

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
Cambridge International Advanced Subsidiary and Advanced Level

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**ENGLISH LANGUAGE**

**9093/32**

Paper 3 Text Analysis

**October/November 2015**

**2 hours 15 minutes**

No Additional Materials are required.

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**READ THESE INSTRUCTIONS FIRST**

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers. Both questions carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.

The number of marks is given in brackets [ ] at the end of each question or part question.



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This document consists of **5** printed pages and **3** blank pages and **1** insert.

1 The following text is an article from the “Health” section of the *Malaysia Star* newspaper in its on-line version. The writer is reporting a possible breakthrough made by medical researchers investigating new pain-killing drugs.

- (a) Imagine you work for a drug company who will be conducting medical trials of the new pain-killing drug made from snail venom. The company will need to find volunteers willing to try the drug. You have been asked to produce a leaflet explaining the advantages of this new drug. The leaflet will be read by doctors and patients.

Write the text for the first part of this leaflet in 120–150 words, basing what you write on the information and ideas in the article. [10]

- (b) Compare the style and language of your script with the style and language of the original on-line article. [15]

### ***Snail venom for pain***

An experimental drug made from snail venom has shown early signs of promise in numbing pain, raising hopes in the hunt for new, non-addictive medications, say researchers.

The drug, which has not been tested yet on humans, was judged to be about 100 times more potent than morphine or gabapentin, which are currently considered the gold standard for chronic nerve pain. 5

The active ingredient, conotoxin, comes from carnivorous cone snails, which are common in the western Pacific and Indian Oceans. The marine animals can reach out and stab prey, injecting a venom that paralyses fish long enough for the snail to eat it up.

“A tiny protein derived from the snail’s venom has formed the basis of five new experimental compounds,” said lead researcher Professor David Craik of the University of Queensland in Australia. 10

A preliminary study using one of these new compounds on laboratory rats “appeared to significantly reduce pain”, said a press statement released ahead of Professor Craik’s presentation at an American Chemical Society meeting in Dallas, Texas. 15

“This is an important incremental step that could serve as the blueprint for the development of a whole new class of drugs capable of relieving one of the most severe forms of chronic pain that is currently very difficult to treat,” he said.

Animal venoms are poisons that can block certain channels in the nervous system, and act differently than opioid painkillers such as morphine and hydrocodone, which carry the risk of addiction and death from overdose. 20

Pharmaceutical companies have begun investigating venoms in recent years as potential sources of new drugs for managing neuropathic pain, which affects 15% of the US population and can arise from cancer, AIDS, diabetes, and other debilitating diseases.

One conotoxin-derived drug, ziconotide, has already been approved for human use. However, it is not available in pill form and must be infused directly into the lower part of the spinal cord. 25

The five new compounds Professor Craik and his colleagues are developing would be taken orally. “We don’t know about side effects yet, as it hasn’t been tested in humans. But we think it would be safe,” he said, adding that human trials are at least two years away. 30

2 Texts A and B both relate to learning to sail.

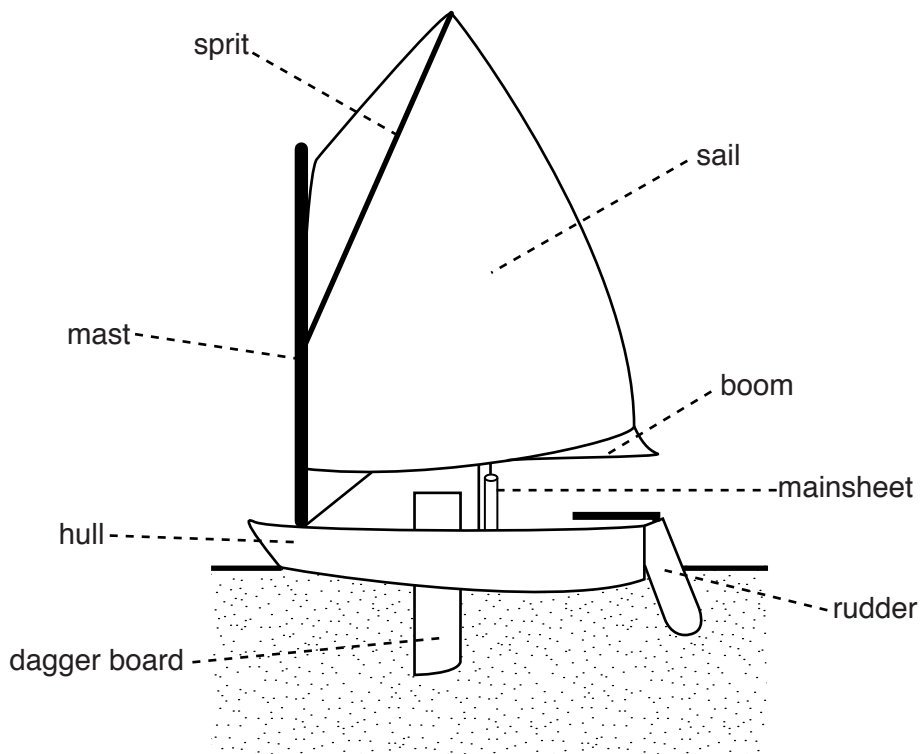
**Text A** is an extract from a booklet giving advice to teachers and other adults on how to teach children to sail. The advice is provided in the form of guidance notes.

**Text B** is a transcription of part of the sound-track for a training video designed to teach sailing to beginners. The presenter (Xavier) and a sailing expert (Juan) are watching a beginner (Pilar) sailing solo for the first time.

**Compare the language and style of the two extracts.**

[25]

### Text A



### ***Guidance notes for adults helping to run introductory sailing sessions for pupils***

#### **Introductory activities**

- Dry land session first for complete beginners, on grass or sand.
- Demonstration by someone competent before children's first sail, naming main parts of boat. 5
- Demo with child from group on board, then swap roles as a confidence-building exercise.
- Flexibility with the above is needed to take into account weather, site, own and children's previous experience.
- Getting in and out of boats using a simple relay race (boats alongside). 10
- Child solo sail – out, turn, back. On return to bank, always park pointing into the wind. Use local indicators to check wind direction – e.g. flags, moored boats or trees.

**Teaching points**

- Safety: at all times watch for fingers and hands between boat being sailed in and other boats, or boats and the bank. Also beware of fingers resting on daggerboard. 15
- Communication: can you be heard? Keep to a sensible hailing distance to enable communication and supervision. Use whistle signals.
- Need to differentiate between a one-off taster when a quick sail is the order of the day, compared to the first of a series of lessons when more detailed instruction is important to save time at the start of future sessions. 20
- Narrow area restricted for initial sail. Think about how to choose suitable sailing area within site.
- When choosing a site it needs to be definable, capable of being marked out in order to make group control possible.
- Encourage turning by pushing tiller away as this tends to stop boats going off down-wind too quickly. 25
- All children should get a go, quickly, there and back and change, possibly making the initial sailing trips into relays.

**Text B**

|     |  |                        |                     |
|-----|--|------------------------|---------------------|
| Key | (.) = micro-pause                      | (1) = pause in seconds | // = speech overlap |
|     | CAPITALS = speaking with raised volume |                        |                     |

**Xavier:** this should be a good test to see how much shes learnt (1) OH (.) OVER SHE GOES

//

**Juan:** NO (.) shes let out the mainsheet<sup>1</sup> to spill wind (.) and now shes under control again

**Xavier:** i really thought she'd gone then

5

**Juan:** shes all right (.) its quite a steady tack<sup>2</sup> around the windward mark (.) now that shes reaching (1) hmm (1) she should have raised the daggerboard a little

**Xavier:** now (1) is she ready for the gybe<sup>3</sup>

**Juan:** no (.) i dont think shes ready quite yet (.) shes got a few things to sort out first and (1) oh thats DEFINITELY not right (1) she wants to RAISE the daggerboard not lower it

10

**Xavier:** a bit of confusion there about which way to turn the tiller

**Juan:** yeah (.) but shes round safely (.) she should be looking where shes going now

**Xavier:** instead of sorting out all the rope

**Juan:** yeah (1) okay (1) now shes off really quickly (.) shes got too much power there (.) shes sheeting the sail in instead of easing it out until it flaps and then just pulling it in a little

15

- Xavier:** should she (.) should pilar have let the sail out like that (.) or should she  
//
- Juan:** no (.) no (1) by letting  
the sheet go she lost power (.) after the tack she'll have to pull it all in again to  
accelerate away 20
- Xavier:** now shes (.) shes sitting out to balance the wind (1) hmm (.) THAT tack looked  
okay
- Juan:** yes (.) but she doesnt need that bundle of mainsheet in her hand (1) for this part  
of the course she should have the daggerboard right down (.) and she could be 25  
sailing in slightly shallower tacks towards us
- Xavier:** WHOOPS (1) what happened THERE
- Juan:** well (1) she let the boat heel so far before sheeting out that the boom hit the water  
and wouldnt go any further.
- Xavier:** it looked like she recovered by leaning out more 30
- Juan:** well (.) pilars got a good sense of balance (.) which is always useful when youre  
sailing (.) now (.) lets look at this gybe to see if its any smoother
- Xavier:** OH YES
- Juan:** yes thats much better
- Xavier:** WOW (1) shes really taking off now 35
- Juan:** yes (.) the wind is stronger out there (1) considering shes only been sailing for a  
couple of days shes doing very well

**Notes**

<sup>1</sup>*sheet* = technical term for a rope used in sailing.

<sup>2</sup>*tack* = turn through the wind.

<sup>3</sup>*gybe* = turn away from the wind.





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