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.

**INSTRUCTIONS TO CANDIDATES**

1. Section A consists of ONE question. You MUST answer this question.

2. Section B consists of TWO questions. You MUST answer both questions from this section.

3. Section C consists of THREE questions. You MUST answer ONE question from this section.

4. Section D consists of TWO questions. You MUST answer ONE question from this section.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
SECTION A

(Suggested time: 35 minutes)

Answer Question 1.

1. Read the following extract carefully and, in your own words, write a summary of it in NOT MORE THAN 120 words. Your summary must be in continuous prose and in paragraph form. If this limit is exceeded, only the first 120 words of your answer will be read and assessed.

Cassava takes about nine months to harvest. The roots or sticks of the plant are pulled out and can be used to start a new crop. Once harvested, cassava roots spoil quickly and must be processed within three to seven days to preserve their food value.

After reaping the cassava, the women place the tubers in woven baskets called dupao, each of which holds up to 150 lbs, carrying them home to start the separation process. The cassava is separated into fibre, starch and juice.

After peeling and grating, the cassava is placed into a basket-weave press to extract the juice; this is a matapee. A small receptacle beneath the matapee collects the juice and starch. The fibrous remains are sun-dried, pounded and sifted. The resulting flour is used to make cassava bread. This is eaten with stews or can be toasted, buttered and eaten alone. The flour can be used to make tapioca and foufou as well.

The juice of bitter cassava, boiled and caramelized to the consistency of thick syrup, is called Casareaep. This is sold commercially throughout the Caribbean and worldwide. Casareaep is used as a food preservative in addition to flavouring and can keep a pot of pepper-pot on a stove for years as long as it is brought to a boil at least once a day!

Cassava can also be used for a variety of snack items. There are the popular cassava balls which can be found in almost all school canteens, lunch rooms and road-side vendors, cassava pone, puffs, cakes and cassava surprise. It can be peeled, washed, boiled and fried as part of a main meal, complementing fish, meat and poultry dishes. It is also used in the popular metagee – a soup-like dish – that includes a variety of ground provisions as well as plantains, all of which are boiled in coconut milk.

Cassava also serves as a base for many exotic drinks. The indigenous people of Guyana and Suriname make piwari, an alcoholic drink which is used at festivals and celebrations. Cassava wine is also very popular, especially in the rural areas.

All in all, cassava plays an integral part in the diet and culture of the Guyanese people and is now the third most important food crop in the world.

Adapted from Indira Anandjit, “Cassava: A Versatile Vegetable”.
Liat The Caribbean Airline,

Total 30 marks
3. Read the passage below carefully and then answer all the questions that follow.

IQ and EQ

For many years people enjoyed respect, even preferential treatment, if they scored high on intelligence tests. However, high IQ does not necessarily predict who will succeed in life. Psychologists agree that IQ contributes only about 20% of the factors that determine success. A full 80% comes from other factors, including what is called EQ (Emotional Quotient). Some of the major qualities that make up EQ are: self-awareness, self-motivation, mood management and impulse control.

Self-awareness refers to the ability to recognise a feeling as it happens. It requires that the individual tunes in to ‘gut feeling’, a response that is often unconscious. Awareness of ‘gut feeling’ has to be deliberately developed. EQ allows one to evaluate feelings and change them if necessary, so one does not develop bad situations.

Positive self-motivation requires clear goals, perseverance, and a ‘can-do’ attitude. Failure is seen as meaning that the wrong approach is being used, and the individual strategise afresh, while those with low EQ are more likely to feel rejected.

Mood management is the act of controlling emotion. Rage, for instance, is a common emotion. When incidents cause anger and that anger goes unchecked or is allowed to build up, it can cause hypertension and leads us to create bad situations. Popular techniques known to work in reducing anger include, not ventilating as is often thought, but seeking pleasant distractions, deep breathing, meditation or some quiet, solitary activity.

Impulse control is illustrated by the ability to delay gratification. It is a skill that can be developed with practice. When one is faced with temptation, for instance, it helps to remember long-term goals and not to give in to quick pleasures.

The individual with a high EQ is better able to understand other people’s feelings and practise better interpersonal skills. No matter what the IQ, those with a high EQ rise above the average.

(a) What FOUR qualities in EQ does the writer explain in the body of the passage? (1 mark)

(b) What do the letters 'I' and 'Q' in the abbreviation IQ stand for? (2 marks)

(c) Why does awareness of 'gut feeling' have to be deliberately developed? (2 marks)

(d) According to the passage, in what way does one avoid developing 'bad situations'? (2 marks)

(e) Identify TWO techniques which the writer says are known to reduce anger. (2 marks)

(f) According to the writer, what technique does not really work to reduce anger? (2 marks)

(g) What is the meaning of 'gratification' (line 19) as used in the passage? (2 marks)

(h) What is the writer's intention in the passage? (2 marks)

Total 15 marks
SECTION C
(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. It was in the middle of the mathematics class. Mrs. Taylor our teacher suddenly collapsed and sprawled unconscious on the floor. It was terrifying.

Write a story which includes these words.

6. Tales told of the house were legendary. But no one had actually seen it. What I saw that night has stayed with me.

Imagine that you were the person, describe what you saw outside and inside the house.
SECTION D

(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. Speaker A: “Obedience must be part of our daily lives.”
   Speaker B: “Great revolutionaries were not obedient people.”

   Write an essay supporting the views of EITHER Speaker A OR Speaker B.  (35 marks)

8. Sexual and violent songs should be banned from the radio and television.

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

END OF TEST

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.