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ENGLISH LANGUAGE**PAPER 1 – CONTINUOUS WRITING 1310/1**

Friday 17 MAY 2019 **9:00 A.M.–10:10 A.M.**
(1 hour plus 10 minutes
reading and planning time)

Additional materials:
Answer booklet

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. Write a story which includes the following sentence: "Although he was a tower of a man with huge hands, the rock did not budge when he attempted to move it".
2. Describe an event that led to sirens disrupting the tranquility of the day. Be sure to include a variety of sensory details in your response.
3. Many young people in The Bahamas combine their education with a part-time job. Explain some of the problems that this may cause.
4. Write a story which includes the following sentences: "As the lights in the auditorium dimmed, a feeling of delight washed over me. I would never have guessed that it would be replaced with disappointment."
5. Recently it has been suggested that there should be a night-time curfew law for school-aged children in The Bahamas. Do you agree or disagree? Give reasons for your opinion.
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 should **NOT** write a poem.

The birds they sing, at the break of day
Start again, I heard them say.
Don't dwell on what has passed away
Or what is yet to be.

From "Anthem", by Leonard Cohen

7. You have been asked to stand in for your favourite administrator for one day. Describe your experiences, being sure to include a variety of sensory details in your response.



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

Your composition may be directly about the subject of the photograph or take some suggestions from it. There must be some clear connection between the photograph and your composition.

(a)



<https://www.google.com/search?q=bahamian+caves&client>



(b)



https://media4.s-nbcnews.com/i/newscms/2015_40/795811/today-college



1310/2b

BGCSE

School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

PAPER 2 – AURAL COMPREHENSION
CANDIDATE'S COPY 1310/2b

Tuesday **9 APRIL 2019** 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 11 printed pages and 1 blank page.

PART ONE

You have just heard a recording called "Don't Be Rude", in which two guest speakers address members of a high school club called "The Character Counts Cadets", discussing several types of rude behaviour.

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. Details about Mrs. Morris' role in the Character Counts Cadets Club and the method she uses to direct the members to the special meeting

2. (a) Dr. Musgrove's comments about a recent survey on rudeness in The Bahamas

-
- (b) The comparison Dr. Musgrove makes when talking about the results of the survey



3. Factors that Dr. Musgrove says often lead to rude behaviour

4. Examples of rude behaviour that Dr. Musgrove declares very young children often display

5. Ways in which some adults are rude when in public places



6. (a) Specific details concerning a belief Dr. Musgrove has about **one** of the character cadets at the session, and how he is corrected about this belief

- (b) Specific details concerning a belief Dr. Musgrove has about **all** of the cadets who are Bahamians

7. Specific details about William Smith's response to the way in which some people chew their food, and the **tone of voice** he uses when making these statements



8. Examples both guest speakers give of rude behaviour that is also dangerous

9. Methods used by the guest speakers to capture and hold the attention of the audience

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 responsibility does Mrs. Morris have in the Character Cadets Club, and what method does she use to direct the members to the special meeting in the library?

[2]

2. (a) Dr. Musgrove mentions a recent survey on rudeness in The Bahamas. What were the specific results of this survey?

[1]

- (b) To what does Dr. Musgrove compare the rate of rudeness in The Bahamas, and why does he make this comparison?

[2]



3. What are **THREE** major factors Dr. Musgrove says often cause people to be ill-mannered?

[3]

4. Identify **ONE** example of rude behaviour of a very young child that, according to Dr. Musgrove, also reflects the parents' lack of courtesy.

[1]

5. Explain **ONE** way in which some adults display rude behaviour in stores or shops when a bill is being paid.

[2]



6. (a) What does Dr. Musgrove assume about one of the cadets at the special meeting and in which way is he corrected?

[3]

- (b) In talking to the cadets, Dr. Musgrove claims that all Bahamians participate in certain types of rude behaviour. Identify **ONE** of these generalisations that Dr. Musgrove makes.

[1]

7. Identify the tone of voice that William Smith uses when he comments on the way in which some people chew their food. Then quote **TWO** of his words or phrases that help to convey his attitude towards such behaviour.

[3]



9. Identify **THREE** techniques the guest speakers use to capture and hold the attention of the audience. Place your ideas in the chart that follows, supporting each one with details from the recording.

TECHNIQUES/METHODS	SUPPORT

[6]

TOTAL MARKS [30]



ENGLISH LANGUAGE**PAPER 3 – WRITTEN COMPREHENSION
& DIRECTED WRITING 1310/3**

Tuesday 21 MAY 2019 9:00 A.M.–11:10 A.M.
(including 10 minutes
reading time)

Additional materials:
Answer booklet

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
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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.

Read the following passage carefully before you attempt any questions. In it, Sir Sidney Poitier, an internationally renowned actor, director and writer, tells of moving from Cat Island to New Providence more than eighty years ago.

LIFE IN NEW PROVIDENCE

When in the mid-1930s the United States placed an embargo on the importation of tomatoes from The Bahamas, my father, Reginald Poitier, and his fellow tomato farmers on Cat Island searched frantically for another market for their crops, but found none. Reginald made the hard decision to leave Cat Island and try to find work in Nassau, the capital of the islands. My mother and I made up the advance party he sent on ahead to find a house for the family. As we sailed away, I kept looking back at Cat Island until she disappeared. 5

We sailed all that evening and into the next day, until someone called out, "There's Nassau!" I gazed at the hazy outline of an island. As we got closer to it I could make out beetle-like objects in motion, scurrying about at great speed. With eyes wide, I stepped ashore into this fascinating big city with people – cars – electricity – and other things I had never seen before. My mother scraped up some coins and bought me an ice cream cone. It looked like mashed potatoes to me. I bit into it and the shock was overwhelming. I almost fainted, it was so cold. 10

We stayed with friends for a few days, until my mother came upon a place consisting of three rooms on Ross Corner, near East Street. My father arrived with the rest of the family and immediately began looking for work, but the job market was tight and for several months he had no luck. During this time my mother "beat rock", cracking huge stones into pebbles in the hopes of selling them to builders to be used in cement mixture. She earned an average of twenty cents a day. There were ten of us – my sister Teddy and her husband and their two children, my father and mother, and my three brothers and myself. 15

Then my father finally found a job as a manager in a bicycle shop and kept that job for three years. Unable to find another job, this fifty-nine-year-old displaced farmer tried unsuccessfully to return to the soil. He claimed "Squatter's Right" to some government-owned land. With no more bat excrement at his disposal to enrich the poor soil, he was never able to coax from it a crop worthy of his labour. My mother could only rage helplessly against the punishing blows poverty was inflicting on her husband. Her only comfort was that she knew that he would die before he would live one day without his pride, and she loved him for it, because that quality in him strengthened her and kept her going. 20 25

Indeed, at times she knew better than he how rough things were. She was the one who had to go to the stores, and going to the stores meant taking money with her. Her new neighbours did not exchange corn for peas, or papayas for sugar apples. When sickness came, they bought medicine from a pharmacy, the medicine that probably originated from the free age-old root medicines. Sometimes in a quiet moment, Evelyn Poitier would allow her mind to wander back to Cat Island. Free living. Happier times, in a place where her husband had built their first house with his own hands, stone by stone, working by torchlight into the night, fashioning almost exclusively from material supplied by nature, a home for his family. 30 35

In the thirteenth year of my life, I quit school, working as a waterboy to several hundred pick-and-shovel labourers digging a 40-foot-wide, 25-foot-deep, 2-mile-long ditch from the ocean through what is now known as Paradise Island. Afterwards, I went to work in a wholesale warehouse where I stacked hundreds of bags of flour, sugar and rice, each weighing up to 125 pounds. There I developed a classic pattern on my buttocks and shoulders of the stretch marks that are usually associated with pregnant women. Also, a swollen varicose vein curled itself around my lower leg between the knee 40

and the ankle. I hung in there for several months, although I was obviously not yet man enough for that kind of job.

Before my thirteenth year slipped away, I went to work for the United States government, which had been given permission to build a military airbase in Nassau, using mostly Bahamian labourers. I fell in love with a beautiful girl named Dorothy. And I lost my best friend, Yorick Rolle, to the prison system of The Bahamas. Poor Yorick had been sent to reform school for stealing a bicycle on a day I was supposed to be with him and just by chance wasn't. On that rare day we were separated for no more than a few hours, – time enough, however, for fate to set new courses for us that would lead to Yorick being dead before thirty, and me... well, we shall see.

My father, on hearing of Yorick's difficulty, said, "There but for the grace of God goes my son – I must get him off this island." Since I was an American citizen, due to my Miami birth, he thought his hard-headed, restless son might at least have a chance not to wind up in reform school. He wrote to my brother Cyril in Miami, saying, "Your mother says it's time for him to leave. I agree. He has no life here, so we would appreciate it if you could help us get him off the island." My brother responded positively, although more than a year would pass before I was actually to leave.

In the interim – no more than a month after Yorick's downfall – I was arrested for stealing corn. With several co-conspirators, I raided a cornfield. We carted off several sacks of succulent ears of corn deep into the woods, where we built a bonfire, roasted them, and feasted for hours. Of course, the police and the angry farmer were able to march directly to us. Locked away in a cell at the police station, we waited for our parents to arrive with the ten shillings necessary to get us out. My father couldn't raise the money that night and had to wait until the next day to borrow it from somebody, so I spent the night in jail. That was terrifying, especially since all the others had been bailed out by their parents. I began to wonder what it was like for Yorick in reform school, and I got really, really scared.

The next day I was taken to the judge's chamber, where my father paid for the corn, again with borrowed money. On the way home he said, "You know, boy, I can't run after you anymore. I'm getting on in years and you seem determined to get into trouble. ... you were born in the United States and we want you to go back there. You will have a chance to go to school and make something of yourself. In the meantime you have got to – you hear me, boy? – you have got to toe the line or you'll never make it back to America. You hear me, son? You hear me?"

However, my playful mischief escalated to petty larceny. Nassau was different from Cat Island, where theft was practically unknown. In Nassau, it came close to being a survival tool. But I had a devil-may-care attitude. I knew that if I got caught at some of my stunts, I was gone. Yet I continued my wicked ways.

One day I walked to the far eastern end of the island to see my friend Yorick in reform school. They had shaved his head and put him in a little dark-blue uniform, and he could never come home for four years. That place was scary as hell, yet it was only the junior jail, not the forbidding grownup prison where my older brother Cedric was sent to live out a gargantuan sentence for a flea-sized crime. My friend Yorick said he was glad to see me and I believed him. He tried to impress me with his casual, cucumber-cool attitude, but I could tell from the hurt in his eyes how vulnerable this experience had left him, how, inside, the real, insecure little boy Yorick was crying. I smiled and made nonsensical small talk, but the expression on Yorick's face told me he was looking at the real me, being glad that it was him and not me in this awful reform school. –

That place Nassau was not good for raising tomatoes or children. But, to shift to a lighter ... subject, I told my sister Teddy that I was going to Hollywood to be a cowboy. I was transfixed by their every move in the films I watched in Nassau's segregated theaters. Hearsay had it that all the actors worked in a place called "Hollywood" where they rode around on horses, branded cows and

had gunfights. I was going to be a cowboy because I liked working with cows. I just thought you worked with cows in Hollywood. Teddy's straight face dissolved into a smile before she responded with, "When are you going to do this?" I said, "When I go back to America."

90

Teddy, whose true name was Verdon, was a lovely lady, the freest spirit of all the Poitiers. She was an independent woman, a very sturdy woman, tall like me – weighing about 160 pounds – a joyous life-lover who would dance barefooted in my mother's kitchen. At other times, she would sing the old songs of Cat Island until my mother and father joined in with hand-clapping and foot-stomping. She stirred their memories of happier times and brought laughter to us all. But one day she took sick. Finally, they put her in the hospital and when she was down to 100 pounds, they discovered that there was some failure of a vital organ. My father and mother went to the hospital every day and were finally told that the deterioration of the vital organ was such that it was not possible for her to survive it. So they sent her home.

95

My father knew of an old bush medicine man who lived on another island, and he sent for him. The man came to Nassau, was met at the boat, and brought to our home. He saw my sister alone, sitting silently by her bed. When he came out, he asked my father what the doctors had said it was. He went away for two days and when he reappeared he had a bag full of roots and leaves and told my mother to bake them slowly, in order that they be completely parched, so they could be ground to powder. Then, she was to make tea for my sister to drink, and a designated amount of this powder had to be sprinkled on her food morning and night. My father paid him with money he had scratched together for this purpose. My sister Teddy was on her feet within a month. She was back to 160 pounds within the year. She got a job as a domestic in Syracuse, New York. She stayed there for ten years, and then there was a recurrence of the illness. But that old man had fixed her up and she lived ten years. And she had a terrific life.

100

105

110

I was by that time at Universal Studios, making a film called *Red Ball Express*. Yes. On a January morning in 1943, when I had been fifteen, I had left the house and was on my way to America. Before I left, my mother stood me before her. She looked deep into my eyes. After a long silence she smiled, touched my face and finally, as tears began to well up in both of us, turned me away from her and gently shoved me out the door.

115

Once my father and I arrived at the dock, he introduced me to a couple of the crew members and said they were going to be looking out for me. I stepped on board the passenger steamer called *Ena K*, and felt as if I had stepped away from my first fifteen years, leaving them all behind. As I turned and looked at my father, he looked the way an eagle must at the moment of turning its young out of the nest. Painful though it is – it has to be done. Cyril had sent my father ten dollars to cover travel documents and incidentals. The remaining three dollars was squeezed into my hand just before I sailed, and Reginald Poitier, my father, sent me out into the world with these few simple words – "Take care of yourself, son."

120

*Adapted from This Life @ 1980 Sidney Poitier
Ballantine Books*



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. Which **ONE** of the following words best defines the word “embargo” as it is used in line 1 of the passage?

A. check
B. increase
C. ban
D. expansion [1]

2. In paragraph 1, the narrator says he kept looking back “until she disappeared”. The word ‘she’ is referring to:

A. the author’s mother;
B. the advance party;
C. Nassau;
D. Cat Island. [1]

3. Which one of the following was already familiar to Sidney Poitier upon his arrival in New Providence?

A. automobiles
B. mashed potatoes
C. ice cream
D. electricity [1]

4. The police and the farmer quickly located the boys who had stolen the corn because:

A. the thieves had left a trail of corn kernels and husks behind them;
B. one of the co-conspirators betrayed the others by confessing;
C. they were alerted by the smoke and the smell of the roasting corn;
D. the boys had a record with the police for being troublemakers. [1]



5. Which of the following words best describes the mood of paragraph 13, beginning "*That place Nassau was not good for raising tomatoes or children*"? (line 84)
- A. humorous
 - B. depressing
 - C. sarcastic
 - D. aggressive
- [1]
6. (a) What evidence is there in paragraph 2 to support the claim that the individuals on the mailboat were far away when they first spotted Nassau? You may quote but must explain the quotations. [2]
- (b) Quote a three-word phrase from between lines 65 and 83 that reflects young Sidney's belief that the theft of the corn was just a prank and nothing serious. [1]
7. Explain your understanding of the expression "**to live out a gargantuan sentence for a flea-sized crime**" (line 78-79). [3]
8. The author tells us quite a lot about his father, Reginald Poitier. Write a paragraph of no more than 150 words in which you provide **FOUR** of Reginald Poitier's character traits. Be sure to support your ideas with information from the passage. [8]
9. Using no more than 180 words, write a paragraph in which you state specifically how Evelyn, Sidney's mother, *and* Teddy, his sister, supported the family in times of financial and emotional difficulties.
- Remember to use your own words as far as possible. [10]



10. Write a newspaper article in which you report the unfortunate negative effects of poverty on some Bahamian families during the 1930s.

Your newspaper article should be no more than 400 words and should be based on information from the passage. [16]

When writing the article, **BE SURE TO**

- (i) demonstrate a sense of audience – use an appropriate tone
- (ii) use the third person (he, she, it, they, themselves, etc.)
- (iii) clearly convey the purpose of the newspaper article
- (iv) provide support for points – move beyond merely listing points by exploring at least four *specific negative* ways in which some Bahamian parents (mothers and fathers) were affected by the poverty they endured in the 1930s, and at least three *specific ways* in which their children suffered as a result of the family's low income status.

PAPER TOTAL MARKS [45]



ENGLISH LANGUAGE**PAPER 4 – EXTENDED COMPREHENSION
& DIRECTED WRITING 1310/4****Friday 24 MAY 2019 9:00 A.M.–11:30 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.****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, and then answer the questions that follow. In it, the narrator recalls his first day at work in the coal mines in a Welsh town during the nineteenth century. Coal, which is burnt primarily for the production of electricity and heat, is extracted from the ground by coal mining. You should spend no more than one hour on this section.

My brother, Ivor, came off the day shift and told me to get ready to go to work the next morning with him. I was perspiring with excitement to get my clothes ready, but nobody said a word in the house. Not a word. But the way they all said nothing, said more than if they had all climbed up on the roof to shout it over the valley.

Next morning at quarter to seven I called at Ivor's house. My mother came with me as far as their door, but with no more fuss than if I had been going to school. I had my lunch can, and my side pocket was heavy with five candles. 5

"Ready?" Ivor asked me, and Bronwen gave him his can.

"Yes," I said.

"Well," said my mother, "another one off, then. Goodbye, now," she said, and kissed me. 10
"Ivor, look after him, now."

"Yes, Mama," he said. "Goodbye. And goodbye, Bron."

"Goodbye," said Bron, with a touch of a kiss for me.

And off we went, and my mother went quickly inside.

All the way down the Hill I got good mornings from the boys and girls, all looking at me with smiles as though to say, you wait; you shall know you are alive in a couple of minutes. To the men, of course, I was only another boy starting to work, so only a few of them nodded, or gave me a tap on the back. 15

Going into the 'pithead, I felt something moving in my belly, and heat in my head, and lightness. The 'cage was a box made of thick planks, bolted together on a steel frame, and the floor inches thick with dust, and sounding like a big drum. David Bando and Cyfartha came running to get into the cage and squeezed in before the gateman locked up. David saw me looking at him through the elbows of the men in front of me. 20

"O," he said, short with breath, "you, is it? A bit of work, now then?"

"Yes," I said. 25

And the ground fell from underfoot, and we dropped, with a scream from the wind, into darkness, so dark that you thought you saw lights, and your knees were loose and bent.

Hundreds of times I went down into the pit, but I never got over the drop of the cage.

For a moment you would swear you were blind. Then terror put sharp teeth in you.

For hour after hour we seemed to be there, waiting, and the air growing cold, but still dark, black, worse than night, and our feet barely touching the falling floor, until it felt as though we were standing in the middle of midnight with our knees bent ready to jump into morning. 30

Then the scream dropped and dropped, and the floor became firmer to the feet. The air was warmer and carried with it the salty stench of raw coal. Light came to us, and breath and savour of life came to me, and gratitude, hotter than fire in me, for the gift of sight. 35

"Come," said Ivor, when the gateman opened up.

I followed him through the arched brick of the bottom parting, and down the main heading



¹the top of a mining pit, or coal shaft
²an elevator carriage

that was noisy with trains, and the singing of men working on them. The main heading was only wide enough for the ³trams to pass, with clearance for walking on both sides, and about nine feet high with lamps every few feet to give dirty, yellow light. 40

We walked a good way among crowds of men until Ivor turned up into a little hole in the wall, bent double.

"Come on," he said, smiling. "Mind your head."

Up this pitch-black little tunnel we crawled, head almost to knees, and then Ivor stopped, and threw his pick down. 45

"Right," he said. "Light your candles and I will show you what is next."

So off came our coats and waistcoats and shirts, and I lit a couple of candles and stuck them, in their iron holders, into the prop for the roof. There was so little air that the flames went to six inches with them, and pretty they were indeed. 50

"Now then," Ivor said, "I will cut the coal, and you will push the lumps down the chute. Then go down and load all you find down there into my tram."

"Yes, Ivor," I said.

"Right," he said, and his pick punched deep into the seam of coal.

So I started to work.

Ivor was a good workman, quick with his pick, untiring, and stopping only to move ⁴slag that fell when the coal was loosened. When he stopped, I stopped, but not to stop altogether, for we piled the slag against the sides and packed it tight to act as a prop for the roof. 55

For hour after sweating hour, bent double, erect only when we were flat on our backs, we worked down there, with the dust of coal settling on us with a light touch that you could feel, as though the coal was putting fingers on you to warn you that he was only feeling you, now, but he would have you down there, underneath him, one day when you were looking the other way. There was always a fear in me, down there, that I never lost. 60

I always seemed to hear a voice in the heavy quiet, beyond the punch, punch, punch of Ivor's pick, and the rolling echoes of coal sliding down the chute. And I always thought I saw a face in the glitter of the coal seam, and never mind how much Ivor cut from it, it always seemed to be there. 65

The muscles of the belly might feel to be tearing apart long before the end of the day, so bent we were. Ivor would kneel, lie on his side, stand sideways and bent, or on his back, with sweat making his skin into black silk, but never with a pause, never a stop, till it was time for eating, or a swill of tea to take the coal dust from the throat. I knew well, even on the first day, where David Mundo had got those muscles in the belly. 70

And, O, what joy it was to come up in the cool air of night after hot hours in the light of candles, light that crawled with dust that sometimes shone. Then I knew, and knew with thanksgiving, why we sat on doorsteps when the sun was out. It was only to be quiet, and to rest aches, looking at clean light, feeling the blessing of the sun, free, for a couple of hours, from the creeping touch of the fingers of coal. 75

Up the Hill, among the crowds on the shift, I passed other boys I knew without a nod from them, and was surprised, until I remembered the top skin of coal dust that covered me from head to foot and hid me from them.

I bathed with Ivor in his and Bronwen's backyard, for there were more than enough in ours already - my father and my older brothers, Ianto, Davy and Owen. Bron took the brush and scrubbed 80



³low four-wheeled carts used in coal mines
⁴Slag - waste material produced when coal is dug

my shoulders, and then lathered with her hands and swilled water over me. Then Ivor came to bathe and I went down to my home.

"Well," said my mother, with a frown and a smile, "you are ready for your dinner, are you?"

"Yes, Mama," I said.

"Did you have it hard, my little one?" she asked me.

85

"No, Mama," I said.

"Good," she said. "Sit, now, and eat plenty."

Adapted from "How Green Was my Valley"
by Richard Llewellyn, 1940

Your response 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. You should spend approximately one hour on this section.

1. Using stated and implied details from the passage, what reasons are there to suggest that the narrator is a child? Use no more than 150 words in your response [10]
2. How does the writer use a variety of stylistic and language devices to portray his experiences and thoughts on his first day of work? In your answer be sure to identify specific techniques, provide examples and comment on the effect each one has on the reader. [14]

SECTION B

Read the following passage carefully, and then answer the questions that follow. You should spend no more than one hour and ten minutes on this section.

Child Labour

No single definition really explains what "child labour" is. Child labour generally refers to both paid and unpaid work and activities that are harmful to children. Additionally, it violates their rights and endangers their lives. These children are frequently verbally and physically abused. Another popular definition of child labour is any work that is mentally, physically, socially and morally harmful to the health and safety of children. Whether particular kinds of work can be called "child labour" depends, among other things, on the child's age. It also depends on the type, hours and conditions of work performed. 5

Not all work done by children should be called child labour. When children participate in work that does not affect their health and personal development or interfere with their schooling, it is generally regarded as being something positive rather than abuse. This includes activities such as helping their parents around the home, completing homework, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's social and moral development, and to the welfare of their families; they provide them with skills and experience, instill in them the value of work at a reasonable age, and help to prepare them to be productive members of society during their adult life. Therefore, rather than being used to describe a child being forced to do chores or some other normal childhood occupation, child labour refers to a child being compelled to work at a job which is normally done by adults. 10 15

There are significant differences between the many kinds of adult work that numerous children are forced to do. Some of this work is difficult and demanding, while other kinds are more hazardous and even morally unacceptable. For example, child labourers dig for diamonds in South Africa, and children as young as six years old work in the diamond mines in Mali. Young girls in Morocco work as domestic labourers, twelve hours a day, seven days a week for about \$11 a month. In Pakistan, children toil in factories, operate heavy machinery and sharp, cutting instruments that pose major threats to them, manufacturing everything from soccer balls to footwear, clothing to glass, rubber, nails, cement and artificial flowers. Through threats of violence, child soldiers are recruited in countries like the Congo, Colombia, and Sri Lanka. More than two million children are trafficked and sexually exploited globally every year. Child soldiers and prostitutes are extreme forms of child labour frequently involving children being sold into slavery by parents who cannot afford to keep them. Separated from families they are left to fend for themselves on the battlefield or on the streets. 20 25

Victims of child labour often experience extreme difficulties with education. Every day, millions of children do not go to school. This is often a result of the practice of child labour. Studies have shown a relationship between low school enrollment and increased child employment. Some of the most severe barriers to education are those associated with schooling problems. Many times children seek employment because there is no access to schools. This is often because they live excessive distances from schools or there is no school at all. When there is access, fees are exorbitant and many parents can ill afford to pay them. 30 35

Sometimes schools are no more than dilapidated, single-roomed overcrowded buildings. Textbooks are limited and there is insufficient furniture. All of this seriously restricts learning. Additionally, these problems are exacerbated by inadequate sanitation and apathetic or inadequately trained teachers. As a result, some severely impoverished parents find no use in sending their children 40

to school, when they could be home learning a skill not offered by schools and supplementing the family income. A major reason India has the largest juvenile workforce is because 82 million children are not in school. The result is that only a minority get a quality education.

Most of the time, it is the parents who decide whether or not their children are forced into employment. Research indicates that children make their own decisions to work only 8 percent of the time, usually because parents are unable or unwilling to take care of them. In fact, a possible reason parents in developing countries have children is because they can be profitable. Although children are not well paid, they still serve as major contributors to family income in many developing countries. For example, minors in Paraguay contribute almost a quarter of the total family income. 45

How can countries combat the problems associated with child labour? They can ensure that a number of agencies actively work to protect the country's youth. For example, in The Bahamas, the Ministry of Education and the Departments of Labour and Social Services play an important role in identifying and preventing child labour. The Constitution of The Bahamas legally gives children the right to compulsory free education up to the age of sixteen years. Yet a number of parents, through lack of concern for the future of their children or low socio economic conditions, keep their children of compulsory school age at home. However, through the Ministry of Education, children's attendance at school is monitored and penalties are imposed upon parents and guardians who disregard the law that requires children to be in school. The Department of Social Services is responsible for identifying and reaching out to children at risk whose rights have been violated. Within the Department of Labour, the Labour Inspectorate monitors, detects and reports child labour. Sadly, not all countries enforce these measures. 50 55 60

Ultimately, school represents the most important means of drawing children away from the labour market. School provides children with guidance and the opportunity to understand their role in society. However, too many parents will not keep their children in school if they are experiencing economic hardships. Consequently, along with attention being paid to fixing previously mentioned deficiencies in the education system of many countries, schools must be virtually cost-free, serve food supplements, and make the quality of education worthwhile for children to attend, in order to make up for lost earnings and offer young people a successful future. 65

Millions of children worldwide are child labourers. Therefore, they are essentially robbed of their childhood and innocence. A caring world must place greater pressure on factory and mine owners, sex and labour traffickers, industrial and agricultural farmers to cease this abuse. Persistent consumer boycott and legal prosecution will bring most of the abusers in line. The problem of child labour must be addressed in a straightforward and relentless way. 70



3. The passage speaks of removing specific deficiencies in the education system of some countries as one way of combating child labour. Explain what the passage tells us about these deficiencies, using information from between lines 30 and 73. You should use no more than 150 words in your answer [12]

4. As a member of the Speech Club, you have been asked to deliver a speech to your school about the many difficulties experienced by young people who are the victims of child labour.

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 about difficulties experienced by young people who are the victims of child labour.

[16]

PAPER TOTAL MARKS [52]

