FORM TP 2011071
CARIBBEAN EXAMINATIONS COUNCIL
SECONDARY EDUCATION CERTIFICATE EXAMINATION
ENGLISH A
Paper 02 – General Proficiency
2 1/2 hours

17 MAY 2011 (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 2 1/2 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. Candidates MUST answer this question.

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

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

4. Section D consists of TWO questions. Candidates 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 then write a summary of it in NOT MORE THAN 120 words and, as far as possible, in your OWN 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.

People generally take the brain and its functions for granted, especially in the first forty years of life. Even though the brain is considered to be one of the most important organs in the human body, we don’t pay much attention to keeping it fit and healthy. This is an understandable situation since life usually forces us to be active on many levels in our younger years, but we need to pay more careful attention to brain health, especially in light of the demands of modern life. Generally, when people think about staying fit, they only focus from the neck down. However, the health of your body should also include your brain. A healthy brain plays a critical role in almost everything you do: thinking, feeling, remembering, working, playing, and even sleeping. Improving your brain health can protect you from dementia, increase your memory and sharpen your concentration.

There is much that can be done to keep the brain healthy at any age. Lists widely offered include simple, and even funny things, like brushing your teeth with the unfamiliar hand, or showering in the dark, walking and gardening, all of which are low, or free of cost. Recommended routines include physical activity, which increases the flow of blood to the brain; maintaining social contacts and having intelligent conversations; sleeping well. On the other hand there is a list of things to avoid. Examples from that list include that you should be careful not to drink to excess, you should not ignore any changes in your physical or mental health, try not to be isolated in your home, and certainly do not entertain the idea that you are too old to take up something new. The most outstanding of all the recommendations is physical activity.

Physical activity is one of the best ways to promote the growth of new brain cells and keep the brain healthy. Exercise increases levels of brain chemicals that encourage the growth of nerve cells and this explains to some extent why aerobic activity enhances memory skills, and why moderately strenuous activity is strongly associated with successful brain aging. An interesting form of physical activity is dance. Learning a dance can nourish brain cells, which translates to cognitive skills in the real world, and dancing requires twists and turns that strengthen the brain connections.

There is always the caution attached, that you use common sense when increasing physical activity. Extra care is necessary when you have not exercised for a long time, and it is very important to consult with your doctor or health care provider before starting an exercise programme or increasing your activity.

“Keeping Your Brain Healthy” The Barbados Advocate, October 4, 2009, p. 25.

Total 30 marks
SECTION B

(Suggested time: 40 minutes)

Answer Questions 2 and 3.

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

"My turn now," said Bobby, and the others ran to hide as he started to count. Celia was hunting for a good hiding-place among the trees near to the fence when she heard a low hiss. She looked keenly, but though her eyes were used to the darkness, she could see no one. The hiss came again – surely from very near?

Celia turned this way and that, trying to see with her whole body, to pierce the darkness. As the sound came again, she rushed straight towards it and then gasped in surprise as she felt flesh against her face and outstretched hands.

Then she realized what the scamps had been doing. Dingo and Jiggs had taken off their shirts. In the moonless dark of the night, their brown skins would make them invisible. Their pants, being a dull khaki, were quite safe from detection. She wanted to laugh out, but Bobby would be sure to hear. In fact he was already coming in their direction. Celia was hastily pushed behind Jiggs and cautioned to stay absolutely still. As Bobby approached, it gave her a strange feeling to know that he was looking straight at them and could not see them. She felt as though she really was invisible, as if she needed his seeing to make her really exist. She felt light, insubstantial, a ghost. Bobby came to within a few feet of them, then wandered off, still searching earnestly.

And so time passed – days of schoolwork and afternoons of play. Mrs. Wilson had great trouble trying to get the children to settle down to serious homework during the evenings. Dingo and Jiggs hated any form of regimentation and could not see why they should do more work at home than they did at school. This of course made Celia reluctant to do her work too. One day matters came to a head.


(a) What game were the children playing? (1 mark)

(b) Why did the boys remove their shirts while playing? (2 marks)

(c) What did the boys do (lines 8 - 16) to make Celia call them "scamps"? (2 marks)

(d) Identify TWO phrases, one in paragraph 1 and one in paragraph 3 which indicate that the children took the game seriously. (2 marks)

(e) Quote the evidence from paragraph 3 that suggests that Celia was uncomfortable with not being seen. (2 marks)
(f) Which phrase in paragraph 3 indicates that Celia felt relief? (2 marks)

(g) According to paragraph 4, what is the conflict between Mrs. Wilson and the children? (1 mark)

(h) What metaphorical expression in paragraph 4 indicates that the conflict was eventually brought into the open? (1 mark)

(i) What does the writer use the word “regimentation” (line 19) to suggest? (2 marks)

Total 15 marks
3. Read the passage below carefully and then answer all the questions that follow.

Food on the whole offers an incomparable sensory experience. But with baked foods - desserts, pastries, pies, cakes - this experience is perfected. All the senses are delighted, and the pleasure is somehow heightened by the small portions of these treats we consume, relative to other meal components.

First of all they smell like heaven. For many of us, long before we even begin to appreciate the other fine things, the power of baked goods holds sway, largely due to the aroma that wafts out of the neighbourhood bakeries. It is a smell rich with promise. With baked goods you know that the source of that gorgeous scent is quite likely something edible. Good bread has a smell that makes you feel like you have walked into a warm room off a cold street.

Cakes are a different matter entirely. With the exception of plain, wholesome sponge cakes, instead of comforting, the scent of some cakes can be quite maddening. Soaked in essence of spices, the scent bursts from them as from ripe fruits.

Then there’s sound. If you are not in the habit of listening to your cakes as they emerge from the oven, I don’t know that there is much point in trying to explain the language of baked goods. Something between a sizzle and a bubble, it is a deeply satisfying sound that says “I am here. I am ready. I will not disappoint?” But better than the sounds of the finished product are those of the preparation stage. Can I really be the only person who tries to emulate in her own kitchen the sounds made on cooking shows? In the staging of a TV show, batters sound thicker and creamier, the wooden spoon against the ceramic bowl so strong and confident; sugar and butter being creamed is an exquisite torture.

Adapted from “Not Bread Alone”, Caribbean Beat No. 67, May-June 2004, p. 63.

(a) According to the writer, what is the first thing people enjoy about baked foods? (1 mark)

(b) What particular kinds of baked food are described in the passage? (2 marks)

(c) Identify the expression in paragraph 2 which suggests that most people cannot resist the smell of baked foods. (2 marks)

(d) Identify TWO phrases which suggest the pleasant effect from the smell of baked foods. (2 marks)

(e) To what senses does the writer appeal in paragraphs 2 and 4? (2 marks)

(f) Why does the writer find the sound made by baked food as it is taken from the oven to be satisfying? (2 marks)

(g) What TWO sounds are compared in the final paragraph? (2 marks)

(h) Why does the writer use “exquisite” to describe torture (line 20)? (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.

EITHER

4. Write a story based on the picture below.


OR

5. A cold hand grasped his wrist as he slumped to his knees.

Write a story which includes this sentence.

DESCRIPTION (Question 6)

6. The streets were filled with pedestrians in anticipation of their new leader.

Describe the mood of the pedestrians and the atmosphere in the streets.

(35 marks)
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.

EITHER

7. The government should ban the importation of all fruits and vegetables in support of local production.

Write an essay giving your views. (35 marks)

OR

8. “Hungry students cannot learn. Free lunch should be provided for all secondary school students.”

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

END OF TEST

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