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FOR EXAMINER'S USE ONLY		
PART I LISTENING		
PART II – USAGE		
READING COMPREHENSION I & II	I	II
TOTAL		

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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2025

0042 ENGLISH LANGUAGE

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

Thursday **29 MAY 2025** 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 passage which will be read twice, then answer the questions found on pages 6, 7 and 8 of the booklet.

For Part II, there are two Reading Comprehension passages. One of them includes a cloze exercise, which is the Usage segment of the examination. Read each passage 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 **15** printed pages and **5** blank pages.

BLANK PAGE



PART I
LISTENING COMPREHENSION

INSTRUCTIONS TO CANDIDATES

The passage will be read to you **TWICE**.

FIRST READING

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

AFTER THE FIRST READING, 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 READING

Listen again as the passage is read a second time. You may make additional notes as you listen. **AFTER THE SECOND READING** 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**, you should go straight on to **PART II**.

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

PART I (A)
HILLTOP FARMS

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

- **The year Hilltop Farms was created**

- **Specific names of animals raised on the farm**

- **Character traits of Rudolph Fitzgerald mentioned in the recording**

- **Specific products/items that visitors can purchase on the farm**

- **Specific details about activities on the farm available to visitors**



- **Specific details** mentioned in the recording about Mary Fitzgerald

- **The specific purpose** of Hilltop Farms

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

[Turn over



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. In the recording the speaker says you are likely to find which of the following animals when visiting Hilltop Farms?

A.	☐	horse, sheep, cattle
B.	☐	parrot, flamingo, pigeon
C.	☐	peacock, quail, emu
D.	☐	rabbit, squirrel, raccoon

[1]

2. According to information in the recording, where is Hilltop Farms located?

A.	☐	Gregory Town
B.	☐	Lower Bogue
C.	☐	Matthew Town
D.	☐	Savannah Sound

[1]

3. According to the recording, what was the original name of Hilltop Farms?

A.	☐	Northland Ranch
B.	☐	Orange Spoon Ranch
C.	☐	Red Fork Ranch
D.	☐	Westland Ranch

[1]

4. In the recording the speaker says that the purpose of Hilltop Farm is to create:

A.	☐	a special farm that uses only solar energy.
B.	☐	educational and cultural experiences for others.
C.	☐	more jobs for young Bahamian farmers.
D.	☐	more wealth for visitors to The Bahamas.

[1]



True or False

5. Next to each of the following statements, write the letter '**T**' on the space provided if the statement is **TRUE** or the letter '**F**' if the statement is **FALSE**, based on information in the recording.

- (a) _____ Rudolph Fitzgerald started farming in 2011.
- (b) _____ Mary Fitzgerald is a former school teacher.
- (c) _____ Hilltop Farms receives government assistance, as do other farms in The Bahamas.

[3]

6. According to the recording, how did Rudolph Fitzgerald show generosity to the people in his community?

_____ [1]

7. Name **TWO (2)** challenges that Hilltop Farms faces.

_____ [2]

8. Explain how Hilltop Farms helps the environment.

_____ [2]

9. The table below presents **simple problems that Hilltop Farms can assist people with solving**. Complete the table so that it gives **ONE feature/aspect of the farm that people use to help them**. Your answer must be based on specific information from the recording.

Simple Problems Bahamians and Visitors May Face	How Hilltop Farms Can Help
(a) A local has been suffering from a cold and cough for two weeks.	(i) _____ _____
(b) A visiting family, with three small children who love animals, is looking for an activity.	(ii) _____ _____
(c) A teacher presenting a lesson on plant and animal care.	(iii) _____ _____

[3]

TOTAL MARKS = [15]

Now go straight on to PART II, which begins on page 10.



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PART II

USAGE AND READING COMPREHENSION

INSTRUCTIONS:

This section contains **TWO** passages. Read the passages carefully and answer the questions that follow. There is a cloze exercise based on the first passage, 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 passages.

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

PASSAGE 1:**HOW TO EFFECTIVELY HANDLE BODY SHAMING**

Body shaming involves humiliating others by making negative comments about their body size or shape. Our “selfie” culture emphasizes outward beauty and we are constantly confronted with images of glamorous celebrities in magazines, advertisements, television shows, and other types of media.

5 What you see every day on TikTok, Facebook, and Instagram can understandably make you feel jealous of others or focus your thinking on your physical appearance and any flaws you think you have. You may struggle to live up to these standards and experience negative feelings and judgements about yourself. This can become destructive when it lowers your self-worth and body image.

10 In recent years, there has been an effort to reverse the body shaming emphasis and promote more love and acceptance of how we look. Social media platforms have used body positivity hashtags to gain more followers and change the way we think about people based on how they look.

Following these basic steps can help you overcome body shaming and build body positivity.

1. Develop Self-love

15 The first steps to protecting yourself from body shaming are to stop body-shaming yourself and develop self-compassion. Remember that your emotional health is more important than your physical appearance, and that should always be your main concern. Treat yourself with kindness and understanding, as you would a best friend. Exercise, eat healthy foods, enjoy the company of people who care about you, and spend time outdoors to refresh your body and your mind.

2. Replace Negative Self-talk

20 While you cannot control what others say about you, you do have the power to focus on the good parts of who you are instead of thinking too much about flaws you believe you have. Instead of repeating negative messages, accept yourself just the way you are. Be proud of who you are. Your value as a human being is worth much more than your physical body.

3. Manage Time Spent on Social Media

25 Spending too much time on social media can add to your anxiety, loneliness, and body dissatisfaction. If you reduce your time on social media, you will be able to participate in other activities that elevate your mood and your creativity. Stepping away from social media can give you an opportunity to connect with others in-person and improve the quality of your social interactions. Communicating face-to-face is nature’s remedy to stress and can be a lot more rewarding than texting or messaging.

4. Reach Out to Someone You Trust

30 You may feel embarrassed about confiding in someone about the body shaming you are experiencing, but there is no reason you have to handle this on your own. Reach out to others for guidance and support and let them know what you have been experiencing. It is important to find someone you trust and feel comfortable sharing your feelings with. Having a safe outlet to express your emotions can help you cope with the distress and humiliation of being body shamed.

35 Body positivity is a continuous journey towards accepting yourself and others. It takes patience and practice to change age-old cultural beliefs about physical beauty and learn self-compassion. You cannot control what others say or do, but you can change your all-or-nothing thinking and start to view yourself as a whole person.



Source: Adapted from the article, *Body Shaming – The Effects and How to Overcome It* by Alice E. Schluger, Ph.D.
<https://www.helpguide.org/mental-health/wellbeing/body-shaming>

10. According to the passage, what is body shaming?

[1]

11. Name **TWO** types of careers or organisations that influence how we think about ourselves.

[2]

12. Explain **TWO** ways in which social media platforms are promoting positive self-image, according to information given in the passage.

[2]

13. Using your own words, explain the phrase, "*selfie culture*" from paragraph 1 of the passage.

[2]

14. Using information from the passage, list **TWO (2)** activities that you can participate in to love yourself.

[2]

15. Based on lines 21 – 24 of the passage, which **ONE** of the following words best describes the writer's attitude or tone? Underline the word.

(i) amused (ii) discouraged (iii) accepting (iv) angry

[1]

16. Using information from the passage, complete the table below so that it shows what you can do to manage body shaming effectively.

WAYS TO MANAGE BODY SHAMING	
(a) <i>Instead of</i> going on social media...	
(b) <i>Instead of</i> keeping negative thoughts to yourself...	

[2]

TOTAL MARKS = [12]



USAGE CLOZE EXERCISE

The following sentences are based on information found in lines 6–40 of the passage on pages 10 and 11. 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 17 to 26.

HOW TO EFFECTIVELY HANDLE BODY SHAMING

Body shaming involves humiliating others by making negative comments about their body size or shape. Our “selfie” culture emphasizes outward beauty and we are constantly confronted with images of glamorous celebrities in magazines, advertisements, television shows, and other types of media.

What you see every day on TikTok, Facebook, and Instagram can understandably give you a feeling of (17) _____ (line 4) or focus your thinking on your physical appearance and any flaws you think you have. You may struggle to live up to these standards and experience negative feelings and judgements about yourself. This can (18) _____ (line 7) you, when it lowers your self-worth and body image.

In recent years, there has been an effort to reverse the body shaming emphasis by (19) _____ (line 8) more love and acceptance of how we look.

Following these basic steps can help you overcome body shaming and build body positivity.

1. Develop Self-love

The first steps to protecting yourself from body shaming are to stop body-shaming yourself and develop self-compassion. Be (20) _____ (line 15) and understand yourself as you would a best friend. Exercise, eat healthy foods, enjoy the company of people who care about you, and spend some outdoors to refresh your body and your mind.

2. Replace Negative Self-talk

While you cannot control what others say about you, you do have the power to focus on the positive aspects of yourself, rather than dwelling on any flaws you believe you have. Have (21) _____ (line 21) in who you are. Your value as a human being is worth much more than your physical body.

3. Manage Time Spent on Social Media

Spending too much time on social media can make you anxious and (22) _____ (line 24). If you reduce your time on social media, you will be able to participate in other activities that elevate your mood and your creativity. Communicating face-to-face is nature’s remedy to stress and can have more (23) _____ (line 28) than texting or messaging.

4. Reach Out to Someone You Trust

The (24) _____ (line 30) you may feel about confiding in someone about the body shaming you are experiencing, is no reason for you to handle this on your own. Having an outlet to (25) _____ (line 33) express your emotions can help you cope with the distress and humiliation of being body shamed.

Body positivity is a journey that will (26) _____ (line 35) until you accept yourself and others. It takes patience and practice to change age-old cultural beliefs and learn self-compassion.

*Source: Adapted from the article, Body Shaming –The Effects and How to Overcome It by Alice E. Schluger, Ph.D.
<https://www.helpguide.org/mental-health/wellbeing/body-shaming>*

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.

HER STORY

We shoaled into the cafeteria together, the three of us. We knew who the sharks were and how to avoid them; we knew exactly where they basked in the afternoon sunshine, waiting to sink their teeth into some poor fish's flesh. We grabbed plastic trays and packets of ketchup and bruised green apples. We watched the lunch lady fling clumps of brown gravy on scoops of mashed potatoes. With our plates filled, we flitted away to the table in the far corner. We knew there was safety in numbers.

We'd played together and laughed together since second grade. We'd stood together for hours to sell Girl Scout cookies and run against each other at cross country meets. Sure, we'd squabble every now and then — but we knew we belonged to the same species, although our families were so different. Katrice's doctor parents came from Africa. Laurel's dad is a pastor from Germany. I am Sandhya, or Sandy, as I prefer to be called, because it blends in and it matches my sandy-beige skin, which I inherited, half from my history-professor mom who came to the States with her parents when she was five, and the other half from my father's Irish ancestors who probably immigrated to the States during the potato famine.

I saw the new girl at the end of the lunch line. It wasn't just the clothes she was wearing that made her stick out so badly. It was also the scent of coconut-oil wafting from her gleaming, tightly-braided black hair. And, most of all, the bright red bindi on her forehead stood out, exactly like the one my mother insists I paint between my eyebrows on the rare occasions when we visit the Temple. Her name was Vashti — an old fashioned Indian name that Mr. Goldberg had stumbled over and mispronounced when she'd walked into his class earlier that morning. That was the first time I'd seen her. We were already at our desks, and she gave me a half-wave as she slipped into the seat next to mine. I stared at my desk and pretended I hadn't seen her hesitant hand. For years and years, I'd tried to blend in and be as American as I could be and here, suddenly, came this new girl, looking like my grandmother might have done when she was fresh off the boat. She was everything I was frightened to admit might be hiding inside me — standing outside me.

The three of us saw her eyes dart to our table in the lunchroom. We fell silent, stiffening like criminals in the shadows, trying to escape her searchlight gaze. There was space for her at our table. We knew she could see that. But we met each other's eyes, and avoided Vashti until we sensed her gaze pass over us. Our relief tumbled into mindless chatter. At the dim edge of our horizon, Vashti was visible, sitting alone at a table by the window.

By the end of her first week it was easy for us to pretend Vashti didn't exist. We might have forgotten about her altogether and not needed to pretend at all, if it hadn't been for the way the sharks homed in on her. We didn't snigger when Marina called her Sasquatch, but we didn't tell her to knock it off either. When Jack, leader of the cool gang, walked past her table and threw a handful of bacon bits over her rice, we looked at each other and then looked away. Self-preservation is an instinct, as hard to suppress as a shark's thirst for blood. It was as if we'd made a silent pact, the three of us. We let her eat alone. We let her sit alone. We let her walk alone. We were close-knit friends, and we were happy in our friendship and we didn't need anyone else, after all.

Vashti became as silent as a storm-tossed ship, and with each new insult, with each new battering day, she grew calmer and wiser in a way that should have won our respect. I suppose I did admire her strength — but the more she endured, the brighter my fear grew in my heart. Fear, shivering like sunlight on the scales of a fish. Mr. Goldberg was a phenomenal history teacher. He had the gift of getting our attention without needing to work for it. We listened to him recount the evils of slavery. We read about non-violence connections between Reverend Dr. Martin Luther King, Jr and Mahatma Gandhi. We wrote long essays, we debated ideas, and we learned to speak persuasively and confidently in the classroom about injustices people had suffered. We thought we learned a great deal. In June, when school was almost over, I noticed that Vashti had missed a history lesson. We commented on her absence when, at lunchtime, we noticed she wasn't at her usual table. Maybe she was away somewhere nice with her family or something, we thought. We were sure she'd be back in a day or two. But three days went by and Vashti was still nowhere to be seen.

"I feel kind of bad," Katrice confessed.

"Not like it was our fault," Laurel added.



50 For a moment a question hung, unspoken in the air. What if we'd tried to make a place for her at our table? Then we shrugged the question away.

Then one day the school called an assembly and made this great big announcement that they would be starting a whole new anti-bullying training program at our school next year. There were rumors that Jack and his friends had waited for Vashti after school one day. Word traveled that Vashti had the presence of mind to quickly call 911 and Jack and his buddies had been caught on a school security camera. We hadn't seen any of them on campus since. He and his gang were facing suspension – maybe more. "Bullying is serious," the principal said at the assembly, as he closed his announcement. "We have a zero-tolerance policy where violence is concerned."

60 We don't talk about Vashti. The three of us hardly knew her. I don't think of her often. But every once in a while, I catch myself glancing at the sunlit spot where Vashti would always sit at lunchtime, silent as a shadow. Shadows are strange things. We nearly never notice them, although they're always attached to our bodies. They creep along behind us, hiding in wait for those brief moments when, unexpectedly, the light shifts and they leap ahead of us, forcing us to acknowledge their existence.

*Adapted from "Her Story" by Padma Venkatraman. Copyright © 2022
by Padma Venkatraman*

27. What is the name of the narrator?

_____ [1]

28. To what is Sandy referring to when she says, "...we belonged to the same species..." (line 8)?

_____ [2]

29. Who is being referred to as '*sharks*' in the passage?

_____ [1]

30. Explain why Sandy ignores Vashti when she sits next to her in class.

_____ [2]

31. "*She was everything I was frightened to admit might be hiding inside me...*" (lines 21–22) Identify Sandy's specific character traits as revealed by the quote.

_____ [2]

32. Explain how Sandy and her friends' behavior in history class is **ironic** in that it differs from their behavior when Vashti is mistreated.

_____ [3]



33. Shade the box next to the correct answer to finish the following sentence. The *theme* of the story is:

A.	☐	A sincere apology can heal painful wounds from our past.
B.	☐	Apologies do not matter because nothing can heal old wounds.
C.	☐	Memories from school are no longer important to adults.
D.	☐	Staying silent when we see something wrong may haunt us.

[1]

34. What do you think is the '*shadow*' that Sandy was forced to face at the end of the story? Shade the box next to the correct answer.

A.	☐	anger
B.	☐	fear
C.	☐	guilt
D.	☐	relief

[1]

35. The table below contains **THREE** character traits that best describe Vashti. Provide evidence from the passage to support **EACH** description of her.

SUGGESTED CHARACTER TRAITS	SUPPORT
(a) friendly	
(b) strong/brave	
(c) proud	

[3]



- Your answer should be paragraphed, using **NO MORE THAN 80 words**.

I understand how you must be feeling, so here are some suggestions on what you can do to move forward in the new school year.

[illegible]

End]

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