C A R I B B E A N  E X A M I N A T I O N S  C O U N C I L
SECONDARY EDUCATION CERTIFICATE
EXAMINATION
ENGLISH A
Paper 02 – General Proficiency

2½ hours

25 MAY 2005 (a.m.)

Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the 2½ hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.

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Candidates 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. Your community is concerned with the quality of Somerfield chickens. Use the information below to write a report for your school newspaper in which you identify the problem and give Somerfield’s response.

Your summary must be in continuous prose, in paragraph form and it must not be more than 120 words in length. Only the first 120 words of your answer will be read and assessed.

How safe is our Chicken?

In the light of recent news stories about water being added to chicken, Stephen Ridge, Quality Assurance Director of Somerfield, tells us how Somerfield ensures that its chickens are safe and tasty.

We’ve all heard the stories in the news that some chickens that are imported have been found to have high water content. In addition, proteins have been added to the chickens to help keep that water in place. Some of these proteins may not be chicken proteins but that of beef and pork. So the customer ends up with quite a different product from the one they expected to buy.

We at Somerfield have been aware of the practice of adding water and proteins to chickens for some time. It is a legal process, as long as the product is properly described and all the information is given on the label. But in some cases there hasn’t been proper labelling and people are, understandably, concerned that they are being duped into buying chicken with high amounts of water and proteins added.

Assurance from Somerfield

Somerfield sells chicken in a variety of ways: fresh, frozen and processed in ready meals, pies and pasties. Somerfield is in control of the chicken used and, quite simply, we do not use this type of material. The fresh chicken we sell is processed without the use of any water other than to rinse the chicken during processing. The birds go into a chiller after being spray washed, and after they have been chilled they are left whole or cut into various portions. Frozen chicken goes through a slightly different process, called spin chilling. The chicken is dropped into a water bath with ice, then it is taken out again and the water is allowed to drip away. The water from this process is carefully controlled so that it amounts to no more than three per cent of the content. The birds are then trussed and frozen and no more water comes into contact with them after that. Processed chicken in ready-meals, pies and pasties has not had excess water or proteins added, even chicken that has been imported.
We want Somerfield chicken to be good-tasting and to be of the right texture. Adding high water content detracts from this and results in a product very different from the one we're trying to provide. We have an independent analytical programme in place where our chicken is taken to a sophisticated laboratory, which is independently certified. The chickens are analysed and inspected for adulteration, including proteins and water content. This process ensures that Somerfield chickens are products of quality.

SOMERFIELD'S MISSION STATEMENT

Somerfield Stores produces chickens through our own intensive system, without the use of growth promoters, high water contents or added proteins. Our aim is to achieve a good basic standard of animal welfare.

Adapted from Somerfield Magazine, September 2003, p. 39.

(25 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.

Dr. Levy called me into his office early in the morning. He had lately moved his administrative throne to a remote rear room on the second floor of a concrete annex recently added on to the old wooden administration building. You walked up the stairs and entered a tremendous anteroom so austereely empty of furniture that your footsteps echoed as if in a fog, and it was guarded by a trio of two glum typists and the doctor’s secretary. Three small desks with battered manual typewriters were moored in an ocean of palex tile, and the tang of barely cured concrete and freshly applied whitewash immediately tickled your nose. The typists generally had little or nothing to type, and the secretary, who had no phone to answer, spent most of her time reading magazines or sticking her head out the window to scold the boisterous labourers below whose profanity occasionally drifted in and buzzed her ears. Because of ill-fitting dentures that stretched her lips and gave her an ugly overbite, she wore the grimace of a seasoned battle-axe and seemed sour and bad-tempered, but, in truth, she was a soft-spoken and sweet-natured woman whose only quirk was a Christian aversion to blasphemy and bad words. I had scarcely settled in the straight-backed chair before his desk when the doctor, looking officious and abnormally solemn, broke the news. The girls would not be allowed to sit for the A level exams.

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(a) What opinion does the author want you to have of Dr. Levy with the use of “throne” in line 2? (2 marks)

(b) How many members of staff did Dr. Levy have in his office? (1 mark)

(c) Identify TWO words used metaphorically in sentence 4 (lines 6 - 8). (2 marks)

(d) How would you summarise the author’s feelings about Dr. Levy’s office? (2 marks)

(e) Why did the personality of the secretary appear to be the opposite of what it really was? (2 marks)

(f) What is the occupation of Dr. Levy? (2 marks)

(g) What evidence is there in the passage to indicate that the secretary disliked “blasphemy and bad words” (line 14)? (2 marks)

Total 13 marks
3. Read the following extract carefully and then answer all the questions set on it.

The classroom is where we first realised that we were good at maths or spelling or terrible at science or geography. From our own memories and experiences as learners, many of us can recall the obstacles that prevented us from grasping the proper way to diagram a sentence or understanding the laws of algebra. Some of us can remember the teachers who removed those obstacles, enabling us to learn.

Today's classroom might seem very different from the classrooms we remember, but the challenges of teaching (and learning) remain essentially the same. Teachers are still expected to convey a certain amount of information between September and June, and students are still expected to learn it. Teachers still employ a familiar variety of classroom assessments—quizzes, teacher-made tests and end-of-unit tests supplied by the textbook publishers—in their search for evidence of student progress, and students still ask the critical question: "Is this going to be on the test?"

On almost any school day, in almost every classroom, some form of student assessment is taking place. Searching for assessment tools to support the new teaching strategies, teachers and researchers are exploring assessment alternatives that reveal what students currently know and understand, in the hope that teachers can then use that information to suggest appropriate instructional next steps. Ideally, the next generation of classroom assessment will also enable teachers to observe student growth and development over time and to identify individual strengths and weaknesses that are difficult to capture through traditional testing.

*Adapted from Focus 28: "Capturing the Power of Classroom Assessment." 1995 and used by permission of Educational Testing Service, the copyright owner.*

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(a) According to the writer in paragraph 1, what was the role of some of his teachers when he was a student? (2 marks)

(b) Identify TWO aspects of the classroom which are essentially the same today. (2 marks)

(c) What effect is the writer trying to achieve by the use of the phrase "the critical question" (line 12)? (2 marks)

(d) What effect on the reader does the writer wish to have by using "we", "our" and "us" in paragraphs 1 and 2? (2 marks)

(e) What does the use of expressions such as "might seem", "essentially", "almost" and "ideally" in paragraphs 2 and 3 suggest about the writer? (2 marks)

(f) What, according to the writer, will future classroom assessment achieve? (2 marks)

Total 12 marks
SECTION THREE

(Suggested time: 45 minutes)

Answer ONE question in this section.

Your answer in this section should be approximately 400 to 500 words in length.

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

4. Write a story based on the picture below.

5. "As she made her way towards the bus stop, Aleesa knew she was making the right choice. She walked confidently down the dirt road. There would be no turning back."
   
   Write a story using these sentences.  

   (25 marks)

6. "Suddenly the car did a high-speed U-turn and roared off. The driver must have smelled a rat."

   Write a story which includes these words.

   (25 marks)
SECTION FOUR

(Suggested time: 30 minutes)

Answer ONE question in this section.

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

You MUST write in Standard English.

7. "School uniforms are outdated. Students should be allowed to wear to school anything they choose."

Write an essay giving your views on this statement. (25 marks)

8. "The fact that mothers are working away from home is largely to blame for the growing delinquency and crime among the youth."

Write an argument EITHER supporting OR opposing this view. (25 marks)

END OF TEST

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