READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

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.

5. You are advised to take some time to read through the paper and plan your answers.
SECTION A

(Suggested time: 35 minutes)

You MUST answer Question 1.

1. Read the following newspaper article on university education and then write a summary of it in NOT MORE THAN 120 words. If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible use your own words. Your summary must be in continuous prose. You may use your answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

(a) were able to identify the main ideas and opinions in the extract
(b) organized and expressed these ideas
(c) used appropriate grammar, sentence structure, vocabulary, spelling and punctuation.

By the late 1990s, several countries had decided that university education would no longer be mainly for the middle and upper classes. The time had come to offer it to whoever wanted it. Unfortunately, this wish to offer higher education to all is proving difficult to achieve, especially in countries now facing financial difficulties that affect employment and salaries.

For the first time, in more than a decade, politicians are daring to say publicly what many in the society are thinking: that it may not have been wise to throw open the doors to university education. The offer of university education has encouraged unrealistic hopes and reinforced the idea that a university education is vital for all — which a growing chorus of advocates disputes. Students have been told they have to go to university if they want to get a good job, but they’re now finding it’s going to be very difficult.

Placed under pressure by the increasing numbers seeking admission, universities are pressing for hefty raises in the tuition fees, but governments are cash-strapped. Governments could set an upper limit on the number of university places as experts have suggested is necessary, but many students would be disappointed. Yet experts see this as a necessary correction.

Another unfortunate development noted by academics and students, and causing much grumbling is that standards are sliding. This follows from the rising numbers and lower entry requirements. Too much time is now needed for remedial training to bring students up to the basic level needed for a degree. After all, as Frank Furedi, professor of sociology at the University of Kent puts it, a degree is not necessarily the benchmark of a good education.
Politicians and professors are also beginning to ask whether we are producing too many graduates in the wrong subjects. The problem, put simply, is that we cannot supply enough jobs to match our university output. “We are distorting the labour market,” says Anastasia de Waal, author of “Unqualified Success”, an upcoming study of the UK’s universities. “We have made a lot of jobs that weren’t considered graduate jobs, into graduate jobs, and that squeezes the opportunities for those that don’t have degrees.”


Total 30 marks
SECTION B
(Suggested time: 40 minutes)

Answer both Questions 2 and 3.

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

We arrived in unbearable humidity under a golden orange and blue sunset. We took a taxi to a local hotel. For two weeks my mother, my sister and I lived in a double-occupancy room, watching as our funds dwindled to nothing. When we didn’t even have enough left to buy food, we had no choice but to go to a shelter. This turned out to be a house of madness, packed with frustrated adults, crying babies and bored, restless children.

One of the hardest things to get used to was the lack of privacy. In a shelter, strangers watch you all the time, even in the bathroom, which is usually communal. It was as if we had stepped into the pit of hell. My mom discovered that she wasn’t eligible for any social programmes because she had quit her job voluntarily. That’s when we started travelling to different states, trying to find social services that would keep us afloat. My mom found out about a state that would cut you a welfare cheque within days if you were homeless with kids, so we went there. Then we would go to another state, another shelter, another welfare line, chasing another cheque. We lived on food stamps and those cheques, which we’d cash to buy things we needed, like bus tickets to another state, where my mother was convinced a better life awaited us. To my surprise, homelessness was an epidemic in every state we visited.

The story my mother told was that she had divorced and was fleeing an abusive husband. School officials always bought the story, because despite our circumstances, my mother was college educated, and she always dressed and spoke well. If I tried to tell them the truth about how we were living, they dismissed me as a rebellious teenager.

I couldn’t stand the thought of getting on another bus, waiting in another welfare line, or sleeping in another shelter or cheap hotel. I hated the holes in our coats and stains that never came out of our clothes. I hated the way people looked at us when we carried our bags stuffed with all our belongings through the streets. I couldn’t imagine things getting any worse. But one night, they did.

(a) What does the expression “funds dwindled to nothing” (line 3) mean? (1 mark)

(b) (i) Name the literary device used in the expression “homelessness was an epidemic” (line 15). (1 mark)

(ii) Why does the writer use the expression? (2 marks)

(c) What effect does the writer achieve by using the words “another state, another shelter, another welfare line” (lines 12–13)? (2 marks)

(d) (i) According to paragraph 2, what step did the mother take which created hardship for the family? (1 mark)

(ii) List TWO ways in which the family was affected because of the mother's action. (2 marks)

(e) Identify an example of sarcasm in paragraph 2. (1 mark)

(f) What does the phrase “always bought the story” (line 18) tell you about the narrator's mother? (2 marks)

(g) What is the narrator's attitude to the situation described in the passage? (1 mark)

(h) What is the purpose of the last short sentence in the passage? (2 marks)

Total 15 marks
3. Read the following extract carefully and then answer all the questions that follow.

Yoga is a commonly known term for physical, mental, and spiritual disciplines which had their beginnings in Ancient India. The practice of yoga was once thought to be only for the very flexible, but today it is used by people all over the planet, with a single goal: to combine the forces of the mind, body and spirit, so as to strengthen the self and find inner peace. Yoga takes many different forms: gentle, aligning and calming or fast, hot and challenging, purist or adapted to particular needs.

Nowadays, more people use the physical postures of yoga to reduce stress and health problems, and make the spine supple. Yoga is also used as a complete exercise program and physical therapy routine. Studies have tried to determine the effectiveness of yoga as a complementary treatment for cancer, asthma and heart problems.

Practitioners of yoga in the Caribbean have sought to add a local flavour, especially where it is offered to tourists seeking to return to good health through a holiday in the region. There are tranquil air-conditioned areas, but Caribbean yoga instructors can take their students outside into completely natural surroundings. Since we are blessed with beautiful weather most of the year, yoga studios in the region are mostly open-air: sunny verandas, breezy rooms. Classes might trek occasionally to hilltops, coasts or countryside hideaways for a change of scene or a day-long retreat.

The traditional methods of yoga are still very much a part of the Caribbean as well. Chinese and Indian practitioners incorporate meditation, introspection and contemplation as integral parts of the daily routines; they place less emphasis on physical postures, and more on spiritual teaching. Yoga brings benefits. It encourages everyone to realize their creative power, and to experience the real joy of achievement. When people tap into their mental and emotional strengths, they can use them in every aspect of their lives. Yoga is therefore planting seeds of social change.

(a) According to the passage, where did yoga originate?  (1 mark)

(b) Why does the writer use the word “but” in line 3?  (1 mark)

(c) Select TWO words from paragraph 1 which indicate contrast.  (1 mark)

(d) What phrase in paragraph 1 conveys the idea that yoga encourages persons to experience fulfilment?  (2 marks)

(e) What does the writer mean by the expression “yoga as a complementary treatment…” (lines 9–10)?  (2 marks)

(f) (i) Explain the word “flavour” as used in line 11.  (1 mark)
(ii) What is the Caribbean “flavour” that was added to yoga?  (2 marks)

(g) Quote TWO statements from paragraph 3 which BEST illustrate differences between yoga in the Caribbean and yoga in other places.  (2 marks)

(h) (i) Select ONE word from paragraph 4 which indicates the spiritual aspect of yoga.  (1 mark)
(ii) Which statement in paragraph 4 BEST shows that yoga has more than just personal benefits?  (2 marks)

Total 15 marks
SECTION C

(Suggested time: 45 minutes)

Answer ONE question from this section.

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

You MUST write in Standard English. However, dialect may be used in conversation. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on how well you

(a) used the stimulus provided
(b) developed and organized the content of your writing
(c) used language appropriate to your audience, purpose and content
(d) used appropriate grammar, sentence structure, paragraphs, vocabulary, spelling and punctuation.

EITHER

SHORT STORY

4. Write a story based on the picture below.

(35 marks)

OR

5. Write a story which includes the following words:

To this day people are still unsure about what actually happened to the Henry family who lived just outside the village.

(35 marks)
OR

DESCRIPTION

6. The old couple clearly remembered the dancers and dances, the colours, the drums and other musical instruments, the movement and the food. The festival honouring the ancestors was an old and joyful celebration that filled the large field by the school.

Describe what visitors saw as they arrived at the festival site.

(35 marks)
SECTION D
(Suggested time: 45 minutes)
Answer Question 7 or 8.

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

You MUST write in Standard English. You may use the answer booklet to jot down a plan of your points or make notes. THIS WILL NOT BE MARKED.

In your answer you will be assessed on

(a) clarity, organization and development of your argument
(b) appropriateness of style for the intended audience
(c) correctness of grammar, sentences, paragraphs, vocabulary, spelling and punctuation.

EITHER

7. Speaker A: I have no plans of staying in this country after I leave secondary school. This country is no place to have a good life.

Speaker B: I am not leaving. I have had a good education and that will allow me to have a good life right here.

Write an essay EITHER supporting or opposing the views of Speaker A or Speaker B.

(35 marks)

OR

8. It is a complete waste of resources for governments to have a School Feeding Programme. Let parents be responsible for their children's nutrition.

Write an essay giving your views on this statement.

(35 marks)

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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