. He had a 'tumbling mane' which means he had long hair. The writer uses the word 'mane' which is usually linked with a lion linking the two images and suggesting Potter's ferocity and dominance. Potter had a 'barrel chest' which means that he had a large and wide chest. This suggests his strength and confidence.

12.3. Question 3

a) Paintballing is a safe sport because before you play, you are made to fill out a medical form which checks if you are fit and healthy. Before you play, you must wear protective clothing and headgear which has an eye mask. Every eye mask is strong enough to withstand a bullet at 205 miles per

hour. The bullets are just gel capsules that are also edible. The game enforces strict rules and guidelines. All rifles have a legal speed limit and all equipment is well maintained. The game itself is very safe and there are fewer injuries in paintballing than there are in basketball and baseball.

b) Climbing the Nose of the EL Capitan is dangerous because it is a difficult layout; the beginning is a 2000 feet vertical climb and this is followed by the rock curving outwards so it is very difficult to get to the top. Potter makes this even more difficult as he is under-equipped and carries very few safety devices, including a homemade harness. Potter doesn't wait for his partner to get to the permanent peg before he starts climbing again which is very risky. Potter and O' Neill are climbing at extremely fast speeds and during the climb, O' Neill almost fell to the ground. They carried out this climb in just three hours and 24 minutes in comparison to the first ever climb which took 45 days.

13. Winter 2011 Paper 21

13.1. Question 1

Dear Organizers,

The 'Running with the Bulls' is getting out of hands and producing a negative impact on the beautiful city of Cascais. Firstly, there has been a greater influx of tourists as they arrive here to watch this show. They may bring economic benefits however the negative impacts on the environment and people outweigh them.

Every time the event begins, a sense of confusion erupts across the city. People are running in every direction and this may cause many children to be lost and parents to get worried. The event is not properly announced and tourists have to rush off the beach in order to feel safe. Also, the fact that it is done on the beach rather than a protected stadium is extremely horrific. Firstly, you are causing the disturbance of tourists who would like to enjoy the beach. Secondly, you are risking the life of the bulls. Every year, a bull gets into the water and you are risking his life. This is against the animal rights organization as well as basic humanity. Furthermore, you are endangering the lives of the tourists and bystanders in case a bull flees out. This occurred once when a bull reached the entrance of the Hotel Baia. It may also cause irresponsible tourists to take risks, such as the one that happened this year, and cause serious injuries because they are not trained. To do the actual sportsman, it is an extremely dangerous sport as you are trying to stop a bull with 'life and limb'. This leads to injuries, wounds and even death. It also causes chaos as ambulances travel all over the city.

13.2. Question 2

a) The writer quotes the description of the city alliteratively as 'picture-postcard perfect little beach town'. This means the town has no flaws and is impeccable. He says that colours

were 'scintillating' which suggests that the town was sparkling, shining like a gem. He says with a simile that the 'orange roof tiles shone like fire' suggesting the intensity and vibrance of the colours. He says that 'stately buildings stood resplendent in their smart coats'. The buildings are personified and are described as 'stately' which means that they were impressive. He says that the walkways and square were coulered of shades 'blue and grey to look gentle waves lapping up'. This image produced is peaceful and serene and again links with the idea of perfection.

b) The writer says that there was 'great confusion' as the even was being set up producing disrupting the idea of the perfect city and producing a sense of disorganization. This 'confusion' was created by the men 'gesturing frantically, shouting "Touro, touro!"'. As the men were shouting, it shows the sense of urgency and emergency. Also, the reader is likely not to understand the word 'touro' therefore confusing him too. The tourists 'lay there looking baffled'. This shows that the even was again, disorganized and not informed to everyone. The writer then says alliteratively that 'five fairly menacing bulls drew up'. The word 'menacing' makes them sound powerful and produces a sense of fear in the reader. Finally, the writer says that the tourists 'fled'. The action 'fled' is very sudden and shows urgency. This makes it suspenseful for the reader.

13.3. Question 3

a) Safety and order is promoted at the Pamplona Bull Run firstly by the fact that there are special barricades put up. The runners must wear specific colours in order to be identifiable. They must arrive at their places 30 minutes before the start so officials can check that they are the genuine runners. The runners must wear appropriate footwear in order for them to not fall. The barricades have small gaps to allow runners to escape if in trouble. There are also officers stationed there in order to prevent spectators entering. Medical facilities are dotted along the path of the run for any emergencies. It is forbidden to run up the wrong way of the street as there is a greater risk of falling. Photography has been banned in most areas because flashes may frighten a bull. Also, you are not allowed to call out to a bull. Locals are told to keep their doors shut to prevent any damage. You must wear appropriate dress if you want to watch the run. Finally, there is also a law which prevents anyone from harassing or mistreating the bulls.

b) The locals enjoy the 'Running with the Bulls' firstly because it is a tourist attraction and brings income to many locals. Secondly, it allows them to display their manliness in an event. It is a great source of entertainment and people line the beach to watch, whistling and cheering the contestants on. The event gives rise socializing between the locals as they discuss past events as well share their knowledge. The run is heavily betted and allows locals to enjoy betting and having a chance to win a lot of money.

14. Summer 2012 Paper 21

14.1. Question 1

Lone fisherman survives storm of the century

Storms are common on this narrow spit where the fisherman lives on. In the past, the storms have caused devastation. There used to be a full community with a chapel, families, home and even a market however, the floods destroyed everything that was held dear; all the houses were slowly destroyed. Finally, there were only three houses left including the lone fisherman's. In the last storm, the other two had been destroyed and finally, there was only one left. When the storm came in, the fisherman roared at it and his house flooded in with water. The road had been turned into a narrow rocky track.

The fisherman refused to leave his home because he loves the sea and the place where he lives. He believes he is addicted to waking up to a view of the sea. He also enjoys the felling solitude as there is no one there. Finally, as he gazes through the blue expanses, he feels that he is the king of all the area he could possibly sea.

This storm has been but another storm to this fisherman and he says he will never leave his home unless it is taken away from him by the sea. He leads a simple life consisting mainly of fishing and viewing the scenery. His children live in a town nearby but this fisherman will continue to live his life as he has done for many, many years.

14.2. Question 2

a) The writer gives a clear description of a set of heavy clouds which is warning of a great storm. The clouds were a 'heavy bank' which implies its large size and produces a sense of intimidation on the reader. The reader then personifies the clouds and describes its emotions as 'full of menace' which is a violent mood and further intimidates the reader. The atmosphere is described as of 'tense stillness'. Stillness itself is calm and relaxing however as it is tense, it produces a sense of fear as you feel something is going to happen any moment. Furthermore, the writer describes it using a short sentence as 'No breeze, no sound'. This factual and curtailed sentence helps create the dramatic tension. Finally, he goes back to describing the cloud alliteratively as a 'terrible bowl of blackness'. The words 'terrible' and 'black' produce an evil image of these clouds.

b) The writer vividly describes the rain and wind which is extremely strong and destructive. He says that 'no person could withstand' the 'swirling mass of water'. This hyperbolic statement helps impress upon the reader the power of the winds and rain. He said that it 'beat him into a crouching apology of a man'. This phrase personifies the wind as it 'beats' down the fisherman and again implies the power it holds that even man cannot compete with it. The 'rain smashes' against the house. The usage of the strong verb 'smash' suggests the destructive and powerful nature of the rain which makes it a fearful phenomenon to the readers. The writer then uses a simile to describe it as a 'demented hail of shrapnel'. This image is very violent, almost war-like, emphasizing the ferocity of the rain. Finally, he pluralizes the rain as 'sheet of rain' implying that it was so quick that the liquid formed a 'sheet'.

14.3. Question 3

a) The sea covers around three quarters of the world and much of it lies undiscovered such as the area in the Bermuda triangle where no one has reached the bottom. The sea contains many ecosystems which we have yet to discover even though discoveries of the sea and its inhabitants are being made every day. There is enough gold suspended in the water of the sea that every person can get four kilograms of it. The sea is extremely powerful and waves can reach above 25 meters; some sailors go even higher and describe waves the size of a ten-storey building. An amazing feature of the sea is the way that its surface can change so suddenly; at one time it may look like a mirror and at others, it would be ferocious with white water and tumbling waves. The sea hides many beauties which include natural, such as coral reefs, and human, such as buried Roman cities.

b) The fisherman enjoys this desolate place as it provides him a position where he can observe the sea every morning and when the sea is calm, it gives him a sense of peace. The fisherman adores the feeling of solitude which is present in the area along with the fact that he believes he is the king of all he can see. He also enjoys observing the sudden changing weather as it helps him become imaginative and creative. He continues to live there because he feels that he can outlive the storms. Though he fears the sea, he also gets excited as he watches the sea turn into a monster and the waves crash down upon his house.

CAIE IGCSE

English Language (0500)

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