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ENGLISH LANGUAGE

PAPER 1 CONTINUOUS WRITING 1310/1

Thursday **16 MAY 2013** 9:00 A.M.–10:10 A.M.

Additional materials:
Answer booklet

1 hour plus 10 minutes
reading and planning time

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

Write a composition based on **ONE** of the topics overleaf.

You should write between **350** and **500** words.

You should pay attention to punctuation, spelling and handwriting.

You will have **10** minutes to read and plan your topic. You should **NOT** begin to write your composition during this time. However, you should write your plan.

At the beginning of your composition write the number of the topic you have chosen.

INFORMATION FOR CANDIDATES

Dictionaries are **NOT** permitted.

This paper accounts for 40% of the total marks available for the examination in this subject.

This question paper consists of 4 printed pages.

Choose **ONE** of the following topics. Your writing should be planned on your answer paper.

1. The snake silently slithered away, leaving behind evidence of its visit. Tell the story.
2. A number of issues may lead to depression in teenagers. Identify and explain several of these issues as they relate to teenage depression.
3. Describe your neighbourhood or settlement at night.
4. "It was the greatest act of bravery I had ever witnessed." Include this line in a story.
5. Competition can be healthy or unhealthy. Share your views on this statement.
6. Write a composition based on the following lines of poetry. You may write about any ideas that the poem suggests to you, or you may write a story or a description based on the subject of the poem. You are not to write a poem.

Sitting quietly by the lake,
I watch the birds slaking their thirst,
And let the lightly-blowing breeze
Soothe my tortured thoughts.

7. Adolescents who commit serious crimes should be tried as adults. Give your views.

8. Write a story, description or any other form of composition suggested by **ONE** of the photographs.

Your composition may be directly about the subject of the photograph or take some suggestion/s from it. There *must* be a clear connection between the photograph and your composition.

(a)



© D.L. Anderson, 2010

believe

(b)



School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE
PAPER 2 AURAL COMPREHENSION 1310/2b
CANDIDATE'S COPY

Tuesday 23 APRIL 2013 9:00 A.M.–10:15 A.M.

Additional materials:
Compact disc recording
CD player

MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the booklet.

The recording will be played **TWICE**.

FIRST PLAYING

Listen carefully to the **FIRST PLAYING** to gain a general impression of what is being said. **DO NOT** look at the **NOTES SECTION** or the **QUESTIONS** during the first playing.

AFTER THE FIRST PLAYING, turn to the **NOTES SECTION** of the paper. Read through the suggested points. Make any notes you wish on the points listed. Your notes will not be marked. **You will have 3 minutes.**

SECOND PLAYING

Listen again to the recording. You may make additional notes as you listen. **AFTER THE SECOND PLAYING**, complete your note making. **You will have 3 minutes. You will be allowed a total of 45 minutes to complete your answers to PART TWO of the test. Answer ALL questions.**

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets [].

Dictionaries are **NOT** permitted.

This question paper consists of 10 printed pages and 2 blank pages.

PART ONE

You have just heard a recording of a class of high school science students discussing the significance of dreams with a guest speaker.

Make some detailed notes on the **NINE** points listed below. **REMEMBER THAT YOU WILL NEED THESE NOTES IN THE SECOND PART OF THE TEST**; therefore, make them as full and as accurate as you can.

LISTEN CAREFULLY

YOUR NOTES ON THE RECORDING

1. Background information about Dr. Dorsette

2. Two things George Jessell says about the human brain, quoted by Dr. Dorsette at the beginning of the recording

3. The different types of dreams mentioned in the recording and the definition of each type

4. The comment a student makes about some of Ms. Campbell's science lessons

5. Details about the rapid eye movement (REM) stage of sleep in the dreaming brain

6. (a) What a student in the class tells Dr. Dorsette about her aunt

- (b) What Dr. Dorsette says about Bahamians in response to the student's statement

7. (a) Specific details about those dreams that mean the same, regardless of who is having the dream

- (b) The different ways in which people use dreams

8. How one student responds to the idea of refusing a job because of one's dream

9. Methods Dr. Dorsette uses to keep his classroom talk interesting and entertaining

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

PART TWO

Write your answers to the following questions. Base your answers on the notes you took when you listened to the recording in **PART ONE**.

1. What tells you that Dr. Dorsette is successful in his career as a psychiatrist?

[1]

2. At the very beginning of his talk Dr. Dorsette quotes George Jessel.

- (a) What **TWO** things did George Jessel say?

[2]

- (b) What does Dr. Dorsette mean when he says he hopes to prove Jessel “wrong on the second part”?

[1]

3. Aside from explaining that one happens when you’re sleeping and the other when you’re awake, how does Dr. Dorsette explain the difference between the two types of dreams?

[2]

4. What remark did one student make about some of the science lessons, and how did the rest of the class respond to this statement?

[2]

5. Identify **THREE** details that Dr. Dorsette shares with the class about the rapid eye movement (REM) stage of sleep.

[3]

6. (a) What does one of the students in the class claim about her aunt?

[2]

- (b) In his answer to this student, Dr. Dorsette claims that all Bahamians participate in certain activities. Identify **ONE** of these generalisations that Dr. Dorsette makes.

[1]

7. (a) Dr. Dorsette states that some dreams tend to have common meanings. Identify **TWO** dreams that Dr. Dorsette says have the same meaning or interpretation, regardless of who dreams them. Be sure to give the meaning of each dream.

[4]

- (b) Using information from the recording, identify as many ways as you can that people use dreams.

[4]

8. Dr. Dorsette describes what a patient dreamt about her job and how the dream influenced her. What does a student say in response to Dr. Dorsette's description, and what is this student's tone?

[2]

9. Give **THREE** techniques that Dr. Dorsette uses in order to hold the attention of the students.

Place your ideas in the chart below, supporting each one with details from the recording.

TECHNIQUES USED BY DR. DORSETTE	SUPPORTING DETAILS
1.	
2.	
3.	

[6]

Total marks [30]

BLANK PAGE

School Number	Candidate Number										
<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>						<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table>					
Surname and Initials											

ENGLISH LANGUAGE
PAPER 2 AURAL COMPREHENSION 1310/2b
CANDIDATE'S COPY

Tuesday 23 APRIL 2013 9:00 A.M.–10:15 A.M.

Additional materials:
Compact disc recording
CD player

MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the booklet.

The recording will be played **TWICE**.

FIRST PLAYING

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AFTER THE FIRST PLAYING, turn to the **NOTES SECTION** of the paper. Read through the suggested points. Make any notes you wish on the points listed. Your notes will not be marked. **You will have 3 minutes.**

SECOND PLAYING

Listen again to the recording. You may make additional notes as you listen. **AFTER THE SECOND PLAYING**, complete your note making. **You will have 3 minutes. You will be allowed a total of 45 minutes to complete your answers to PART TWO of the test. Answer ALL questions.**

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets [].

Dictionaries are **NOT** permitted.

This question paper consists of 10 printed pages and 2 blank pages.

PART ONE

You have just heard a recording of a class of high school science students discussing the significance of dreams with a guest speaker.

Make some detailed notes on the **NINE** points listed below. **REMEMBER THAT YOU WILL NEED THESE NOTES IN THE SECOND PART OF THE TEST**; therefore, make them as full and as accurate as you can.

LISTEN CAREFULLY

YOUR NOTES ON THE RECORDING

1. Background information about Dr. Dorsette

2. Two things George Jessell says about the human brain, quoted by Dr. Dorsette at the beginning of the recording

3. The different types of dreams mentioned in the recording and the definition of each type

4. The comment a student makes about some of Ms. Campbell's science lessons

5. Details about the rapid eye movement (REM) stage of sleep in the dreaming brain

6. (a) What a student in the class tells Dr. Dorsette about her aunt

- (b) What Dr. Dorsette says about Bahamians in response to the student's statement

7. (a) Specific details about those dreams that mean the same, regardless of who is having the dream

- (b) The different ways in which people use dreams

8. How one student responds to the idea of refusing a job because of one's dream

9. Methods Dr. Dorsette uses to keep his classroom talk interesting and entertaining

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

PART TWO

Write your answers to the following questions. Base your answers on the notes you took when you listened to the recording in **PART ONE**.

1. What tells you that Dr. Dorsette is successful in his career as a psychiatrist?

[1]

2. At the very beginning of his talk Dr. Dorsette quotes George Jessel.

- (a) What **TWO** things did George Jessel say?

[2]

- (b) What does Dr. Dorsette mean when he says he hopes to prove Jessel "wrong on the second part"?

[1]

3. Aside from explaining that one happens when you're sleeping and the other when you're awake, how does Dr. Dorsette explain the difference between the two types of dreams?

[2]

4. What remark did one student make about some of the science lessons, and how did the rest of the class respond to this statement?

[2]

5. Identify **THREE** details that Dr. Dorsette shares with the class about the rapid eye movement (REM) stage of sleep.

[3]

6. (a) What does one of the students in the class claim about her aunt?

[2]

- (b) In his answer to this student, Dr. Dorsette claims that all Bahamians participate in certain activities. Identify **ONE** of these generalisations that Dr. Dorsette makes.

[1]

7. (a) Dr. Dorsette states that some dreams tend to have common meanings. Identify **TWO** dreams that Dr. Dorsette says have the same meaning or interpretation, regardless of who dreams them. Be sure to give the meaning of each dream.

[4]

- (b) Using information from the recording, identify as many ways as you can that people use dreams.

[4]

8. Dr. Dorsette describes what a patient dreamt about her job and how the dream influenced her. What does a student say in response to Dr. Dorsette's description, and what is this student's tone?

[2]

9. Give **THREE** techniques that Dr. Dorsette uses in order to hold the attention of the students.

Place your ideas in the chart below, supporting each one with details from the recording.

TECHNIQUES USED BY DR. DORSETTE	SUPPORTING DETAILS
1.	
2.	
3.	

[6]

Total marks [30]

BLANK PAGE



School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

PAPER 3 WRITTEN COMPREHENSION & DIRECTED WRITING 1310/3

Tuesday **21 MAY 2013** 9:00 A.M.–11:10 A.M.

Additional materials:
Answer booklet

including 10 minutes
reading time

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

Answer **ALL** the questions in the answer booklet provided.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well-organised.

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets.

Dictionaries are **NOT** permitted.

This question paper consists of 7 printed pages and 1 blank page.

SECTION A

Read the following passage carefully before you attempt any questions.

The Question of Heroes

Who are a society's heroes? Who are the individuals who are admired and imitated by people in a society? Another question to be asked is, *why* does the society idolize these particular individuals, ignoring others who are perhaps far more deserving of admiration? And why does the society consider these people, both men and women, heroes?

5

The term "hero" originated with legends, which are stories called myths, about people who were highly respected. Mythology is filled with accounts of heroes. For example, there is the *Epic of Gilgamesh*, a long Ancient Sumerian legend written as a poem. This poem, composed before the Hebrew Bible, is perhaps the oldest written story on earth, telling about the dangerous quests of King Gilgamesh. Then there is *Beowulf*, the oldest epic poem in the English language. This legend describes how the warrior Beowulf battles three dreadful enemies who have been killing his people. No one knows who actually wrote both of these legends, but most likely each one was written by a number of people, rather than by one person.

10

Another poem, *The Odyssey*, tells of the heroic acts of King Odysseus. King Odysseus is renowned for his Trojan Horse trick. Homer, who wrote *The Odyssey*, gives an exciting account of how their King led the Greeks in sneaking into the heavily fortified city of Troy, a city with which they were engaged in a long and tiresome war. They built a gigantic, beautiful wooden horse which they left outside the city walls, supposedly as a peace offering. The Trojans wheeled the horse into the city, and then celebrated. That night, when the city fell asleep, Greek assassins stealthily crawled out of the belly of the horse in which they had been hiding all the while. They swarmed out into the streets, slaughtered the men of Troy and enslaved their women and children.

15

20

Those are a few heroes of the past. Who are the heroes in today's world? The paragraphs labeled A – J below are excerpts from interviews with a number of persons. Read these extracts and consider, among other things, what the speakers believe are the qualities of a hero.

25

- A. My image of a hero comes from the movie "Volcano". I must have rented the DVD about ten times. There's a scene with a firefighter who saw the lava approaching and saw two unconscious people still inside the train. He got into the train, picked them both up, and jumped into the lava so that they would land just beyond it and could be carried to safety by others. I can't think of a more admirable way to leave this earth. It sure beats passing on as a decrepit old mess in some nursing home at age 90. I also think Superman is a "super" hero because he has super powers. He's not just a plain hero. He's the biggest comic book hero ever, bigger than Batman. I used to daydream about the impossible – meeting him, even being him, you know, adventures every day, flying over skyscrapers

30

35

- with one leap, having x-ray eyes that can see things miles away, good-looking with tons of adoring women around me, saving the world! I've got Superman comic books that my dad bought fifty years ago! Old as I am, I still buy Superman comics, with no shame. 40
- B.** Hero is a VERY overused term. Heroes are just plain, ordinary people like you and me who jump into action not as their job, but because they care for the world. They don't perform stupid stunts to gain attention. Heroes really have no clue that they are a hero until a situation moves them to act, at the right time. A moment will not call to everyone, only the hero. For example, a baby fell into a gorilla cage, and a young male spectator jumped right in after her, while about thirty onlookers, including the baby's parents, just stood there watching. 45 50
- C.** Remember when there was a plane crash near the Lynden Pindling International Airport and Defence Force Officers went into Lake Kilarney to search for the nine missing passengers? Those officers were heroes. That work was dangerous and traumatic. Think about it – they train and drill everyday, preparing for emergencies just like that one, so that they can serve our country whenever the need arises. I'm sure they made others want to join the Force. 55
- D.** Jennifer Hudson is my hero! She is so talented – she can sing and she's beautiful too. She struggled to get to where she is today – even though the entertainment industry can be a killer – and ended up selling millions of CDs and winning an Oscar as best actress. She's suffered the tragedy of losing her mother, brother and little nephew when they were murdered at the same time, but she didn't let that destroy her spirit. She's special. What I get from her is that I can be rich and famous too. I want to go to one of her concerts and actually get her autograph. 60 65
- E.** I know a real life hero – Roger! He looks just like any other student, but he's different. I like being around him. Last week, two outsiders somehow got onto campus and interrupted our math class. They burst into the room, threatened the teacher and threatened to wreck the room. Roger stepped in front of Miss Pratt and said, "You don't really want to go there, man. There's always another way." They cursed and threatened him but he didn't move and they left. The rest of us were trying to be invisible but there was Roger, ready to take a beating! Some of us felt really small afterwards. Why didn't we do something? I think he's a hero to all of us students, and to Miss Pratt, for sure. 70 75

- F.** *It annoys me when I see the media calling Olympic medalists or NBA stars "heroes". They're not heroes! And some people who struggle to beat serious illnesses like cancer are called fighters and heroes....sure, they think positively, sure, we should admire them, but to me that doesn't mean they're heroes.* 80
- G.** *Maybe the whole idea of having a hero, and idolizing someone, is enough. Personally, I love the Golden Girls – they're my heroes. As a matter of fact, whenever ZNS TV runs that clip of Debbie bringing the baton home in the 4X4, with Paulene screaming "Go, Debbie!" in the background, I'll be honest, I cry. Every time. I think that having a role model, that's what gives us hope and that's what makes us strive to achieve our dreams. With a hero to look up to and with hope in our hearts, we can achieve and I just think that maybe that's enough. If we idolize someone enough to draw hope from them, who cares if they haven't saved a life? They gave someone hope and maybe that in itself makes them a hero.* 85
- H.** *I heard on the news how a little boy saved most of his class during the earthquake in Haiti when his school building was coming down, and he ended up dying because he wouldn't leave. That story made me so sad. That's what I call a hero. My mum and dad are my heroes too because of how they support me and make sure I'm all right before they do anything for themselves. A hero to me is someone that comes to your rescue whatever the situation – anyone could be a hero.* 90
- I.** *Maybe two months ago, I went to a fast-food restaurant and left my i-phone right on the ledge in the restroom while I was washing my hands. When I returned an hour later to retrieve it, I couldn't find it. That phone is expensive and I had just put \$100 on it, so you know I was more than upset. I decided to go to the police station down the road from the restaurant to report the phone missing and there it was! Someone had found it and taken it there. I could hardly believe it! It shows that all is not lost. We need more people like that! That person is my hero!* 100
- J.** *Mummy home-schools me, but when she runs errands or goes to the gym, I teach Zulu how to pick up my baby brother and carry him around. Zulu is a South African Boerboel. He's huge and powerful but that breed isn't aggressive at all. But he looks terrifying – just ask anyone who's scaled our seven-foot wall trying to raid our orchard. One look at Zulu and they're back over that wall in a flash. Last week, Mummy was gone and our helper was outside, probably flirting with the gardener while he was turning over the compost heap and picking caterpillars off the tomato plants, because we don't use pesticides. Anyway, the helper forgot the stove was on. The fire alarm woke me up from a nap and I* 110

ran downstairs. There was black smoke everywhere! The kitchen was on fire. I made it to the front door and opened it to let the smoke out, and I was going back inside to look for my brother in the nursery, but the helper and the neighbours outside grabbed me and wouldn't let me. Then I remembered Zulu and I whistled for him and he came running. By this time, firemen were there, trampling all over the vegetable garden. I gave Zulu the signal to pick up my brother and he bounded away into the burning house. Yes, I was afraid for him but I was more afraid for my brother. Zulu came out with my brother dangling from his mouth. One fireman said, "Son, Zulu is the real hero of the day!" I agree. I don't think many people would have gone into that burning house! — 120 125

Some people argue that there are no longer any heroes. They say that the whole concept of the "hero" is now mere wishful thinking. Indeed, not everyone has what it takes to be a hero. Yet, if there are no longer any heroes, how do we explain the heroic acts that sometimes occur? The truth of the matter is that, no matter how few, there are some people worthy of being called heroes. 130

Answer **ALL** the questions in the **answer booklet** provided. Do not place any answers on this question paper.

Unless otherwise indicated, **ALL** answers must be based on the information presented in the passage.

In answering questions 1 – 5, write down the letter A, B, C or D to indicate the most appropriate answer.

1. What do Gilgamesh and Beowulf have in common?
 - A. They are major male characters in the Hebrew Bible.
 - B. They outsmarted their dangerous enemies in battle.
 - C. They wrote very long poems about their own adventures.
 - D. Their heroic deeds are celebrated in stories called myths. [1]

2. What was the Trojan Horse?
 - A. a peace-offering from the poet Homer to the Trojans
 - B. a camouflaged hiding place for clever Trojan assassins
 - C. a place of hiding for devious assassins from Greece
 - D. a display of art meant for outside the city walls of Troy [1]

3. Which word best describes the woman speaking in Interview *I*, immediately before she loses her phone?
- A. absent-minded
 - B. materialistic
 - C. compulsive
 - D. grateful
- [1]
4. What conclusion can you arrive at about Zulu, mentioned in Interview *J*?
- A. He is able to produce high-pitched whistles.
 - B. Young children obey his orders immediately.
 - C. He is an exceptionally skilled canine.
 - D. He is careless in handling the baby.
- [1]
5. The persons interviewed for the passage are:
- A. adult males and females
 - B. young children and teenagers
 - C. youths and adults
 - D. adult females and children
- [1]

Unless otherwise instructed, questions 6 – 10 should be answered as far as possible in your own words.

Your answers should be based on the extract.

6. (a) Quote the two sentences from Interview *A* which indicate that the speaker refers to dying in a dignified, respectful way but also in a worried or fearful way. [2]
- (b) What technique does the writer use to give readers a strong sense of the tone that speaker *B* uses while being interviewed? [1]
7. Heroes cause others to react to them in various, specific ways. Explain **FOUR** ways in which people respond to the heroes described in the passage. [4]

8. *The “heroes” described in the interviews often responded to life-threatening moments, as well as occasions that were not at all dangerous.* Write a paragraph which justifies this statement. Use no more than 150 words in your response. [8]
9. We can infer that the homeowners in Interview *J* are concerned about a number of things relating to the family’s way of life. Write a paragraph that gives an account of these different things. Explain specifically how these conclusions can be drawn. Use no more than 150 words. [10]
10. Write an article for your school newspaper which includes the line: “All societies need heroes, people who can be found in a variety of places and who possess very special character traits that are of value to the society.”

Focus your discussion in the following way:

- use ideas from the passage when briefly stating where people turn in search of heroes and when identifying the special character traits of a hero;
- explain fully why *you* believe these traits should be valued by a society.

Your article should be no more than 350 words. It should **NOT** re-tell the interviews. [15 marks]

Paper Total Marks = 45

1. The first part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

2. The second part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

3. The third part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

4. The fourth part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

5. The fifth part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

6. The sixth part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

7. The seventh part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is essential for a full understanding of the language and its development.

School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

PAPER 4 EXTENDED COMPREHENSION & DIRECTED WRITING 1310/4

Friday **24 MAY 2013** 9:00 A.M.–11:10 A.M.

Additional materials:
Answer booklet

including 10 minutes
reading time

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

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Answer **ALL** the questions.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well-organised.

INFORMATION FOR CANDIDATES

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Dictionaries are **NOT** permitted.

This question paper consists of 6 printed pages and 2 blank pages.

SECTION A

The following passage is based on the narrator's experiences in the Southern United States when the enslavement of African plantation workers was abolished in 1865. Read it carefully, and then answer the questions that follow. You should spend no more than one hour on this section.

Freedom from Slavery

Finally the war closed, and the day of freedom came. It was a momentous and eventful day to all upon our plantation. We had been expecting it. Freedom was in the air, and had been for months. Deserting soldiers returning to their homes were to be seen every day. Others who had been discharged, or whose regiments had been discharged or paroled, were constantly passing near our place. The "grapevine telegraph" was kept busy night and day. The news and mutterings of great events were swiftly carried from one plantation to another. In the fear of "Yankee" invasions, the silverware and other valuables were taken from the "big house", buried in the woods, and guarded by trusted slaves. Woe be to anyone who would have attempted to disturb the buried treasure! The slaves would give the Yankee soldiers food, drink, clothing—anything but that which has been specifically entrusted to their care and honour. 5 10

As the great day drew nearer, there was more singing in the slave quarters than usual. It was bolder, had more ring, and lasted later into the night. Most of the verses of the plantation songs had some reference to freedom, such as "Swing low, sweet chariot... coming forth to carry me home!" True, they had sung these same verses before, but they had been careful to explain that the "freedom" in these songs referred to the next world, and had no connection with life in this world. Now, they gradually threw off the mask, and were not afraid to let it be known that the "freedom" in their songs meant freedom of the body in this world. The night before the eventful day, word was sent to the slave quarters to the effect that something unusual was going to take place at the "big house" the next morning. There was little, if any sleep that night. All was excitement and expectancy. 15 20

Early the next morning, word was sent to all the slaves, old and young, to gather at the house. In company with my mother, brother, and sister, and a large number of other slaves, I went to the master's house. All of our master's family were either standing or seated on the verandah of the house, where they could see what was to take place and hear what was said. There was a feeling of deep interest, or perhaps a sadness, on their faces, but not bitterness. As I now recall the impression they made upon me, they did not at the moment seem to be sad because of the loss of property, but rather because of parting with those whom they had reared and who were in many ways very close to them. The most distinct thing that I now recall in connection with the scene was that some man who seemed to be a stranger (a United States officer, I presume) made a little speech and then read a rather long paper – The Emancipation Proclamation, I think. After the reading we were told that we were all free, and could go when and where we pleased. Some wept. My mother, who was standing by my side, leaned over and kissed her children, while tears of joy ran down her cheeks. She explained to us what it all meant, that this was the day for which she had been so long praying, but fearing that she would never live to see. 25 30 35

For some minutes there was great rejoicing and thanksgiving, and wild scenes

of ecstasy. But there was no feeling of bitterness. In fact, there was pity among the slaves for our former owners. The wild rejoicing on the part of the emancipated coloured people lasted but for a brief period, for I noticed that by the time they returned to their cabins there was a change in their feelings. The great responsibility of being free, of having charge of themselves, of having to think and plan for themselves and their children, seemed to take possession of them. It was very much like suddenly turning a youth of ten or twelve years out into the world to provide for himself. In a few hours the great questions with which the Anglo-Saxon race had been grappling for centuries had been thrown upon these people to be solved. These were the questions of a home, a living, the rearing of children, education, citizenship, and the establishment and support of churches. Was it any wonder that within a few hours the wild rejoicing ceased and a feeling of deep gloom seemed to pervade the slave quarters? To some it seemed that, now that they were in actual possession of it, freedom was a more serious thing than they had expected to find it. Gradually, one by one, stealthily at first, the older slaves began to wander from the slave quarters back to the "big house" to have a whispered conversation with their former owners as to the future.

Adapted from "Up From Slavery" by Booker T. Washington

Your responses to the following questions should be based on the information presented in the passage, and should be expressed as far as possible in your own words.

1. Give an account of the responses of the slaves, tracing their behaviour from the time they heard rumours of freedom until a short while after it was granted. You should use no more than 130 words. [10]
2. How does the writer use language and other techniques to recreate what the slaves experienced and felt? [14]

SECTION B

Read the following passage carefully; then answer the questions that follow.

Technological Freedom

People in today's Bahamian society have much more freedom to learn and explore than existed formerly. This change has been accelerated by advances in technology. In addition to our freedom to vote, choose a mate and to educate ourselves and our loved ones, to name several, we now have the freedom to embrace information and communicate using the latest technology. In fact, these new freedoms are often seen as rights belonging to each citizen. 5

Today, when we interact with others, between the cell phone and the computer alone, we can e-mail, text, call cell to cell, fax, twitter, use instant message (IM) and blog (have an Internet diary). We can set up websites and use social network communities such as Facebook, MySpace and Skype, employing an Internet telephone to talk to loved ones, and to make new friends and business contacts. Technology also allows us to communicate with people "face to face" when they are thousands of miles away from us, with video cameras attached to laptops and other computers. 10

In addition, with the use of the Internet, distance education allows a teacher to travel to the home of a lone primary or high school student isolated on a cay. Adult Bahamians now can complete a university education from accredited institutions abroad, gaining a BA, MA or even a PhD, by way of the Internet. With a few touches of the mouse or computer screen, they are able to look at, listen to and converse with their lecturers. Because of the Internet, we can gain access to some of the world's greatest libraries and can research information in the comfort of our homes, sometimes with the assistance of on-line librarians. All this takes place at a speed which is mindboggling. 15
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Of course, the media are having a field day with this technology. Consequently, we find out the most intimate details of our favourite sport heroes and discover the transgressions of our politicians before they can take steps to conceal their indiscretions from the prying public. There are eyes everywhere: cameras rapidly recording peoples' entrances and exits, their deeds and misdeeds. There is a proliferation of television talk shows, which cable brings into our homes, with audiences of millions. Guests on many of these shows, in their eager pursuit of fame and wealth, sometimes share information and make accusations that wreck their lives and the lives of others. Reality television shows flourish, and the mundane and often downright obscene details of people's lives have now become highly profitable entertainment. 25
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Technological advances have increased our opportunities to explore religion and government. On the television and Internet, the church, the synagogue and the mosque stand side by side. We are free to enter them all, to reflect on their religious principles, even to worship, if we so desire. For Christians, televangelists abound. In fact, we may choose not to drive a few miles to Bahamas Faith Ministries (BFM) in Nassau to listen to Pastor Miles Munroe, but we can listen on the Internet to him delivering a sermon in Ghana, Africa. And as our political leaders meet, in the House of Parliament, or in the Senate, we voters are there with them, live. We listen, impressed, to their learned debates about issues that impact our communities, we watch, amused, as they succumb to fatigue 35
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and doze off, and we stare, distressed and disappointed, when common sense disappears and they engage in physical brawls.

Moreover, technological advances now allow us to shop from the comfort of our home, making immediate deals and purchases to our pockets' (or credit cards') content. Without venturing outdoors, we are able to shop across the street, downtown or across the world. There is money to be made and bargains to be had in France, Egypt, India and China. This kind of technology means that, with a few clicks on a computer, that Bahamian daughter studying in London can be sent a lovely outfit ordered from a department store a few miles from her residence, and chosen from among a wide selection the sender is able to view by "virtually" walking down the aisles in the store before making his or her choice. 45 50

While we are speaking of walking, let us consider how technology has increased the options of those of us who intend to stroll down the aisle of matrimony. There are now hundreds of dating sites on the Internet, where millions of people are searching for that "special" person with whom to spend the rest of their lives. We may find our future husband in Hungary or our bride in Bermuda, without ever setting foot in their country. 55

Even those of us interested in physically walking our way to fitness, can do this at home using the wii, or one of many television exercise shows, with instructors staring intently in our eyes as they exhort us to burn off that fat. And even if we opt to go for a jog on the treadmill, we can entertain ourselves while exercising by watching the television that is built into the machine, or listening to music or a story on our ipod. Are our little ones annoyingly underfoot? Then we can send them to another room to play a handheld video game, watch a DVD, read a book on their Kindle or watch one of the hundreds of children's cable television shows available. 60

We must never forget, however, that with the advances in technology come dangers. To describe a few, technology makes what is known as "identity theft" very easy. There are persons who steal and use personal information such as bank account pin numbers and social security numbers that have been carelessly displayed on Internet sites. Cell phone talkers are sometimes oblivious to who is around when they discuss sensitive information and do not realise that their conversations can be recorded and traced. Then there are those predators on the Internet who ensnare young children and teens who wander onto sites which tempt them to gamble, view pornography and establish "friendships" with immoral adults. 65 70

Such are the delights and perils of technology. Yes, it brings convenience and freedom to our lives in numerous ways. However, we must never lose sight of the fact that we have the freedom to reject this freedom. 75

In answering the questions below, you should write as far as possible in your own words and your responses should be based on the information presented in the passage. You should spend approximately one hour on this section.

3. Based on information presented in the passage, explain the conclusions that can be drawn about the distinct ways in which people's lifestyles were different, and/or even limited, before our society became a highly technological one.

Use no more than 200 words.

[12]

4. You are a keynote speaker addressing a group of twelfth graders at graduation. Write the speech you make in which you seek to prepare them for the world they will enter after graduation, by reminding them of the different ways in which they are free and explaining the responsibility/responsibilities that come with each.

In your response you are expected to:

- (a) present ideas based on information from **BOTH** passages;
- (b) include one or two ideas of your own.

[16]

[Paper Total Marks 52]