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FOR EXAMINERS' USE ONLY	
SECTION	MARKS
FORMAL LETTER	
ESSAY	
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2016

0042 ENGLISH LANGUAGE

PAPER I (WRITING SKILLS) (40 Marks)

Monday **30 May 2016** 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.

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.

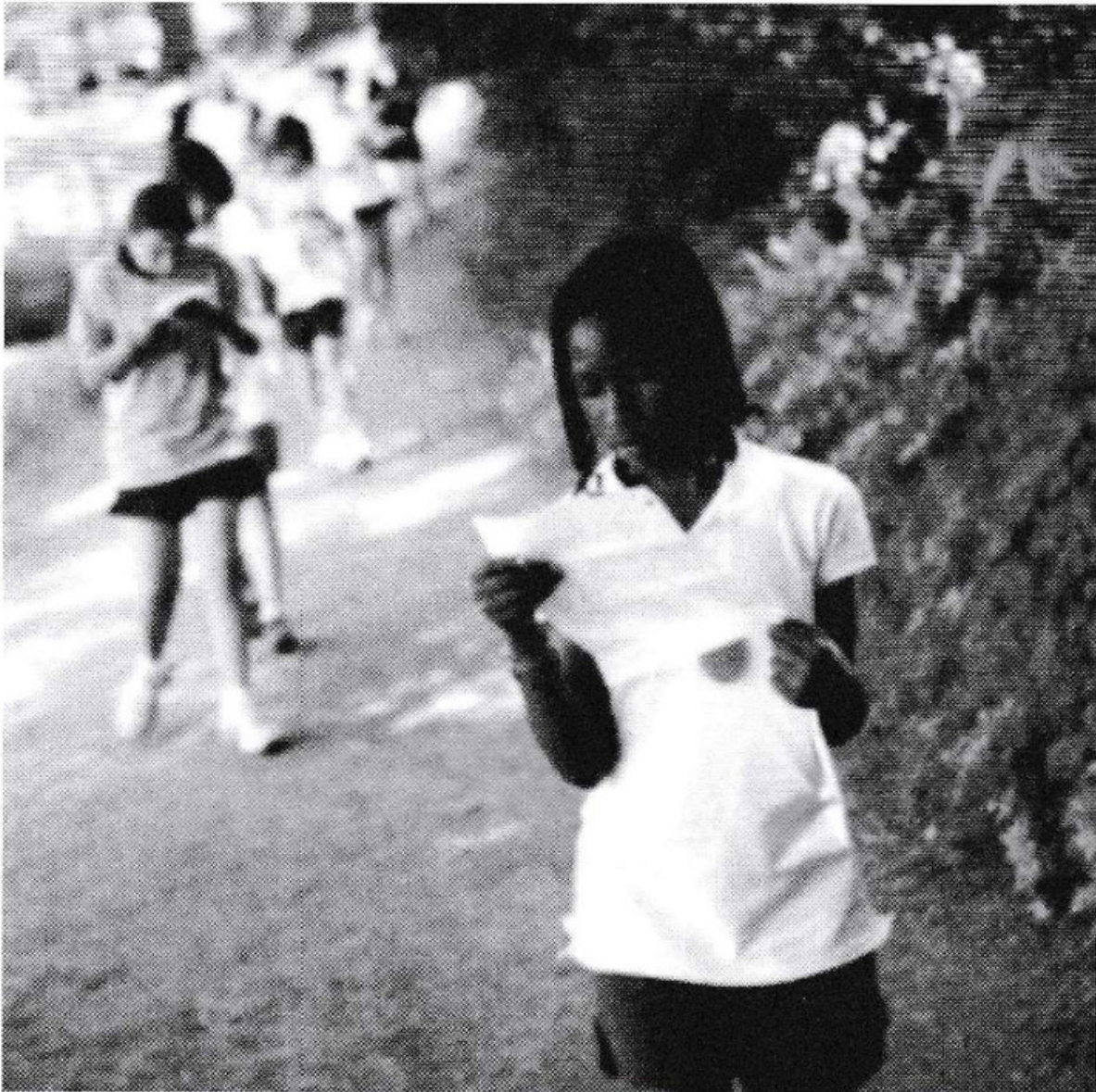
1. Your composition should contain approximately 300 words. Write at least three well developed paragraphs on **ONE** of the following topics. The letter topic (indicated by an asterisk*) will require a heading, salutation and appropriate closing.
 - (a) *It was a nightmare unlike any I had ever had.* Tell what happened in this unusual nightmare.
 - * (b) Your friend is always in trouble and being sent to the office at school for disrespectful behaviour. Write a letter to your friend in which you explain the importance of being mannerly and respectful at home, at school and in the community.
 - (c) Describe a birthday party that you attended. Be sure to include a description of the activities, sights, sounds and any other sensory details that appealed to you.
 - (d) *As I stood at the kitchen sink washing the evening's dishes, I noticed through the window what seemed to be a homeless man in tattered clothing standing beneath the streetlight across from my home.....*Continue the story.
 - (e) Some schools have stopped allowing off-campus field trips for students because they believe that they are of no educational value. Do you agree or disagree with this opinion? Support your view with at least **THREE** well developed reasons.
 - (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)

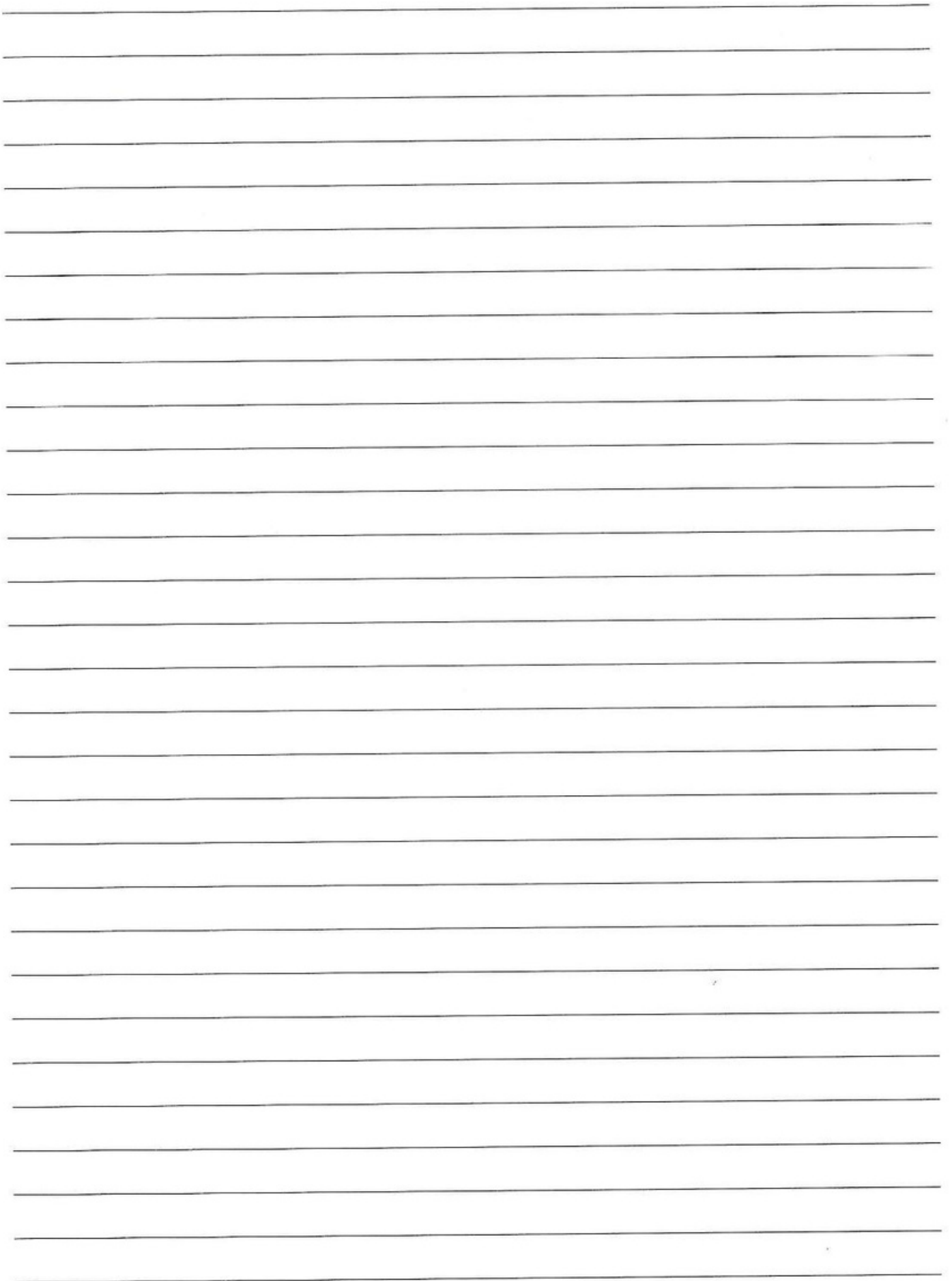


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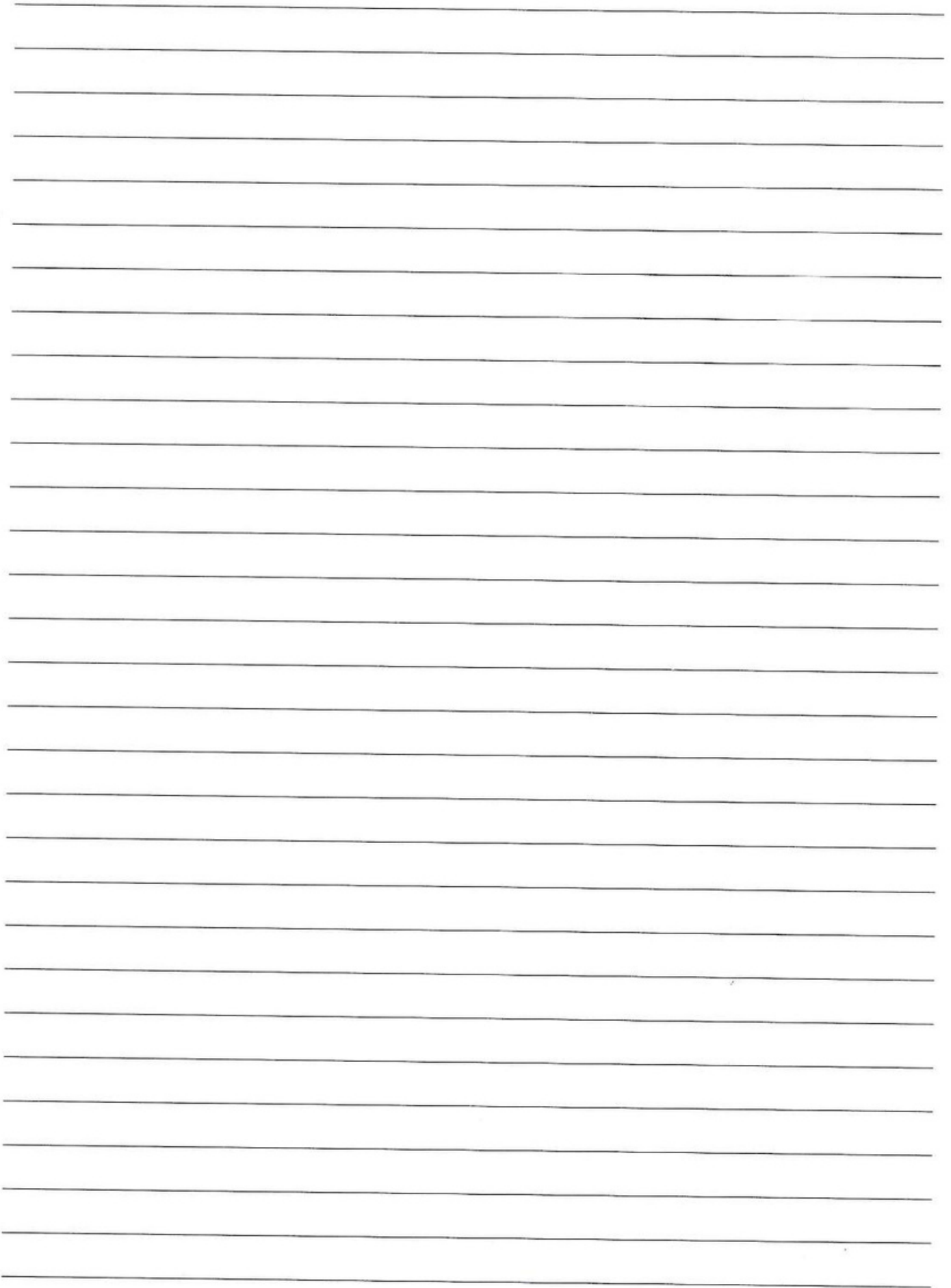
(ii)



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This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There is no handwriting or other markings on the page.



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 – on page 9.

- 2A (a) You want to apply for a summer job at a store in your community. Write a letter to the General Manager explaining why you should be hired. Be sure to include the desired position and preferred hours.
- (b) You belong to a house at school which recently won an Inter-House Sports Competition in Track and Field. All house members were treated to a party by the teacher who is the house captain. Write a letter to this House Captain, thanking him or her for sponsoring the party and saying why it was appreciated.
- (c) You recently purchased a watch from a store in your local community. However, after a few days it stopped working. Write a letter to the Manager of the store, explaining the inconvenience caused. Request that he or she settle the matter in a satisfactory way.
- (d) Your school has won the award for the best B.J.C. results in the district for the year 2015. Write a letter to the Principal of the school congratulating him or her on this outstanding achievement. Be sure to include at least **TWO** activities the school put into place that contributed to this success.

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	
PART I LISTENING	
PART II – USAGE	
– READING COMPREHENSION I & II	
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2016

0042 ENGLISH LANGUAGE

PAPER II LISTENING COMPREHENSION; USAGE AND READING COMPREHENSION (60 Marks)

Tuesday **31 May 2016** 9:00 A.M.–11:30 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 at the top of this page.

This paper consists of **TWO** parts:

PART I – Listening Comprehension

PART II – Usage and Reading Comprehension

For Part I, 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 Part II, there are two Reading Comprehension texts. One of them takes the form of an advertisement, and includes a cloze exercise, which is the Usage segment of the examination. The second text is a passage. Read each text 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 17 printed pages and 3 blank pages.

BLANK PAGE

**MINISTRY OF EDUCATION
BAHAMAS JUNIOR CERTIFICATE
EXAMINATION 2016**

0042 ENGLISH LANGUAGE

**PAPER II: LISTENING COMPREHENSION;
USAGE AND READING COMPREHENSION**

**PART I: PASSAGE FOR LISTENING COMPREHENSION
INVIGILATOR'S COPY**

Tuesday **31 May 2016** 9:00 A.M.–11:30 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

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Write your school number, candidate number, surname and initials in the spaces at the top of your booklet.

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PART II – Usage & Reading Comprehension

For Part I, 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.

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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.



PART I
LISTENING COMPREHENSION

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 2 minutes to complete your note making.

You should spend at least 30 minutes answering the questions in **PART I (B) LISTENING COMPREHENSION**.

After completing **PART I (B)**, you should go straight on to **PART II**.

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

PART I (A)

LOUISE APPLGATE: SHE'S *NOT* YOUR TYPICAL HIGH SCHOOL HONOURS STUDENT

INSTRUCTIONS:

Make notes on the following points. Remember that you will need these notes in another part of the test; therefore, make them as full and accurate as you can.

Listen carefully

YOUR NOTES ON THE PRESENTATION

- Different places Louise Applegate has lived

- Details about Louise Applegate's life when she was very young

- Details about the Learning Centre for the Deaf

- What Judy Vreeland, the Director of the Learning Centre for the Deaf, has to say about Louise

- Why Framington High School was important to Louise

- Details about the college Louise plans to attend

- What makes Louise an all-round student

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

PART I (B)

INSTRUCTIONS:

All answers in this section must be based on information in the recording.

For questions 1–4, shade the box next to the letter that indicates the best answer.

1. Louise Applegate first began learning American Sign Language when she was

A.	☐	eighteen years old;
B.	☐	six-and-a-half years old;
C.	☐	three years old;
D.	☐	four-and-a-half years old.

[1]

2. Louise Applegate is adopted. Where did the adoption take place?

A.	☐	China
B.	☐	New York
C.	☐	New Jersey
D.	☐	Massachusetts

[1]

3. Which **ONE** of the following tells why Louise's birth mother put her up for adoption?

A.	☐	She was much too poor to take care of her daughter.
B.	☐	She could not cope with her daughter's inability to hear.
C.	☐	Louise could not communicate with her birth mother.
D.	☐	She thought that Sharon Applegate would make a better mother.

[1]

4. Which **ONE** of the following words best describes an aspect of Louise's nature?

A.	☐	Unsociable
B.	☐	Selfish
C.	☐	Confident
D.	☐	Intimidating

[1]

5. Despite being deaf, Louise is a “star student”. Give **ONE** specific reason why many people find this surprising.

 [1]

6. Next to each of the following statements, write the letter **T** if the statement is **TRUE** or the letter **F** if the statement is **FALSE**, based on information in the recording.

A.		The only school Louise has attended is the Learning Centre for the Deaf.
B.		Louise decided to become a forensic scientist after watching episodes of “Law and Order”.
C.		The college Louise plans to attend offers classes for hearing impaired and hearing students.

[3]

7. Louise says she used to be somewhat shy but is now “a social butterfly”.
Using your own words, explain the expression, “a social butterfly”.

 [2]

8. Give **ONE specific** way in which American Sign Language interpreters have helped Louise Applegate to communicate with others.

 [1]

9. Louise has been described as an all-around student. Complete the table below so that it shows:

- **TWO** specific ways in which Louise, while in high school, excelled academically and
- **TWO** specific ways in which she has excelled in other areas.

An example in each category has been provided for you.

LOUISE'S ACADEMIC ACHIEVEMENTS	LOUISE'S NON-ACADEMIC ACHIEVEMENTS
E.g. She is graduating with honours from the Learning Centre.	E.g. She is a swim team member.
1.	1.
2.	2.

[4]

TOTAL MARKS = [15]

Now go straight on to PART II, which begins on page 9.

PART II**USAGE AND READING COMPREHENSION*****INSTRUCTIONS:***

This section contains **TWO** texts. The first text is an advertisement that is based on a contract designed by the Cyberbullying Research Centre. The second text is a passage. Read them all carefully and answer the questions that follow. There is a cloze exercise based on the first text, which is the usage part of the examination.

ALL questions must be answered in complete sentences and in your own words unless otherwise indicated.

All answers must be based on information in the texts.

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

Study the advertisement provided on page 10, and then answer questions 10–17.

THEY'RE SMARTER THAN THEIR CELL PHONES, SO THEY UNDERSTAND WHY EACH FAMILY NEEDS A CELL PHONE CONTRACT



SAMPLE
CONTRACT

WHY SHOULD YOU USE ONE?
BECAUSE YOUR CHILDREN MATTER!

Child Expectations

- 1 A. I acknowledge that having a cell phone is a privilege and therefore will not take it for granted.
- B. I will not give out my cell phone number to anyone unless I first clear it with my parents.
- C. I will always answer calls from my parents. If I miss a call from them, I will call them back immediately.
- 5 D. I will not take my cell phone to school if it is prohibited. If allowed to take it to school, I will keep it in my backpack or locker and turned off until school is dismissed.
- E. I will not use my cell phone after ___ pm on a school night or after ___ pm on a non-school night, unless given permission by my parents.
- F. I will not send inappropriate, hurtful or threatening text messages.
- 10 G. I will not say or text anything to anyone when using the cell phone that I wouldn't say to them in person with my parents listening.
- H. I will not download anything from the Internet or call long distance numbers without my parents' approval.
- I. I will not enable or disable any setting on my phone without my parent's permission.
- 15 J. I will not take, send or post any pictures or videos of anyone without my parents' and the person's permission.
- K. I will not take, send or post any pictures or videos of myself without my parents' permission.

A family cell phone contract is the SMART way to go!

Parent Expectations

- A. I will respect my child's privacy when he or she is talking on the phone.
- 20 B. I will not unnecessarily invade my child's privacy by reading text messages, watching videos, viewing pictures or looking through call logs without telling my child first. However, if I have a concern, I have the right to view anything on the phone.
- C. If my child violates this contract, consequences will start at loss of cell phone privileges for 24 hours and progress according to the seriousness of the violation.

Child's signature: _____ Date: _____

Parent's signature: _____ Date: _____

THE CARING FAMILY MAGAZINE

**Parents, go to our website
to download our sample
contract and change it to
suit your family's needs!**
Thecaringfamilymagazine.com

10. Where has the advertisement been published? Identify **ONE** specific place.

[1]

11. Shade the box next to the letter that indicates the best answer:

The purpose of the advertisement is to:

A.	☐	persuade children to ask their parents for a smartphone
B.	☐	persuade parents to buy cell phones for their children
C.	☐	encourage parents to use cell phone contracts with their children
D.	☐	encourage children to appreciate the privilege of owning a cell phone

[1]

12. Explain the meaning of the following words as they are used in the passage.

(a) **prohibited** (line 4)

(b) **inappropriate** (line 8)

[2]

13. **Parent Expectations C.** uses the phrase: **“violates this contract ...”**

Explain the above quoted phrase, using your own words as far as possible.

[2]

14. *The people who designed the contract realise that parents may want to adjust it before using it.* Provide **ONE** piece of evidence from the advertisement to support this statement.

[1]

15. The advertisement suggests a number of ways in which a parent may offend a child. Identify **TWO** of these ways.

[2]

16. Identify **ONE** method that is used to attract the readers' attention even before they read the advertisement and its sample contract.

[1]

17. Explain **ONE** way in which the advertisers have attempted to affect the readers' emotions. In your explanation be sure to identify the emotion.

[2]

TOTAL MARKS = [12]

USAGE CLOZE EXERCISE

The following sentences are based on information found in lines 1–19 of the passage on page 10. Fill in the blanks in each sentence 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.

The blanks are numbered from 18 to 27.

Child Expectations

- A. I acknowledge that having a cell phone is a privilege and therefore is not something to be (18) _____ (line 1) for granted.
- B. I know that (19) _____ (line 2) out my cell phone number to anyone is not to be done unless I first clear it with my parents.
- C. I will always answer calls from my parents. If I miss a call from them, I will call them back immediately.
- D. I will not take my cell phone to school if it is prohibited. If allowed to take it to school, my cell phone is to be (20) _____ (line 4) in my backpack or locker and turned off until the (21) _____ (line 5) of school.
- E. I will not use my cell phone after ____ pm on a school night or after ____ pm on a non-school night, unless my parents (22) _____ (line 7) me to do so.
- F. I will not send text messages that contain inappropriate or hurtful statements or (23) _____ (line 8).
- G. When I (24) _____ (line 9) the cell phone, I will not say or text anything to anyone that I wouldn't say to them in person with my parents listening.
- H. My parents have to say they (25) _____ (line 12) before I am allowed to download anything from the Internet or call long distance numbers.
- I. I will not enable or disable any setting on my phone without my parent's permission.
- J. I will not take, send or post any pictures or videos of anyone without my parents' and the person's permission.
- K. I will not take, send or post any pictures or videos of myself without my parents' permission.

Parent Expectations

- A. I will be (26) _____ (line 17) of my child's privacy when he or she is talking or texting on the phone.
- B. Unless it is (27) _____ (line 18), I will not invade my child's privacy by reading text messages, watching videos, viewing pictures or looking through call logs without telling my child first. However, if I have a concern, I have the right to view anything on the phone.
- C. If my child violates this contract, consequences will start at loss of cell phone privileges for 24 hours and progress according to the seriousness of the violation.

PASSAGE II

INSTRUCTIONS:

Read the passage carefully and answer the questions that follow. **ALL** questions must be answered in complete sentences and in your own words unless otherwise indicated.

All answers must be based on information in the passage. Special attention should be given to the directions for each question.

ARE YOU A MEANIE IF LITTLE JOHNNY DOESN'T HAVE A CELL PHONE?

Remember when the status symbol for children was a costly pair of high-top sneakers? Today, our children want cell phones. Many of them are getting them, too, and at surprisingly young ages. The New York Times not long ago published a story about parents using their iPhones to soothe their toddlers and keep them amused. No more singing lullabies or chanting "This little piggy went to market" for them!

5 In the USA, about one in five children in primary school has a cell phone. It goes up to 60 percent of junior high students and more than 80 percent of senior high schoolers. According to a study by Pew Research, more students have phones than ever before – almost twice as many as in 2004.

At best, cell phones are a mixed blessing. On the positive side, they help us to watch over our children, even when we're not there. But as a safety device, cell phones carry a lot of risks. Think about it this way: car booster seats are practically impossible to lose. Seat belts don't get tempted to send inappropriate pictures and text messages – nor can they receive them. They don't tempt your children to cheat on examinations. They also don't **distract** them in class or during homework time.

10 It gets more **complicated**. At present, our children are using cell phones for a lot more than making calls. They're taking pictures, text messaging, using the Internet, playing games, listening to music, and more. Additionally, they're also spending much time doing this. One in three teens sends more than 3,000 text messages a month. That's time that could be spent on other things: interacting with family and friends in person, studying and exercising.

15 To spend so much time texting could also **stunt** a young child's social development, says Margit Crane, a parenting counselor. According to Crane, young children who use cell phones often do not learn enough about how to read appropriate body language and facial cues or signals, and also how to generate them. Moreover, the cell phone makes the world much, much larger. And, in reality, this larger world is not as safe for children, and even adults, as the world without cell phones.

20 So what are we parents to do? First, we must decide when our children need a phone. Chances are, most children will want one before they need one or are ready for one. Here are some things for each parent to think about:

- Is your child good at managing stuff? Or do you regularly search his or her bedroom for that missing flash drive or expensive dental retainer?
- 30 • Does he or she think ahead? Taking care of a phone is more than a matter of just not losing it or accidentally running it through the wash. Your child has to keep it charged, or it won't work when needed.
- Is there a practical reason to have one? If your child is not responsible for travelling to places on his or her own, a cell phone is probably more of a *want-to-have* than a *need-to-have* item.
- 35 • Does your child have good social skills, or is he or she likely to get into trouble with text messages?

40 Margit Crane, who gives school presentations on cell phones and children, says eighth grade is a reasonable time to give a child a phone, preferably one without text messaging on it because of the high risk of abuse. (Almost two-thirds of teens confessed to texting during class – and 25 percent confessed to making or receiving calls in class.)

45 Second, we parents must be aware of the pitfalls and make our expectations clear. It is advisable to talk to our children about how much cell phones cost, and about bullying and other terrible things that can happen when they use their phones thoughtlessly. After the ground rules are established, we must enforce them and monitor our children's use of the phone. Be ready to take the phone away if it's being abused. Wise parents also **keep a tight rein on** texting. Some parents require their teenagers to pay their own cell phone bills as a way to teach responsibility. However, research shows that children who pay their cell phone bill are almost six times as likely to use the cell inappropriately, probably because they feel more ownership over the device.

50 Third, we parents must be courageous and avoid the status trap. For our children, the pressure to have the “right” kind of cell phone is intense. Children decide how popular, up to date or high-class their peers are by the type of phones they carry. Yet the message we want our children to get is that positive achievement is a better thing to aim for. We want them to learn that by putting their energy into school, into sports, into music, into community service, they will get a lot more out of it – including the ability to buy whatever phone they want when they’re grown up and are less likely to do something with it that they will **regret**.

55 Yes, dealing with our children’s ownership and use of cell phones is a complicated matter that requires a lot of common sense thinking and hard work, but doing anything less would be selling our children short.

*adapted from an article by Martha Brockenbrough,
@Mom’s Homeroom MSN.com, 2010*

28. According to the passage, what was the status symbol for children in days gone by?
Shade the box next to the letter that indicates the best answer.

A.	☐	expensive sports footwear
B.	☐	high quality cell phones
C.	☐	designer jeans
D.	☐	autographed CDs

[1]

29. The writer, Martha Brockenbrough, expresses her astonishment about something in paragraph 1 of the passage. What is it that astonishes her?

[1]

30. Provide **ONE** detail from between lines 1–8 of the passage which suggests a traditional way rather than a modern way in which some parents comfort and entertain their young children.

[1]

31. Using information from paragraph 5 of the passage, quote **ONE** three-word phrase which shows that Martha Brockenbrough has used someone else’s opinions in addition to hers in writing the article.

[1]

32. When discussing its risky nature, the writer compares the cell phone to two other items.

(a) Identify these **TWO** other items.

_____ [2]

(b) State how the cell phone is similar to these two other items.

_____ [1]

33. Using ideas from the passage, suggest **THREE** ways in which some teenagers behave irresponsibly in physically taking care of a cell phone.

_____ [3]

34. Using the lines provided, explain the meaning of **FOUR** of the following words or phrases as they are used in the passage:

(a) distract (paragraph 3)

(b) complicated (paragraph 4)

(c) stunt (paragraph 5)

(d) keep a tight rein on (paragraph 7)

(e) regret (paragraph 8)

_____ [4]

35. Read the title of the passage again. It suggests that a group of individuals might find themselves being called "meanies".

(a) Who would most likely refer to this group as "meanies"?

[1]

(b) Explain how any **ONE** word in the title helped you to answer part (a) of the question.

[1]

Now go on to question 36, which is on page 18.

36. Imagine that you have been invited to speak to a group of adults on the dangers of giving children cell phones. Write the speech you will give, providing at least **FOUR** specific details about how cell phones could encourage negative behaviour in children. Remember to base your response on information from the passage.

Your answer should be paragraphed, using **NO** more than 150 words.

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.

**MINISTRY OF EDUCATION
BAHAMAS JUNIOR CERTIFICATE
EXAMINATION 2016**

0042 ENGLISH LANGUAGE

**PAPER II: LISTENING COMPREHENSION;
USAGE AND READING COMPREHENSION**

**PART I: PASSAGE FOR LISTENING COMPREHENSION
INVIGILATOR'S COPY**

Tuesday **31 May 2016** 9:00 A.M.–11:30 A.M.

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INSTRUCTIONS TO CANDIDATES

Do not open your 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** parts:

PART I – Listening Comprehension

PART II – Usage & Reading Comprehension

For Part I, 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 Part II, there are two Reading Comprehension texts. One of them takes the form of an advertisement, and includes a cloze exercise, which is the Usage segment of the examination. The second text is a passage. Read each text 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.

PART I
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 (2) minutes to complete your note making. You should spend at least (30) thirty minutes answering the questions in **PART I (B)**.

After completing **PART I (B)**, you should go straight on to **PART II**.

First Reading

This passage tells us about a very special high school honours student.

The passage will be read to you twice.

Questions in **PART I (B)** will be based on the passage which will be read. Listen carefully to the first reading.

LOUISE APPLGATE: SHE'S *NOT* YOUR TYPICAL HIGH SCHOOL HONOURS STUDENT

Louise Applegate, an honours student, is graduating from high school today. Her academic accomplishments are made even more impressive considering she is graduating from the Learning Center for the Deaf. Louise, who is 18 years old, has attended the Learning Center since elementary school, so today marks the end of a long journey.

Born in China, Louise was put up for adoption when she was 18 months old because she was deaf. With no one to teach her sign language, she spent the first four-and-a-half years without any way of communicating formally. It wasn't until her mother, Sharon Applegate, who is also deaf, adopted Louise and brought her back to the United States that this young woman was able to begin learning American Sign Language.

According to experts, from birth to three years old is the most critical time for language development in children who are born deaf. Those who don't learn until later tend to suffer academically.

"I want to make clear how incredibly exceptional Louise is," says Judy Vreeland, who is the Director of the Learning Center for the Deaf. "Deaf children who are not taught language until after they're four years old usually struggle for the rest of their lives with academics. But Louise is a star student. It's incredible and her mother deserves a lot of credit."

When they first moved to the US, Louise and her mother spent three years living in New Jersey before her mother relocated them to Framingham, Massachusetts, where Louise was enrolled in the Learning Center for the Deaf.

In my interview with Louise, during which she talked to me with the help of an American Sign Language interpreter, she said, "I remember when my mother first took me to the U.S. I was ecstatic. It was a whole new world. I was a little shy at the start but I quickly became a social butterfly."

In high school, Louise excelled in her classes at the Learning Center and also at Framingham High School, which she attended for classes in Advanced College Placement History and upper-level science several times a week, with the assistance of American Sign Language interpreters. She has been a much valued volleyball player and acted brilliantly in two school plays at the Learning Center for the Deaf. In autumn, Louise will attend the National Technical Institute for the Deaf in New York. Her goal is to become a forensic scientist, who is an individual who helps to solve crimes by investigating physical evidence from crime scenes, using scientific methods.

"I've always been interested in the sciences," she said. "I watch a lot of 'Law and Order' and 'Special Victims Unit.' I've always been fascinated by how they solve the cases." Louise's decision to go into the forensic science field was made after she took a class in the subject at Framingham High.

This year, three students from the Learning Center for the Deaf became the Center's first to be inducted into the National Honor Society, which is the USA's premier organization established to recognize outstanding high school students. Louise was one of the three. She also served as a member of the student government, attended a youth leadership conference with the Junior National Association of the Deaf, has been an active swim team member, and has worked as a lifeguard and taught swim lessons to other students at the Learning Center.

"All the younger kids are begging for me to teach swim lessons again," she said. "I'm going to miss watching the kids grow up after I graduate."

But as hard as it is to move on, Louise is excited to get the full college experience. She will be living in the student dorms in New York with deaf *and* hearing students.

"Being at the Learning Center has been a rich experience," she said. "But I don't want to be 100 percent in the deaf world. It is my heritage and my culture but this is a hearing world."

Adapted from an article by Brad Avery 2015
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Turn to the **NOTES SECTION** of your paper in **PART I (A)**. Read through the suggested points, and 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 I (B)**.

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

This recording ends here.