Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the 2\(\frac{1}{2}\) hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.
You MUST answer questions from ALL FOUR sections of this Paper: Section ONE; ALL of Section TWO; ONE from Section THREE; and ONE from Section FOUR.

SECTION ONE

(Suggested time: 35 minutes)

You MUST answer the question in this section.

1. Read the following extract carefully and then write a summary in NOT MORE THAN 120 words. Your summary must be in continuous prose, in paragraph form and, as far as possible, IN YOUR OWN WORDS. Only the first 120 words of your answer will be read and assessed.

Somewhere in the archives of our radio stations and in a few private collections are recordings of a song entitled “Trees”.

It would have been composed and recorded years ago when the world was not as conscious as it is now about our environment. However, it was the majesty and sturdiness of trees that moved the lyricist, in accepting their importance, to observe that, whatever might be our many achievements and creations on the planet, “only God can make a tree”.

The importance of trees as part of our environment is often undermined as millions of acres of land all over the world are cleared of trees and more land is put into agriculture or the trees are replaced by concrete buildings, signifying one concept of economic development.

At the same time, those who are aware of the importance of having trees around are heard warning that we need to display a sense of balance. For while we, as inhabitants of the planet, need land for food and for erecting houses and so on, the planet itself requires trees if it is to adequately sustain life. These life forms include us. With all this in mind, it has been most heartening to learn that steps are being taken in our part of the woods to plant at least 80,000 more trees, one for every person below the age of 18.

According to one environmental expert, “When people build, they tend to just clear the land rather than build around existing vegetation. Then they plant a small flower garden.” He stressed that these could not replace the diminished oxygen production caused by the removal of the trees, or the role played by trees in conserving our mainly shallow soil. When we see muddy water rushing by after rainfall, it is the result of soil being washed away from areas that have no tree roots to hold it in place.

A consciousness of how we should act as stewards of the planet does not just happen. We have to be carefully taught. This tree-planting project is an example of how we can teach our young people what is expected of them and what is required in the years ahead if we are not to disadvantage later generations.

Adapted from “Accepting that trees are important”. Daily Nation, March 31, 2008, p. 6.

(30 marks)
SECTION TWO

(Suggested time: 40 minutes)

Answer ALL the questions in this section.

2. Read the following extract carefully and then answer all the questions set on it.

Some people are meant to live alone. Take for instance, Uncle Arthur. We called him Uncle Arthur, all of us, but he wasn’t our uncle. He was really some sort of elderly cousin and he was almost a legend in the family.

‘I’ll send you to live with Uncle Arthur,’ was Mother’s threat when one of us had been particularly unruly or ‘A week with Uncle Arthur’ll do you good’.

Not that Uncle Arthur was especially ogre-like or repulsive to our childish eyes. Far from it—a milder little man I never saw, although his visits to our home in those days were few and far between. No, it was the fact that he lived all alone; alone in the old dilapidated house on the hill, a house we could see when the canes were cut, a house that loomed gaunt and cockeyed against the brooding background of the two huge twisted evergreens that added their touch of mystery to Uncle Arthur’s unaccountable isolation.

None of us had ever been there. Uncle Arthur never invited anyone to his home. So the threat of being sent to Uncle Arthur’s never lost its sting, even though at Christmas time we could always expect a large, clumsily wrapped box of toffee or butterscotch from the house on the hill.

Uncle Arthur’s visits grew fewer and fewer till there was no in between, and it wasn’t till I’d grown up that I ever gave him a thought again.

_Frank Collymore, “Some People are Meant to Live Alone”. The Oxford Book of Caribbean Short Stories, Oxford University Press, 2001._

(a) What family relationship was there between Uncle Arthur and the writer? (1 mark)

(b) What made Uncle Arthur ‘almost a legend in the family’? (2 marks)

(c) What impression of Uncle Arthur did the writer’s mother try to create? (2 marks)

(d) What kind of person did Uncle Arthur appear to be to the children? (2 marks)

(e) Give TWO different adjectives that would describe Uncle Arthur, based on his actions and habits. (2 marks)

(f) According to the passage, what made Uncle Arthur’s house mysterious? (2 marks)

(g) Why, in the writer’s opinion, did the threat of being sent to Uncle Arthur never lose its sting? (2 marks)

(h) According to the passage, why did the writer forget about Uncle Arthur? (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE
3. Read the following extract carefully and then answer all the questions set on it.

Some of our so-called educated people have failed to appreciate the true meaning of education. If today is a typical day on planet Earth, according to some experts we will lose about 116 square miles of rainforest or about an acre every second. We will lose another 72 square miles every second to encroaching deserts, as a result of human mismanagement and of overpopulation. We will lose 40 to 100 species and no one knows whether the number is 40 or 100. Today, the human population will increase by hundreds of thousands. And today we will add some 15 million tons of carbon to the atmosphere.

The truth is that many things on which our future health and prosperity depend are in jeopardy: climate stability, the ability of the earth to recover; productivity of natural systems, and the beauty of the natural world.

These threats were not created by ignorant people, but by educated people and the quality and purpose of their education. Education in the past seems to have emphasized theories instead of values; answers instead of questions; efficiency rather than conscience. More of the same kind of education is likely to compound our problems. This is not an argument for ignorance, but rather a statement that the worth of education must be measured against the standards of decency and human survival. It is not education per se that will save us, but education of a certain kind.

It seems that there are certain myths on which we build our education, including the myth that if we have enough knowledge and technology we can manage the Earth. But the complexity of the Earth and its life systems can never be safely ‘managed’. What might be managed is us—human desires, economies, politics, and communities. It makes better sense to reshape ourselves to fit the planet than to attempt to shape the planet to fit our wants.

(a) Name TWO of the problems facing the earth today.  
(b) According to paragraph 2, how do the problems we create for the earth affect human life?  
(c) Give TWO of the threats to the planet that are identified in the passage.  
(d) What does the passage suggest could correct the problem in the future?  
(e) What are the particular aspects of the myth of education identified in paragraph 4?  
(f) What does the writer suggest as the better alternative?  
(g) Who, according to the writer, are responsible for putting in jeopardy the things on which our future health and prosperity depend?  
(h) According to the writer, in what ways should worthwhile education be measured?  

Total 15 marks
SECTION THREE
(Suggested time: 45 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 400 to 450 words in length.

You MUST write in Standard English. However, dialect may be used in conversation.

EITHER

SHORT STORY

4. Write a story based on the picture below.


(35 marks)
5. Anelki paused in the entrance to the hotel. This would be the first time they would meet in almost ten years.

Write a story which begins with these words. (35 marks)

OR

DESCRIPTION

6. When the sun came up, they came slowly out of the cave. The walls of rock to the right and left were not high but they focussed their eyes straight ahead first.

Describe what they saw. (35 marks)

SECTION FOUR

(Suggested time: 30 minutes)

Answer ONE question from this section.

Your answer in this section should be approximately 250 to 300 words in length.

You MUST write in Standard English.

EITHER

7. Parents should not be prosecuted if they do not hand over children who have committed crimes to the police.

Write an essay giving your views on this statement. (35 marks)

OR

8. Speaker A: Adults should always be respected.
Speaker B: No way! Adults must earn respect.

Write an essay supporting EITHER speaker A OR speaker B. (35 marks)

END OF TEST

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