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ENGLISH LANGUAGE

PAPER 1 – CONTINUOUS WRITING 1310/1

Thursday

14 MAY 2020

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
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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.

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 that includes the following sentences: "That's it!" she moaned. "I don't care how special a pet it is! Get rid of it today!"
2. Describe a backyard party that was interrupted by the arrival of uninvited but entertaining guests. Be sure to include a variety of sensory details in your response.
3. Explain **THREE** of the ways in which young people alter their bodies, and discuss the problems this may cause.
4. Write a story that includes the following sentence: "Sitting on the front steps of my home was a woman, wearing a soiled dress and cuddling a baby on her lap."
5. "Violence can never be justified." Do you agree or disagree with this view? 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.

I toiled, battling temptations,
With the help of God,
To properly father you,
To feed and clothe you,
Send you to school,
But most of all – to give you love.
To spare you pain,
I toiled in vain.
I toiled in vain.

Adapted from a poem by Tyrone G. Sawyer

7. You have just been on a school field trip to a polluted beach. Describe your experiences while there, 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)



© Superstock/Alamy

(b)



<https://hashtagmedia.co.ke>



End]

School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

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

Tuesday **31 MARCH 2020** 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 9 printed pages and 3 blank pages.

PART ONE

You have just listened to a young high school graduate called Tasha conversing with Dr. Evans, who is a veterinarian, about raccoons.

Make some detailed notes on the **EIGHT** 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. The purpose of Tasha's visit to Dr. Evans, the veterinarian

2. Why Tasha selected Dr. Evans

3. Ways in which many raccoons lose their lives



4. Details about the appearance of raccoons

5. Ways in which raccoons use their paws



6. (a) Questions Tasha asks that make Dr. Evans laugh

- (b) Reasons that Dr. Evans gives when he suggests it is unwise to behave as Rosie Kemp did

7. The kind of person Tasha seems to be from her conversations with Cynthia the receptionist, and Dr. Evans



8. Methods/Techniques used in the recording to keep the conversation interesting and entertaining

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

[Turn over



BLANK PAGE



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. For what purpose did Tasha visit Dr. Evans's office?

[1]

2. What led Tasha to choose Dr. Evans rather than another veterinarian?

[2]

3. Give **TWO** specific reasons for the decrease in the number of raccoons over the years.

[2]

4. Other than their human-like paws, what are **FOUR** physical features of raccoons?

[4]

[Turn over



5. Give **THREE** specific ways in which raccoons use their paws **without** destroying anything.

[3]

6. (a) Dr. Evans says, *"That's a great question, Tasha, and I know exactly what you are thinking."*

What was Tasha most likely thinking about?

[1]

- (b) What are **FIVE** reasons why raccoons should remain in areas that are uninhabited/unpopulated by humans?

[5]



8. Give **THREE** methods/techniques used in the recording to make the conversation between Dr. Evans and Tasha interesting and entertaining. Place your ideas in the chart below, supporting each one with details from the recording.

METHODS/TECHNIQUES	SUPPORT

[6]

TOTAL MARKS [30]

End]



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ENGLISH LANGUAGE

PAPER 3 – WRITTEN COMPREHENSION & DIRECTED WRITING 1310/3

Monday **18 MAY 2020** 9:00 A.M.–11:10 A.M.
(including 10 minutes
reading 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.

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.

ENTERTAINMENT

A popular definition of entertainment is any activity that allows people to occupy themselves in their free time, providing pleasure and laughter. Mind you, some types of entertainment have a serious purpose. Entertainment may also be a way of growing intellectually or gaining insight into a problem. However, it is more likely to be one of the activities or events that have developed over thousands of years specifically for the purpose of holding an audience's attention by providing fun. 5

Because both adults and children face problems almost every single day, **entertainment is said to be an essential human requirement, as it provides relief from the stresses of life.** Individuals may create their own entertainment, participate actively in something they find entertaining or watch rather than take part. Types of entertainment exist in all cultures, and in modern times there is actually what is called the entertainment industry, which profits from recording and selling entertainment products. 10

Storytelling, the ancient ability to communicate events and experiences, using some gestures but mainly words, was a major way in which people passed on their cultural values, traditions and history from one generation to another, from mouth to ear. The storyteller may have sung or even danced, but the audience was mostly captivated by the spoken word. Although it has changed from its early forms, storytelling is still a very powerful way of entertaining an audience. For example, stories can be heard around a camp fire or when listening to the folktales of another country. Bahamian children are still delighting in Anansi and B'er Bookie folktales, and our tour guides have received generous tips from tourists for such stories. 15

Most story-telling is live entertainment, which involves performing before an audience. Live performances include comedy shows, theatre, music, dance and the circus. Audiences generally show their appreciation of a live performance with applause. However, all live performers run the risk of failing to hold their audience's attention. Audience dissatisfaction is often **brutally honest**. One comedian recalls an experience he had with a live audience in this way: "The audience wasn't feeling me. Some were talking; others were stony-faced. The AC was piping cold but I was sweating. Then a drunk threw his drink at me, which I received full force, right in the face. It staggered me and when the audience started laughing at me, I walked off." 20 25

Although most forms of entertainment have continued over time, some once-popular forms are no longer acceptable. During earlier centuries in Europe, watching or participating in the public punishment or humiliation of criminals or social outcasts was an accepted and popular form of entertainment. Passersby were allowed to spit upon, throw rotten food at or even strike these individuals. Both corporal and capital punishment, carried out in public as a warning, were also regarded partly as entertainment. Today, those who care about human rights see them as an offensive way of amusing oneself. 30

Certainly no sensible person would allow children to watch public punishment as entertainment. Children's entertainment is usually built around play. Many of their games are played outdoors, such as hide-and-seek, spinning tops, jumping rope, ring play, hop-scotch and piggyback riding. These have remained favourites over the centuries. Playing games outdoors also helps children to develop physically, intellectually and emotionally. However, in the 21st century, much entertainment is available for children on television, smart phones or the internet for private use. The amount of time spent by children indoors on screen-based entertainment has led to the collapse of children's interaction with nature, which has been harshly criticized. 35 40



Despite this criticism, people usually sing the praises of the Internet and other forms of mass media. Mass media refers to everything from the internet and cell phones, video games, social networking sites and apps to traditional media like movies, television, radio and print media such as newspapers, magazines and books. It is through mass media that messages are sent to large audiences. For example, through television, and now smart phones, millions of people of all ages, nationalities and social backgrounds are entertained hourly by reality shows, sitcoms and drama series. They are also entertained by talk shows and news programmes, which keep them informed about what is occurring in the community, country and world. While reading books, newspapers and magazines is no longer as popular as it used to be for gaining information, it is still popular as entertainment. Books are not too costly and they are often reread or traded with fellow book lovers, whether it is a hard copy or an on-line e-book.

Certainly the mass media can stimulate people to change their thinking about personal and social issues in positive ways. Additionally, the mass media can teach people about and encourage them to appreciate the activities, behaviours, values and beliefs that are a part of their culture. On the other hand, some researchers claim that people can become less imaginative or emotionally cold as a result of their exposure to problematic entertainment through some forms of mass media such as television, films, smart phones and the internet. Researchers from the USA National Institutes of Health report that these types of screen-based mass media have a damaging impact on children, leading to an increase in illegal drug use, obesity, violence and low academic achievement.

Films or movies are a major form of mass media entertainment. Sophisticated techniques are used in films to delight and entertain audiences. For example, animation and three-dimensional films (3D) are techniques that appeal to both very young and adult audiences. Technology allows those who are prosperous enough to watch films in a home theatre, creating the experience of a public theatre in the privacy of their home. Some films offer a way of briefly escaping the stresses of life. Others, such as informative documentary films on topics like global warming and child labour, hope to encourage people to respond in more thoughtful ways.

Although music is usually a part of many kinds of entertainment, it is also a universal and popular type of entertainment on its own. Music has many genres, such as opera, classical, jazz, folk, blues, rock, rap reggae and pop music. Since the 20th century, music performances, which were once available only to those who could pay for the performers, can be enjoyed by the rich and poor alike. Live performances, such as concerts, may be held indoors or outdoors. Also, even more listeners are entertained by pre-recorded music and listen privately.

The various forms of dance often reflect a country's culture, can be serious or comedic and provide entertainment for all age groups. Society's attitudes to dancers depend on the country and its history. For example, some societies frown upon male ballet dancers because of their graceful movements, which many regard as feminine, and other societies regard any dancing by women as the most shameful form of entertainment. Regrettably, females who dance to entertain and/or make a living are sometimes labeled and treated as "indecent" women because they reveal their bodies instead of covering them. Other cultures have embraced females in dance, such as folk dance and ballet. This is the case in The Bahamas, where a good number of girls attend dance schools and perform in public. No matter how simple they may seem, nearly all types of dance that are offered as entertainment require a very high level of energy, skill, training and physical fitness. The intensely physical nature of dance also often produces joy for the dancers themselves. Dancing is sometimes called a sport and, like other sports, it has the potential to encourage social interaction and the development of friendships for the participants.

Sporting competitions have always provided entertainment for crowds, who are often known as spectators. Developments in recording and broadcast technology have allowed off-site spectators to watch sports. Consequently, the size of the audience has grown larger and spectator sport has become increasingly popular. Two of the most popular sports with global appeal are football and cricket. International competitions are broadcast around the world as major sources of entertainment for millions of non-players. Aside from competitions that have world-wide appeal, the entertainment value of a sport depends on the country where people play it; sumo wrestling is incredibly popular in Japan, but less popular in other countries. Many youngsters in an audience have changed from spectators to participants because of watching an exciting sport competition. Although boxing is still a very popular spectator sport in a large number of countries, parents are sometimes concerned when their child's choice is boxing; this sport is controversial because of the often brutal violence involved and therefore the possibility of serious injury or even death. 90 95

Humans are not the only performers in the entertainment industry. Animals are watched while they perform a trained routine for human amusement. Animals that perform routines or "acts" for human entertainment include tigers in circuses, dolphins in aquariums, and flamingoes in the world-famous Ardastra Gardens and Zoo in The Bahamas. Numerous youngsters have developed a love for and an interest in working with animals from attending such performances. Animals are also watched when they compete with each other, many of these contests now being regarded as sports. For example, horse racing is a global money-making sport. People find it entertaining to watch animals race competitively, whether they are trained, like horses or greyhounds, or untrained, like crabs. Additionally, animals are sometimes displayed for amusement while they hunt for prey and, unfortunately, are sometimes hunted for entertainment. 100 105

The use of animals for amusement is often controversial, especially the hunting of wild animals. Some contests between animals have become illegal because of the cruelty involved. Among these are blood sports such as bear-baiting, dog fighting and cockfighting in which the "performers" often suffer to the death. Other contests involving animals remain controversial and have both supporters and critics. For example, there is the conflict between opponents of pigeon shooting who view it as "a cruel and idiotic exercise in marksmanship", and proponents, who view it as entertainment. Both fox hunting, which involves the use of horses and hound dogs, and bullfighting, are regarded as uncivilized sport and entertainment. 110 115

For centuries, parades have been popular as entertainment. Parades are held for a number of purposes. They may be serious, such as military parades, when the intention is often to intimidate. Then there are celebratory parades, such as the Junkanoo parades held in The Bahamas, mainly at Christmas, on New Year's Day and during the summer. Bahamians and visitors line the streets to admire the costumes worn by exotic dancers, and to listen to the music of goat-skinned drums, cowbells, whistles and brass bands. These parades have become a national, community and family pastime, with toddlers sitting on their fathers' shoulders, watching their family's favourite groups. Moreover, religious parades, although serious, have some entertainment appeal. On Palm Sunday in The Bahamas, thousands of spectators take to the streets to support the Christian Church. Those on parade are often able to inspire others to join in and the spirit of camaraderie is high. However, parades known as pilgrimages are about an individual's spiritual journey and not entertainment. 120 125

Whether serious or amusing, entertainment is much sought after in life. It makes people happy, and happiness is an important aspect of an individual's health. With the wide variety of entertainment types available today, people have many options. Perhaps the best choices are those that are inspiring or educational, and that encourage people to be successful in an often stressful world. 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 in your answer booklet to indicate the most appropriate answer.

1. In paragraph 1 of the passage, what is the meaning of: “keeping an audience’s attention”?

A. ensuring the viewers are on their feet
B. ensuring the viewers remain seated
C. ensuring the viewers are not harmed
D. ensuring the viewers remain focused [1]

2. The “ancient ability to communicate events and experiences”, discussed in paragraph 3, line 12, refers to:

A. using words in writing
B. using words orally
C. playing music and singing
D. dancing around a fire [1]

3. Which **ONE** of the following is true about most people who own the home theatres mentioned in lines 65–66?

A. They are technologically gifted.
B. They are physically inactive.
C. They are financially well off.
D. They are creatively experienced. [1]

4. According to line 84, ballet and other types of dance require:

A. money and culture
B. beauty and strength
C. talent and instruction
D. decency and simplicity [1]

5. From what we have been told about entertainment in The Bahamas, we now know that Bahamians:
- A. prevent their children from attending public entertainment;
 - B. share folktales with their children and with visitors to the country;
 - C. prefer to watch, rather than take part in types of entertainment;
 - D. are known globally for their annual flamingo racing events.
- [1]

6. Paragraph 2 of the passage (lines 6–11) states the following: “...*entertainment is said to be an essential human requirement, as it provides relief from the stresses of life*”.

Using your own words as far as possible, explain the above quoted statement. [3]

7. (a) Quote the seven-word phrase found in paragraph 6 (lines 35–42), that describes the consequence of children participating in indoor entertainment. [1]
- (b) Using information from paragraph 8 (lines 54–61), identify **TWO specific negative** effects of children being occupied indoors on what the passage refers to as “screen-based entertainment”. [2]

8. Write a paragraph of about 80 words in which you:

- (a) explain the meaning of the phrase, “*brutally honest*”, as it is used in line 23 of the passage when describing the audience’s response to the comedian;
- (b) identify **TWO** implied negative emotions *the comedian* experiences, and briefly explain the reasons why he experiences these emotions;
- (c) identify **ONE** implied negative emotion *his audience* experiences during the live performance, and briefly explain the reason why the members of the audience experience this emotion.

Remember to use your own words as far as possible. [8]

9. The passage discusses a number of types of entertainment that are viewed negatively. Write a paragraph of no more than 150 words in which you identify as many of these types of entertainment as possible and briefly say why they are viewed negatively. Remember to use your own words as far as possible. [10]



10. You are a representative from the Ministry of Youth, Sports and Culture. Write the speech you deliver at a local high school, in which you encourage young people to participate in a variety of types of indoor and outdoor entertainment. In your speech be sure to discuss different ways in which participating in a variety of entertainment activities has a **positive** influence on young people.

Your speech should be no more than 400 words and should be based on information stated in or inferred from the passage. [16]

When writing the speech, **BE SURE TO:**

- (i) demonstrate a sense of audience; use an appropriate tone – persuasive and informative;
- (ii) clearly convey the purpose of the speech;
- (iii) provide support for your content points – move beyond merely listing points by identifying at least 7 ways in which participating in a variety of entertainment activities has a positive influence on young people, being sure to *explain* how they do so;
- (iv) discuss both outdoor and indoor activities.

PAPER TOTAL MARKS [45]

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ENGLISH LANGUAGE

PAPER 4 – EXTENDED COMPREHENSION & DIRECTED WRITING 1310/4

Thursday **21 MAY 2020** 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 8 printed pages.

SECTION A

Read the following passage carefully, and then answer the questions that follow. It is adapted from the short story, "Amigo Brothers", by Piri Thomas. Set in the Lower East Side of New York City, where many boys from this inner city neighbourhood have dreamed of building a better life by winning the New York Golden Gloves, a boxing tournament, the story tells of what occurs when two young friends, boxers, must fight each other if one of them is to win the tournament that marks an amateur's entry into the world of big-time boxing.

Antonio and Felix were both seventeen years old and had known each other since childhood, growing up in Manhattan in the same apartment building. Antonio's fair hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style. Each had a dream of someday becoming lightweight champion of the world.

Every chance they had, the boys worked out together, sometimes at the Boys Club and sometimes at the pro's gym. Early morning sunrises would find them running along the grimy East River Drive, short towels around their necks, and handkerchiefs Apache style around their foreheads. Each had fought many bouts representing their community and had won two gold-plated medals plus a silver and bronze medallion. Antonio had a lean form and long reach, while Felix was short, muscular and a slugger, delivering hard punches. Whenever they had met in the ring for sparring sessions, it had always been hot and heavy. 5 10

Now, they had been informed that they were to meet each other in the division finals, two weeks away – the winner to represent the Boys Club in the Golden Gloves Championship Tournament. The two boys continued to run together. They usually fooled around with a few jabs at the air, slapping skin, and then taking off, running lightly. But even when joking with each other, whether while training or spending time together at each other's home, they both sensed a wall rising between them. 15

One morning, less than a week before their bout, they met as usual for their daily workout. After a mile or so, Felix puffed and said, "Let's stop for awhile, ¹hermano. I think we both got something to say to each other." Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two friends were going to be pummeling each other within a few short days. 20

They rested their elbows on the railing separating them from the river. The sunrise was now creating day. Finally, Felix broke the silence.

"Man... I don't know how to come out with it."

Antonio helped. "It's about our fight, right?" 25

"Yeah, right." Felix's eyes squinted at the rising orange sun.

"I've been thinking about it too. In fact, since we found out it was going to be me and you, I've been awake at night, ²pulling punches on you, trying not to hurt you."

"Same here, ³amigo. It ain't natural not to think about the fight. I mean, we both want to win. But only one of us can," said Antonio. 30

Felix tapped Antonio gently on the shoulder. "I don't mean to sound like I'm bragging, brother. But I wanna win, fair and square."

Antonio nodded quietly. "Yeah. We both know that in the ring the better man wins. Friend or no friend, brother or no ..."

Felix finished it for him. "Brother. Antonio, let's promise something right here. Okay?" 35

¹hermano (er-ma'no) Spanish: brother.

²pulling punches: holding back in delivering blows.

³amigo Spanish: friend.

"If it's fair, *hermano*, I'm for it."

"It's fair, Antonio. When we get into the ring, it's gotta be like two strangers that want the same thing and only one can have it. You understand?" asked Felix.

"Sí, I know." Antonio smiled. "No pulling punches. We go all the way."

"Yeah, that's right. Listen, Antonio. Don't you think it's a good idea if we don't see each other until the day of the fight?" 40

Antonio scratched his nose pensively. "Yeah, it would be better for our heads." He held out his hand, palm upward. "Deal?"

"Deal." Felix lightly slapped open skin.

"Ready for some more running?" Antonio asked lamely. 45

"Naw, bro. Let's cut it here. You go on. After the fight, we can get it together again like nothing ever happened."

The amigo brothers were not ashamed to hug each other tightly. When Antonio jogged away, throwing rights and lefts, Felix watched his friend disappear from view.

The days in training passed much too slowly. Although they kept out of each other's way, they made themselves aware of each other's progress via the ghetto grapevine. 50

The evening before the big fight, Antonio made his way to the flat roof of his apartment building. In the quiet early dark, he peered over the ledge. Six stories below, the lights of the city blinked, and the sounds of cars mingled with the curses and the laughter of children in the street. He tried not to think of Felix. How would the fight tomorrow affect his relationship with Felix? After all, fighting was like any other profession. Friendship had nothing to do with it. A gnawing doubt crept in. Felix, his *hermano*, his *amigo* brother, was going to be just another opponent. To spare Felix hurt, he would have to knock him out, early and quick. Antonio went to sleep, hearing the opening bell for the first round. 55

Up in the South Bronx, Felix walked up some dark streets, deserted except for small pockets of kids wearing gang colors. Despite the fact that he was Puerto Rican like them, they eyed him as a stranger to their turf. Felix did a shuffle, bobbing and weaving, while letting loose a torrent of blows that would demolish whatever got in its way. It seemed to impress them, and they went about their own business. Felix decided to go straight home to bed, where he fell into a fitful sleep with sounds of the gong for Round One. Like his friend, he prayed for victory via a quick, clean knockout in the first round. 60 65

The Saturday morning of the fight, Tompkins Square Park was a beehive of activity. The junior high school across from Tompkins Square Park served as the dressing room for all the fighters. Antonio thought he caught a glimpse of Felix waving to him from a room at the far end of the corridor. He waved back just in case it had been him. 70

The fighters changed from their street clothes into fighting gear. The loudspeakers blared into the open window of the school. Then, waiting time was over. As the two climbed into the ring, the crowd exploded. Antonio tried to be cool, but he turned slowly to meet Felix's eyes looking directly into his. Felix nodded his head and Antonio responded. Then both, just as quickly, turned away to face his own corner. 75

Bong, bong, bong. The roar turned to stillness. "Ladies and Gentlemen, *Señores y Señoras*. Now the moment we have all been waiting for-the main event! In this corner, weighing 131 pounds, Felix Vargas! And in this corner, weighing 133 pounds, Antonio Cruz! The winner will represent the Boys Club in the tournament of champions, the Golden Gloves. There will be no draw. May the best man win!" The cheering of the crowd shook the windowpanes of the old buildings surrounding Tompkins Square Park. 80

At the center of the ring, the referee gave instructions to the youngsters.

"Keep your punches up. No low blows. No punching on the back of the head. Keep your heads up. Let's have a clean fight. Now shake hands and come out fighting." Both youngsters touched gloves and nodded, and then turned and danced quickly to their corners. 85

Bong! Bong! Round one. Felix and Antonio turned and faced each other squarely in a fighting pose. Felix came in fast, head low, half hunched toward his right shoulder, and lashed out with a straight left. He missed a right cross as Antonio slipped the punch and countered with one-two-three lefts that snapped Felix's head back, sending a mild shock coursing through him. If Felix had any doubt about their friendship affecting their fight, it was neatly dispelled. 90

At the end of the round, Felix walked briskly back to his corner. His right ear had not stopped ringing. Antonio gracefully danced his way toward his stool none the worse, except for glowing glove burns, showing angry red against the whiteness of his midribs.

Bong! Bong! Round two. Felix was off his stool and rushed Antonio like a bull, sending a hard right to his head. Beads of water exploded from Antonio's long hair. Antonio, hurt, sent back a blurring barrage of lefts and rights, which Felix returned with a short left to the head followed by a looping right to the body. Antonio countered with his own flurry, forcing Felix to give ground. Antonio, a bit too eager, moved in too close, and Felix had him entangled into a rip-roaring, punching toe-to-toe slugfest that brought the whole Tompkins Square Park screaming to its feet. Suddenly a short right caught Antonio squarely on the chin. His long legs turned to jelly, and his arms flailed out desperately. Felix, grunting like a bull, threw wild punches from every direction. Antonio, groggy, bobbed and weaved, evading most of the blows. Suddenly his head cleared. His left flashed out hard and straight, catching Felix on the bridge of his nose. Felix lashed back. At the same instant, his eye caught another left hook from Antonio. Felix swung out, trying to clear the pain. Only the frenzied screaming of those along ringside let him know that he had dropped Antonio. Fighting off the growing haze, Antonio struggled to his feet, got up, ducked, and threw a smashing right that dropped Felix flat on his back. Felix got up as fast as he could in his own corner. In a fog, he didn't even hear the count but he heard the insane roaring of the crowd. His head cleared to hear the bell at the end of the round. His trainer sat him down on the stool. 100

Round three – the final round. Up to now it had been pretty much even. But everyone knew that this round would decide the winner. This time it was Antonio who came out fast, charging across the ring. Felix braced himself but couldn't ward off the barrage of punches. Antonio drove him hard against the ropes. The crowd ate it up. Felix commenced his attack anew. Antonio jumped in to meet him. Both pounded away. Neither gave an inch, and neither fell to the canvas. Felix's left eye was tightly closed. Ruby red blood poured from Antonio's nose. They fought toe-to-toe. The sounds of their blows were loud in contrast to the silence of a crowd gone completely mute. The referee was stunned by their savagery. 105

Bong! Bong! Bong! The bell sounded over and over again. Felix and Antonio were past hearing. Their blows continued to pound on each other like hailstones. Finally the referee and the two trainers pried Felix and Antonio apart. Cold water was poured over them to bring them back to their senses. 120

They looked around and then rushed toward each other. A cry of alarm surged through Tompkins Square Park. Was this a fight to the death instead of a boxing match? The fear soon gave way to wave upon wave of cheering as the two amigos embraced. No matter what the decision, they knew they would always be champions to each other. 125

Bong! Bong! Bong! "Ladies and Gentlemen. *Senores* and *Senoras*. The winner and representative to the Golden Gloves Tournament of Champions is ... "

The announcer turned to point to the winner and found himself alone. Arm in arm, the champions had already left the ring.



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. In **no more** than 200 words, summarise how the strength of Antonio and Felix's relationship is revealed through their conversations, thoughts and actions. Remember to use your own words as far as possible. [10]
2. How does the writer use a variety of stylistic and language devices to capture your interest in the boys, what they think and say, and their experiences?

You should identify the specific techniques, provide examples and comment on the likely effect of each one on the reader. [14]

SECTION B

Read the following text carefully, and then answer the questions that follow.

Recreation is about activities, pastimes, and experiences which are freely chosen and done for enjoyment, such as sports. The benefits of people having access to facilities that allow them to participate in sporting activities are numerous.

Sports participants have significantly lower body fat, lower blood pressure, and lower resting pulse rates. The physically fit person is stronger, looks trimmer and is less prone to injury. 5

Childhood participation in organized fitness and sports programmes helps people attain higher bone density. They establish a strong health base to combat osteoporosis in later life, and increase their odds of living longer. According to the Department of Statistics, more than 24 per cent of all deaths in The Bahamas are directly related to heart disease. Coronary heart disease, colon cancer and diabetes could be prevented annually if one half of the sedentary people became active on a regular basis. An added benefit is that healthy people enjoy lower insurance payment. 10

Participation in sports makes young people feel good. As a result of this growth in their self-esteem, they operate more effectively and productively in their communities, families and schools. Athletic programmes teach the importance of self-trust and *appropriate* risk taking.

In a recent informal survey, Bahamians reported that they often experience high levels of stress and 59% claimed that they feel intense stress at least once a week. Sporting activities can decrease stress and psychological tensions. Those who exercise regularly are more likely to report that they are happier and less likely to experience depression than those who don't exercise at all. That's because sporting activities allow people to expel energy and emotion not being released in other aspects of their lives. Psychologists have found that even activities such as a walk on the beach give a boost to the immune system that lasts two or three days. Each additional mile walked or run by an inactive person could give him or her an extra 21 minutes of life. 15 20

Physically active older people typically benefit from lower blood pressure, increased muscle strength, joint flexibility, and lower total cholesterol levels than do less active people. The result? Fewer visits to the doctor and therefore lower health care costs. 25

Therapeutic sporting activities involve treatment, education, and recreation services to help people with illnesses, disabilities and other conditions. This therapy often enhances their health and independence. Sporting activities for people with limited physical ability give participants feelings of happiness and improved feelings of confidence, spiritual renewal and success.

Families are the foundation in promoting well-being and healthy development in children. Family bonds are improved by the sharing of leisure time while participating in sports. Families that recreate together tend to be closer and improve their chances of staying together. This is true with both parent-child relationships and married couples. 30

Recent studies into so-called 'latchkey' children suggest young people who go home from school to an empty house may be disadvantaged, and less likely to be active. The good news for working parents is that many recreation facilities provide safe after-school and summer child care through sporting activities, such as swimming, track and field, basketball and soccer. 35

Numerous adolescents who enrol and participate in sporting programmes improve their grades, because research has shown that physical activity is intellectually stimulating and enhances the learning process. Additionally, leaders are trained, developed and nurtured through sporting organizations such as teen clubs, camps and programmes. 40



Recreation encourages social interaction, consequently encouraging a sense of community and eliminating social problems such as loneliness and isolation. Therefore, sporting activities can enhance the quality of life and contribute positively to the mental health of a country's residents. Sporting activities can also provide opportunities for new social relationships for adults after the loss of a loved one. 45

Participation in sports also breaks down unfamiliarity, fear and isolation. These factors are associated with racism and prejudice. Sporting activities promote positive contact between different ethnic groups residing in a country. Then there are Caribbean countries that come together briefly for CARIFTA, the Commonwealth Games and CONCACAF. The strength of a community is increased through sporting activities that allow people to share cultural and ethnic differences. 50

Away from and in the home, children develop social skills, problem solving and creativity through early play sporting experiences, such as Bahamian favourites hopscotch, 'bat and ball', 'pocking', jump rope and Red Rover. The best opportunities for early play sports are those that are planned and supervised. When young people are given these experiences, they often meet new friends and go on to enjoy enduring relationships and have lasting memories. 55

Participation in sports encourages relationship skills. After all, sports enlighten children and adults about team play: *together everyone achieves more*. This participation also develops positive conflict resolution, which is a skill that can be applied throughout one's life. A healthy sense of competition and sportsmanship can substitute for violent confrontation related to gang activity. 60

Some communities regularly organize sporting activities. Community pride is generated through this. So is the strengthening of neighbourhood involvement.

These days, sports tourism is big business, and consequently a major employer. In The Bahamas the sport of golf has created numerous full and part time jobs. The Ladies Professional Golf Association (LPGA) is the world's leading professional golf organization for women. In 2018 The Bahamas hosted the LPGA tournament on the Ocean Club Golf Course, Paradise Island, featuring the best 108 female golfers. The country generated hundreds of thousands of dollars in revenue from hotels, shopping, restaurants and transportation. 65

Business owners surveyed have revealed that employees who exercise regularly are absent from work 45% fewer days a year than those who don't. When employers make an exercise programme a part of their organization, it ensures that employees who take advantage of it are healthier and therefore more productive, because they are less prone to being absent from work and they have higher levels of concentration. They are also less likely to leave the job. For this reason, many banks and financial institutions in Nassau have made exercise programmes available to their employees in the form of monthly gym memberships. 70 75

Adapted from *Benefits of Recreation <http://www.nrpa.org>

In answering the questions below, you should write as far as possible in your own words. You should spend approximately one hour on this section.

3. The text suggests that if more people participated in regular sporting activities there would be fewer problems in society. **Explain what these problems in society are**, using information from lines 15 to 75 only. You should write **no more** than 180 words. [12]

4. In a local newspaper, a writer has claimed that a recreational Youth Club in our society, which offers various sports for its young members, is producing arrogant and selfish athletes.

Write a letter to the editor explaining how young people's participation in the sporting activities offered by the Club is developing their character in positive ways that are beneficial to our society.

Use ideas based on information from Passages A and B.

In your response you are expected to:

- (a) develop ideas clearly and logically in a letter format;
- (b) identify and briefly discuss a variety of positive character traits developed through participation in sporting activities;
- (c) use ideas of your own as well as information from the passages when giving specific details about the benefits to society. [16]

PAPER TOTAL MARKS [52]

