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ENGLISH LANGUAGE

PAPER 1 – CONTINUOUS WRITING 1310/1

Thursday **16 MAY 2024** 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 that includes the following sentences: *"I'm so happy you came. I wanted you to be here."*
2. Many people dream of living in a world without crime. Describe **THREE** ways that your world would be different if there were no crime.
3. Explain **THREE** reasons why brothers and sisters are not always the best of friends.
4. Free at last!
Your essay may be expository, descriptive, narrative or argumentative.
5. 'Some people think that young people communicate better using social media.' Do you agree or disagree? Give reasons for your opinion.
6. Write a composition based on the following lines. You may write about any ideas that the words suggest to you, or you may write a story or a description based on the subject of the piece. You should **NOT** write a poem.

I never knew anyone
So one-of-a-kind
The way she moves to her own beat
She has the qualities of a queen

Adapted from: *"She's Royal"* by Tarrus Riley

7. Discuss **THREE** things that teens can do when trying to make new friends.



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)



daerah.sindonews.com

(b)



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End]

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ENGLISH LANGUAGE

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

Tuesday **23 APRIL 2024** 9:00 A.M.–10:15 A.M.

Additional materials:
Compact disc recording
Compact disc 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 7 printed pages and 5 blank pages.

PART ONE

You have just heard the recording, "*For the love of coconuts!*"

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. Descriptions of a coconut and a coconut tree in the riddle

2. Differences between the **TWO** types of coconut trees:

- (a) the Jamaica Tall

- (b) the Malaysian Dwarf



3. Conditions needed for growing coconut trees in The Bahamas

4. Health benefits of coconut water

5. Andre's (the coconut water vendor) attitude as he was interviewed by the reporter, Marcia

6. Ways in which coconut milk is used



7. Examples of *fashionable items* that can be made from parts of the coconut

8. Techniques used in the recording to make the information interesting

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO



BLANK PAGE

[Turn over

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. Give **TWO** human qualities of the coconut mentioned in the riddle at the beginning of the passage.

[2]

2. What kind of lifestyle does the image of a coconut tree represent?

[1]

3. Give **THREE** differences between the Jamaica Tall and the Malaysian Dwarf.
Place your answers in the chart below.

CHARACTERISTICS	JAMAICA TALL	MALAYSIAN DWARF
Height in feet		
Known tree diseases		
Colour of coconut shell		

[6]



4. What **THREE** things make The Bahamas a good place to grow coconuts?

[3]

5. List **FOUR** ways in which coconut water is said to be good for you.

[4]

6. How does André (the coconut water vendor) react to Marcia's suggestion that someone else climbs the trees to retrieve coconuts for him? Explain his reaction.

[2]

7. According to the passage, in what ways is coconut milk used in cooking?

[3]



8. What are **THREE** *fashionable items* (mentioned in the passage) that can be made from parts of the coconut tree?

[3]

9. What are **THREE** of the techniques used in the recording in an attempt to hold your attention? Give an example from the recording as support for each technique you name.

TECHNIQUE	SUPPORT
1.	
2.	
3.	

[6]

TOTAL MARKS [30]



End]

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ENGLISH LANGUAGE

PAPER 3 – WRITTEN COMPREHENSION & DIRECTED WRITING

Tuesday **21 MAY 2024** 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 6 printed pages and 2 blank pages.

Read the following passage carefully before you attempt any questions.

I know I did the right thing

Every day on the way home from school we stop by Wendy's for a snack, and every day Bernard has an excuse for why he can't order anything. Yesterday he said he had cramps. Wednesday he said he had a big lunch. Today he says he left his wallet at home.

5 "I got you, bro," I tell Bernard as Stacy laughs from the backseat. I glare into the rearview mirror at my sister. She knows our mother didn't raise us to be cruel. Stacy meets my angry stare and bites her lip **apologetically**, but her eyes are still laughing. She whispers something to Ricardo. Whatever it is, I'm happy I can't hear it. Ricardo's got a nasty sense of humor, so if he's laughing, I know the joke is nothing nice.

10 Bernard sinks into the passenger's seat, almost like he's balling up. "Nah, man, I'm good. The maid cooks early on Fridays, so I'll eat when I get home."

From the rearview mirror, I see Ricardo's lips peel back into a wicked smile. "Man, Steven, we don't need any Wendy's," Ricardo says. "Bernard's going to hook us up with big food tonight!" Ricardo slaps Bernard across the head. He'll tell you that when he roughs you up, he's only trying to be funny, but I know that **Ricardo's slaps are meant to sting your skin and your self-esteem**.

15 Stacy giggles. Ricardo could tell her the grass is green and she'd still laugh. She has a huge crush on him. Ricardo's big, square chest puffs up from all the attention. He reaches around the car seat to grab Bernard's shoulders and shake him. Bernard swings back and forth like a puppet on tangled strings. I hate it when Ricardo behaves like this. I don't mind goofing around, but Ricardo's problem is that he doesn't know when to stop.

20 I **whispered a silent prayer of thanks** when the car in front of us pulls up and it's our turn to order. Stacy orders a nugget combo. Ricardo orders almost everything on the menu. His total comes up to more than \$50. He gives me a \$100 bill. "I'm paying for everybody," he says. He slaps Bernard across the head a second time. "Might as well order an appetizer here before you go home and eat dinner, Nardy. You can pay for us next time." Bernard gives us all a toothy, grateful smile, knowing
25 he can't even pay for a small side of fries.

I drop Ricardo off first. We pull through the big automatic gates and drive all the way up the private road. He waves at us from his front doors. They look like the doors from an old fantasy movie. "Tomorrow, Steven," Ricardo says to me as we pull off, smiling wickedly. Bernard doesn't ask me what Ricardo meant about "tomorrow". Instead, he says "We should go to the beach tomorrow
30 if you're available", and "Let's go to the park tomorrow and shoot some hoops when you're free". I don't give him a straightforward answer.

I drop Bernard off next, but not at his house. Bernard asks me to drop him off on the sidewalk. I've never seen his home. He never asks me to drive through his corner, and even if he were to ask, I wouldn't. My parents warned me about this street when I got my driver's permit last year. There's
35 a long wall that cuts through a thick patch of bush. On one side of the wall is the wealthiest part of town where Ricardo lives, but on the other side where Bernard lives are heaps of garbage and the old shells of broken cars. The wall is covered in graffiti. There are half-built houses filled with trash and



stray dogs. The wall separating Ricardo's part of town from Bernard's has sharp nails and glass-bottle shards glued to the top. They want to keep the people who live on Bernard's street out.

40 "I don't know who he thinks he's fooling," Stacy says as we drive off. "You do know he's only at our school because he has a scholarship, right?"

I know. Bernard never told me, but he's on the World Scholar's team and the STEM team. No one who could afford Providence Academy would do that nerdy stuff willingly.

45 "He's so weird" Stacy says, sucking her teeth. I throw her an angry look and say, "Don't talk about my boy like that." Stacy laughs, "Your boy? If Bernard's your friend, then why didn't you invite him to Ricardo's party?" I want to tell her that I don't want Ricardo to embarrass Bernard, but for some reason, I know that's not the full truth. I hate to admit it, but I'm relieved Bernard's not coming.

* * *

50 Everybody who's anybody is at Ricardo's party Saturday night. His yard, big as a football field, is lit up with lights. Gold and silver party streamers rain down the walls. Loud music pumps through my blood. A buffet table stretches from the kitchen to the living room, where Ricardo and some of our schoolmates play video games on a 90-inch television. The girls cheer on Stacy as she races her digital car against Ricardo's, but we all scream when Ricardo's car shoots past the finish line. I pat Ricardo on the back, and he hugs me.

55 Ricardo can be mean sometimes, but it's nights like this that I remember why we've been friends since kindergarten. He's a fun guy, and he's the best player on almost every sports team at Providence Academy. He knows how to get a team to work together. But when Ricardo's phone rings and he gives me that evil smile of his, my blood grows cold. He only smiles like that when he's about to do something cruel.

60 Ricardo didn't seem to notice Bernard until Bernard had to join the softball team. Softball season hasn't started yet, but when it does, the whole school will see just how good of a pitcher Bernard is. It's like he has lightning in his arms. During our first practice of the school year, Bernard threw the ball to Ricardo to tag an opposing baserunner. Ricardo let the softball whiz right past his head. He never saw it coming.

65 I've always wondered if the reason Ricardo treats Bernard so poorly is because he's jealous of Bernard. It doesn't matter that Ricardo is the best player on the basketball and rugby teams and probably the best javelin thrower Providence Academy ever had. Ricardo can't handle the thought of Bernard stealing even a sparkle of his shine. I realize as Bernard enters the living room that Ricardo wants to steal some of that shine back.

70 "Boy, Nardy," Ricardo says with a devilish smile, "Those are some nice jeans!" They are not. It's obvious that Bernard ripped the holes in the knees himself. Bernard takes Ricardo seriously, however, and strikes a pose. Ricardo laughs. "Did you get them from the lost and found at school?" he asks Bernard. "Or did the office give them to you when they gave your free uniforms?"

Bernard's mouth drops open. He's angry, but luckily nobody was paying attention to the insult. Even though his forehead is pulsing and his eyes are red, Bernard keeps quiet. He can't afford to cause trouble and lose his scholarship. He takes a seat next to me on the sofa instead. "So, this where you've been all day?" Bernard says to me. He tries to laugh, but I can see the hurt in his eyes. He'd texted me at least a dozen times today, but I never answered. What was I supposed to say? That I didn't want him to come to Ricardo's party? My mother raised me not to tell lies, so I don't say anything. I don't want to open any doors for anyone to make fun of him.

80 However, my silence gives Ricardo an opportunity to attack. **He swoops in like a killer whale**, and his target, Bernard, sits on the plushy leather sofa like a seal sunbathing on a slab of ice, blissfully unaware. "Glad you here, man," says Ricardo. "Did you find any parking?"

Bernard looks confused, but then he remembers that he's supposed to be a rich kid like everyone else in the living room. "Yeah, man. I parked by the fountain."

85 Ricardo gives Bernard a fake impressed whistle. "So, we finally get to see Bernard's whip? Come, man, show us the Benz!" A wave of laughter washes over our schoolmates. Bernard smiles, but I can see the corners of his lips trembling.

"Shoot, I forgot. The driver took the car to pick up Daddy from work."

90 Ricardo laughs. "I guess that's why Steven has to give you a ride every day." The crowd lets out a long "Oh!" like a choir.

Bernard tries to laugh, but a weird croak comes out of his mouth instead. "I like riding with you guys after school, that's it."

95 Ricardo nods as if he'd thinking about a hard math problem. "Then why have I never seen your Lambo at drop-off in the morning? I've seen you jump out of a beat-up little minivan. It looked like Frankenstein put it together, with all those different colored doors."

There's more laughter from the crowd, but much crueller this time. Bernard's eyes are wet. He looks like he wants to slap Ricardo, but he doesn't move. He just smiles weakly and says, "Oh, that must have been the day the maid dropped me off."

"What maid?" Ricardo shouts. "The only maid in your house is your mummy!"

100 The laughter pours out of the living room like water from a broken pipe. Everyone is looking at Bernard, but there is no sympathy in their eyes. They can't understand someone like Bernard, someone who has to work hard for what he gets. He has to maintain good grades and join whatever team the school makes him join to have what we get by default. They don't understand how much pressure he must face trying to fit in with us. I know this, but I still can't face Bernard when he looks at me. I look down at my feet instead.

I feel Ricardo's hand on my shoulder as Bernard gets up to leave. It's as big as the softball mitt he uses to pick off baserunners. "Boy, you hang out with some real *clowns*," he says. I realize that Ricardo's right. I do hang out with *clowns*, but Bernard isn't one of them. My legs are shaking when



I brush Ricardo's hand off my shoulder and stand up. The crowd becomes quiet as I slowly follow
110 Bernard. Ricardo calls after me. "Where are you going, Steven? We got a new game to start."

I suck my teeth. I know it sounds brave to everyone around me, but my heart is pounding.
"My boy needs a ride," I reply. Ricardo looks at me, shocked. "Let him catch a jitney, then. Or maybe
he can call his maid!" Some people giggle, but they stop once they see the frown on my face. Ricardo
frowns, too. "Come, man, Steven. It was just a joke." I don't respond. I've had enough jokes at
115 Bernard's expense. I walk up to Bernard and pat his back. I guess Ricardo doesn't like that.

"You can't be serious," Ricardo says. "You're leaving my party to hang out with this Johnny-
come-lately?" Ricardo's eyes are wet. I know that look. It's the same look he'd had in kindergarten
when the teacher would tell him to get off the swings to give another student a turn. I finally realize
that Ricardo isn't jealous of Bernard because he's better at softball. Ricardo is jealous because Bernard
120 is my friend, and Ricardo doesn't like to share.

I smile sadly at Ricardo. "You're welcome to join when you learn how to play fair." My
throat is dry as cotton when I say it, but when I see the look of gratitude on Bernard's face as we leave
the party, I know I did the right thing.

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 – 4, write down the letter A, B, C or D **in your booklet** to indicate the most
appropriate answer.

1. What is the meaning of "*apologetically*" (line 6) [1]
 - A. with concern
 - B. with gratitude
 - C. with laughter
 - D. with regret
2. Why had Steven '*whispered a silent prayer of thanks*' in line 20 ? [1]
 - A. He was happy that he got Stacy to stop talking.
 - B. He was happy that Ricardo was paying the bill.
 - C. He was happy that Ricardo would be gone soon.
 - D. He was hungry and ready to eat.
3. Which of the following best describes the mood of those in attendance at the party in
paragraph 12? [1]
 - A. comical
 - B. excited
 - C. indifferent
 - D. nervous

4. *"He swoops in like a killer whale..."* (lines: 80–81) What figure of speech is used in this line? [1]
- A. allusion
 - B. metaphor
 - C. personification
 - D. simile
5. Identify **FOUR** excuses Bernard uses to hide his humble background from his friends. [4]
6. The passage reveals that Steven and Stacy's parents have given them some advice.
- (a) Identify **TWO** examples of advice given to Steven and Stacey. [2]
 - (b) Explain how each example has influenced their behaviour. [2]
7. Bernard and Ricardo are very different. Write a paragraph or two in which you:
- (a) Explain **TWO** ways that their backgrounds are different.
 - (b) Give **TWO** ways in which they differ in personality traits. [8]
8. Ricardo takes great pleasure in embarrassing Bernard. In *no more than 150 words*, write a paragraph explaining the different ways Ricardo embarrasses or humiliates Bernard. [10]
9. Imagine you are Bernard. A friend has been offered a scholarship to Providence Academy and would like to learn about your experience before deciding to attend. Write a letter to your friend discussing at least **THREE ADVANTAGES AND THREE DISADVANTAGES** of attending Providence Academy.

Your letter should be *no more than 400 words* and should be based on information stated in or inferred from the passage. [15]

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

- i. demonstrate a sense of audience – use an appropriate tone
- ii. use the first person (I, me, we, us, etc.)
- iii. clearly convey the purpose of the letter
- iv. provide support for points – move beyond merely listing points by explaining 3 advantages and 3 disadvantages for attending Providence Academy
- v. adhere to the word limit

PAPER TOTAL MARKS [45]



End]

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ENGLISH LANGUAGE

PAPER 4 – EXTENDED COMPREHENSION & DIRECTED WRITING 1310/4

Friday **24 MAY 2024** 9:00 A.M.–11:30 A.M.

Additional materials: (including 10 minutes
Answer booklet reading time)

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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 article carefully, and then answer the questions that follow.

Josh's Story: Getting Bullied at School

In my first year of middle school, kids taunted me and spit on me in hallways. It didn't occur to me to tell my parents or teachers. Finally, when a group of 20 of my peers threatened to beat me up at Mike's Car Wash the next day, I told my older brother, who in turn informed my parents. My father looked up my main tormentor's phone number and told her father to make his daughter stop or he'd contact the police. It worked.

Twenty years later, when my 11-year-old son, Josh, came home with a sprained wrist and a head injury as a result of bullying, things were not so simple. As parents, we wrestled with what to say and do. We were busy parenting Josh and three other children, too. Who had the time to slow down, figure out what was happening, research solutions, decide what to do, call the school, AND demand action? It was the beginning of Josh's sixth grade at a new school, so we didn't know anyone. Besides that, the division between 'normal' childhood conflict, joking around, and bullying is a very thin, ever-changing line. Every night, as we listened to his stories of being insulted and 'roughed up' in hallways, we wondered: Is this the new normal? Given my background of facing a leering mob in my middle school hallways, you might think I would have had the clarity of mind to be proactive when it came to Josh. But I hesitated.

Josh had been excited to start middle school, so excited that the first Saturday after school started, he did not want to stay at home. But during the second week, his world was literally turned upside down. On that doomed day, Josh did not notice a wet spot on the cafeteria's floor. He quickly grabbed his lunch and was in quite a la-dee-da mood when his right foot went sliding out from underneath him. His arms went up over his head, sending his spaghetti and fruit punch hurling into the air. If what goes up, must come down, then you can imagine where all of this landed, with Josh now flat on his back. Two seconds later, as if being cued by a choir director, there was roaring laughter that came to a crescendo. Josh laments that he was extremely embarrassed, but each time he tried to get up from the slippery mess, they all held their breaths, hoping that they would have another opportunity to laugh. They did.

Just like that, Josh became a target. Soon, he started coming home with injuries from being tripped on the basketball court during lunch. Classmates insulted him, he said, and after recess he'd find notes on his back saying, "kick me" or "loser." After being pelted with fruit in the cafeteria, fear forced him to start eating lunch alone in the hallway.

Like most of us living in this knowledge-obsessed Internet age, I tried to combat my uneasiness with information. I learned that we should help Josh get involved in activities where he felt safe and could make new friends. We tried to follow these directives. I enrolled him in martial arts to build his confidence and teach him self-defense and he started playing soccer again. I also told Josh about my bullying experiences.

At times, he seemed hopeful to hear that he wasn't alone and that things could improve. At other times he responded that there must be something wrong with him. I could see his confidence wither as the abuse fueled his self-doubts. However, I know that there is nothing wrong with Josh. He is a sensitive boy who is intelligent, handsome, and has always been a head taller than his classmates. Children can be so unforgiving and cruel.



When Josh came home with a black eye, I called the school counsellor's office, only to discover that his response was to put Josh and his attacker in mediation, asking them both to apologize. This was a tactic that took a high-minded "nobody's to blame" approach, but it left Josh feeling even more demoralized. Was he supposed to believe that no one was to blame for his bludgeoned face? Or worse, was he to blame himself? The result was that Josh was angry and disappointed with us, we were all angry with the school, and our frustrations seeped into our relationships with each other. Yet, none of that was getting us anywhere. Josh was still being bullied.

Every morning, he felt like we were sending him into a war zone with no protection. That was the real disappointment for Josh. Realizing that he had nowhere else to turn, Josh started eating lunch with a group of eighth graders. No one dared to even look at him when they were around. I later found out that Josh was doing their homework, and giving them his lunch in exchange for protection. Sure, he felt safe, but at what cost? I tried to discourage Josh's reliance on the eighth graders, pointing out that they were not helping him, but rather using him. He angrily retorted, "Well, you're not helping me either!" It was true... Josh was constantly complaining, and while we were waiting for the system, the situation only got worse.

In early March, a boy punched Josh in the face in gym class. The teacher intervened and told them to go back to "playing". Seconds later, Josh was punched again. Finally, the school did something and expelled the boy — who had a history of violence and clearly needed support — from Josh's class. The vice principal and counsellor met with Josh, and developed an action plan to ensure his safety during lunch. Although the verbal and physical abuse continued, Josh felt a great sense of relief. Ironically, two weeks later, friends of the expelled boy cornered Josh in a stairwell and attacked him.

When Emily Bazelon, author of *Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy*, interviewed adults who had been bullied, she found, "their experiences were still raw and painful, even years later". I didn't want Josh to have these memories. I had finally had enough. I sat down and wrote up a timeline of all the abuse Josh had experienced since September and our attempts to get support from the school. We filed an official police report against Josh's primary tormentor, emailed the timeline to the district superintendent, and removed Josh from school citing physical assault. We were finally united as a team with the single goal of protecting Josh. When we met with the superintendent, he was so shocked by the level of abuse and the lack of response we described, that he immediately granted an emergency transfer to a new middle school.

Two years later, I'm ashamed of how long it took us to take the abuse seriously, get the police involved, and pull Josh from that school. We had waited too long to intervene and allowed our own insecurities, poor communication, and confusion to get in the way. I know now that Josh's experience is atypical. These days, many schools have systems and regulations in place that demand they act quickly, especially when bullying is physical. With Josh now over six feet tall and weighing 200 pounds, he has become a promising basketball player. School is once again an exciting place. Of course, rude and abusive youngsters haven't evaporated from Josh's life, and he knows that he will continue to encounter tough experiences and tough decisions. However, Josh is looking forward to high school and ever so grateful to be in a new environment with new friends.

Adapted from the online article: *Josh's story: getting bullied at school* by: Lisa Modifica.

Updated: December 9, 2019

<https://www.greatschools.org/gk/articles/combating-bullying-or-is-this-just-the-new-normal/>



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. You should spend approximately one hour on this section.

1. In *no more than 150 words*, write a summary in which you identify the various emotions that Josh experienced throughout sixth grade. Provide evidence from the passage to show when or why he experienced each emotion. [10]
2. How does the narrator, in relating Josh's experience, use a variety of techniques and language devices to capture the interests of readers?

You should identify 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.

Identifying and Preventing Bullying

Bullying is aggressive behaviour that is intentional and involves an imbalance of power or strength. It is a repeated behaviour and can be physical, verbal, or social. To prevent and stop bullying, the entire village must become involved: parents, schools and children. Preventing and stopping bullying must involve a persistent and focused commitment to create a safe environment, where children can thrive, socially and academically, without being afraid.

There are many different types of bullying experienced by both children and adults. Some are obvious to spot while others can be more subtle. The more noticeable types of bullying are physical and verbal. Physical forms of bullying include pinching, pushing, hitting, kicking and tripping. The intent is to intimidate by inflicting pain and causing damage which can vary from minor physical injury to fatal abuse. Additionally, physical bullying includes damage to the victim's property, such as books, bags, clothing, jewelry and other material possessions. Clearly, physical bullying uses physical force or aggression to cause harm to others and/or their property.

On the other hand, some do not see the harm caused by individuals who verbally assault, taunt, gossip, intimidate, and hurl racial, sexual or prejudicial insults at others. The adage 'sticks and stones may break my bones, but words can never harm me,' promotes this myth. However, words do harm! They deeply wound one's pride, slander one's name, and cause permanent mental anguish. Just like physical bullying, verbal bullying is inexcusable and must be addressed.

Social bullying is often more difficult to recognise and is sometimes referred to as covert or indirect aggression, which is carried out behind the bullied person's back. Spreading lies and rumours, playing nasty and embarrassing jokes or ignoring and excluding others from a group are all forms of social bullying. More recently, through technology and social media, cyber bullying, another form of social bullying, has created a new avenue for bullying to extend its reach. Cyber bullying incorporates overt or covert bullying tactics, and can take place at any time, in private or public settings, using technologies such as computers, smartphones and software. On Websites like YouTube, Instagram, and Snapchat, bullies have the opportunity to send hurtful, ongoing messages to other children 24 hours a day, and sadly on Instagram, messages may remain anonymous. Ultimately, social bullying, whether in-person or online, will leave its victims with few friends, if any.

Whether physical, verbal or social, the intent of bullying is the same: to crush, humiliate and rob the individual of self-confidence, all of which may result in short or long-term damage. Fortunately, organizations such as the American Psychological Association makes some recommendations that teachers, parents, and students can take to address bullying. Teachers and administrators need to be aware that although bullying generally happens in unsupervised areas such as the bathrooms, playgrounds, crowded hallways, and school buses, proactive measures can be put in place to curtail its occurrence. Bullying **MUST** be taken seriously. Teachers and administrators must emphasize to students that telling is not tattling. When teachers observe bullying in a classroom, they must immediately intervene to stop it, record the incident, and inform the appropriate school administrators, so that the incident can be investigated. Additionally, school counsellors should be discouraged from having joint meetings with the bully and the bullied, as research asserts that this is very embarrassing and intimidating for the bullied student.

[Turn over

Schools and classrooms must offer students a safe learning environment. Teachers and coaches need to explicitly remind students that bullying is not accepted in school and such behaviors will have consequences. Creating an anti-bullying document and having both the student and the parents/guardians sign and return it to the school's office, helps students understand the seriousness of bullying. Also, for students who have a hard time adjusting or finding friends, teachers and administrators can facilitate friendships or provide "jobs" for the student to do during the lunch recess, so that children do not feel isolated or in danger of becoming targets for bullying. Finally, older students can serve as mentors and inform younger students about safe practices on the internet and elsewhere.

Besides the school, the home must help students engage in positive behavior and teach them skills, so that they know how to intervene when bullying occurs. Children and parents can be a part of the solution, when involved in safety teams and anti-bullying task forces. This will help children to be comfortable about informing parents and other adults if they are being attacked and teach them about new tactics being used to bully. Parents must also observe their children for possible signs of bullying, because some children may not volunteer information. These signs may include ripped clothing, failure to report to school, decreased appetite, nightmares, crying, or general depression and anxiety. If a parent discovers that his child is being bullied, the child should not be told to "let it go" or "suck it up." Instead, parents should strive for an open-ended conversation, with the goal of gathering details about the nature and extent of the abuse. Then, they can take the appropriate steps to rectify the situation. Parents should be careful not to encourage or condone retaliation, as those who do will face a rude awakening when the once victims of bullying become bullies themselves. Instead, it is far more advantageous for parents to teach children how to handle matters in legally acceptable ways. By modelling positive behavior, parents will encourage the same behavior in their children.

Another effective strategy attempts to arrest bullying soon after it starts. This involves creating role plays at home that teach children how to ignore a bully and to develop assertive strategies for coping with bullying. In these scenarios, children are taught not to leave themselves open to attack and how to approach responsible adults for help. For example, going to the bathroom, eating lunch or walking home from school is encouraged with one or many friends. However, in cases where the bullying is prolonged and severe, these coping strategies will not work. That is when the child must be referred to a mental health professional, such as a psychologist, who can help the child develop resilience and confidence.

To discourage cyberbullying, parents can "friend" or "follow" their children on social media platforms and set up proper boundaries on their computers. The family computer should be the only computer for children, and placed in public places like the kitchen or sitting room, by a certain time at night. Also, if children are allowed personal devices, parental controls should be set up to monitor messages, calls and their activity on the internet. All threatening text messages, emails, and posts on websites should be saved as evidence. There should be little opportunity for children to cyberbully or become the victims of cyberbullying without their parents' knowledge.

The bottom line is that bullying should never be tolerated. ALL forms of bullying should be taken seriously and reported to the authorities at school and/or the police. Whether social, verbal or cyber bullying, schools and families can work together to prevent bullying or stop it before it goes too far.

Adapted from the online articles:

<https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>
and <https://www.apa.org/topics/bullying/prevent>



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

3. Bullying has the potential to cause physical, mental and social harm to an individual. In ***no more than 150 words***, explain how bullying can hurt an individual physically, mentally and socially. Your response should be based on ideas presented in the passage. [12]
4. Your school has embarked on an anti-bullying campaign and has called a special P. T. A. meeting to inform parents of what they can do to combat bullying. As president of your school's student council, the principal has invited you to give a speech on the topic:
'Parents – Step up, so that your children are not stepped on.' [16]

In your ***Speech*** you are expected to:

- (a) develop ideas clearly and logically
- (b) identify and briefly discuss the specific actions that parents can take to prevent or stop bullying
- (c) use ideas based on information from both Passages A and B
- (d) include one or two ideas of your own

TOTAL MARKS [52]



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