

Caribbean Examinations Council



English A



CSEC[®] PAST PAPERS

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CSEC® English A Past Papers

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TEST CODE **01218020**

FORM TP 2009008

JANUARY 2009

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 ½ hours

05 JANUARY 2009 (a.m.)

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the 2½ hours allowed for the examination.

Candidates **MAY** write during the time allowed for reading through the paper.

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You MUST answer questions from ALL FOUR sections of this Paper: Section ONE; ALL of Section TWO; ONE from Section THREE; and ONE from Section FOUR.

SECTION ONE

(Suggested time: 35 minutes)

You MUST answer the question in this section.

1. **Read the following extract carefully and then write a summary in NOT MORE THAN 120 words. Your summary must be in continuous prose, in paragraph form and, as far as possible, IN YOUR OWN WORDS. Only the first 120 words of your answer will be read and assessed.**

Somewhere in the archives of our radio stations and in a few private collections are recordings of a song entitled 'Trees'.

It would have been composed and recorded years ago when the world was not as conscious as it is now about our environment. However, it was the majesty and sturdiness of trees that moved the lyricist, in accepting their importance, to observe that, whatever might be our many achievements and creations on the planet, "only God can make a tree".

The importance of trees as part of our environment is often undermined as millions of acres of land all over the world are cleared of trees and more land is put into agriculture or the trees are replaced by concrete buildings, signifying one concept of economic development.

At the same time, those who are aware of the importance of having trees around are heard warning that we need to display a sense of balance. For while we, as inhabitants of the planet, need land for food and for erecting houses and so on, the planet itself requires trees if it is to adequately sustain life. These life forms include us. With all this in mind, it has been most heartening to learn that steps are being taken in our part of the woods to plant at least 80 000 more trees, one for every person below the age of 18.

According to one environmental expert, "When people build, they tend to just clear the land rather than build around existing vegetation. Then they plant a small flower garden." He stressed that these could not replace the diminished oxygen production caused by the removal of the trees, or the role played by trees in conserving our mainly shallow soil. When we see muddy water rushing by after rainfall, it is the result of soil being washed away from areas that have no tree roots to hold it in place.

A consciousness of how we should act as stewards of the planet does not just happen. We have to be carefully taught. This tree-planting project is an example of how we can teach our young people what is expected of them and what is required in the years ahead if we are not to disadvantage later generations.

*Adapted from "Accepting that trees are important".
Daily Nation, March 31, 2008, p. 6.*

(30 marks)

GO ON TO THE NEXT PAGE

SECTION TWO

(Suggested time: 40 minutes)

Answer ALL the questions in this section.

2. Read the following extract carefully and then answer all the questions set on it.

Some people are meant to live alone. Take for instance, Uncle Arthur. We called him Uncle Arthur, all of us, but he wasn't our uncle. He was really some sort of elderly cousin and he was almost a legend in the family.

5 'I'll send you to live with Uncle Arthur,' was Mother's threat when one of us had been particularly unruly or 'A week with Uncle Arthur'll do you good'.

Not that Uncle Arthur was especially ogre-like or repulsive to our childish eyes. Far from it – a milder little man I never saw, although his visits to our home in those days were few and far between. No, it was the fact that he lived all alone; alone in the old dilapidated house on the hill, a house we could see when the canes were cut, a house that
10 loomed gaunt and cockeyed against the brooding background of the two huge twisted evergreens that added their touch of mystery to Uncle Arthur's unaccountable isolation.

None of us had ever been there. Uncle Arthur never invited anyone to his home. So the threat of being sent to Uncle Arthur's never lost its sting, even though at Christmas time we could always expect a large, clumsily wrapped box of toffee or butterscotch
15 from the house on the hill.

Uncle Arthur's visits grew fewer and fewer till there was no in between, and it wasn't till I'd grown up that I ever gave him a thought again.

*Frank Collymore, "Some People are Meant to Live Alone".
The Oxford Book of Caribbean Short Stories, Oxford University Press, 2001.*

- (a) What family relationship was there between Uncle Arthur and the writer? (1 mark)
- (b) What made Uncle Arthur 'almost a legend in the family'? (2 marks)
- (c) What impression of Uncle Arthur did the writer's mother try to create? (2 marks)
- (d) What kind of person did Uncle Arthur appear to be to the children? (2 marks)
- (e) Give TWO different adjectives that would describe Uncle Arthur, based on his actions and habits. (2 marks)
- (f) According to the passage, what made Uncle Arthur's house mysterious? (2 marks)
- (g) Why, in the writer's opinion, did the threat of being sent to Uncle Arthur never lose its sting? (2 marks)
- (h) According to the passage, why did the writer forget about Uncle Arthur? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions set on it.

5 Some of our so-called educated people have failed to appreciate the true meaning of education. If today is a typical day on planet Earth, according to some experts we will lose about 116 square miles of rainforest or about an acre every second. We will lose another 72 square miles every second to encroaching deserts, as a result of human mismanagement and of overpopulation. We will lose 40 to 100 species and no one knows whether the number is 40 or 100. Today, the human population will increase by hundreds of thousands. And today we will add some 15 million tons of carbon to the atmosphere.

10 The truth is that many things on which our future health and prosperity depend are in jeopardy: climate stability, the ability of the earth to recover; productivity of natural systems, and the beauty of the natural world.

15 These threats were not created by ignorant people, but by educated people and the quality and purpose of their education. Education in the past seems to have emphasized theories instead of values; answers instead of questions; efficiency rather than conscience. More of the same kind of education is likely to compound our problems. This is not an argument for ignorance, but rather a statement that the worth of education must be measured against the standards of decency and human survival. It is not education *per se* that will save us, but education of a certain kind.

20 It seems that there are certain myths on which we build our education, including the myth that if we have enough knowledge and technology we can manage the Earth. But the complexity of the Earth and its life systems can never be safely 'managed'. What might be managed is us – human desires, economies, politics, and communities. It makes better sense to reshape ourselves to fit the planet than to attempt to shape the planet to fit our wants.

- (a) Name TWO of the problems facing the earth today. (2 marks)
- (b) According to paragraph 2, how do the problems we create for the earth affect human life? (2 marks)
- (c) Give TWO of the threats to the planet that are identified in the passage. (2 marks)
- (d) What does the passage suggest could correct the problem in the future? (2 marks)
- (e) What are the particular aspects of the myth of education identified in paragraph 4? (2 marks)
- (f) What does the writer suggest as the better alternative? (2 marks)
- (g) Who, according to the writer, are responsible for putting in jeopardy the things on which our future health and prosperity depend? (1 mark)
- (h) According to the writer, in what ways should worthwhile education be measured? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION THREE

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

EITHER

SHORT STORY

4. Write a story based on the picture below.



*Roberta Parkin, Caribbean Beat, Media and Editorial
Projects Ltd., July/August 2005, Cover Page.*

(35 marks)

GO ON TO THE NEXT PAGE

OR

5. Anelki paused in the entrance to the hotel. This would be the first time they would meet in almost ten years.

Write a story which begins with these words.

(35 marks)

OR

DESCRIPTION

6. When the sun came up, they came slowly out of the cave. The walls of rock to the right and left were not high but they focussed their eyes straight ahead first.

Describe what they saw.

(35 marks)

SECTION FOUR

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. Parents should not be prosecuted if they do not hand over children who have committed crimes to the police.

Write an essay giving your views on this statement.

(35 marks)

OR

8. Speaker A: Adults should always be respected.

Speaker B: No way! Adults must earn respect.

Write an essay supporting **EITHER** speaker A **OR** speaker B.

(35 marks)

END OF TEST

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CARIBBEAN EXAMINATIONS COUNCIL**SECONDARY EDUCATION CERTIFICATE
EXAMINATION****ENGLISH A****Paper 02 – General Proficiency***2 $\frac{1}{2}$ hours***19 MAY 2009 (a.m.)**

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the $2\frac{1}{2}$ hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.

INSTRUCTIONS TO CANDIDATES

1. Section A consists of **ONE** question. Candidates **MUST** answer this question.
2. Section B consists of **TWO** questions. Candidates **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. Candidates **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. Candidates **MUST** answer **ONE** question from this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

SECTION A

(Suggested time: 35 minutes)

Answer Question 1.

1. **Read the following extract carefully and then write a summary of it in NOT MORE THAN 120 words and, as far as possible, in your OWN words. Your summary must be in continuous prose and in paragraph form. If this limit is exceeded, only the first 120 words of your answer will be read and assessed.**

Although some Caribbean states went out of cane production many years ago, for the most part, the industry has flourished and sugar has remained the English-speaking Caribbean's premier export crop buoyed by high prices and preferential trading arrangements first with the United Kingdom and then with the European Community.

More recently, some sugar industries in the Caribbean have proved unviable as much larger global producers such as Brazil and Australia have begun to export and world market prices have declined. In response, in some of the region's economies newer industries such as tourism have enabled Caribbean economies to diversify.

Despite this, sugar still plays a key role. In Jamaica, as many as 200 000 people (about 8% of the Jamaican population of 2.6 million) derive their livelihood directly or indirectly from the sugar industry. Sugar cane is grown in almost every single parish and nearly half of the land under permanent agricultural crops is in sugar cane. The industry also makes a vital contribution to Jamaica's foreign exchange earnings bringing in excess of US\$100 million each year in foreign exchange. Beyond this, sugar plays a significant role in maintaining rural environment. The planting of cane protects the soil from erosion and creates a habitat in which a wide range of Jamaican fauna is able to flourish.

Now much of this has to change. The decision by Europe to cut its preferential price over a three-year period as a result of a World Trade Organization ruling has led industries across the region to review their viability. Some such as St. Kitts have decided to move out of the production of raw sugar for export altogether. Others like Barbados are looking at adding value to their small industry through marketing of organic and branded speciality sugars.

Achieving the economies of scale that this transition requires will be far from easy. It will require all the European support that has been promised and more. It will involve a significant investment in the modernization of the industry as well as the retraining of some personnel to enable them to migrate to other forms of agriculture or to the region's fast expanding tourism sector.

*Adapted from David Jessop, "The bitter taste of sugar".
Skywritings, May/June 2006, pp. 36–37.*

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer Questions 2 and 3.

2. Read the passage below carefully and then answer all the questions that follow.

5 It was six o'clock on Friday evening, about fifteen years after Rose's departure, and exactly a fortnight since her return. Mother Barton lay supine on the bed. The counterpane was drawn up to the neck leaving her heels and toes exposed at the other end. Her eyelashes were damp and she squinted continually. The lingering stains of witch-hazel had given her cheeks a quiet subdued warmth. Her sight had improved and now she seemed perfectly happy.

10 The door of her room opened and Angela entered on tiptoe. She kissed her on her eyes, squeezing her hand, and pressing her mouth to her ear whispered something. Mother Barton came to a sitting position, and peering from half-shut eyes spat out her disapproval into Angela's face. Angela protested. Mother Barton was violent in her insistence. She refused to act against her will. The conflict proceeded into a crescendo of gasps and whispers. Angela persuaded. Mother Barton rebuked. Their patience was at an end, and Angela in a fever of indignation flung the door open and summoned Rose to the room. Mother Barton lay back quietly, her lids pressed to her eyes, her hand locked across her breast. Rose entered, and knelt beside the bed, remembering for a split second that it was their
15 second reunion.

20 Angela left the room, and for a while Mother Barton felt empty and dejected. It was seldom that Angela displeased her, but to-day she seemed unbearably callous. In spite of all that happened she had insisted on seeing Rose again, and now she and Rose, whom she thought so hateful and wretched, were in the same room. If she were young and strong she would have avenged herself, but now she could only lie and think and hate. No word was spoken until Mother Barton craned her body up, and groped about the room.

*George Lamming, "Of thorns and thistles".
West Indian Stories, pp. 48-49.*

- (a) What did Angela do that indicates that she did not want to disturb Mother Barton too much? (2 marks)
- (b) What effect does the use of short sentences in the middle of paragraph 2 have? (2 marks)
- (c) What was Mother Barton's normal attitude to Angela? (1 mark)
- (d) What kind of atmosphere existed in Mother Barton's bedroom? (2 marks)
- (e) What did Mother Barton think of what Angela whispered in her ears? (2 marks)
- (f) What does the author suggest about Mother Barton by describing her change of posture in lines 13 - 14? (2 marks)
- (g) Why was Mother Barton unable to avenge herself (line 20)? (2 marks)
- (h) What do the phrases "squinted continually" (line 4), "peering from half-shut eyes" (line 8), "groped about the room" (line 21) tell us about Mother Barton? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the passage below carefully and then answer all the questions that follow.

Just when many people thought the question of what to do about the ten to twelve million undocumented immigrants in the United States was the only item on the table for discussion, we have been jolted back to reality to deal with a long-standing problem: immigrants who commit crimes in the United States and are being deported to the various Caribbean nations.

Understandably, the United States, Canada and Britain are angry that immigrants would come to their shores and commit crimes. The trouble is that in deporting immigrants, the rich nations are creating serious problems for their relatively poor "friends" in the Caribbean.

According to a regional news agency report, a United States Ambassador in the region is convinced that criminal aliens are not behind much of the crime in the Caribbean. Granted, some deportees have become productive citizens. Also true, the United States has the right to protect its people from anyone, native born or foreigner, who disrupts society. But to ignore the hard reality of what's happening in the Caribbean is akin to burying one's head in the proverbial sand. After all, choirboys are not being shipped to the region from the United States.

In addition, the Ambassador wants to get the word out that the United States was "not deporting people who go to the United States as very small children and learn bad behaviour". But the evidence indicates otherwise. Many of the deportees left the region as underage children and were sent back to the Caribbean as hardened adult criminals. Just as bad, they had lived in the United States for so long that they do not know anyone in the Caribbean and few know them.

The solution isn't difficult to figure out. The countries sending back the criminals and those being forced to accept them should sit down and work out a reasonable policy that includes a resettlement scheme funded by the United States, Canada, Britain and the Caribbean nations that would ease the re-integration of the deportees into their birthplaces.

*Adapted from Tony Best, "Impact of Criminal Aliens".
Weekend Nation, May 12, 2006, p. 24.*

- (a) What are the TWO categories of immigrants that are referred to in paragraph 1? (2 marks)
- (b) What is the effect of the word "jolted" (line 3)? (2 marks)
- (c) What is meant by "burying one's head in the proverbial sand" (lines 14 - 15) in the context of this passage? (2 marks)
- (d) What effect is the writer trying to create by using the word "understandably" (line 6)? (2 marks)
- (e) What is the significance of putting "friends" (line 8) in inverted commas? (1 mark)
- (f) Give ONE example of sarcasm in paragraph 3. (2 marks)
- (g) What evidence is the writer referring to in paragraph 4 that is contrary to the Ambassador's position? (2 marks)
- (h) What solution is the writer proposing for the problem of deportees? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

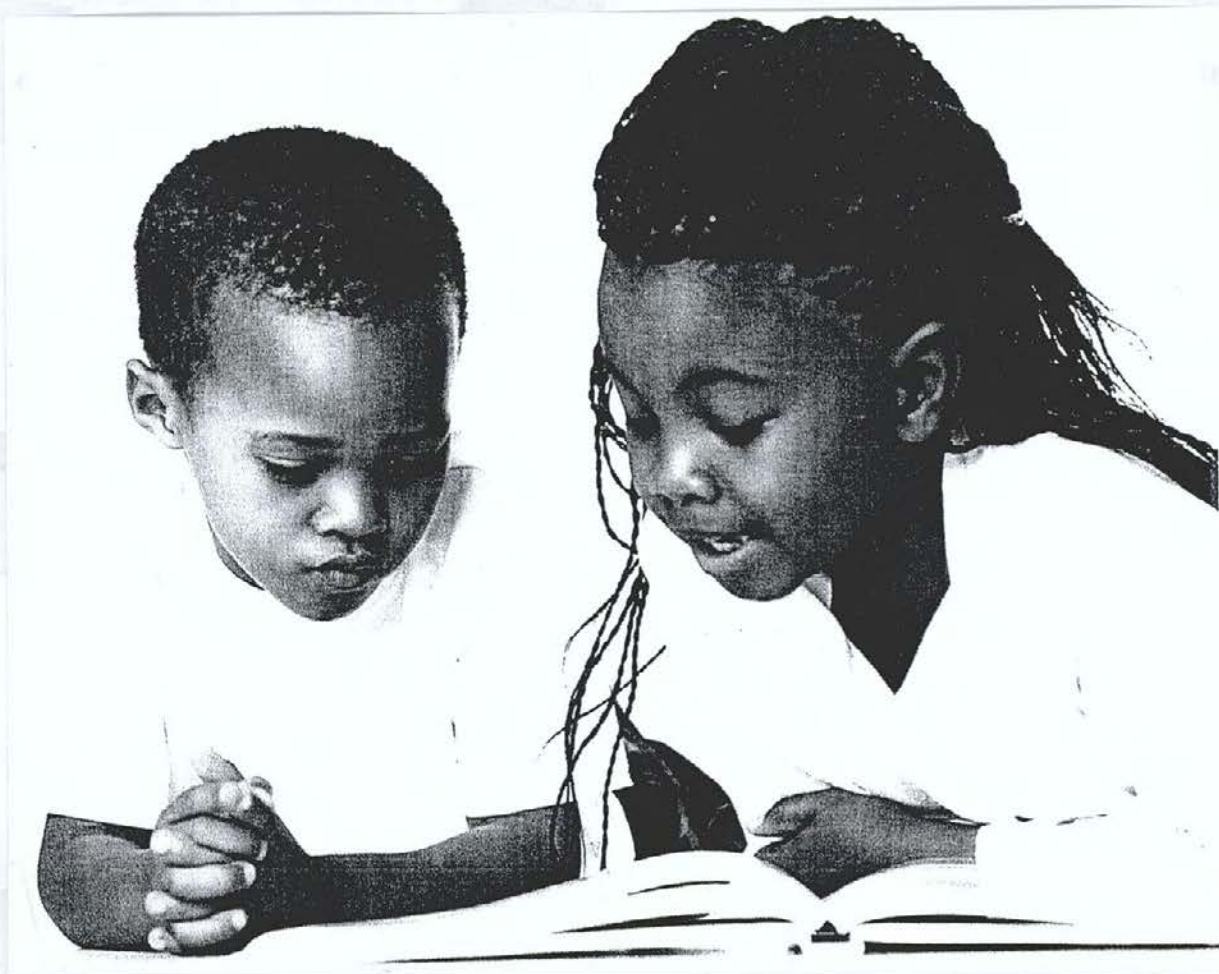
Answer ONE question in this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

SHORT STORY (Questions 4 and 5)

4. Write a story based on the picture below.



STAN, UWI St Augustine, October – December 2007.

(35 marks)

OR

5. The door was closed and the cobwebs in front of it suggested it had not been opened for a long time. Moor turned the key and pushed open the door.

Write a story which includes this sentence.

(35 marks)

DESCRIPTION (Question 6)

6. We set out on the hike to Cassanda and we did not bargain for the terrible weather.

Describe the places along the route and the ways in which the weather affected the hike.

(35 marks)

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. Watching television, rather than reading, is the best way for children to broaden their knowledge.

Write an essay giving your views on this statement. **(35 marks)**

OR

8. The government is wasting too much money buying school textbooks because the children are not reading them. More money should be spent on computer equipment, which children prefer.

Write an essay EITHER supporting OR opposing this view. **(35 marks)**

END OF TEST

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FORM TP 2010008



TEST CODE **01218020**

JANUARY 2010

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

04 JANUARY 2010 (a.m.)

You are advised to use 10 minutes to read the paper and select the questions that you will answer. Writing may begin during this time.

INSTRUCTIONS TO CANDIDATES

1. Section A consists of **ONE** question. You **MUST** answer this question.
2. Section B consists of **TWO** questions. You **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. You **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. You **MUST** answer **ONE** question from this section.

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01218020/JANUARY/F 2010

NOTHING HAS BEEN OMITTED

SECTION A

(Suggested time: 35 minutes)

You MUST answer the question in this section.

- 1. Read the following extract carefully and then write a summary in NOT MORE THAN 120 words. Your summary must be in continuous prose, in paragraph form, and, as far as possible, IN YOUR OWN WORDS. If you exceed the word limit only the first 120 words will be read and assessed.**

As seeds get better, much of the world's soil is getting worse and people are going hungry. Scientists say if they can get the world out of the economically triggered global food crisis, better soil will be at the root of the solution. Soils around the world are deteriorating with about one-fifth of the world's cropland considered degraded in some manner. The poor quality has cut production by about one-sixth. Some scientists consider it a slow-motion disaster. In sub-Saharan Africa, nearly 1 million square miles of cropland have shown a "consistent significant decline", according to a March 2008 report.

A generation ago, through better types of plants, Earth's food production exploded in what was then called "green evolution". Some people thought the problem of feeding the world was solved and moved on. However, developing these new "magic seeds" was the easy part. The crucial element, fertile soil, was missing. "The first thing to do is to have good soil," said Hans Herren, winner of the World Food Prize. "Even the best seeds can't do anything in sand and gravel."

The cause of the current global food crisis is mostly based on market forces, speculation and hoarding. But beyond the economics lie droughts and floods, plant diseases and pests, and all too often, poor soil. Soil and water issues "have been taken for granted", said soil scientist Rattan Lal. "It is a problem that is not going to be solved. It's going to get worse before it gets better."

The current crisis could have been avoided "if we, the world, had promoted fertilizer in Africa and we have known for ages it works," said Pedro Sanchez, Columbia University tropical agricultural director. In that way, the problem with soil is a prime example of a larger failing of agricultural science.

The staples of modern agricultural scientific techniques include irrigation, crop rotation, reduced tilling, use of fertilizers and improved seeds. "Fixing soil just isn't exciting enough to interest governments and charities," commented the leading researcher at the International Rice Research Institute, where they have been trying to pinpoint the right combination of nitrogen and fertilizer. "Better seeds work wonders, but finding money for soil health is difficult and because of that, less work accomplished."

*Adapted from "Poor soils ... and the food crisis".
Sunday Express, May 11, 2006, p. 37.*

(30 marks)

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer ALL questions in this section.

2. Read the following extract carefully and then answer all the questions set on it.

Very few people in the village didn't like Joe. Many of the little children and some adults were afraid of him. Many didn't understand him. He seldom smiled, and no one could remember hearing him laugh. When he wasn't working intently at his workbench planing a piece of mahogany, shaping it, smoothing it, sanding it and finally polishing it, rubbing his calloused fingers caressingly along its length, seeming to get an almost sensual pleasure out of the brown wood, he would sit at the door of his little workshop gazing over the waves and out to sea. He would sit with his pipe firmly clenched between his teeth, never moving it from the right side of his mouth. No one had ever seen it lighted or smoke coming from the bowl, but it was always in his mouth.

5

His dark brown face was rugged and creased, with black eyes sheltered by bushy overhanging brows. His square jaw merged into a thick neck and broad shoulders, well-muscled from the many hours of sawing the heavy mahogany tree trunks into slabs and turning those slabs into pieces of furniture which were works of art. Joe was easy-going. He took his time walking, as if he was careful where he placed each step. He was equally unhurried in his work. If someone wanted work done, they placed an order for the table and chair. They never asked when it would be finished. They knew it would take time. They placed the order and waited.

10

15

Joe's furniture was the best. It was strong, durable and well-crafted. It was almost flawless. The dove-tailed joints fit together so closely that only extremely close examination showed where the pieces were joined. The glow of the polish belied many hours of sanding, smoothing, cleaning, polishing and shining. Some people still had Joe's furniture after thirty years, and the only difference about it from the day it had been delivered was the darkening of the wood as it got older.

20

*Alvin Cummins, The royal palms are dying.
Caribbean Chapters, 2008, pp. 8 – 9.*

- (a) What was Joe's occupation? (1 mark)
- (b) What does the passage suggest were the TWO favourite activities in Joe's life? (2 marks)
- (c) Give ONE reason why children would be afraid of Joe. (2 marks)
- (d) What is the evidence given to show that Joe loved working with wood? (2 marks)
- (e) Identify TWO ways in which Joe's daily work over the years had affected his body. (2 marks)
- (f) Quote TWO statements about the way the villagers behaved, to show that they understood Joe. (2 marks)
- (g) Joe's furniture is described as "durable". What evidence of this is given in the passage? (2 marks)
- (h) What statement in the final paragraph suggests that the joints on Joe's furniture were almost invisible? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions set on it.

Enjoyment on the Carnival Line

Being able to do just what you want is called freedom. It's also called liberty. Which are the names of two of our most spectacular ships. What a coincidence. Because you can do just what you want on these floating resorts: play every game; hit every restaurant; or just lie beside the pool and watch movies day or night. On either ship, you're in for an all-time fantastic week on your choice of three itineraries. Sail to the Eastern Caribbean and you'll see San Juan, from Morro Castle to its hottest nightclubs. On St. Thomas, how about watersports in the morning and duty-free shopping in the afternoon? Or vice versa. On St. Maarten, expect some greetings to be "goedemorgen" or "bonjour" since it is half Dutch and half French. Opt for the Exotic Eastern Caribbean and your first stop is the lush, private island of Half Moon Cay with its tropical adventures. From there you sail to St. Thomas, San Juan and the divers' paradise Grand Turk with its new cruise center. If you're island-hopping in the Western Caribbean you can dive, sightsee and shop on Cozumel or explore Grand Cayman's wonders which include Seven Mile Beach and great wildlife attractions. Your last destination, Ocho Rios, may be most famous for Dunn's River Falls but you'll find many other reasons to love this Jamaican paradise.

On the Carnival Valor, the fun's everywhere. If you love relaxing in the sun, you have a choice of three pool areas. If you plan to golf on the islands, our onboard pro can prepare you to challenge those gorgeous greens. If you love fine dining and dancing to live music, make your reservation at the supper club pronto. On her Eastern cruise your first stop is Nassau for duty-free shopping, seeing for yourself just how white the sand is and playing those golf courses we mentioned. St. Thomas has all that plus a hillside of shops at Charlotte Amalie. St. Maarten has its own charms, many of which are both Dutch and French. If you've decided on the Exotic Western itinerary, your endless photo ops will be in Grand Cayman; Isla Roatan; and Belize, where you'll be awed by its world-class zoo. But, wait, there's one more fabulous stop on this cruise: Cozumel, Mexico. Here you'll want to see one of Carnival's "Seven Wonders of the Caribbean" – Tulum, the site of the Mayan walled city. All of this fun is yours aboard the Carnival Line.

Adapted from "Carnival valor". Carnival the fun ships, Carnival cruise lines, 2007, pp. 60 – 61.

- (a) What are the names of TWO of Carnival Line's MOST spectacular ships? (2 marks)
- (b) What are the activities associated with being able "to do just what you want"? (2 marks)
- (c) How long does any ONE itinerary last? (1 mark)
- (d) What are the destinations on the Eastern Caribbean itinerary? (1 mark)
- (e) Explain the term "vice versa" as used in the line "... watersports in the morning and duty-free shopping in the afternoon? Or vice versa." (lines 6 and 7). (2 marks)
- (f) To what does "this Jamaican paradise" (line 14) refer? (1 mark)
- (g) (i) Give ONE activity experienced on *Carnival Valor* which is NOT mentioned in relation to the other ships. (1 mark)
(ii) How does the ship help passengers with this activity? (1 mark)
- (h) Explain the expression: "... endless photo ops" (line 22). (2 marks)
- (i) What is the intention of the writer of this passage? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 – 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

SHORT STORY

EITHER

4. Write a story based on the picture below.



*Heartline, Heart and Stroke Foundation of Barbados Inc.,
p. 4. Oct. – Dec. 2008.*

(35 marks)

GO ON TO THE NEXT PAGE

OR

5. Write a story which begins or ends with the following sentences:

“He slammed the door behind him. He knew that it would be for the last time.”

(35 marks)

OR

DESCRIPTION

6. The rain and wind finally stopped after two days and then the people made their way out of the storm shelter.

Describe what they saw when they came out.

(35 marks)

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. **Speaker A:** I am going to start eating more local food because that is what makes our Caribbean Olympic athletes stars.

Speaker B: Nobody is going to get me to eat yams and sweet potatoes. That is backwardness.

Write an essay supporting the views of EITHER Speaker A OR Speaker B and justifying the kind of food that you prefer to eat.

(35 marks)

GO ON TO THE NEXT PAGE

OR

8. Sexual and violent songs should be banned from the radio and television.

Write an essay giving your views on this statement.

(35 marks)

END OF TEST

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FORM TP 2010066



TEST CODE **01218020**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 $\frac{1}{2}$ hours

18 MAY 2010 (a.m.)

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the $2\frac{1}{2}$ hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.

INSTRUCTIONS TO CANDIDATES

1. Section A consists of **ONE** question. You **MUST** answer this question.
2. Section B consists of **TWO** questions. You **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. You **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. You **MUST** answer **ONE** question from this section.

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01218020/F 2010

NOTHING HAS BEEN OMITTED.

SECTION A

(Suggested time: 35 minutes)

Answer Question 1.

1. **Read the following extract carefully and, in your own words, write a summary of it in NOT MORE THAN 120 words. Your summary must be in continuous prose and in paragraph form. If this limit is exceeded, only the first 120 words of your answer will be read and assessed.**

Cassava takes about nine months to harvest. The roots or sticks of the plant are pulled out and can be used to start a new crop. Once harvested, cassava roots spoil quickly and must be processed within three to seven days to preserve their food value.

After reaping the cassava, the women place the tubers in woven baskets called *dupao*, each of which holds up to 150 lbs, carrying them home to start the separation process. The cassava is separated into fibre, starch and juice.

After peeling and grating, the cassava is placed into a basket-weave press to extract the juice; this is a *matapee*. A small receptacle beneath the *matapee* collects the juice and starch. The fibrous remains are sun-dried, pounded and sifted. The resulting flour is used to make cassava bread. This is eaten with stews or can be toasted, buttered and eaten alone. The flour can be used to make tapioca and fufou as well.

The juice of bitter cassava, boiled and caramelized to the consistency of thick syrup, is called Casareep. This is sold commercially throughout the Caribbean and worldwide. Casareep is used as a food preservative in addition to flavouring and can keep a pot of pepper-pot on a stove for years as long as it is brought to a boil at least once a day!

Cassava can also be used for a variety of snack items. There are the popular cassava balls which can be found in almost all school canteens, lunch rooms and road-side vendors, cassava pone, puffs, cakes and cassava surprise. It can be peeled, washed, boiled and fried as part of a main meal, complementing fish, meat and poultry dishes. It is also used in the popular *metagee* – a soup-like dish – that includes a variety of ground provisions as well as plantains, all of which are boiled in coconut milk.

Cassava also serves as a base for many exotic drinks. The indigenous people of Guyana and Suriname make *piwari*, an alcoholic drink which is used at festivals and celebrations. Cassava wine is also very popular, especially in the rural areas.

All in all, cassava plays an integral part in the diet and culture of the Guyanese people and is now the third most important food crop in the world.

*Adapted from Indira Anandjit, "Cassava: A Versatile Vegetable".
Liat The Caribbean Airline,
West Indies Publishing Ltd., 2006, pp. 40 – 41.*

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer Questions 2 and 3.

2. Read the passage below carefully and then answer all the questions that follow.

The trip to La Nouvelle Dame Marie took five hours in a rocky van. However, Aunty Atie thought that I couldn't leave for New York without my grandmother's blessing. Besides, Granny Ife was getting on in years and this could be my last chance to see her.

5 The van from Croix-des-Rosets let us off in the marketplace in Dame Marie. The roads to my grandmother's house were too rough for anything but wheelbarrows, mules, or feet.

Aunty Atie and I decided to go on foot. We walked by a line of thatched huts where a group of women were pounding millet in a large mortar with a pestle. Others were cooking large cassava cakes in flat pans over charcoal pits.

10 In the cane fields, the men chopped cane stalks as they sang back and forth to one another. A crammed wheelbarrow rolled towards us. We stepped aside and allowed the boys to pass. They were bare chested and soaked with sweat, with no protection from the sun except old straw hats.

15 We passed a farm with a bamboo fence around it. The owner was Man Grace, a tall woman who had hair patches growing out of her chin. Man Grace and her daughter were working in the yard, throwing handfuls of purple corn at a flock of guinea fowls.

My mother had sent money for the reconstruction of her old home. The house stood out from all the others in Dame Marie. It was a flat red brick house with wide windows and a shingled roof. A barbed wire fence bordered my grandmother's pumpkin vines and tuberose stems.

20 I raced up to the front of the house to stand under the rooster-shaped weather vanes spinning on my grandmother's porch. My grandmother was in the yard, pulling a rope out of her stone well.

"Old woman, I brought your child," Aunty Atie said.

25 The rope slipped out of my grandmother's hands, the bucket crashing with an echoing splash. I leaped into her arms, nearly knocking her down.

"It does my heart a lot of good to see you," she said.

Aunty Atie kissed my grandmother on the cheek and then went inside the house.

Granny Ife wrapped her arms around my body. Her head came up to my chin, her mop of shrubby white hair tickling my lips.

*Adapted from Edwidge Danticat,
Breath, Eyes, Memory,
Soho Press Inc., 1994, pp. 22 – 23.*

GO ON TO THE NEXT PAGE

- (a) According to the passage, why was the author going to visit Granny Ife? (2 marks)
- (b) What evidence is there in the passage that suggests that Granny Ife was old? (2 marks)
- (c) What was the name of the village from which the author travelled? (1 mark)
- (d) According to the passage, what was the main occupation of the people in La Nouvelle Dame Marie? (2 marks)
- (e) Why did the author and Aunty Atie have to walk to Granny Ife's house? (2 marks)
- (f) Identify the phrase in paragraph 6 that indicates that Granny Ife's house was different. (2 marks)
- (g) Identify TWO expressions that show the author was glad to see her grandmother. (2 marks)
- (h) Identify the sentence in the passage that indicates the joy that Granny Ife felt in seeing her grandchild. (2 marks)

Total 15 marks

3. Read the passage below carefully and then answer all the questions that follow.

IQ and EQ

For many years people enjoyed respect, even preferential treatment, if they scored high on intelligence tests. However, high IQ does not necessarily predict who will succeed in life. Psychologists agree that IQ contributes only about 20% of the factors that determine success. A full 80% comes from other factors, including what is called EQ (Emotional Quotient). Some of the major qualities that make up EQ are: self-awareness, self-motivation, mood management and impulse control.

Self-awareness refers to the ability to recognise a feeling as it happens. It requires that the individual tunes in to ‘gut feeling’, a response that is often unconscious. Awareness of ‘gut feeling’ has to be deliberately developed. EQ allows one to evaluate feelings and change them if necessary, so one does not develop bad situations.

Positive self-motivation requires clear goals, perseverance, and a ‘can-do’ attitude. Failure is seen as meaning that the wrong approach is being used, and the individual strategise afresh, while those with low EQ are more likely to feel rejected.

Mood management is the act of controlling emotion. Rage, for instance, is a common emotion. When incidents cause anger and that anger goes unchecked or is allowed to build up, it can cause hypertension and leads us to create bad situations. Popular techniques known to work in reducing anger include, not ventilating as is often thought, but seeking pleasant distractions, deep breathing, meditation or some quiet, solitary activity.

Impulse control is illustrated by the ability to delay gratification. It is a skill that can be developed with practice. When one is faced with temptation, for instance, it helps to remember long-term goals and not to give in to quick pleasures.

The individual with a high EQ is better able to understand other people’s feelings and practise better interpersonal skills. No matter what the IQ, those with a high EQ rise above the average.

*Adapted from Daniel Goleman, “Emotional Intelligence”.
In Julie Robitaille and Robert Connelly, Writers’ Resources
From Paragraph to Essay, Thomson Wadsworth, 2007, pp. 433 – 434.*

GO ON TO THE NEXT PAGE

- (a) What FOUR qualities in EQ does the writer explain in the body of the passage?
(1 mark)
- (b) What do the letters 'I' and 'Q' in the abbreviation IQ stand for? (2 marks)
- (c) Why does awareness of 'gut feeling' have to be deliberately developed? (2 marks)
- (d) According to the passage, in what way does one avoid developing 'bad situations'?
(2 marks)
- (e) Identify TWO techniques which the writer says are known to reduce anger.
(2 marks)
- (f) According to the writer, what technique does not really work to reduce anger?
(2 marks)
- (g) What is the meaning of 'gratification' (line 19) as used in the passage? (2 marks)
- (h) What is the writer's intention in the passage? (2 marks)

Total 15 marks

SECTION C

(Suggested time: 45 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

4. Write a story based on the picture below.



The Sunday Gleaner, September 28, 2008, p. F1.

(35 marks)

5. It was in the middle of the mathematics class. Mrs. Taylor our teacher suddenly collapsed and sprawled unconscious on the floor. It was terrifying.

Write a story which includes these words.

(35 marks)

6. Tales told of the house were legendary. But no one had actually seen it. What I saw that night has stayed with me.

Imagine that you were the person, describe what you saw outside and inside the house.

(35 marks)

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

7. Speaker A: “Obedience must be part of our daily lives.”

Speaker B: “Great revolutionaries were not obedient people.”

Write an essay supporting the views of **EITHER** Speaker A **OR** Speaker B. **(35 marks)**

8. Caribbean doctors whose governments pay for their training should volunteer to offer free medical services in their communities.

Write an essay giving your views on this statement. **(35 marks)**

END OF TEST

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FORM TP 2011008



TEST CODE **01218020**

JANUARY 2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 ½ hours

03 JANUARY 2011 (a.m.)

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the 2½ hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.

INSTRUCTIONS TO CANDIDATES

1. Section A consists of **ONE** question. Candidates **MUST** answer this question.
2. Section B consists of **TWO** questions. Candidates **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. Candidates **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. Candidates **MUST** answer **ONE** question from this section.

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SECTION A

(Suggested time: 35 minutes)

You **MUST** answer the question in this section.

1. **Read the following extract carefully and then write a summary of it in NOT MORE THAN 120 words, and as far as possible in your own words. If the limit is exceeded, only the first 120 words of your answer will be read and assessed. Your summary must be in continuous prose and in paragraph form.**

The Caribbean is one of the most biologically diverse regions in the world, with a large variety of plant and animal species. The region has, however, lost many of the native species that once inhabited it. Hurricanes, tsunamis, volcanoes, earthquakes and such events, along with human developments on these small and often crowded islands have destroyed many habitats. Two of the major causes of the loss of the wide variety of plant and animal life throughout the Caribbean are habitat fragmentation and invasive species. Others are deforestation, chemical pollution, fisheries operations and climate change.

Habitat fragmentation occurs when there is breaking up of continuous ecosystems into fragments. It is seen as one of the leading causes of loss of biodiversity. Habitats are altered and destroyed for various reasons: particularly along the coast in island states, to allow for development of houses, hotels and factories. In many cases, mangroves are removed to make room for concrete structures. Mangroves act as natural barriers along the coasts, preventing erosion and providing homes to many bird species, oysters and crabs, among other species, and when the mangroves are removed, these species are displaced. Even threatened species such as turtles turn away from the beaches because the habitat that they once used as nesting grounds is now unsuitable. Many habitats in countries such as Guyana and Suriname are destroyed by activities such as logging, dredging, mining and other developments.

Invasive or exotic species are those that have been introduced either by accident or intentionally to a country where they are not naturally found. They become a threat to native species when they multiply and compete for space and food. Human migration and settlement have led to the introduction of exotic plants and animals for landscaping, hunting, livestock production or biological pest control. Some plant species can grow rapidly and cut off access to water, light and nutrients for native plant species, thus driving them to extinction. Similarly, the shipping and cruise ship industries have introduced numerous marine species from faraway regions through the ballast water of ships.

Any development will have a variety of effects on the environment. Heavy industrialisation along the coast has contributed to marine pollution by run-off or effluent, which poses a significant threat to marine life as well as human health. The construction of golf courses, roads and hotels on the beaches has placed significant pressure on the environment. It is now estimated that two-thirds of the region's reefs are threatened from these direct human pressures.

*Extract adapted from "The State of the Environment in the Caribbean".
Global Environment Outlook, 2008, pp. 19 – 20.*

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer ALL the questions in this section.

2. Read the following extract carefully and then answer all the questions set on it.

I never dreamed England would be like this. So cheerless. Determined, I held my breath but still I could hear no birdsongs. The room was pitiful in the grey morning light. I thought it looked rundown last night but daylight was happy to show me more of its filthy secrets. Plaster missing from a bit of the wall. Jagged black lines of cracking everywhere. A missing handle on the
5 chest of drawers. No basin in the sink. And there were lacy white patterns on the window pane. Frost. I was taught by my headmistress, Miss Morgan, that frost is to be found on the outside of a window in England, but my curious finger got fastened to this stuff. Sticky with cold, it melted under my warm fingertip on the inside of this room! For the useless fire roared with fierce heat only when I stood right on top of it. One inch, that was all, one inch back and the heat no longer
10 reached me. Two inches, and I was in need of my coat. Three, and it was as wintry as on the street. This room would not do.

I opened my trunk. The bright Caribbean colours of the blanket the old woman had given me in Ochi leaped from the case. The yellow with the red, the blue with the green commenced dancing in this dreary room. I took the far-from-home blanket and spread it on the bed.

15 Miraculous – it was then I heard a bird sing. Oh, so joyful. Finding colour through a window, its spirit rose to chirrup and warble. I determined then to make this place somewhere I could live – if only for this short while. For England was my destiny. I started with that sink. Cracked as a map and yellowing, I scrubbed it with soap until my hand had to brush perspiration from my forehead.

*Adapted from Andrea Levy, "Hortense", Small Island,
Headline Book Publishing, 2004, pp. 225 – 226.*

- (a) According to the first THREE sentences of the passage, what was the narrator's reaction to England? **(2 marks)**
- (b) Identify TWO conditions of the room that the narrator found depressing. **(2 marks)**
- (c) What did the narrator discover that was different from what she had been taught in school? **(2 marks)**
- (d) Give TWO details from paragraph 1 which show how cold the narrator found England. **(2 marks)**
- (e) What TWO things are contrasted in paragraphs 1 and 2? **(2 marks)**
- (f) Identify ONE example of personification used in paragraph 2. **(2 marks)**
- (g) What effect did the blanket have on the environment? **(2 marks)**
- (h) Which event boosted the narrator's determination to make the best of England? **(1 mark)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions set on it.

As the pace of life grows faster, references to ‘stress’ become increasingly common. Uncertain economic times, growing violence and the fast-rising cost of living, together with sky-rocketing fuel prices – are adding to the sheer volume of things to worry about. Stress can seriously undermine our health, causing physical symptoms such as shallow breathing, physical
5 tension, low vitality levels, insomnia and a feeling of imbalance. However, Dr. Melissa Stoppler observes that “a mild degree of stress and tension can sometimes be beneficial. Feeling mildly stressed when carrying out a project or assignment often compels us to do a good job and to work energetically”. Often we hear procrastinators declare that they work better under stress!

10 Stress can be managed, but if it is not handled correctly it can negatively affect health and performance. The bad news about stress is that some people, especially the young, in an effort to deal with it, take routes such as alcohol, drug abuse, truancy and delinquency that lead into problems more overwhelming than those they were trying to escape. The good news is that there is much we can do to manage stress.

15 Mind/body practices such as yoga, meditation and massage are growing in popularity for their ability to restore perspective and well-being. With the cost of food and raw materials on the rise, having a perfect diet can be challenging; however, diet is one way of preserving the body’s energy reserves and cutting down on stress. Cultivating positive thinking – a hugely beneficial technique that takes time and effort to perfect – is another coping strategy. It is not necessary to run ten miles or to be very fit to manage stress. Even moderately-paced walking can make
20 a difference when done regularly. Finding time to spend half an hour outside, paying careful attention to the beauty of your surroundings is a simple and effective tonic.

*Adapted from Lime,
October – December 2008, pp. 66 – 69.*

- (a) Identify ONE benefit of stress mentioned in paragraph 1. **(2 marks)**
- (b) According to the passage, what kind of people claim to benefit from stress? **(1 mark)**
- (c) Quote the words from paragraph 2 which show that the writer thinks that young people do not know how to manage stress. **(2 marks)**
- (d) What TWO stress management strategies in paragraph 3 are presented as being likely to be challenging? **(2 marks)**
- (e) Why does the writer use the word “however” in line 16? **(2 marks)**
- (f) What does the writer mean by the word “tonic” as used in line 21? **(2 marks)**
- (g) Explain the words “to perfect” as used in line 18. **(2 marks)**
- (h) What does the writer want the reader to conclude from the last three sentences of the final paragraph? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

EITHER

SHORT STORY

4. Write a story based on the picture below.



Daily Express, 22 November 2008, p. 49.

(35 marks)

GO ON TO THE NEXT PAGE

OR

5. Kenia considered the plan she had made. She looked around sadly, then nodded. It was the best decision.

Write a story which includes these sentences. **(35 marks)**

OR

DESCRIPTION

6. The huge crowd rose to its feet as the athletes entered the stadium.

Describe the scenes and the atmosphere in the stadium. **(35 marks)**

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. School is not the place for bullies. They should be put into special institutions.

Write an essay giving your views on this statement. **(35 marks)**

OR

8. Secondary school students should be tested for HIV with or without their parents' consent.

Write an essay EITHER supporting OR opposing this view. **(35 marks)**

END OF TEST

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FORM TP 2011071



TEST CODE **01218020**

MAY/JUNE 2011

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 $\frac{1}{2}$ hours

17 MAY 2011 (a.m.)

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the $2\frac{1}{2}$ hours allowed for the examination.

Candidates **MAY** write during the time allowed for reading through the paper.

INSTRUCTIONS TO CANDIDATES

1. Section A consists of **ONE** question. Candidates **MUST** answer this question.
2. Section B consists of **TWO** questions. Candidates **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. Candidates **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. Candidates **MUST** answer **ONE** question from this section.

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NOTHING HAS BEEN OMITTED.

SECTION A

(Suggested time: 35 minutes)

Answer Question 1.

1. **Read the following extract carefully and then write a summary of it in NOT MORE THAN 120 words and, as far as possible, in your OWN words. Your summary must be in continuous prose and in paragraph form. If this limit is exceeded, only the first 120 words of your answer will be read and assessed.**

People generally take the brain and its functions for granted, especially in the first forty years of life. Even though the brain is considered to be one of the most important organs in the human body, we don't pay much attention to keeping it fit and healthy. This is an understandable situation since life usually forces us to be active on many levels in our younger years, but we need to pay more careful attention to brain health, especially in light of the demands of modern life. Generally, when people think about staying fit, they only focus from the neck down. However, the health of your body should also include your brain. A healthy brain plays a critical role in almost everything you do: thinking, feeling, remembering, working, playing, and even sleeping. Improving your brain health can protect you from dementia, increase your memory and sharpen your concentration.

There is much that can be done to keep the brain healthy at any age. Lists widely offered include simple, and even funny things, like brushing your teeth with the unfamiliar hand, or showering in the dark, walking and gardening, all of which are low, or free of cost. Recommended routines include physical activity, which increases the flow of blood to the brain; maintaining social contacts and having intelligent conversations; sleeping well. On the other hand there is a list of things to avoid. Examples from that list include that you should be careful not to drink to excess, you should not ignore any changes in your physical or mental health, try not to be isolated in your home, and certainly do not entertain the idea that you are too old to take up something new. The most outstanding of all the recommendations is physical activity.

Physical activity is one of the best ways to promote the growth of new brain cells and keep the brain healthy. Exercise increases levels of brain chemicals that encourage the growth of nerve cells and this explains to some extent why aerobic activity enhances memory skills, and why moderately strenuous activity is strongly associated with successful brain aging. An interesting form of physical activity is dance. Learning a dance can nourish brain cells, which translates to cognitive skills in the real world, and dancing requires twists and turns that strengthen the brain connections.

There is always the caution attached, that you use common sense when increasing physical activity. Extra care is necessary when you have not exercised for a long time, and it is very important to consult with your doctor or health care provider before starting an exercise programme or increasing your activity.

*“Keeping Your Brain Healthy” The Barbados Advocate,
October 4, 2009, p. 26.*

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer Questions 2 and 3.

2. Read the passage below carefully and then answer all the questions that follow.

“My turn now,” said Bobby, and the others ran to hide as he started to count. Celia was hunting for a good hiding-place among the trees near to the fence when she heard a low hiss. She looked keenly, but though her eyes were used to the darkness, she could see no one. The hiss came again – surely from very near?

5 Celia turned this way and that, trying to see with her whole body, to pierce the darkness. As the sound came again, she rushed straight towards it and then gasped in surprise as she felt flesh against her face and outstretched hands.

10 Then she realized what the scamps had been doing. Dingo and Jiggs had taken off their shirts. In the moonless dark of the night, their brown skins would make them invisible. Their pants, being a dull khaki, were quite safe from detection. She wanted to laugh out, but Bobby would be sure to hear. In fact he was already coming in their direction. Celia was hastily pushed behind Jiggs and cautioned to stay absolutely still. As Bobby approached, it gave her a strange feeling to know that he was looking straight at them and could not see them. She felt as though she really was invisible, as if she needed his seeing to make her really exist.

15 She felt light, insubstantial, a ghost. Bobby came to within a few feet of them, then wandered off, still searching earnestly.

20 And so time passed – days of schoolwork and afternoons of play. Mrs. Wilson had great trouble trying to get the children to settle down to serious homework during the evenings. Dingo and Jiggs hated any form of regimentation and could not see why they should do more work at home than they did at school. This of course made Celia reluctant to do her work too. One day matters came to a head.

*Adapted from Joy Moore, “The Cousins” Backfire:
A Collection of Caribbean Short Stories,
Macmillan Education, 1973, p. 99.*

- (a) What game were the children playing? (1 mark)
- (b) Why did the boys remove their shirts while playing? (2 marks)
- (c) What did the boys do (lines 8 - 16) to make Celia call them “scamps”? (2 marks)
- (d) Identify TWO phrases, one in paragraph 1 and one in paragraph 3 which indicate that the children took the game seriously. (2 marks)
- (e) Quote the evidence from paragraph 3 that suggests that Celia was uncomfortable with not being seen. (2 marks)

GO ON TO THE NEXT PAGE

- (f) Which phrase in paragraph 3 indicates that Celia felt relief? (2 marks)
- (g) According to paragraph 4, what is the conflict between Mrs. Wilson and the children? (1 mark)
- (h) What metaphorical expression in paragraph 4 indicates that the conflict was eventually brought into the open? (1 mark)
- (i) What does the writer use the word “regimentation” (line 19) to suggest? (2 marks)

Total 15 marks

3. Read the passage below carefully and then answer all the questions that follow.

Food on the whole offers an incomparable sensory experience. But with baked foods - desserts, pastries, pies, cakes - this experience is perfected. All the senses are delighted, and the pleasure is somehow heightened by the small portions of these treats we consume, relative to other meal components.

5 First of all they smell like heaven. For many of us, long before we even begin to appreciate the other fine things, the power of baked goods holds sway, largely due to the aroma that wafts out of the neighbourhood bakeries. It is a smell rich with promise. With baked goods you know that the source of that gorgeous scent is quite likely something edible. Good bread has a smell that makes you feel like you have walked into a warm room off a cold street.

10 Cakes are a different matter entirely. With the exception of plain, wholesome sponge cakes, instead of comforting, the scent of some cakes can be quite maddening. Soaked in essence of spices, the scent bursts from them as from ripe fruits.

15 Then there's sound. If you are not in the habit of listening to your cakes as they emerge from the oven, I don't know that there is much point in trying to explain the language of baked goods. Something between a sizzle and a bubble, it is a deeply satisfying sound that says "I am here. I am ready. I will not disappoint?" But better than the sounds of the finished product are those of the preparation stage. Can I really be the only person who tries to emulate in her own kitchen the sounds made on cooking shows? In the staging of a TV show, batters sound thicker and creamier; the wooden spoon against the ceramic bowl so strong and confident; sugar and **20** butter being creamed is an exquisite torture.

*Adapted from "Not Bread Alone",
Caribbean Beat No. 67, May-June 2004, p. 63.*

- (a) According to the writer, what is the first thing people enjoy about baked foods? (1 mark)
- (b) What particular kinds of baked food are described in the passage? (2 marks)
- (c) Identify the expression in paragraph 2 which suggests that most people cannot resist the smell of baked foods. (2 marks)
- (d) Identify TWO phrases which suggest the pleasant effect from the smell of baked foods. (2 marks)
- (e) To what senses does the writer appeal in paragraphs 2 and 4? (2 marks)
- (f) Why does the writer find the sound made by baked food as it is taken from the oven to be satisfying? (2 marks)
- (g) What TWO sounds are compared in the final paragraph? (2 marks)
- (h) Why does the writer use "exquisite" to describe torture (line 20)? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

SHORT STORY (Questions 4 and 5)

EITHER

4. Write a story based on the picture below.



Source: Caribbean Beat, November - December 2006, p. 63.
(35 marks)

OR

5. A cold hand grasped his wrist as he slumped to his knees.

Write a story which includes this sentence. **(35 marks)**

DESCRIPTION (Question 6)

6. The streets were filled with pedestrians in anticipation of their new leader.

Describe the mood of the pedestrians and the atmosphere in the streets. **(35 marks)**

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. The government should ban the importation of all fruits and vegetables in support of local production.

Write an essay giving your views.

(35 marks)

OR

8. “Hungry students cannot learn. Free lunch should be provided for all secondary school students.”

Write an argument EITHER supporting OR opposing this view.

(35 marks)

END OF TEST

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FORM TP 2012008



TEST CODE **01218020**

JANUARY 2012

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

03 JANUARY 2012 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Section A consists of **ONE** question. You **MUST** answer this question.
2. Section B consists of **TWO** questions. You **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. You **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. You **MUST** answer **ONE** question from this section.
5. You are advised to take some time to read through the paper and plan your answers.

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01218020/JANUARY/F 2012

SECTION A

(Suggested time: 35 minutes)

You **MUST** answer the question in this section.

1. **Read the following extract carefully and then write a summary of it in NOT MORE than 120 words. Your summary MUST be in continuous prose, in paragraph form, and as far as possible, in your own words. If you exceed the word limit, only the first 120 words of your answer will be read and assessed.**

We live in a world that is predominantly dependent on oil, a fossil fuel, to produce electricity and to fuel our various forms of transportation. The recent upward trend in oil prices has once again urged the world to expedite efforts in developing practical and cost-effective alternative energy solutions. The higher the price of oil, the more we pay for our electricity and petrol. If we could
5 find another way of generating electricity, or a cheaper fuel source that does not depend on oil, then it might be possible to produce energy at a much lower cost, and maybe in a more environmentally friendly manner.

- The use of renewable energy sources provides an alternative way of creating usable energy. Renewable energy is simply defined as energy that is derived from resources that are regenerative,
10 that are constantly replenished and never run out. This type of source includes solar, wind, hydro, geothermal, waste and others. One example is that of biomass and biogas. The gaseous emissions from the natural decay of organic matter or biomass contain flammable components that may be burnt as fuel to boil water for steam generation. The steam is then used to turn turbines to generate electricity. Typical sources of organic matter include dried trees, agricultural crops, organic waste,
15 municipal solid waste and sewage, effluents of agricultural and agro-industrial origin. These gases may also be connected directly to household-type gas stoves and used to provide heat for cooking. The variety of renewable energy options offers an opportunity to diversify the energy supply mix, making it easier to deal with oil price volatility.

- Renewable energy sources are usually indigenous to a particular country; hence their use
20 reduces that country's need for foreign exchange. They also foster cleaner energy production and provide an opportunity for carbon trading. In addition, because renewable energy systems come in such a wide range of power applications, they can be very diverse and applicable to remote locations.

- While renewable energy sources may be applicable in the Caribbean and most regions of the world, the biggest challenges to implementing them are the high cost of implementation and lack
25 of adequate funding.

- Successful deployment of renewable energy sources requires significant investment from public and venture capital, and the implementation of policies that create incentives for individual households, industries, and start-up companies. Two major incentives are the reduction of import duties for renewable energy materials and equipment, and the introduction of net-metering – a
30 process which allows the entrepreneur to sell any excess electricity into the main national supply.

*Paul Aiken and Dharmaratne Amarakoon,
"Renewable Energy as a Solution to the Energy Crisis",
Carib Xplorer: Life and Science of the Caribbean,
Vol 1/Iss1, Jan 2010/April 2010, p.10.*

(30 marks)

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer ALL questions in this section.

2. Read the following extract carefully and then answer ALL the questions that follow.

I don't want to say that my father is a bad man, he's not. It's just that he is a phoney in a lot of ways, and I can't stand phoneys. The only thing he's got going for him is that he's adult!

5 He's phoney because he goes on at my mother about how she won't keep her money in the bank – and she won't. She has this partners* saving scheme where she and her women friends pool their money and take turns getting it. Every month my mother puts one-hundred dollars in the kitty* along with her friends (I think there were nine of them including my mother). One month my mother gets nine-hundred dollars; the next month Daisy gets it, the next month Dorcas, and so on until all nine of them have each got nine-hundred dollars. He, my father, says this is primitive; that she's losing interest; that she has “got to move into the modern age and leave her past behind her”. He's an accountant with the government, so this really burns him up. But he plays dominoes – he and all these men from the West Indies sit around all day and play this real stupid game.

15 My mother doesn't like him playing; she says he wastes his Saturdays when he could be helping her. He likes the game, but wishes he didn't like it. I've heard him telling my mother that he has done the best of all the men he plays with; that he thinks it too lower class, but he still plays and goes on at my mother about her 'partners' saving scheme.

That's why I say he's a phoney. He's not leaving *his* past behind him, but he wants her to. And he's so concerned about being coloured, which as far as I can see means stuffy and boring and not liking anything worth liking, like the Wailers, hip hop, or calypso, or even Caribana.

*Partners – also called “sou sou”, “meeting turn” or “box-hand” in other Caribbean countries

*Kitty – shared fund.

*Adapted from Marlene Nourbese Philip, Harriet's Daughter,
The Women's Press, 1988, pp.16–17.*

- (a) What is the occupation of the narrator's father? **(1 mark)**
- (b) (i) What TWO views does the father have about 'partners' saving schemes? **(2 marks)**
- (ii) What attitude is suggested by these views? **(1 mark)**
- (c) What is ironic in the attitude of the narrator's father to his wife's 'partners' scheme? **(2 marks)**
- (d) Quote a phrase to show that the father is uncomfortable about playing dominoes. **(1 mark)**
- (e) Why does the writer place the word *his* in paragraph 4 in italics? **(2 marks)**
- (f) Quote an expression used by the narrator which can be described as sarcasm. **(2 marks)**
- (g) What does paragraph 1 suggest about the narrator's feelings about her father? **(2 marks)**
- (h) What does the narrator mean when she says that her father is “so concerned about being coloured” (line 18)? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer ALL the questions that follow.

No single substance from the earth has tempted and teased the human imagination more than the shimmering metal known by the symbol Au. For thousands of years the desire to possess gold has driven people to extremes, causing wars, strengthening empires and currencies, levelling mountains and forests.

5 Gold is not vital to human existence; it has, in fact, few practical uses. Yet its chief virtues – its unusual consistency, the fact that it is easily shaped, and that it keeps a permanent shine – have made it one of the world’s most coveted commodities. It is a symbol of wealth, immortality, and the highest level of beauty. Nearly every society through times has given gold a power as strong as religion or mythology. This has been so from the time of the Pharaohs (who insisted on being
10 being buried in what they called “flesh of the gods”) to the time of the ‘forty-niners’ who led the mad rush to find gold in the North American West, to modern bankers and financiers who established it as the bedrock of the global economy.

15 Modern man should no longer be obsessed with gold. Few cultures still believe that gold can give eternal life. But gold’s luster not only endures; encouraged by global economic uncertainty, it grows stronger.

20 Aside from its extravagance, gold is regaining its role as a safe haven in difficult times. The price of gold, which stood at \$271 an ounce on September 10, 2001, hit \$1,023 in March 2008, and it may go even higher. Gold’s recent surge, sparked by the terrorist attack of 9/11, has been made more significant by the slide of the US dollar and jitters over a looming recession. In 2007 demand outstripped mine production by 59%. “Gold has always had this kind of magic,” says Peter L. Bernstein, author of *The Power of Gold*. “But it has never been clear if we have gold – or gold has us.”

*Adapted from Brook Larmer,
“The Real Price of Gold In Dollars and Suffering, it’s never been higher.”
National Geographic, January 2009, p.42.*

- (a) Identify TWO words in paragraph 1 that the writer uses to show the effects of gold on people. **(2 marks)**
- (b) To what does ‘flesh of the gods’ (line 10) refer? **(1 mark)**
- (c) According to the writer, what are the most important qualities of gold? **(2 marks)**
- (d) What example of gold’s mythological power is given in paragraph 3? **(2 marks)**
- (e) What is the writer’s purpose in mentioning the Pharaohs, the forty-niners and financiers (lines 9–11)? **(2 marks)**
- (f) Give the meaning of the expression ‘bedrock of the global economy’ as it is used in paragraph 2. **(2 marks)**
- (g) What meaning, apart from the ‘natural glow of gold’, is the writer trying to convey in the statement “But gold’s luster not only endures...” (line 14)? **(2 marks)**
- (h) According to paragraph 4, state TWO factors which could have caused the price of gold to rise. **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400–450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

EITHER

SHORT STORY

4. Write a story based on the picture below.



OR

5. Write a story which includes these words.

“Martine and Sam huddled in the scanty shelter, looked back at what was left of their house and wondered what to do next.”

(35 marks)

OR

DESCRIPTION

6. It seemed that the landscape, the atmosphere, the people – everything had changed, but he had left only five years ago. Describe what he felt and saw. **(35 marks)**

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

**Your answer in this section should be approximately 250–300 words in length.
You MUST write in Standard English.**

EITHER

7. Speaker A Homework is a waste of valuable time which could be used to do something more rewarding.

Speaker B So don't you think that the reward is the practice that you get which will allow you to do well? Homework is good practice for success in life.

Write an essay supporting the views of EITHER Speaker A OR Speaker B.

OR

8. It should be mandatory for all secondary school students to participate in extra-curricular activities as a requirement for graduation.

Write an essay giving your views on this statement.

Total 35 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FORM TP 2012071



TEST CODE **01218020**

MAY/JUNE 2012

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**SECONDARY EDUCATION CERTIFICATE
EXAMINATION**

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

17 MAY 2012 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Section A consists of **ONE** question. You **MUST** answer this question.
2. Section B consists of **TWO** questions. You **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. You **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. You **MUST** answer **ONE** question from this section.
5. You are advised to take some time to read through the paper and plan your answers.

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NOTHING HAS BEEN OMITTED.

SECTION A

(Suggested time: 35 minutes)

You **MUST** answer the question in this section.

1. **Read the following extract on the features and consequences of modern living carefully and then write a summary of it in 120 words. Your summary MUST be in continuous prose, in paragraph form, and as far as possible in your own words. If you exceed the word limit, only the first 120 words of your answer will be read and assessed.**

I wonder how many of us are fully aware of just how socially and culturally toxic our environments have become as we race to embrace the hype of modern living. This usually means living in the ever present by keeping up-to-date with the latest consumer brands or lifestyles. We think we are buying not only a quality product, but also an image that we believe can magically transform us into better persons.

A common symptom of the modern lifestyle is the highly individualistic and materialistic personality. Individualistic and materialistic people usually oppose any call to be socially responsible, and live by the mantra “every man for himself”. They are insensitive to the welfare of others and some will not hesitate to maim or kill, directly or indirectly, in order to achieve their desired material status and power. For them, human lives, including friends and associates, are seen as products. They are enjoyed for the moment and are easily disposable.

The real cost of modern living makes it unsustainable. It has a heavy price which includes the spread of poverty, environmental pollution, chronic diseases caused by unhealthy lifestyle choices, and social chaos resulting in crime and violence. These outweigh the alleged benefits. In the end, the heavy burden, the fall-out and casualties, will fall on our fragile economies and on our young people, our future.

Now is the time to revisit our development priorities if we seek to survive. Let us look at education, for example. Our education system will continue to fail the masses because its mission is not to develop the whole person. If you asked most people why education is important, a typical response would probably be “to equip us to earn a living”. Earning a living usually means that the primary motive for being educated is to make money. Hence, we cannot be surprised by those people who place little value on education, and instead seek illegal ways to “earn a living”. What is lacking is an education that teaches us “how to live” while earning a living. Unfortunately, too many of us put money at the centre of happiness.

Fortunately, some of us ordinary folks are awakening from our self-imposed suffering in modern living. Some have become advocates for a more humanitarian approach to life — a journey our “education system” should have taken us on a long time ago. The old saying, “Each one, teach one” is certainly the way to go.

Dekenu Shepherd, “The Real Cost of Modern Living”. Next Generation: Empowering the Caribbean Family, Issue No. 2, June–September 2010, p. 5.

(30 marks)

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer ALL questions in this section.

- 2. Read the following extract carefully and then answer ALL the questions that follow.**

5 A red blur covered his eyes as he ran. But halfway down the block a sharp pain under his rib cage stopped him. He doubled up and leaned against a tree. He waited for the pain to pass but it only grew sharper. His breath pushed out of his lungs in painful spurts. He could feel the pulse beat at his temples. Sweat broke out through his pores, wetting his shirt, which clung to him. With difficulty he unbuttoned his shirt so that the breeze found his bare chest. He waited. Minutes went by. A bird chirped in a tree. He heard the flow of cars on the street behind him. The red blur lifted; his breath eased. At last the pain stopped.

10 Imamu looked over the darkening, tree-lined street. What was he doing here in this strange land, far away from New York? Far from everything he had ever known? A stranger on foreign turf. Brooklyn. He bit his lips to keep down the tears. What had he been doing in that house, with those people? What did they have to do with him? The tears kept pushing up. To stop them he hissed loudly to the tree, “What the hell was that chick talking about, anyway?”

Imamu flattened himself against the trunk of the tree and closed his eyes, glad that the leaves on the branches bowing over him were full enough to screen him from passers-by.

15 Slowly he let the scene at the dinner table replay through his mind. He saw Mrs Ainsley, playing for time so that he could get to know the family — and they could get to know him. Mr Ainsley, trying to try. Perk, with her round face and gummy smile. He looked long at her face. He saw her bright eyes flashing her intention of being Perk, of being smart, open, letting her thoughts hang out. He sort of liked her: liked the fact that she didn’t keep anything hidden
20 — unlike Gail.

Rosa Guy, The Disappearance, Penguin Books Limited, 1979, p. 38.

GO ON TO THE NEXT PAGE

- (a) What caused Imamu to stop running? **(1 mark)**
- (b) What effect does the writer achieve in paragraph 1 by using short sentences? **(2 marks)**
- (c) Which sentence in paragraph 1 indicates a contrast between what Imamu is feeling and the atmosphere of the natural environment? **(2 marks)**
- (d) Apart from the short sentence, what literary technique does the writer use in paragraph 2 to show that Imamu is reflecting on his experiences? **(2 marks)**
- (e) (i) Identify ONE emotion which Imamu experiences in paragraph 2.
(ii) Quote an appropriate expression to support your answer. **(2 marks)**
- (f) Why does Imamu ask himself several questions and replay the scene at the dinner in his mind? **(2 marks)**
- (g) Quote the sentence which indicates that Imamu thinks he understands Perk. **(2 marks)**
- (h) Why was Imamu running away? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer ALL the questions that follow.

Retirement planning is also known as financial planning. It is a relatively young discipline, considering that in the 1930s, programmes which prepare persons financially for retirement: pension, social security and national insurance, were unheard of in the region.

5 For many people, retirement means a time of luxury and opportunity to travel; for others it means the need to continue working to gain the income to meet ordinary needs. Most people, though, see it as a vibrant and significant time of life which may be a period of thirty or more years, given that our populations are now living longer, thanks to medical science.

10 Most young persons make the fundamental error of shortening their accumulation period for retirement income. They postpone setting aside a fixed amount of money monthly, focusing only on other responsibilities like buying a house, a car, and paying for education.

Income for retirement comes from three sources: social security, employer-sponsored pension benefits, and personal savings. The reality is that when one reaches retirement, one's income is significantly less, perhaps by as much as 70%. Therefore, in planning we should consider if it is possible to survive on a reduced income.

15 There are some roadblocks to accumulating retirement savings. One of these is the practice of spending all of one's after-tax income on current consumption to maintain a standard of living. This will lead to an absence of savings. Another roadblock is the unexpected expenditure, like emergency medical bills, and at times, even the cost of items such as appliances, house repairs and automotive repair bills.

20 Perhaps the greatest impediment to having adequate retirement is financial literacy. Great apathy and ignorance are shown by many persons, young and old alike, when information is being shared. Retirement does not have to be a time of hardship if you learn to plan, and plan early.

*Adapted from Kammie Holder, "Planning for Retirement".
The Weekend Nation, July 2, 2010, p. 10.*

GO ON TO THE NEXT PAGE

- (a) Why does the writer state that retirement planning is a young discipline? **(1 mark)**
- (b) Identify TWO programmes mentioned by the writer that are used to prepare for retirement. **(2 marks)**
- (c) What does the writer see as the error young people make in planning for retirement? **(2 marks)**
- (d) What does the word “roadblock” (line 17) mean as used in the passage? **(2 marks)**
- (e) Name TWO of the roadblocks to retirement savings which the writer identifies. **(2 marks)**
- (f) What point does the writer make about financial literacy in the final paragraph? **(2 marks)**
- (g) According to the final paragraph, what does the writer see as being essential to successful retirement? **(2 marks)**
- (h) Quote an expression from paragraph 2 which is opposite in meaning to the final sentence in the extract. **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

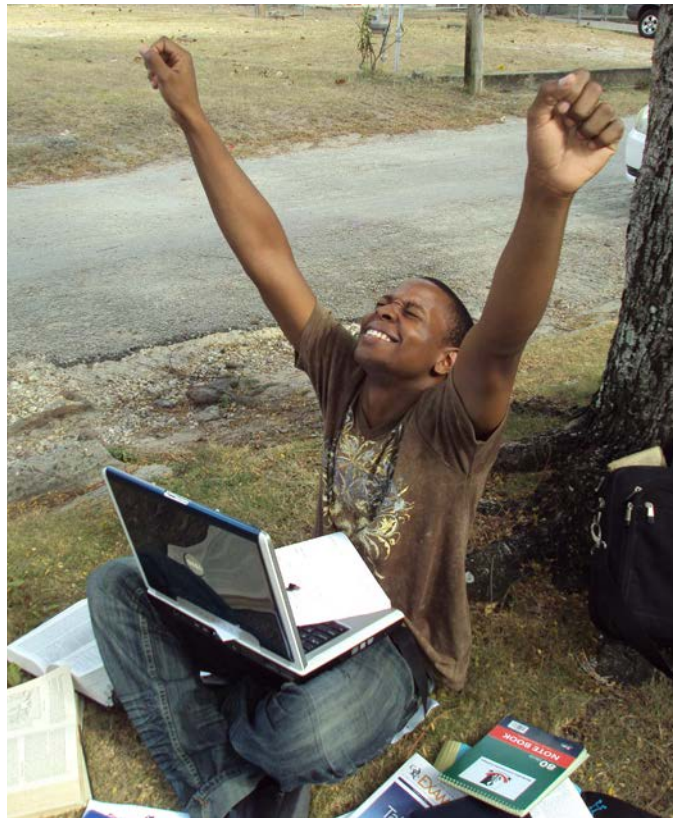
Your answer in this section should be approximately 400–500 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

EITHER

SHORT STORY

4. Write a story based on the picture below.



(35 marks)

OR

5. My people were special to me. I had to warn them that a storm, such as they had never seen, was coming.

Write a story beginning with this sentence.

(35 marks)

GO ON TO THE NEXT PAGE

OR

DESCRIPTION

6. The district we came upon was more than unusual. Was it real or science fiction? I struggled to see and appreciate everything; a mixture of feelings bubbled inside.
- Describe what the narrator saw and felt. **(35 marks)**

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 200–300 words in length.

You MUST write in Standard English.

EITHER

7. Speaker A The government should cut subjects like Music and Visual Arts from the curriculum to save money in these hard economic times.
- Speaker B No way! I think the government should find other ways to solve economic problems!
- Write an essay supporting the views of **EITHER** speaker A **OR** speaker B. **(35 marks)**

OR

8. Education is the only avenue for success in today's world.
- Write an essay giving your views on this statement. **(35 marks)**

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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FORM TP 2013008



TEST CODE **01218020**

JANUARY 2013

CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

03 JANUARY 2013 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Section A consists of **ONE** question. Candidates **MUST** answer this question.
2. Section B consists of **TWO** questions. Candidates **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. Candidates **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. Candidates **MUST** answer **ONE** question from this section.
5. You are advised to take some time to read through the paper and plan your answers.

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SECTION A

(Suggested time: 35 minutes)

You MUST answer the question in this section.

- 1. Read the following newspaper article on factors affecting the achievement of fitness and then write a summary of it in NOT MORE THAN 120 words. If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible, use your OWN words. Your summary must be in continuous prose.**

You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

- (a) were able to identify the main ideas and opinions in the extract**
- (b) organized and expressed these ideas**
- (c) used appropriate grammar, sentence structure, vocabulary, spelling and punctuation.**

Deceptive Bodies

Some people appear fit because their bodies look muscular and well built, when in reality, they're quite unfit. They deceive themselves and others. Chances are their muscles are pumped up due to some form of anabolic steroid use. They do not have the kind of bodies you get from eating meat, oatmeal, vegetables and potatoes. It is about gigantic male and female physiques that seem to defy all the laws of nature.

Most folk who are into fitness do not necessarily aspire to become competitive body builders. However, men do generally tend to want bigger muscles and a six-pack of abdominals. Unfortunately, some of us just are not patient enough to put in the years of hard work and commitment that are required to have such a body. Building a great physique is desirable, and anyone who has been able to do so can testify about the trials and errors that build character and show respect for the discipline. Muscles should be allowed time to grow and mature, and as body builders expand their knowledge base, they will come across ways to improve workouts and keep motivated for life.

Using steroids gets results faster, but the athlete has to maintain a very expensive habit, and runs the risk of becoming addicted. An article from *steroidstoday.com* offers the following: "...the first harmful side effect of anabolic steroids is increased blood pressure, and harmful swings in your cholesterol levels. Anabolic steroids will increase bad cholesterol, and decrease the good cholesterol. Users can, because of this instability, drastically increase their risk of heart disease and heart attacks. Those with hypertension issues face an even bigger risk."

The article continues that since anabolic steroids alter the body's hormonal balance, there are other side effects: development of acne, testosterone conversion which can cause premature baldness, fatty breast tissue in men, temporary or permanent infertility, and for women, deepening of the voice.

GO ON TO THE NEXT PAGE

Beyond the physical effects, there are many psychological side effects associated with anabolic steroid use. The first of these is rage and aggression. Due to increased testosterone levels, users suffer from uncontrollable bouts of rage which can be harmful to themselves and others, and are more likely to be involved in violent fights and crimes. Depression and thoughts of suicide are other side effects.

Persons interested in body building have to ask themselves if taking the steroids are worth the risk, and more importantly, who is being deceived. Most people can tell real muscles from unnatural ones. It is better to stay natural and maintain a healthy approach to living.

*Adapted from "Deceptive Bodies", Newsday MENTALITY,
Newsday, 23 October 2011, p. 17.*

Total 30 marks

SECTION B

(Suggested time: 40 minutes)

Answer ALL questions in this section.

- 2. Read the following poem carefully and then answer all the questions that follow.**

A Song of the Moon

The moonlight breaks upon the city's domes,
And falls along cemented steel and stone,
Upon the grayness of a million homes,
*Lugubrious in unchanging monotone.

- 5 Upon the clothes behind the tenement,
That hang like ghosts suspended from the lines,
Linking each flat, but to each indifferent,
*Incongruous and strange the moonlight shines.

- 10 There is no magic from your presence here,
So moon, sad moon, tuck up your trailing robe,
Whose silver seems antique and too severe,
Against the glow of one electric globe.

- 15 Go spill your beauty on the laughing faces,
Of happy flowers that bloom a thousand hues,
Waiting on tiptoe in the wilding spaces,
To drink your wine mixed with sweet draughts of dew.

*lugubrious – sad; depressing

*incongruous – out of place

*Adapted from Claude McKay, "A Song of the Moon",
Selected Poems of Claude McKay,
Harcourt Brace Jovanovich, 1953, p. 69.*

GO ON TO THE NEXT PAGE

- (a) Identify TWO features of the city landscape on which the moon shines. **(2 marks)**
- (b) (i) In stanza 3, what action does the poet suggest the moon should take? **(1 mark)**
- (ii) What reason is given for this action? **(2 marks)**
- (c) (i) What figure of speech is used in the last 2 stanzas? **(1 mark)**
- (ii) Identify an example of simile used in the poem. **(1 mark)**
- (d) What is the difference in the poet's use of language in the first two stanzas and the last two? **(2 marks)**
- (e) How is the reaction of the landscape in stanzas 1–3 different from the reaction in stanza 4? **(2 marks)**
- (f) Identify TWO expressions which show a contrast between the moon and the objects below. **(2 marks)**
- (g) (i) What does the moon offer in the final stanza that it does not offer before? **(1 mark)**
- (ii) Quote the expression which suggests that this offer will be gladly received. **(1 mark)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions that follow.

Climate Change

Despite scientific evidence to the contrary, doubt about climate change is growing. The doubt seems to be because of the discovery that a small group of scientists fiddled with evidence to exaggerate the extent of climate change, and more recently, because the climate change issue has become a political football in the USA.

5 In the Caribbean, however, citizens have been able to observe first hand, the ways in which coral reefs are being bleached and beaches eroded by tidal surges, as water temperatures warm, sea levels change and weather patterns become less predictable. There is sufficient scientific evidence from the Caribbean Community Climate Change Centre (CCCCC) in Belize, and others, that Caribbean sea temperatures are already showing a 0.8 °C increase, and there
10 is widespread acknowledgement that this will rise much further by the end of the century.

The possible economic impact of climate change on the Caribbean is great. Seventy per cent of the region's 40 million people live in coastal areas. Tourism, which almost entirely depends on coastal resources, contributes over 70% of the national income. Agriculture makes up the remaining 30%, and is itself closely tied to tourism. Even a rise of 2 °C could reduce
15 production by 20%.

Director of the CCCCC, Dr Kenrick Leslie, suggested that rising sea levels may present challenges that cannot be overcome: challenges to food security, tourism and health. In response, regional Heads of Government have approved a framework that aims to make the region better able to meet the challenges. The plan includes regulating land use, expanding
20 forest resources, reducing green house gas emissions by developing renewable energy, improving energy efficiency, and conserving standing forests.

Future meetings of the UN summit on climate change may result in the issue continuing to be a political debate for the developed countries. Unfortunately for the Caribbean, which is among those countries which contribute least to the problem of global warming, dependent
25 on the environment for its future prosperity and most at risk from climate change, this is not good news.

*Adapted from David Jessop,
"Climate Change Still an Issue: The View from Europe",
The Grenada Advocate, 7 October 2011, p. 9.*

GO ON TO THE NEXT PAGE

- (a) Quote the phrase in paragraph 1 that suggests the scientists changed the information for their own purpose. **(1 mark)**
- (b) Give TWO reasons offered for the development of doubts about the reality of climate change. **(2 marks)**
- (c) What does the writer suggest by the term ‘political football’ in paragraph 1? **(2 marks)**
- (d) State TWO specific ways mentioned in the passage in which the Caribbean is being affected by climate change. **(2 marks)**
- (e) Identify any TWO ways in which the Caribbean is responding to the challenges of climate change. **(2 marks)**
- (f) What is the relevance of the information from the CCCCC to a discussion of the effects of climate change? **(2 marks)**
- (g) What conclusion can be drawn from the first sentence of paragraph 5? **(2 marks)**
- (h) To what does the expression “this is not good news” (lines 25–26) refer? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400–450 words.

You MUST write in Standard English. However, dialect may be used in conversation. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

- (a) used the stimulus provided**
- (b) developed and organized the content of your writing**
- (c) used language appropriate to your audience, purpose and content**
- (d) used appropriate grammar, sentence structure, paragraphs, vocabulary, spelling and punctuation.**

EITHER

SHORT STORY

- 4. Write a story based on the picture below.**



(35 marks)

GO ON TO THE NEXT PAGE

OR

5. Marty looked in the mirror and smiled. “This is it!” he said to himself. “If this doesn’t work, nothing else will”.

Write a story which includes these sentences.

(35 marks)

OR

DESCRIPTION

6. You are part of a group of explorers searching for a ‘lost’ city. What the group discovers is not what is expected.

Describe what the group sees and their reactions.

(35 marks)

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250–300 words.

You MUST write in Standard English. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on the

- (a) clarity, organization and development of your argument**
- (b) appropriateness of style for the intended audience**
- (c) correctness of grammar, sentences, paragraphs, vocabulary, spelling and punctuation.**

EITHER

- 7.** As long as the government is paying for my education, it can tell me what to study.

Write an essay EITHER supporting OR opposing this view. **(35 marks)**

OR

- 8.** A single Caribbean team should represent the region in all international sporting competitions.

Write an essay giving your views on this statement. **(35 marks)**

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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FORM TP 2013071



TEST CODE **01218020**

MAY/JUNE 2013

CARIBBEAN EXAMINATIONS COUNCIL
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EXAMINATION

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

21 MAY 2013 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Section A consists of **ONE** question. You **MUST** answer this question.
2. Section B consists of **TWO** questions. You **MUST** answer both questions from this section.
3. Section C consists of **THREE** questions. You **MUST** answer **ONE** question from this section.
4. Section D consists of **TWO** questions. You **MUST** answer **ONE** question from this section.
5. You are advised to take some time to read through the paper and plan your answers.

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SECTION A

(Suggested time: 35 minutes)

You MUST answer the question in this section.

- 1. Read carefully the following magazine article on the use of water and write a summary of it in NOT MORE THAN 120 words. As far as possible use your own words. If the limit is exceeded, only the first 120 words of your answer will be read and assessed. Your summary must be in continuous prose. You may make notes or plan your summary in your answer booklet.**

In your answer you will be assessed on how well you

- (a) were able to identify the main ideas and opinions in the extract**
- (b) organized and expressed these ideas appropriately for audience and purpose**
- (c) controlled your grammar, sentence structure and vocabulary.**

Water

Imagine that you get up in the morning with the sweet sound of rain against the windows. You look out and the world sings to you. Water makes it possible. Crystal clear water is available right in the comfort of your home. Shortage is not even in the back of your mind because you know that the process of getting that water to you is in the hands of responsible persons.

Some forecasts show that by 2025 more than 3 billion people will face water scarcity, but this is not because the world lacks water. The world water crisis is a crisis of management – not one of scarcity. At the global scale, there is enough water to provide “water security” for all, but only if we change the way we manage and develop it. The scarcity of water is a very relative concept that can only be seriously addressed by looking at a basket of factors, including socio-economic, technical and institutional aspects of water use.

Water is important to our national economies, our leisure and even to our culture. The sustainable management of water resources is of central importance to poverty alleviation, people’s health and the protection of the environment. The best initiatives are those that make a political commitment to consider water as an integral part of sustainable human development, and those which strive to adapt management of the resources to the needs of the poor.

Our culture and lifestyles are key factors in the inequitable distribution of water. Changes in attitude and actions will bring about a positive difference, even when those attitudes and actions are as simple as realizing the value of water and remembering conservation practices. Our water use must be through sustainable practices with the aim of safeguarding this resource for our future generations.

There is no quick fix or simple solution when it comes to safeguarding and managing a resource that is in as much demand as water. It is evident that to maintain our most precious resource, our managerial capacity has to be upgraded since the current strategies were developed for past human and natural needs and are now inappropriate to our present needs.

Adapted from Global Environment Outlook for Youth in the Caribbean – A Vision for Change! p. 69.

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer ALL the questions in this section.

2. Read the following poem carefully and then answer all the questions that follow.

Carrion Crows

Yes, I have seen them perched on paling posts—
Brooding with evil eyes upon the road,
Their black wings hooded – and they left these roosts
When I have hissed at them. Away they strode
5 Clapping their wings in a man’s stride, away
Over the fields. And I have seen them feast
On swollen carrion in the broad eye of day,
Pestered by flies, and yet they never ceased.

But I have seen them emperors of the sky,
10 Balancing gracefully in the wind’s drive
With their broad sails just shifting, or again
Throwing huge shadows from the sun’s eye
To brush so swiftly over the field’s plain,
And winnowing the air like beauty come alive.

*A J. Seymour, Extracted from: West Indian Poetry.
Edited by Kenneth Ramchand and Cecil Gray, 1971. p. 7.*

- (a) To whom or what does the pronoun “them” in line 1 refer? **(1 mark)**
- (b) Identify TWO words or phrases in the first stanza that the poet uses to create an image of the birds. **(2 marks)**
- (c) Which TWO words in lines 4 and 5 does the poet use to give human qualities to the crows? **(2 marks)**
- (d) Explain the effect which the poet achieves in his description of the scene in lines 6 to 8. **(2 marks)**
- (e) What do lines 7 and 8 show about the crows’ attitude? **(2 marks)**
- (f) Why does the poet use the word “But” in line 9? **(2 marks)**
- (g) What different attitudes does the poet show to the carrion crows in lines 1–8 and lines 9–14? **(2 marks)**
- (h) Quote ONE example of alliteration from the poem. **(1 mark)**
- (i) Quote ONE example of metaphor from the poem. **(1 mark)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions that follow.

In the Indian Ocean, off the Horn of Africa, lies an island called Socotra, the largest island in a group of four. It has a reputation that is legendary. While sailors in the past shunned its rocky coastal waters and dreaded being caught near to it in a storm, there were others who, at the same time, had heard of the natural wealth of the land and were drawn there in search of its riches. Ancient Egyptians, Greeks and Romans visited in search of the aromatic frankincense, the aloe, and the dark sap from the dragon's blood tree, used for healing and for the artist's colour.

Socotra's climate is tropical desert and semi-desert. Yearly rainfall is light, but is fairly evenly spread throughout the year. Generally the higher inland areas receive more rain than the coastal lowlands, due to the interior mountains. The people live like their ancestors did: the mountain folk keeping their goats, and the coastal people fishing, and everyone harvesting dates. The modern world still seeks Socotra's exotic products.

Socotra is so different that the landscape is the most alien-looking place on Earth, according to some visitors. One visitor described the landscape as a jumble of limestone rocks eroded into knife-edge shapes. There is generally a burnt-brown harshness interrupted here and there by the brilliant crimson flowers growing on a succulent plant. The isolation, fierce heat and drought have combined to create a unique and spectacular species. A third of the plant life in the island is found nowhere else on the planet.

According to environmental experts, there are numerous threats to the future of Socotra Island and its wildlife. Road-building presents one of the greatest threats. Roadways far in excess of local people's needs have already destroyed and fragmented delicate and rare habitats. Grander schemes which threaten to further damage Socotra's unique and fragile ecosystems and threaten to cause the extinction of endemic wild life are on the drawing board. The experts have also warned that over-fishing may disrupt food chains with potentially calamitous effects on the marine environment.

- (a) How do we know that the coastal waters of Socotra are dangerous? **(1 mark)**
- (b) Quote TWO words or phrases from paragraph 1 which suggest that the writer is using comparison and contrast. **(2 marks)**
- (c) From paragraph 2, identify TWO things about the island that have not changed with time. **(2 marks)**
- (d) Quote the sentence from paragraph 3 which BEST suggests Socotra's uniqueness. **(2 marks)**
- (e) Why is the writer careful to describe the land and plant life in detail? **(2 marks)**
- (f) What are the specific behaviours that are seen as threats to Socotra's ecosystem? **(2 marks)**
- (g) What words in the final paragraph indicate that developers are not thinking about the degrading of the natural environment? **(2 marks)**
- (h) What action concerning the environment would be recommended to the government of Socotra, based on the information in the last paragraph? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation. You may use the answer booklet to jot down your notes as you plan your response.

In your answer you will be assessed on how well you

- (a) developed and organized the content of your essay**
- (b) used language appropriate to your audience, purpose and content**
- (c) controlled your grammar, sentence structure, paragraphs and vocabulary.**

EITHER

SHORT STORY

4. Write a story based on the picture below.



(35 marks)

GO ON TO THE NEXT PAGE

OR

5. She ran through the door laughing, but her friend Dari was stunned. It was no laughing matter.

Write a story which includes these sentences. **(35 marks)**

OR

DESCRIPTION

6. It was all done; all the groups were sure that nothing more could be added. Emotions were mixed as we quietly studied the large room.

Describe the scenes and reactions you saw. **(35 marks)**

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

You may use the answer booklet to jot down a plan of your points or make notes.

In your answer you will be assessed on

- (a) use of paragraphs in structuring the essay**
- (b) clarity of your argument**
- (c) range of vocabulary and accuracy of grammar**
- (d) appropriateness of style.**

EITHER

- 7.** Governments should offer free health care for everyone residing in a country, nationals and non-nationals alike.

Write an essay EITHER supporting or OPPOSING this view. **(35 marks)**

OR

- 8.** School principals should consult with the student body on ALL matters affecting the lives of students.

Write an essay giving your views on this statement. **(35 marks)**

END OF TEST

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FORM TP 2014008



TEST CODE **01218020**

JANUARY 2014

CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

02 JANUARY 2014 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. Section A consists of ONE question. Candidates **MUST** answer this question.
2. Section B consists of TWO questions. Candidates **MUST** answer both questions from this section.
3. Section C consists of THREE questions. Candidates **MUST** answer ONE question from this section.
4. Section D consists of TWO questions. Candidates **MUST** answer ONE question from this section.
5. You are advised to take some time to read through the paper and plan your answers.

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SECTION A

(Suggested time: 35 minutes)

You MUST answer Question 1.

- 1. Read the following newspaper article on university education and then write a summary of it in NOT MORE THAN 120 words. If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible use your own words. Your summary must be in continuous prose. You may use your answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.**

In your answer you will be assessed on how well you

- (a) were able to identify the main ideas and opinions in the extract**
- (b) organized and expressed these ideas**
- (c) used appropriate grammar, sentence structure, vocabulary, spelling and punctuation.**

By the late 1990s, several countries had decided that university education would no longer be mainly for the middle and upper classes. The time had come to offer it to whoever wanted it. Unfortunately, this wish to offer higher education to all is proving difficult to achieve, especially in countries now facing financial difficulties that affect employment and salaries.

For the first time, in more than a decade, politicians are daring to say publicly what many in the society are thinking: that it may not have been wise to throw open the doors to university education. The offer of university education has encouraged unrealistic hopes and reinforced the idea that a university education is vital for all — which a growing chorus of advocates disputes. Students have been told they have to go to university if they want to get a good job, but they're now finding it's going to be very difficult.

Placed under pressure by the increasing numbers seeking admission, universities are pressing for hefty raises in the tuition fees, but governments are cash-strapped. Governments could set an upper limit on the number of university places as experts have suggested is necessary, but many students would be disappointed. Yet experts see this as a necessary correction.

Another unfortunate development noted by academics and students, and causing much grumbling is that standards are sliding. This follows from the rising numbers and lower entry requirements. Too much time is now needed for remedial training to bring students up to the basic level needed for a degree. After all, as Frank Furedi, professor of sociology at the University of Kent puts it, a degree is not necessarily the benchmark of a good education.

GO ON TO THE NEXT PAGE

Politicians and professors are also beginning to ask whether we are producing too many graduates in the wrong subjects. The problem, put simply, is that we cannot supply enough jobs to match our university output. “We are distorting the labour market,” says Anastasia de Waal, author of “Unqualified Success”, an upcoming study of the UK’s universities. “We have made a lot of jobs that weren’t considered graduate jobs, into graduate jobs, and that squeezes the opportunities for those that don’t have degrees.”

*Adapted from William Underhill, “The Great Retreat”,
Newsweek, August 10 & 17, 2009, pp. 39–40.*

Total 30 marks

GO ON TO THE NEXT PAGE

SECTION B

(Suggested time: 40 minutes)

Answer both Questions 2 and 3.

2. Read the following passage carefully and then answer all the questions that follow.

We arrived in unbearable humidity under a golden orange and blue sunset. We took a taxi to a local hotel. For two weeks my mother, my sister and I lived in a double-occupancy room, watching as our funds dwindled to nothing. When we didn't even have enough left to buy food, we had no choice but to go to a shelter. This turned out to be a house of
5 madness, packed with frustrated adults, crying babies and bored, restless children.

One of the hardest things to get used to was the lack of privacy. In a shelter, strangers watch you all the time, even in the bathroom, which is usually communal. It was as if we had stepped into the pit of hell. My mom discovered that she wasn't eligible for any social programmes because she had quit her job voluntarily. That's when we started travelling
10 to different states, trying to find social services that would keep us afloat. My mom found out about a state that would cut you a welfare cheque within days if you were homeless with kids, so we went there. Then we would go to another state, another shelter, another welfare line, chasing another cheque. We lived on food stamps and those cheques, which we'd cash to buy things we needed, like bus tickets to another state, where my mother
15 was convinced a better life awaited us. To my surprise, homelessness was an epidemic in every state we visited.

The story my mother told was that she had divorced and was fleeing an abusive husband. School officials always bought the story, because despite our circumstances, my mother was college educated, and she always dressed and spoke well. If I tried to tell them the
20 truth about how we were living, they dismissed me as a rebellious teenager.

I couldn't stand the thought of getting on another bus, waiting in another welfare line, or sleeping in another shelter or cheap hotel. I hated the holes in our coats and stains that never came out of our clothes. I hated the way people looked at us when we carried our bags stuffed with all our belongings through the streets. I couldn't imagine things getting
25 any worse. But one night, they did.

*Adapted from L. Ballard, "God Bless the Child",
Essence, September 2006, pp. 169–170.*

GO ON TO THE NEXT PAGE

- (a) What does the expression “funds dwindled to nothing” (line 3) mean? **(1 mark)**
- (b) (i) Name the literary device used in the expression “homelessness was an epidemic” (line 15). **(1 mark)**
- (ii) Why does the writer use the expression? **(2 marks)**
- (c) What effect does the writer achieve by using the words “another state, another shelter, another welfare line” (lines 12–13) ? **(2 marks)**
- (d) (i) According to paragraph 2, what step did the mother take which created hardship for the family? **(1 mark)**
- (ii) List TWO ways in which the family was affected because of the mother’s action. **(2 marks)**
- (e) Identify an example of sarcasm in paragraph 2. **(1 mark)**
- (f) What does the phrase “always bought the story” (line 18) tell you about the narrator’s mother? **(2 marks)**
- (g) What is the narrator’s attitude to the situation described in the passage? **(1 mark)**
- (h) What is the purpose of the last short sentence in the passage? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

3. Read the following extract carefully and then answer all the questions that follow.

Yoga is a commonly known term for physical, mental, and spiritual disciplines which had their beginnings in Ancient India. The practice of yoga was once thought to be only for the very flexible, but today it is used by people all over the planet, with a single goal: to combine the forces of the mind, body and spirit, so as to strengthen the self and find inner peace. Yoga takes
5 many different forms: gentle, aligning and calming or fast, hot and challenging, purist or adapted to particular needs.

Nowadays, more people use the physical postures of yoga to reduce stress and health problems, and make the spine supple. Yoga is also used as a complete exercise program and physical therapy routine. Studies have tried to determine the effectiveness of yoga as a complementary
10 treatment for cancer, asthma and heart problems.

Practitioners of yoga in the Caribbean have sought to add a local flavour, especially where it is offered to tourists seeking to return to good health through a holiday in the region. There are tranquil air-conditioned areas, but Caribbean yoga instructors can take their students outside into completely natural surroundings. Since we are blessed with beautiful weather most of the year,
15 yoga studios in the region are mostly open-air: sunny verandas, breezy rooms. Classes might trek occasionally to hilltops, coasts or countryside hideaways for a change of scene or a day-long retreat.

The traditional methods of yoga are still very much a part of the Caribbean as well. Chinese and Indian practitioners incorporate meditation, introspection and contemplation as integral parts
20 of the daily routines; they place less emphasis on physical postures, and more on spiritual teaching. Yoga brings benefits. It encourages everyone to realize their creative power, and to experience the real joy of achievement. When people tap into their mental and emotional strengths, they can use them in every aspect of their lives. Yoga is therefore planting seeds of social change.

*Adapted from Denise Chin, "A Path to Inner Peace",
Caribbean Beat, No. 116 July/August 2012, pp. 62–63.*

GO ON TO THE NEXT PAGE

- (a) According to the passage, where did yoga originate? **(1 mark)**
- (b) Why does the writer use the word “but” in line 3? **(1 mark)**
- (c) Select TWO words from paragraph 1 which indicate contrast. **(1 mark)**
- (d) What phrase in paragraph 1 conveys the idea that yoga encourages persons to experience fulfilment? **(2 marks)**
- (e) What does the writer mean by the expression “yoga as a complementary treatment...” (lines 9–10)? **(2 marks)**
- (f) (i) Explain the word “flavour” as used in line 11. **(1 mark)**
(ii) What is the Caribbean “flavour” that was added to yoga? **(2 marks)**
- (g) Quote TWO statements from paragraph 3 which BEST illustrate differences between yoga in the Caribbean and yoga in other places. **(2 marks)**
- (h) (i) Select ONE word from paragraph 4 which indicates the spiritual aspect of yoga. **(1 mark)**
(ii) Which statement in paragraph 4 BEST shows that yoga has more than just personal benefits? **(2 marks)**

Total 15 marks

GO ON TO THE NEXT PAGE

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400–450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

- (a) used the stimulus provided**
- (b) developed and organized the content of your writing**
- (c) used language appropriate to your audience, purpose and content**
- (d) used appropriate grammar, sentence structure, paragraphs, vocabulary, spelling and punctuation.**

EITHER

SHORT STORY

- 4. Write a story based on the picture below.**



(35 marks)

OR

- 5. Write a story which includes the following words:**

To this day people are still unsure about what actually happened to the Henry family who lived just outside the village.

(35 marks)

GO ON TO THE NEXT PAGE

OR

DESCRIPTION

- 6.** The old couple clearly remembered the dancers and dances, the colours, the drums and other musical instruments, the movement and the food. The festival honouring the ancestors was an old and joyful celebration that filled the large field by the school.

Describe what visitors saw as they arrived at the festival site.

(35 marks)

SECTION D

(Suggested time: 45 minutes)

Answer Question 7 or 8.

Your answer in this section should be approximately 250–300 words.

You MUST write in Standard English. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on

- (a) clarity, organization and development of your argument**
- (b) appropriateness of style for the intended audience**
- (c) correctness of grammar, sentences, paragraphs, vocabulary, spelling and punctuation.**

EITHER

- 7. Speaker A:** I have no plans of staying in this country after I leave secondary school. This country is no place to have a good life.

Speaker B: I am not leaving. I have had a good education and that will allow me to have a good life right here.

Write an essay EITHER supporting or opposing the views of Speaker A or Speaker B.

(35 marks)

OR

- 8.** It is a complete waste of resources for governments to have a School Feeding Programme. Let parents be responsible for their children's nutrition.

Write an essay giving your views on this statement.

(35 marks)

END OF TEST

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FORM TP 2014068



TEST CODE **01218020**

MAY/JUNE 2014

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EXAMINATION

ENGLISH A

Paper 02 – General Proficiency

2 hours 40 minutes

20 MAY 2014 (a.m.)

READ THE FOLLOWING INTRUCTIONS CAREFULLY.

1. This paper consists of 4 sections: A, B, C and D.
2. Section A consists of ONE question. You MUST answer this question.
3. Section B consists of TWO questions. You MUST answer both questions from this section.
4. Section C consists of THREE questions. You MUST answer ONE question from this section.
5. Section D consists of TWO questions. You MUST answer ONE question from this section.
6. You are advised to take some time to read through the paper and plan your answers.

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01218020/F 2014



SECTION A

(Suggested time: 35 minutes)

You MUST answer the question in this section.

- 1. Read the following article on the moon and write a summary of it in NOT MORE THAN 120 words. If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible, use your own words. Your summary must be in continuous prose. You may use your answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.**

In your answer you will be assessed on how well you

- (a) were able to identify the main ideas and opinions in the extract**
- (b) organized and expressed these ideas**
- (c) used appropriate grammar, sentence structure, vocabulary, spelling and punctuation.**

For centuries the moon has been associated with various activities, phases and conditions in life. Insanity is an example — the word ‘lunatic’ comes from the Latin word for moon, ‘luna’. In Britain, the Lunacy Act of 1824 actually stated that people went mad when the moon was full. Today, despite the fact that many of the myths have been found to be invalid, the moon still grips our imaginations and we are still caught between scientific and poetic attitudes to the moon. Researchers continue to study the moon, and many believe that there are clear links between its cycle, natural events and human activities like agriculture, crime, and even our health.

The human body is 70% water, and since the moon has a gravitational effect on water, the moon should therefore affect our bodies. The fact is, our moon has gravity which is about one-sixth of that on earth, and although that force is considered very small by the time it reaches us, it still has an amazingly powerful effect on our planet. For instance, the moon’s gravitational pull causes the tides, shifting billion of tons of water twice a day. But lunar gravity only works on large masses, such as oceans. It has no effect on even very large lakes. So how can it affect us?

Scientists accept the strange effect the moon seems to have on reproduction: on marine life it affects the breeding patterns of oysters and crabs; with women it affects the menstrual cycle. Midwives say that they are busier delivering babies around the full moon, though this is not confirmed by scientific statistics.

One of the oldest beliefs is that a full moon can turn someone who is sane into a mad person. The story “Dr Jekyll and Mr Hyde” was inspired by this belief. An investigation in Miami suggests that the homicide rate peaks with the full moon; in India there seems to be much more violent crime around the time when the moon is full, but this might be influenced by their strong interest in astrology. Psychiatric nurses say patients become more disturbed when the moon is full, and firemen report more cases of arson. The large number of anecdotes has inspired scientific research, and though it indeed shows a correlation between changed behaviour and the full moon, conclusions are mixed.

GO ON TO THE NEXT PAGE

A lecturer in medical psychology, Dr David Nias, has suggested that the shifts in behaviour are explained by the small number of people who believe in the “full moon effect” and change their behaviour accordingly, in much the same way as believers in astrology might modify their behaviour to match that associated with the star signs.

*Adapted from J. Rahim, “New Moons and Old Wives’
Tales, Reflections on the Moon”, British Airways,
Highlife, August 1998, pp. 127–128.*

Total 30 marks

SECTION B

(Suggested time: 40 minutes)

Answer ALL questions in this section.

- 2. Read the following extract carefully and then answer all the questions that follow.**

Country Baskets

“Hard Life” was an ill-mannered visitor who came to call on you in order to search up your cupboard when your back was turned so that it could go and tell everyone how things were bad with you. Hard Life would have trapped you if it were not for your own strength, and for the ties of blood, the generosity of some relatives who, as soon as they heard you were living hard life in the city, began to send you regular food baskets.

All over the city happiness and contentment would be generated in cramped tenements with the arrival of these baskets sent by friends and relatives in the country. Families would partake of generous oily-mouthed feasts, and children would be told stories about life in the village where this food came from. Normally ill-tempered mothers, nerves frayed from hard life in town and fathers burdened by hard work or lack of employment, would become carefree children again as they enjoyed the sense of ease and plenty generated by the thoughtfulness of those back home in the country. “See this soursop here? It come from a tree that my grandfather plant and my navel string bury at the root.” These food baskets were brought to the city on the backs of market trucks, or labelled and loaded onto the train and watched over by kind, considerate conductresses who knew they were doing a form of angel-work by delivering them. The conductresses knew how gratefully, eagerly, the people in the city greeted the arrival of the country baskets filled with fresh, life-sustaining things to eat.

Our family began to receive regular baskets from Harvey River as soon as my mother’s relatives found out she was living in the city, and the first thing she would do when she opened one of them was to pass on some of the food to others who were even more in need. She would also share our good fortune with others whenever we received the sweet-smelling parcels that contained clothes, shoes, books, toys and “delicacies” like sweets and biscuits from her sisters Albertha and Rose in Canada.

*Adapted from Harvey River: A Memoir of My Mother and Her Island,
Lorna Goodison, 2007, pp. 183–185.*

GO ON TO THE NEXT PAGE

- (a) State ONE action from paragraph 1 which shows that “Hard Life was an ill-mannered visitor” (line 1). **(1 mark)**
- (b) Why can the visit of “Hard Life” be viewed as ironic? **(2 marks)**
- (c) What is the writer’s purpose in the first paragraph? **(2 marks)**
- (d) From paragraph 2, identify THREE effects of the arrival of the food basket. **(3 marks)**
- (e) What feeling does the writer evoke by the statement “See this soursop here...bury at the root” (lines 12–13)? **(1 mark)**
- (f) What effect does the writer achieve by linking the conductresses with the angels? **(2 marks)**
- (g) What word could BEST describe the mother’s character, based on her actions in paragraph 3? **(2 marks)**
- (h) What evidence in paragraph 3 indicates that the people of Harvey River felt that life in the city was difficult for the narrator’s family? **(1 mark)**
- (i) Quote ONE phrase which the writer uses to suggest the negative effects of hard life on individuals. **(1 mark)**

Total 15 marks

3. Read the following extract carefully and then answer all the questions that follow.

5 The term “fast food” generally refers to packaged convenience food that can be prepared very quickly because it is precooked/preheated for restaurants and takeaway stores primarily located in urban areas. Fast foods commonly contain highly refined, processed, and artificial ingredients that are high in fats, sugars, and salt, which make them unhealthy and deadly when excessively consumed. It’s official: the most harmful and life threatening diets originate from Western nations.

10 The USA has the largest fast food industry in the world, that employs approximately 2 million workers, according to the US Bureau of Labor Statistics. The US also spends more on fast foods/convenience meals than any other country in spite of the obesity epidemic. The Center for Disease Control and Prevention, states that “More than one-third of US adults are obese. Approximately 12.5 million children and adolescents aged 2–19 years are obese.” According to the US Department of Health and Human Services, unhealthy eating and inactivity cause nearly half a million deaths every year. Tobacco and alcohol follow. Yet most highly processed fast or snack foods, loaded with deadly ingredients, do not carry a serious health warning, as tobacco products are required to do by law.

15 The UK is the largest consumer in Europe of ready meals and fast foods, and not surprisingly, has one of the highest rates of heart disease in the world, responsible for 40% of premature deaths of men (dying before the age of retirement). In a 2010 report, the National Institute for Health and Clinical Excellence (NICE), stated that more than 40,000 Britons are dying unnecessarily every year because of high levels of salt and fat in their diets from fast foods.

20 A 2011 study published in *The Lancet*, the world’s leading general medical journal, notes that more than 350 million people in the world now have diabetes, one of the biggest causes of mortality worldwide. Scientists claim that the problem with diabetes should be blamed on the spread of a fast food diet to developing nations.

*Adapted from Nex Generation, Issue No. 7,
April – June 2012, p. 60.*

GO ON TO THE NEXT PAGE

- (a) State TWO reasons why some foods are described as “fast foods”. **(2 marks)**
- (b) What is the writer’s intention in using the expression “Its official” (line 5)? **(2 marks)**
- (c) What is the writer’s attitude to the effects of fast food consumption as expressed in lines 8–14? **(1 mark)**
- (d) (i) What does the writer suggest should be done about fast foods? **(1 mark)**
(ii) Write the sentence which suggests the action stated in (i) above. **(1 mark)**
- (e) Explain what is meant by the phrase “obesity epidemic” (line 8) as used in the extract. **(2 marks)**
- (f) What does the writer imply by indicating “that more than 40,000 Britons are dying unnecessarily” (line 18)? **(2 marks)**
- (g) Why does the writer give information from agencies such as the US Department of Labor and the Centers for Disease Control? **(2 marks)**
- (h) What is the writer’s purpose in the extract? **(2 marks)**

Total 15 marks

SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words.

You MUST write in Standard English. However, dialect may be used in conversation. You may use the answer booklet to jot down your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

- (a) used the stimulus provided**
- (b) developed and organized the content of your essay**
- (c) used language appropriate to your audience, purpose and content**
- (d) used appropriate grammar, sentence structure, paragraphs, vocabulary, spelling and punctuation.**

EITHER

SHORT STORY

- 4. Write a story based on the picture below.**



(35 marks)

GO ON TO THE NEXT PAGE

OR

5. The music was intoxicating, yet somehow Jae felt that going into the party would be a big mistake. This turned out to be the case.

Write a story based on the above words.

(35 marks)

OR

DESCRIPTION

6. When the fishermen finally reached the shore, what greeted them was nothing that they could have imagined.

Describe what the fishermen saw and how they felt.

(35 marks)

GO ON TO THE NEXT PAGE

SECTION D

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words.

You MUST write in Standard English. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on

- (a) clarity, organization and development of your argument**
- (b) appropriateness of style for the intended audience**
- (c) correctness of grammar, sentences, paragraphs, vocabulary, spelling and punctuation.**

EITHER

- 7.** Homeless persons who roam the streets are a nuisance. They should be forced into special housing provided by the government.

Write an essay EITHER supporting or OPPOSING this view. **(35 marks)**

OR

- 8.** School rules violate the personal freedom of students and should be abolished.

Write an essay giving your views on this statement. **(35 marks)**

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.



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E N G L I S H A

Paper 02 – General Proficiency

2 hours 40 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FOUR sections: A, B, C and D.
2. Section A consists of ONE question. You MUST answer this question.
3. Section B consists of TWO questions. You MUST answer both questions from this section.
4. Section C consists of THREE questions. You MUST answer ONE question from this section.
5. Section D consists of TWO questions. You MUST answer ONE question from this section.
6. Write your answers in the spaces provided in this booklet.
7. Do NOT write in the margins.
8. You are advised to take some time to read through the paper and plan your answers.
9. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
10. **If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s).**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.



SECTION A

(Suggested time: 35 minutes)

Answer Question 1.

Write your answer on the RULED PAGE provided. There is a blank page for any notes you may want to make. THIS WILL NOT BE MARKED.

- 1. Read the following magazine article carefully and then write a summary of it in NOT MORE THAN 120 words. If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible, use your own words. Your summary must be in continuous prose.**

In your answer you will be assessed on how well you

- (a) were able to identify the main ideas and opinions in the extract**
- (b) organized and expressed these ideas**
- (c) used appropriate grammar, sentence structure, vocabulary, spelling and punctuation.**

Our History, Our Future

There is a common saying that history repeats itself. This is shown by the fact that one of the biggest mistakes we make is the constant repetition of the actions of our ancestors, with almost identical and disastrous results. We suffer because we ignore or avoid learning from history. We are unwilling to read the warning signs readily visible all through history.

Hidden inside history is an immense wealth of advice, with real case studies. But a history book will not help you if it is read in the traditional way of memorizing events, dates, and names. In order to extract gold from history you need to read it from a completely different angle, concentrating on, and analysing what mistakes our forefathers made, and learning how to avoid them.

When understood with the right perspective, history can help present business leaders to avoid needless and fruitless experimentation in managing people. Throughout history people have committed the same mistakes of trying to subdue others, wage wars, commit treachery, and various forms of atrocities on each other, leading to the same guaranteed disastrous results. The study of history teaches the current generation to recognize and avoid things that do not work now, or never worked in the past. According to Albert Einstein: "Insanity is doing the same thing over and over again and expecting different results."

What was done in the past decided the present, and what is done now will decide the future. Patterns are created, and the patterns in history help us to recognize repeated patterns today, and enable us to predict outcomes. History will not tell you where you are going, but it will tell you how you got there.

GO ON TO THE NEXT PAGE



Though history may not define a specific job profile in the corporate world, by studying the global past, one finds the knowledge and flexibility required in many work situations. For example, you can develop good research skills and use historical examples to design modern business plans.

Another benefit is that history helps in identifying, understanding and avoiding cultural sensitivities. It provides evidence about how nations have interacted with other countries and societies in the past, and how long-standing hostility — or friendship — between countries can affect business today.

*Adapted from Paul Stephens, "Our History, Our Future",
Nex Generation — Empowering the Caribbean for a Better Future,
Issue No 11, Fall 2013, pp 50–51.*

Total 30 marks

SECTION A

You may make notes here. This will NOT be marked.

GO ON TO THE NEXT PAGE



SECTION B

(Suggested time: 40 minutes)

Answer both Questions 2 and 3.

2. Read the following passage carefully and then answer all the questions that follow. Write your answer on the ruled lines provided after each question.

The Rain

The day dragged itself down through the trees pale, sickly; the sun had no blood for it. The wind was axing the underbrush. The rain had eased but Nebu knew it would strike down again, for it was so long since the rains fell. For a time it would nag as a shrill wife, and then grow tender as it now was. But when you bared your head to it and held your hands out for it to anoint, suddenly, it drove down again, brutally, tearing your faith into shreds. Life sometimes fooled you like the rain; like the lakes down on the plains whose placid lovely surfaces were the roofs to bull alligators.

The rain lashed with more violence and the wind bustled the large trees and bent the saplings double. Nebu adjusted the rubber sheeting over his head. In the yellow-shot dark of the rainstorm, he saw the erect pink flowers of chestnut beaten into the mud, and the leaves of the wild figs thick and deformed under the water pouring from them...

Beyond the limits of the land where the tribe hunted, marked by those humpy hills rising and falling three days' journey to the east, the sun first thrust up the straight yellow shafts and you could see them swelling with growth, throbbing and widening as the golden ball hauled its weight up, until fat with fun, the great globe broke above the hills laughing wildly, and the night ran howling off the land.

Adapted from Victor Reid, "The Leopard", Caribbean Writers Series, Heinemann, 1980, pp. 56, 66.

(a) (i) According to lines 3–5, (For a time... tearing your faith to shreds) what does Nebu think about wives or women?

.....
.....

(2 marks)

(ii) Quote a **phrase** from lines 4 to 5 which supports your answer.

.....
.....

(2 marks)

GO ON TO THE NEXT PAGE



(b) Identify TWO comparisons which are made in the first paragraph.

.....
.....
.....

(2 marks)

(c) (i) According to paragraph 2, what is the impact of the storm on the environment?

.....

(1 mark)

(ii) Write TWO words or phrases which convey this idea.

.....
.....

(2 marks)

(d) What is the difference in mood between paragraphs 1 and 3?

.....
.....

(2 marks)

(e) Quote TWO pieces of evidence from the passage that suggest different times of day.

.....
.....

(2 marks)

(f) (i) What is the purpose of the expression “Beyond the limits of the land...” (line 12)?

.....
.....

(1 mark)

(ii) Identify ONE other phrase in the passage which has the same purpose.

.....
.....

(1 mark)

Total 15 marks

GO ON TO THE NEXT PAGE



3. Read the following extract carefully and then answer all the questions that follow. Write your answer on the ruled lines provided after each question.

Workers at all levels in industry and commerce, and the businesses themselves, have benefited from information technology in one way or another. The most significant impact that information technology has made on employee productivity is that it allows persons to work from anywhere. Employees who were once forced to spend hours each day commuting to an office can now log on and work from the comfort of their own homes.

This remote access technology also allows companies to benefit in a number of ways. First, there are the cost-savings associated with lower office space requirements. There is also the greater employee satisfaction and morale that working from home can provide. Finally, the technology can boost productivity as workers spend what would have otherwise been their commuting time working and helping their employers succeed.

Yet some critics argue that individuals form part of a community and should be encouraged through work and play to be among others to strengthen the fabric of society. Working at home only reinforces the separation of people and discourages meaningful social interaction. Saving time and resources expended in commuting to and from the workplace cannot, some say, compensate for the richness and importance of meeting others face-to-face in the office, on the bus, in the taxi, or as you walk to work.

No modern day technology that brings ease and comfort to work and study should replace the valuable social lessons that can be learnt from meeting our colleagues in the office. Information technology is an important tool that can be used to make people more productive and efficient in the workplace but the personal interaction through physical contact is what keeps people and communities connected.

*Adapted from Bernard Conrad,
"Information Technology & Workplace Productivity",
Nex Generation, Issue No.6, Winter 2012, p. 46.*

(a) According to the extract, what is an important effect of information technology on productivity?

.....
.....
.....

(1 mark)

(b) What term in the passage refers to the link between home and workplace technology?

.....
.....

(1 mark)



(c) Identify TWO major advantages to employees who choose to work from home.

.....
.....
.....
.....

(2 marks)

(d) (i) According to the first two paragraphs, what is the writer’s attitude to working from home?

.....
.....
.....
.....

(2 marks)

(ii) Support your answer in (d) (i) above by quoting a suitable phrase or sentence evidence from the passage.

.....
.....

(1 mark)

(e) What effect is the writer trying to achieve by using the word “yet” in paragraph 3?

.....
.....
.....
.....

(2 marks)



(f) What does the writer suggest by using the expression “richness and importance of meeting others face-to-face” (line 15)?

.....

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(2 marks)

(g) What warnings does the writer give about the social impact of employees working from home?

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(2 marks)

(h) Based on the issues discussed in paragraphs 3 and 4, what is the MOST likely result of all employees working from home?

.....

.....

.....

.....

(2 marks)

Total 15 marks



SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

Write your answer on the RULED PAGES provided. You are expected to stick to the word limit. There is a blank page for any notes you want to make. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

- (a) used the stimulus provided**
- (b) developed and organized the content of your writing**
- (c) used language appropriate to your audience, purpose and content**
- (d) used appropriate grammar, sentence structure, paragraphs, vocabulary, spelling and punctuation.**

EITHER

SHORT STORY

- 4. Write a story based on the picture below.**



(35 marks)

GO ON TO THE NEXT PAGE



OR

5. Sekia sat quietly on the bus between the two people who said they were his parents. But something just did not feel right.

Write a story which includes these sentences.

(35 marks)

OR

DESCRIPTION

6. The team was prepared for the journey but nothing they were told or did before they set off on foot could have prepared them adequately for what they experienced.

Describe what they saw and how they felt.

(35 marks)



SECTION C

You may make notes here. This will NOT be marked.

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GO ON TO THE NEXT PAGE



SECTION D

(Suggested time: 45 minutes)

Answer Question 7 or 8.

Your answer in this section should be approximately 250 to 300 words.

You MUST write in Standard English.

Write your answer on the RULED PAGES provided. You are expected to stick to the word limit. There is a blank page for any notes you want to make. THIS WILL NOT BE MARKED.

In your answer you will be assessed on

- (a) clarity, organization and development of your argument**
- (b) correctness of grammar, sentences, paragraphs, vocabulary, spelling and punctuation.**

EITHER

- 7.** Parents should consider home-schooling their children. It is the best way for them to avoid bad influences at school.

Write an essay EITHER supporting or OPPOSING this view. (35 marks)

OR

- 8.** No matter how old you are, as long as you live with your parents or guardians, you should obey the rules they set in the home.

Write an essay giving your views. (35 marks)



SECTION D

You may make notes here. This will NOT be marked.

A large empty rectangular box with a black border, intended for students to take notes during the test.

GO ON TO THE NEXT PAGE



