Candidates are allowed 10 minutes to read through the paper before starting to write. This 10-minute period is in addition to the 2 1/2 hours allowed for the examination.

Candidates MAY write during the time allowed for reading through the paper.
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. Read carefully the following passage and then write a summary of it.

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.

Since the beginning of civilization, they have served as marks of identification, spiritual protection and decoration. Now at the cusp of another millennium, tattoos and other varieties of body markings are resurfacing as a popular form of individual self-expression.

Tattoos are timeless and can be as unique as the bearers they adorn. They don’t fade away like favourite t-shirts, or get lost or broken like school rings. They stay with you forever, until death. They become a part of you from the day you sit in the artist’s chair, etching your emotions alongside the needle’s sting, transforming an instant of your life into a symbol for the world to see.

Tattoos and other body markings arrived in the Caribbean with African slaves and indentured workers from China and India. They were sometimes the only permanent keepsakes of peoples snatched from their ancestral places. The Caribbean’s original Amerindian inhabitants also used tattoos to mark spiritual milestones. The Taíno of the Northern Caribbean Islands, for instance, used vegetable dyes to affix images of their guardians onto their skin. These images also indicated an individual’s lineage, or his or her social position. Each tattoo was both a personal history book and a mark of belonging.

Over the centuries, however, tattoos and other forms of bodily adornment have mutated, exchanging religious and cultural significance for individualist associations. Sometimes that mark of individuality has been confused with rebellion and non-conformity, often alluding to a stain of bad character. Tattoo-wearers have seemed wild, dangerous, even just plain bad.

But today, tattoos have come full circle. Celebrities, writers, lawyers, housewives, all proudly display their marks of rebellion. An entirely new perception of the art of tattooing has arisen, which is more than just a preoccupation with style. This re-discovered form of expression has spawned an entire sub-culture of individuals among us. They carry this common bond of distinction through their daily routines. Via the images on their forearms, shoulders, ankles, or torsos, they connect to each other, announcing to the world that it is OK to be unique and different.

Adapted from "Pictures made flesh". Caribbean Beat, July/August 2003.

Total 30 marks
SECTION TWO

(Suggested time: 40 minutes)

Answer ALL the questions in this section.

2. Read carefully the passage below and then answer all the questions that follow.

This village appeared to be at the end of the world, and it seemed as though each day was a deliberate effort. Dawn came slowly; the cold air flowing off the sea, the smell of fish and the wet smell of the nets fading away as the light climbed up the sky. Midday brought a blazing heat that softened the raw pitch with which the road was made in the village. Cars parked too long out in the heat sank slowly, tyre-deep, into the soft asphalt, and the hot sun and the heavy air filled with the smell of cooking drove people into the shade as a torpor settled over the whole village. Evening saw the huge red ball of the sun dipping across the sky into the sea leaving glorious and stunning sunsets that coloured the bay red, burning off the hulls of the tankers that tied up against the long oil-jetty, matching the flares of the oil refinery in the distance as the excess gas was burned off. The evening smell was that of oil.

There was death in the village, but that death was not a final horror, it was not the heart rending, bitter cry of a sudden and unexpected grief. No! It was the sad, lingering, whimsical death found in the eyes of broken, old men as they patted young boys on the head and considered the foolishness of youth; it was the empty death found on abandoned coasts at the end of small islands dwarfed by the hugeness of the Atlantic; it was the hopelessness of this backwater village, swept clean of talent and vitality, missed and ignored by a political turmoil sweeping the city, dependent upon a poor stony earth and dwindling oil. Death here was a vision of a hopeless future.


(a) What times of the day does the writer describe in paragraph 1? (2 marks)

(b) Identify the contrasting smells of the day mentioned by the writer in paragraph 1. (2 marks)

(c) To what does the writer compare the colour of the setting sun (lines 7 - 10)? (2 marks)

(d) Identify ONE example of what the writer refers to as “whimsical death” (lines 12 - 13). (2 marks)

(e) Identify ONE word that illustrates personification in line 3. (1 mark)

(f) What impression is suggested about the village by the use of “each day was a deliberate effort” (lines 1 - 2)? (2 marks)

(g) Why did cars parked too long sink slowly? (2 marks)

(h) Identify TWO phrases in the last four lines that create the atmosphere of abandonment. (2 marks)

Total 15 marks

GO ON TO THE NEXT PAGE
3. Read carefully the passage below and then answer all the questions that follow.

Gradually, every parent becomes aware that his or her child has adult concerns, wants acres of privacy and no longer trusts the goodwill of parents in the same old way. These are the biggest of all changes in child-parent relations, and are almost always in place by age 13. This shift occurs not because of bad influences and media but because your child’s brain has matured and is capable of more independent judgment. Please remember, however, that the change is not locked in place. A young adolescent can bounce back and forth between ages 8 and 13 (and sometimes 15) in a matter of seconds, scoring your values yet, at times, still wanting to sit on your lap.

For girls, the central action is their social lives and the intensity of their feelings. No matter how much a girl and her friends are torturing one another with gossip in school or instant messages from home computers, she is convinced that if you knew what she was saying, you would disapprove or, even worse, try to interfere and make a bad situation uglier.

What is she talking about to her friends? Social power: who’s popular, who’s feminine, who’s really weird. Parents: their faults and their inability to understand 13 year olds.

Girls are talking about their powerful feelings; they have complex and sometimes overwhelming insights into life. Their joy can be great and is visible, but their despair is hidden in solitary late-night crying, journal entries, weight obsession.

Boys are preoccupied by their power and the opinion of other boys, their anxiety about whether they live up to the test of masculinity, a new, deeper range of feelings that they may be unable to put into words. In the kitchen a boy looks down into his mother’s eyes and thinks, why is this woman giving me orders? I love her but I’m bigger than she is. That perplexes him because he still needs her so much. Boys, like girls, are having a lot of dark nights of the soul in which they see how disappointing adults can be and how unjust society is, but they may not be able to put their fears into words, or they do not want to because it makes them feel weak.


(a) What meaning is conveyed by the word “acres” in line 1? (2 marks)
(b) Identify TWO of the “biggest of all changes in child-parent relations”, (lines 2 - 3) according to the writer. (2 marks)
(c) What does the phrase “not locked in place” (line 5) mean? (2 marks)
(d) What, according to the passage, are the causes of the shifts in child-parent relations? (2 marks)
(e) To whom does the pronoun “you” (line 10) refer? (1 mark)
(f) What according to the passage is the preoccupation of (i) girls and (ii) boys? (3 marks)
(g) Why, according to the writer, are boys perplexed? (2 marks)
(h) What conjunction of ‘contrast’ is used repeatedly (four times) in the passage? (1 mark)

Total 15 marks
SECTION THREE

(Suggested time: 45 minutes)

Answer ONE question in 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.

4. Write a story based on the picture below.


5. The phone rang once and stopped. It rang again. This was it now.
   Write a story which includes these sentences.

6. As the astronauts landed they saw before them an unimaginable sight.
   Describe what the astronauts saw.

(35 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. “Students should not be allowed to use cellular phones in school.”

Write an essay EITHER supporting OR opposing this view. (35 marks)

8. “Popular music and dance on display in the Caribbean today are corrupting the youth and making them irresponsible.”

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

END OF TEST

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