



THE OPENHANDED CLASSROOM

BJC

English Language

EXAM

PAST PAPERS

THE OPENHANDED CLASSROOM

LEARN MORE. ACHIEVE MORE. SMILE MORE.



BGCSE CLASSES

- ✓ Exam-Focused Learning
- ✓ Past Papers & Strategies
- ✓ Stronger Understanding
- ✓ Better Grades, Brighter Future



[**CLICK HERE**](#)



SAT CLASSES

- ✓ Smart Test Strategies
- ✓ Stronger Scores
- ✓ Time Management Skills
- ✓ College & Scholarship Ready



[**CLICK HERE**](#)



BJC CLASSES

- ✓ Clear, Simple Explanations
- ✓ Focus on Understanding
- ✓ Help That Fits Your Pace
- ✓ Build Confidence, Get Results



[**CLICK HERE**](#)



EXPERT TEACHING.
PROVEN RESULTS.



LEARN SMARTER.
ACHIEVE MORE.



FOCUSED SUPPORT.
REAL RESULTS.



THEOPENHANDEDCLASSROOM:
(242) 426-8891



THE OPENHANDED CLASSROOM

BJC FREE SOLUTIONS MANUALS

COMPLETE SOLUTIONS FOR ALL
MAJOR SUBJECTS

- ⦿ MATHEMATICS
- ⦿ ENGLISH
- ⦿ LANGUAGE
- ⦿ HEALTH SCIENCE
- ⦿ GENERAL SCIENCE
- ⦿ SOCIAL STUDIES
- ⦿ RELIGIOUS STUDIES
- ⦿ FRENCH
- ⦿ SPANISH

UNDERSTAND. PRACTICE. SUCCEED.

CLICK HERE

FREE LISTENING COMPREHENSION — AUDIO FILES —



THE **EXACT AUDIO** USED
IN PAST BJC & BGCSE EXAMS



REAL EXAMS

The exact listening comprehension audio from past papers.



REAL PREPARATION

Hear what you'll hear in the real exam.



REAL RESULTS

Practise with purpose. Improve your confidence and performance.

AVAILABLE FOR:



BJC

ENGLISH



BGCSE

**ENGLISH
LANGUAGE**



BJC

FRENCH



BJC

SPANISH



BGCSE

FRENCH



BGCSE

SPANISH

WHY THESE AUDIO FILES MATTER



EXACT AUDIO

The exact recordings used in past BJC & BGCSE exams.



EXAM FAMILIARITY

Get used to the real voices, speed, accents and exam conditions.



STRATEGIC ADVANTAGE

Walk in confident knowing exactly what to expect.



100% FREE

High quality. No cost. Just results.



CLICK HERE

DOWNLOAD • START PRACTISING



BETTER PREPARATION.
BETTER RESULTS.

You've got this!

FOR EXAMINERS' USE ONLY	
SECTION	MARKS
FORMAL LETTER	
ESSAY	
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2014

0042 LANGUAGE ARTS PAPER I (WRITING SKILLS) (40 Marks)

Monday **26 May 2014** 9:00 A.M.–10:30 A.M.

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 at the top of this booklet.

You must answer both questions – Question 1 and Question 2. For Question 1, write a composition based on **ONE** of the topics overleaf.

You should write approximately 300 words.

For Question 2, write **ONE** of the letters listed in that section. The body of the letter should contain approximately 100 words.

You should pay attention to punctuation, spelling and handwriting.

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

Your answers must be written in the spaces provided in this booklet.

This question paper consists of **10** printed pages.

Candidates are advised to read very carefully the instructions given. Marks will be awarded for the orderly presentation of material. Candidates who neglect this essential will be penalised.

QUESTION 1

COMPOSITION (30 MARKS)

INSTRUCTIONS:

Answer this question on the lined paper included in this booklet. An outline or plan must be written *before* you begin your composition.

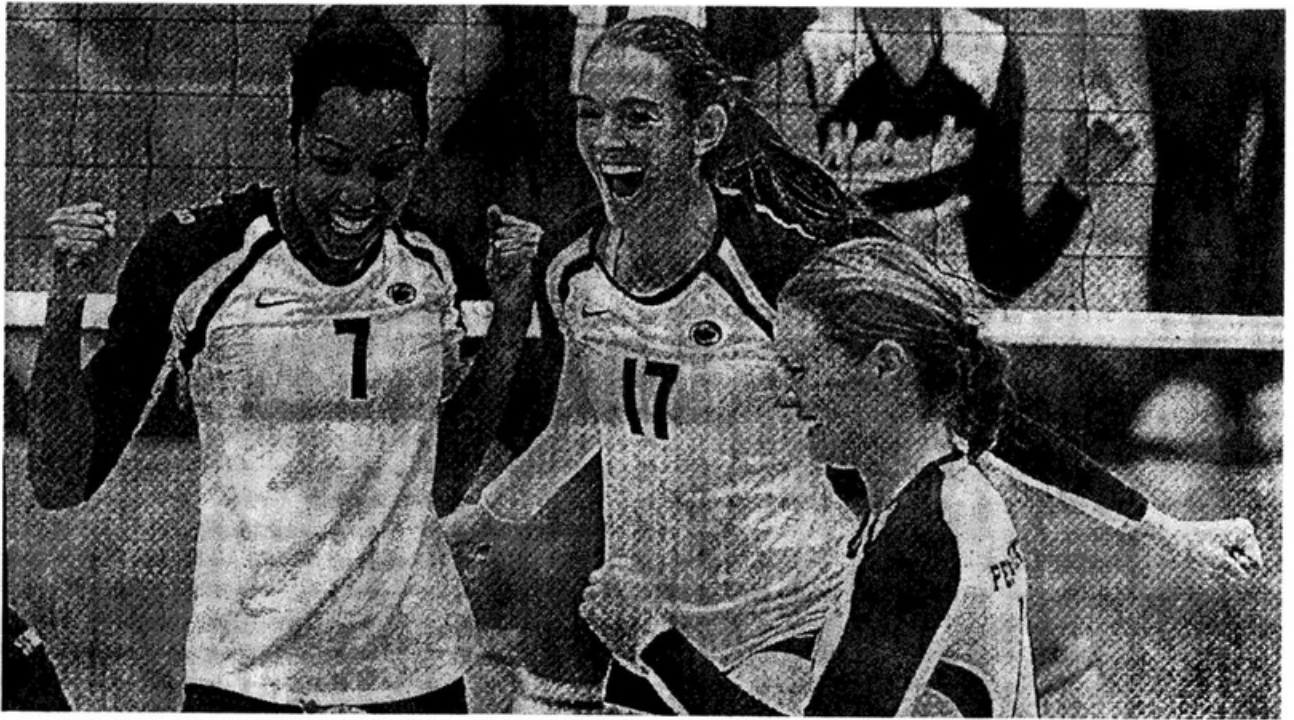
1. Your composition should contain approximately 300 words. Write at least three well developed paragraphs on **ONE** of the following topics. The letter topic (indicated by an asterisk*) will require a heading, salutation and appropriate closing.
 - (a) Imagine you were there in the stadium in London, England when Team Bahamas won gold at the 2012 Olympics in the men's 4 × 4 metre relay. Describe the race and how you felt as you watched the team achieve this victory.
 - (b) "While standing at my bedroom window, looking outside, I witnessed a man attempting to enter my neighbour's home through an open window..." Continue the story.
 - (c) Some people believe that Junior Junkanoo has no educational value. Do you agree or disagree? Support your view with at least **THREE** well developed reasons.
 - * (d) Your best friend is frequently absent from school. Write a letter to him/her, explaining the benefits of attending school regularly.
 - (e) Write a story that takes place at a beach and includes the following characters:
 - a drowning child
 - a brave individual
 - a frantic, panicking parent
 - (f) Study the photographs on pages 3 and 4 carefully and use **ONE** of them to write a composition of your own. The composition may be narrative, descriptive, expository or argumentative/persuasive. There must be a clear connection between the photograph and the composition.

(i)



© O Magazine, Feb., 2012

(ii)



© Nassau Guardian, Sept., 2012

QUESTION 2

FORMAL LETTER-WRITING (10 MARKS)

INSTRUCTIONS:

Write **ONE** of the following letters. The body of the letter should contain approximately 100 words. Please begin your letter on a new page.

- 2A. (a) You have noticed that the garbage in your community has not been collected for a long time. Write a letter to the Director of Department of Environmental Health, expressing your concern. In your letter state **TWO** problems that have developed as a result of the lack of collection and request that the matter be addressed.
- (b) This year, one of your teachers will be an instructor in the summer programme at your school and he/she has encouraged you to attend. Write a letter to this teacher in which you thank him/her for the interest shown in you. In your letter commit to attending the programme and state **TWO** specific skills which you expect to develop or improve while in the programme.
- (c) Your school has recently won a district sports championship and will be celebrating with a special assembly. Write a letter to the Director of "The Bahamas All Stars Marching Band", inviting the Band to perform at this celebration.
- (d) Your Language Arts teacher has been promoted, and is now an Administrator at your school. Write a letter congratulating him/her on this achievement.

There is an envelope on page 10. Address it correctly *after* you have written the letter.

- 2B. Address this envelope correctly to correspond with the letter you have written. If you make a mistake addressing the envelope, draw a line through it and draw another envelope in any remaining space in this booklet.

A large rectangular box for drawing an envelope. In the top right corner of this box is a smaller rectangular box labeled "STAMP".

FOR EXAMINERS' USE ONLY	
SECTION	MARKS
SECTION 1	
SECTION 2	
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2014

0042 LANGUAGE ARTS

PAPER II (USAGE AND APPRECIATION) (25 Marks)

Monday **26 May 2014** 10:45 A.M.–11:55 A.M.

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 question booklet.

This paper consists of **TWO** sections: Section **ONE** examines skills in **GRAMMAR and USAGE** while **LITERARY APPRECIATION** skills are tested in Section **TWO**.

Candidates are required to answer **ALL** questions in **EACH** section.

All answers must be written in the spaces provided in the booklet.

Number your answers clearly.

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

Work should be neat and well organised.

This question paper consists of 7 printed pages.

SECTION 1
GRAMMAR AND USAGE

INSTRUCTIONS:

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

Arawak Cay – “Fish Fry”

5 You won't find much written about Arawak Cay in books about The Bahamas. The thing is, it's probably the most popular spot for locals in Nassau, and has been ever since it opened, more than a decade ago. Its full name is The Heritage Village at Arawak Cay. Heritage was the idea a dozen or so Bahamian fishermen had in mind when they came up with the idea of transforming the open space across the street from Fort Charlotte into a cultural Mecca, a place that people would be eager to visit in the midst of cosmopolitan Nassau.

10 We can only imagine how it all began. Maybe a group of men were sitting around with some cool drinks one night, saying, “Not only could we catch seafood, we could bring it right to the place where we'll sell and cook it. For that matter, we might as well build our own places, and sell fish and other seafood dishes right off the waterfront.”

15 That's what they eventually did. Fishermen constructed wooden stalls with thatched roofs on the waterside of a strip of land along Bay Street, leading towards Cable Beach and the Western part of the island. Over time, those rickety wooden stalls were replaced by one and two storey buildings with verandas, all electrified and all with indoor plumbing facilities. Then, The Bahamas Ministry of Tourism began advertising Arawak Cay or “Fish Fry” as a culturally rich experience.

20 Today, there are more than twenty different eateries at what we affectionately call the “Fish Fry”. Menus can have everything from green salad, to conch fritters, to sandwiches or a scrumptious meal and refreshing daiquiri. Each building has its own management and its own colour scheme. Some have live bands that play in the evening. When at “Fish Fry”, you no longer feel like you are in the city, but are as close as you can get to the Family Island experience. Now, there's a grassy area for festivals, along with a small police station on the property. In the future, Arawak Cay may expand even more.

Adapted from What's On: The Complete Guide to Nassau and Paradise Island

CLOZE EXERCISE

Fill in the blanks in each of the following sentences with a single word so as to complete the sense. The word you use should be made out of a word already used in the passage.

Arawak Cay – “Fish Fry”

You won't find much written about Arawak Cay in books about The Bahamas. The thing is, it's probably the spot for Nassauvians that has most grown in (1) _____ (line 2) ever since it was opened decades ago. “Heritage” was the idea a dozen or so Bahamian fishermen had in mind. They wanted to bring about a (2) _____ (line 5) of the open space across the street from Fort Charlotte, turning it into a cultural Mecca, a place that people would be eager to visit in the midst of cosmopolitan Nassau.

Using our (3) _____ (line 7), we can picture a group of men sitting around with some cool drinks one night, discussing it. In their dreams, they caught seafood and (4) _____ (line 8) it right to the place where they cooked and sold it. They eventually built their own places, and sold seafood dishes right off the waterfront.

The fishermen started with the (5) _____ (line 11) of wooden stalls with thatched roofs on the waterside of a strip of land, along Bay Street, leading towards Cable Beach and the Western part of the island. Over time, those rickety wooden stalls were replaced by one and two storey buildings with verandas, all with (6) _____ (line 14) and indoor plumbing facilities. Then, The Bahamas Ministry of Tourism began advertising Arawak Cay or Fish Fry as a place rich in Bahamian (7) _____ (line 16).

Today, many people have developed an (8) _____ (line 17) for the more than twenty different eateries at Fish Fry. Menus can have everything from green salad, to conch fritters, to sandwiches or a scrumptious meal and refreshing daiquiri. Each building is (9) _____ (line 19) differently and has its own colour scheme. Some eateries have live bands that play in the evening. When at Fish Fry, you no longer feel like you are in the city, but are as close as you can get to the Family Island experience. Now, there's a grassy area for festivals, along with a small police station on the property. In the future, Arawak Cay may experience further (10) _____ (line 23).

Adapted from *What's On: The Complete Guide to Nassau and Paradise Island*

SECTION 1 – TOTAL MARKS [10]

SECTION 2
LITERARY APPRECIATION

INSTRUCTIONS:

Read the following poem at least twice, and then answer questions 11–22. Your answers should be based on the poem and, unless otherwise indicated, expressed in your own words.

When I Phoned

When I asked you at school the other day
You said you'd love to go to the library with me.
So we decided to meet there on the steps at five,
And there I stood, waiting for you to arrive.

- 5 At first I'd been bouncing on the balls of my feet,
Thinking of clever words to say.
I knew that when you finally appeared
You'd hear my thunderous heartbeat.

- 10 Then my heart became as heavy as the books in my bag,
And I blinked back bitter tears.
From inside, the librarian stared, mystified,
As one by one the hours crawled by.

- 15 When I phoned, your mother said you'd gone to see a film,
And wouldn't be back till nine.
When I asked if I could phone again that night,
She heaved a sigh and said, with ice in her voice,
"Alright, Jeff. That will be just fine."

- 20 You should have said no, or made an excuse.
You could've said you had to perm your hair.
But you said you'd come; you gave me a sweet smile.
Now I know you were lying all the while.

- 25 When I phoned again at half past nine,
Your father grumbled that you still weren't there.
"At what time do you expect her back?" I murmured.
He cackled, sounding just like a hyena in my ear.

So here I am, sitting on your crumbling wall,
Tugging at my scraggly moustache.
Your father has told me twice to leave the flowers alone,
Now I can see him picking up the phone.

- 30 I think he's calling the police,
But I don't care
No, I'm not going away!
I'm dying to see your face when you finally arrive,
And hear just what you have to say.

Adapted from a poem by R. Kingsbury

11. Who is the youthful speaker in the poem?

 [1]

12. What evidence is there that the speaker is youthful?

 [1]

13. Identify the setting in the last two stanzas of the poem.

 [1]

14. Using letters, give the rhyme scheme of stanza 5 of the poem.

 [1]

15. (a) The speaker is waiting for someone. Give a word that appropriately describes the personality of the girl whom the speaker is waiting for.

 [1]

- (b) Using supporting information from the poem, explain as far as possible **in your own words** why you believe your description of the girl is appropriate or correct.

 [2]

16. Identify the type of tone the mother uses in the last two lines of stanza 4. Be sure to support your opinion about her attitude with evidence from the poem.

 [3]

17. "As one by one the hours crawled by" (stanza 3).

- (a) Name the **type** of figure of speech used in the line quoted above.

_____ [1]

- (b) Then **explain** what the above quoted figure of speech suggests.

_____ [2]

18. Stanza 6 uses a number of onomatopoeic words that express sounds made by people in the poem.

- (a) Using information from *stanza 6 only*, quote **ONE** sound word which is used in connection with the speaker and **ONE** which is used in connection with the father.

Speaker: _____ [1]

Father: _____ [1]

- (b) Explain what the word that you selected for the father suggests about him.

_____ [1]

19. "So here I am, sitting on your crumbling wall" (stanza 7).

- (a) What is the **literal** meaning of "crumbling"?

_____ [1]

- (b) The word "crumbling" is also used **figuratively** to suggest something about the speaker and the girl. Explain what the word suggests to us about them.

_____ [2]

20. It is clear that the speaker and the girl know each other, even if it is only casually. Provide **THREE** details from the poem that support this statement.

_____ [3]

21. The speaker feels emotions in stanza 2 that contrast with or are different from the emotions he experiences in stanza 3.

Identify **TWO** contrasting emotions the speaker feels. For each emotion identified, quote **ONE** line from the appropriate stanza as support.

Stanza 2

Emotion: _____ [1]

Quoted Support: _____ [1]

Stanza 3

Emotion: _____ [1]

Quoted Support: _____ [1]

22. The speaker reveals much about the kind of person he is by what he says, thinks and does. Identify **TWO** of the speaker's character traits, explaining in your own words why he can be described in this way. You may use quotations to support your explanation.

[illegible]**SECTION 2 – TOTAL MARKS [30]**

**MINISTRY OF EDUCATION
BAHAMAS JUNIOR CERTIFICATE
EXAMINATION 2014**

0042 LANGUAGE ARTS

**PAPER III: LISTENING AND READING COMPREHENSION
SECTION A: PASSAGE FOR LISTENING COMPREHENSION
INVIGILATOR'S COPY**

Tuesday **27 May 2014** 9:00 A.M.–11:10 A.M.

INSTRUCTIONS TO INVIGILATORS

Question booklets should be distributed **BEFORE** the **LISTENING COMPREHENSION** recording is played. If this has not been done, stop the recording now and re-start it after the booklets have been given out.

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 at the top of your booklet.

This paper consists of **TWO** sections:

**SECTION A – Listening Comprehension
SECTION B – Reading Comprehension**

For Section A, you will be required to listen to a recording, which will be played twice, then answer the questions found on pages 6, 7 and 8 of the booklet.

For Section B, there are two texts. The first one is made up of the advertisements presented in the insert. The second text is a passage. Read everything carefully, and then answer the questions which follow.

Answer all questions in the spaces provided in the question booklet.

Number your answers clearly.

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

Work should be neat and well organised.



This question paper consists of 4 printed pages.

SECTION A
LISTENING COMPREHENSION
INVIGILATOR'S COPY

INSTRUCTIONS TO CANDIDATES

The recording will be played **TWICE**.

FIRST PLAYING

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

After the FIRST playing, turn to the **NOTES SECTION** of the paper. Read through the suggested points, then make notes on the points listed. You will have 2 minutes. Your notes will not be marked.

SECOND PLAYING

Listen again as the recording is played a second time. You may make additional notes as you listen. **After the SECOND PLAYING**, you will have two minutes to complete your note making. You should spend at least thirty minutes answering the questions in **SECTION A, PART II**.

After completing **SECTION A**, you should go straight on to **SECTION B**.

First Reading

This passage tells us about friendship.

The passage will be read to you twice.

Questions in **SECTION A, Part II**, will be based on the passage which will be read. Listen carefully to the first reading.

FRIENDSHIP

It takes time and effort to build a friendship, but it's worth it because few things can add more to your life than having a true friend. Friendship is a special bond shared by two or more persons who have similar beliefs, goals and interests. The characteristics of a good friendship include the following: trust, understanding, support, communication and loyalty. Being able to trust and relax with your friend is a big part of friendship. It can be compared to being in a comfortable surrounding, like your home.

How can you begin a friendship, you may wonder? No one can form a friendship until he or she realizes that the foundation of being someone's friend is caring about the needs of the *other* person and providing these needs whenever possible. You must be a good friend in order to have one.

So, what exactly does a good friend *do*? Here are some recommendations.

- Always be a good listener
- Respect your friend's point of view
- If your friend tells you a secret – be confidential and tell no one else
- Support and praise your friend
- Always show loyalty to your friend

Another important question is, how can you maintain a friendship? Well, best friends require one-on-one contact to survive. Some activities that you and your friend can share are things like making phone calls to or texting each other, going to the movies or the mall, riding your bikes, skating, playing basketball or even exercising together. You and your friend can also attend special events together, such as concerts and birthday parties. Remember that it's not necessary to spend hours and hours with your friend, but you do have to spend some time together if the friendship is going to last.

Now, here are some things that you should **NOT** do if you plan on being a good friend:

- First, don't wait too long before calling your friend or meeting up with him or her. The point is, do not neglect your friend.
- Second, don't be jealous of your friend's accomplishments.
- Next, don't be overly-critical of your friend.
- Finally, don't crowd your friend's private space. Not everyone wants to share *everything* about themselves with others, not even their loved ones.

Just like anything in life, not all friendships are guaranteed to last forever. Three major things can cause a friendship to fail. One, you fail to state your expectations. That means you do not tell your friend what you expect from the friendship. Two, there is a lack of good communication, because you do not tell your friend how you really feel. Three, your friendship experiences a serious change, such as someone moving to a different neighbourhood or school.

Having friends can add joy and laughter to your life, but just remember that, in order for a friendship to blossom, friends must look out for and cherish each other.

Adapted from an online article, Friendship by Joy Stevens

Turn to the **NOTES SECTION** of your paper in Section A – Part I. Read through the suggested points, then make notes on the points listed.

You have 2 minutes.

– Two-minute pause –

Listen again to the second reading of the passage.

You may make additional notes as you listen.

– Second Playing of Recording –

You have 2 minutes to complete your note making. Then go straight on to **PART II**.

You should spend at least 30 minutes answering the questions in this Section. After you have completed **PART II** go on to Section B.

This recording ends here.