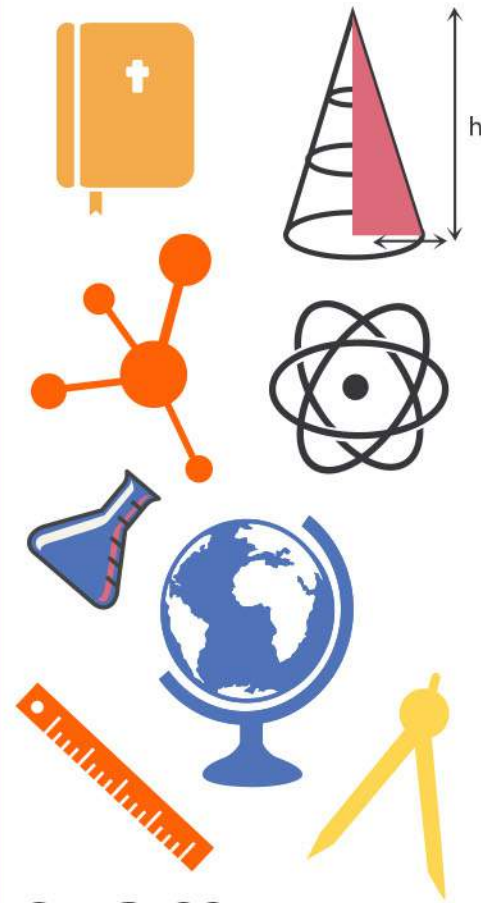


student **BGCSE** exam
Past Paper Booklet
English
Language



ENGLISH LANGUAGE

PAPER 1 – CONTINUOUS WRITING 1310/1

Wednesday **16 MAY 2018** 9:00 A.M.–10:10 A.M.
(1 hour plus 10 minutes
reading and planning time)

Additional materials:
Answer booklet

<p>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</p>
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BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

Write a composition based on **ONE** of the topics overleaf

You should write between **350** and **500** words.

You should pay attention to punctuation, spelling and handwriting.

You will have **10** minutes to read and plan your topic. You should **NOT** begin to write your composition during this time. However, you should write your plan.

At the beginning of your composition write the number of the topic you have chosen.

INFORMATION FOR CANDIDATES

Dictionaries are **NOT** permitted.

This paper accounts for 40% of the total marks available for the examination in this subject.



This question paper consists of 4 printed pages.

Choose **ONE** of the following topics. Your writing should be planned on your answer paper.

1. Write a story with the title, "The Kindness of a Stranger."
2. Describe someone who is idolised by young people but who you consider to be a negative role model.
3. 'Some children are rearing themselves.' Write an essay explaining some of the reasons **why** and **how** this happens.
4. "I'm sure I'll never get a job as that family's babysitter again!" Use this sentence in a story.
5. "An individual's personality is shaped by family, friends and environment". To what extent do you agree with this claim?
6. Write a composition based on the following lines of poetry. You may write about any ideas that the poem suggests to you, or you may write a story or a description based on the subject of the poem. You should **NOT** write a poem.

"Inside the cramped house the voices raged,
Clashing against one another,
Then faded away,
Only to rise again;
Snarling, poison-filled voices
Deadly in their intent."

P. M.

7. In your opinion, how is life different for teenagers today compared with the life of teenagers when your parents were growing up? Explain three ways that are different.



8. Write a story, description, or any form of composition suggested by **ONE** of the photographs.

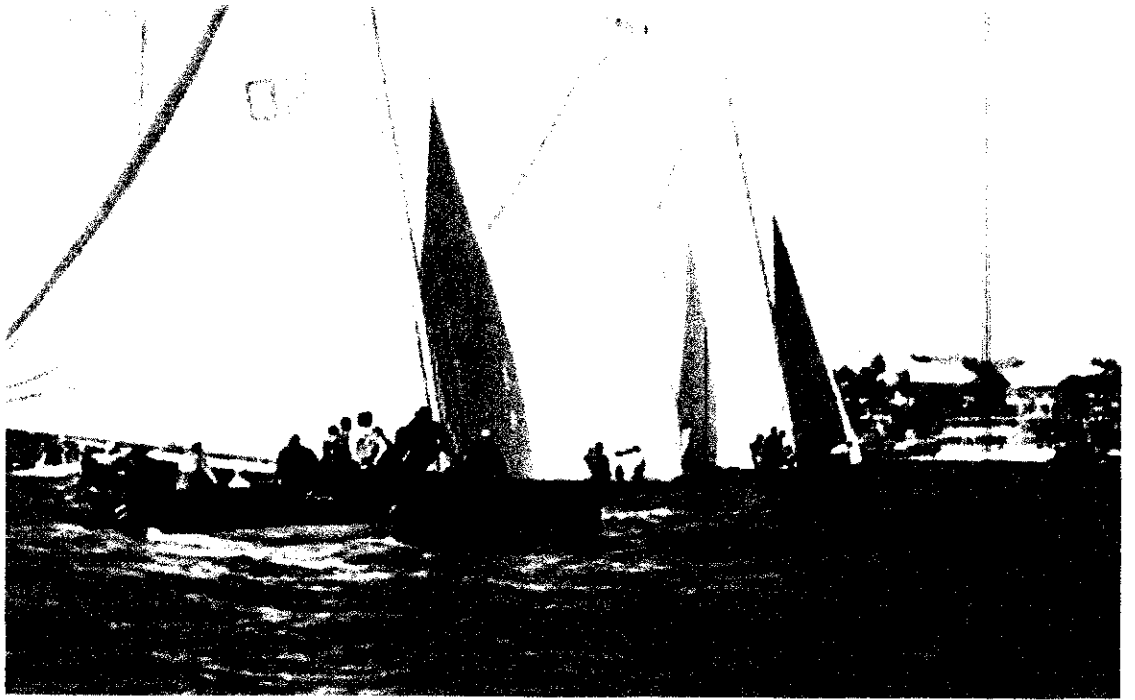
Your composition may be directly about the subject of the photograph or take some suggestions from it. There must be some clear connection between the photograph and your composition.

(a)



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(b)



© bahamas.gov.bs



School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

PAPER 2 – AURAL COMPREHENSION
CANDIDATE'S COPY 1310/2b

Wednesday **18 APRIL 2018** 9:00 A.M.–10:15 A.M.

Additional materials:
Compact disc recording
CD player

**MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

DO NOT open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the booklet.

The recording will be played **TWICE**.

FIRST PLAYING

Listen carefully to the **FIRST PLAYING** to gain a general impression of what is being said. **DO NOT** look at the **NOTES SECTION** or the **QUESTIONS** during the first playing.

AFTER THE FIRST PLAYING, turn to the **NOTES SECTION** of the paper. Read through the suggested points. Make any notes you wish on the points listed. Your notes will not be marked. **You will have 3 minutes.**

SECOND PLAYING

Listen again to the recording. You may make additional notes as you listen. **AFTER THE SECOND PLAYING**, complete your note making. **You will have 3 minutes. You will be allowed a total of 45 minutes to complete your answers to PART TWO of the test. Answer ALL questions.**

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets [].

Dictionaries are **NOT** permitted.

This question paper consists of 10 printed pages and 2 blank pages.

PART ONE

You have just listened to a telephone conversation between two friends, Henry and Jessica, as they discuss the wild donkeys of Inagua.

Make some detailed notes on the **EIGHT** points listed below. **REMEMBER THAT YOU WILL NEED THESE NOTES IN THE SECOND PART OF THE TEST**; therefore make them as full and as accurate as you can.

LISTEN CAREFULLY

YOUR NOTES ON THE RECORDING

1. Details about Henry, given at the beginning of the conversation

2. Details about Henry and Jessica's relationship

3. Specific information about Inagua that Henry shares with Jessica



4. Details about the appearance of:

(a) donkeys

(b) horses

5. Details about a donkey's voice

6. How human beings benefit from donkeys

7. Details about the possible extinction of the wild donkeys in Inagua



8. Methods / Techniques used in the recording to keep Jessica and Henry's conversation interesting and entertaining

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

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PART TWO

Write your answers to the following questions. Base your answers on the notes you took when you listened to the recording in **PART ONE**.

1. What is **ONE** possible reason why Jessica chooses to call Henry for help with her daughter's project rather than turn to someone else?

[1]

2. Give **TWO** specific pieces of evidence that make it clear that Henry and Jessica have known each other for a long time.

[2]



3. Based on information from the recording, identify **TWO** details that would make a visit to **Little Inagua** memorable / difficult to forget.

[2]

4. Explain **THREE** specific ways in which donkeys and horses differ in appearance. Write in complete sentences, using the chart below.

DONKEYS	HORSES



5. Identify **FOUR** unusual aspects of a donkey's voice.

[4]

6. Based on the recording, explain **FIVE** specific benefits of owning a donkey.

[5]



7. (a) What specific behaviour of some people living in Inagua could lead to the extinction of the wild donkeys?

[1]

- (b) Give **THREE** details that suggest the behaviour of the donkeys has caused some residents of Inagua to be unconcerned about the survival of these wild creatures.

[3]



8. Give **THREE** methods/techniques used in the recording to make the conversation between Jessica and Henry interesting and entertaining. Place your ideas in the chart below, supporting each one with details from the recording.

METHODS/TECHNIQUES	SUPPORT

[6]

TOTAL MARKS [30]



ENGLISH LANGUAGE

PAPER 3 – WRITTEN COMPREHENSION
& DIRECTED WRITING 1310/3

Friday **18 MAY 2018** 9:00 A.M.–11:10 A.M.
(including 10 minutes
reading time)

Additional materials:
Answer booklet

**MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

Answer **ALL** the questions in the answer booklet provided.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well-organised.

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets.

Dictionaries are **NOT** permitted.



This question paper consists of 7 printed pages and 1 blank page.

Read the following passage carefully before you attempt any questions.

COMING OF AGE

Coming of age is the change from child to adult, boy to man, girl to woman. But exactly when that transition into maturity happens – and how you celebrate the change – may depend entirely on where in the world you live. These coming of age celebrations, also known as rituals, rites or cultural ceremonies, take many forms among different religions, tribes and countries.

In the United Kingdom, which comprises a small number of countries, young people come of age when they reach 16, 18 or 21 years old. At 16 you can get married with parental consent in England and Wales, but you have to wait until you are 18 before you are allowed to vote or buy alcohol or cigarettes. In the USA you cannot purchase alcohol until you are 21, but you can vote at 18. In The Bahamas, young people come of age when they reach 16, 18 or 21. At 16 you can consummate a romantic relationship without legal penalty. However, you cannot marry at 16 unless you have parental consent, and buy or drink alcohol or vote until you are 18.

In the days of old, many countries had numerous coming of age celebrations. In modern society there are only a few rituals left, such as Confirmation, Bar Mitzvah, prom, graduation, sorority-sponsored Debutante Balls and Gentlemen's Club banquets, that mark the passage between youth and adulthood. However, in some countries there are still ways in which parents seek to create personalised coming of age rituals for their children. Marcia Cooper was one such parent. As her son neared his thirteenth birthday, she noticed he wanted more freedom. But was he mature enough to handle it? To find out, she set him a number of challenges, which she later wrote about in her blog. Read her blog entry below:

SAMMY'S MODERN COMING OF AGE RITUAL

*It all started with a set of DVDs of the television series, *Roots*, that my husband Danny and I had picked up at a Red Cross Fair book sale. I watched the first episode with my son, Sammy, and he seemed quite captivated with the part where the young Kunta Kinte goes off into the forest with a dozen other adolescent boys for "manhood training" – specific tests of strength, bravery, the endurance of pain and hunting skills.*

I thought, Why not set him a 21st-century, western (pain-free) equivalent? Sammy was just a few weeks away from his thirteenth birthday, which seemed like an important turning point. He was eager for more freedom and independence, arguing not to have a babysitter, to cycle beyond the boundaries of our neighbourhood and to attend soccer matches without Danny. But did he have the maturity and 'street smarts' to be granted these things? Let's put him to the test, I thought. Now seemed the perfect time to make sure he had the skills needed for a more grown-up life.

However, to get him fully involved, I knew I would have to invent a rite of passage that would appeal to a modern thirteen-year-old who already had his boxer shorts permanently exposed. After all, this was a boy who hated anything that required effort for lengthy periods and avoided any kind of system or daily routine: he spent no more than three minutes on any homework assignment, washed pots so quickly that the before-and-after effect was insignificant and had still never read a book on his own. Danny had even resorted to putting a picture of a mouthful of rotting teeth above the basin in the bathroom to persuade him to use his toothbrush. On the plus side, Sammy was articulate, inquisitive about the world far beyond his own small universe and physically adventurous. I wanted to set challenges that played to these strengths and others, but also targeted his weaknesses.

To engage and motivate him, I decided to put a sort of life-as-a-game twist on the whole thing.



There would be thirteen challenges covering thirteen different areas of life, and several challenges would arbitrarily contain the number thirteen in some way, if possible. I even bought envelopes, each of a different bright colour, in which to present the tasks to him, one by one.

Challenge one: Get on a jitney headed downtown to Bay Street on your own. Go to a fancy sit-down restaurant. Order the thirteenth item on the menu. Then at three o'clock buy yourself an item of clothing with \$13 from the souvenir shop on the corner of East and Bay Street. 45

Sammy was instantly upbeat about this one. Of course, I was not randomly releasing him into the wild. I had secretly micromanaged the whole thing. We were going to put him on a jitney at a particular stop opposite a hotel out West. After about forty-five minutes maximum, he would end up on Bay Street. Sammy was familiar with Bay Street because his father chauffeurs him down it frequently to and from school. However, he had only walked along it when very young, when he had always been accompanied by Danny or me. We put him on the jitney. I was feeling quite uneasy, but as the jitney pulled away, I smiled and thought of Kunta Kinte's mother's words when her son is taken from the village: "A boy has just left; a man will return." Sammy did not know it, but his father and I were driving to Bay Street to collect him. When we eventually met up, he told us that he had loved the solo jitney journey and the shopping, but had been very uncomfortable with the lunch element at first. 50

"It was a bit weird, Mum. A kid on his own sitting in a restaurant." 55

I was less impressed with the item of clothing he had bought. It was a white T-shirt with the words: "Number One Kisser. Ask my girlfriend" on it. *Number One Kisser?*

Challenge one was a success but the second test made him groan: thirteen household tasks, from ironing to paying a bill to defrosting the freezer. "Muddoes, that'll take me all day," he said, looking at the list. 60

Nevertheless, he started off enthusiastically with the first job of mowing the lawn, claiming he was going to make soccer-pitch stripes on it. Danny readily relinquished his lawn mower. Minutes later, Sammy ran into the house to say he had remembered that he needed to bring in the throw rugs. "I'd better do it now 'cause it looks like it might rain later." Brilliant. He was already thinking like a young man with housekeeping responsibilities. 65

By the last task – putting up two shelves – Sammy was visibly fading, as droopy as an old rag, yet he persevered. He certainly proved that he had a good command of a range of swear words.

I was determined to really hit his weak points with challenge three: learn, practise and perform in public a blues piece on the trumpet. Sammy had had a year of trumpet lessons, but had given up. His father had tried to teach him a bit, too, but that did not end well. However, when presented with the challenge, Sammy embraced the opportunity to Internet-surf, writing down the notes from a YouTube video and attempting the piece on his own. 70

The idea of regular, repetitive practice, however, went against every bone in his body. Danny had told him it was going to be much scarier than when he was Joseph in the nativity play or banged the triangle in the school orchestra, and it was indeed a struggle. Frustrated, he even lied some days and told us that he had practised, torturing the babysitter, while we were out. 75

It was only when we arrived at the event, an open-mic night for young people at Fort Charlotte, with a proper stage and an audience of two hundred persons, that his nerves kicked in. He babbled and fidgeted. However, he performed well and received huge applause and cheers. He and Danny chest-bumped and "dapped" each other, and Sammy was exhilarated all the way home. 80

Three challenges down, ten to go. I knew he was enjoying it when I overheard him on his cell telling a friend animatedly about what was inside the next coloured envelope, which I had left on the kitchen table. 85

The next challenges got him cooking (plan, buy ingredients and make from scratch a three-

course family dinner, choosing dishes from any page thirteen of our recipe books); learning French (Sammy had been invited to France in the summer holidays with his best friend's family); painting a portrait to capture himself at thirteen (he's a talented artist, if I may say so myself); and walking (plan and do a thirteen-mile walk on your own). I knew the distance would not be that strenuous for him. 90
What I really wanted was for him to experience how liberating and thought-stimulating it can be to walk for an extended period of time with nothing but your own thoughts. (I told him he couldn't take his iPod.) "Ho-hum," he said to the walking. But the idea of meditating while walking intrigued him.

Challenge eight was to volunteer. I had an idealistic vision of him serving soup in a centre for the homeless or spending time with the residents at a home for the elderly. In reality, health and safety made this impossible. He ended up running the kiddies' hoopla stall at a church fair. Children love him ("They were so *funny*, Mum!" he said of his kiddie-customers), and he was enthusiastic about how easily he had made money. "All I had was a table, some hoops and ten items from *The Dollar Shop*." Perhaps that in itself was a seed worth sowing. 95

With five challenges left, Sammy was asking what his reward was going to be at the end of all this. When Kunta Kinte's initiation ceremony is over, his father puts a tribal leather pouch around his neck as a token of his new status. They look into each other's eyes for a brief moment, full of pride and emotion. Similarly, I had hoped the sense of achievement Sammy experienced at completing the challenges would be enough. Silly me. This is a child of a generation used to being ridiculously rewarded simply for existing. Children are given certificates for completing spot-the-Easter egg treasure hunts and attending school, and soccer trophies just for being on the team. "What I'd really like," Sammy told me, "is if you and Dad took me to London again, this time to see the Arsenal soccer team in action." Should we? I'm not sure. 100

By now we have been doing the challenges for two months and Sammy is tiring a little, although he's looking forward to the next challenge – organizing a social event for thirteen friends. But there have been pay-offs already. He plays the trumpet a lot these days, cuts the grass and we know we can ask him to make dinner if we are too busy. Now when he wants to visit a friend who lives out west, instead of driving him there and handing him over with clothes and a cuddly toy (I'm joking about the second item, of course), we sometimes put him on a direct jitney or allow him to take a taxi. 110

I also think Sammy has learned that effort leads to reward, that he can do whatever he puts his mind to, that it is worth feeling the fear and doing it anyway, that we trust him to do things he thought we might not, that being in your own company is just fine – and that life is full of possibility and playfulness if you want it to be. 115

However, I may live to regret the whole coming of age exercise.

"When I'm eighteen," Sammy said the other day, "do you think you could you send me on some sort of treasure hunt around Europe?" 120

Reading Marcia Cooper's blog entry helps us to understand that the coming of age ceremony establishes a place for young people within their surrounding community and indeed with the universe as a whole, although it is sometimes merely endured by teens as an annoying test organized by parents and their communities. It is the entrance into larger responsibilities, larger privileges, larger secrets, larger institutions, and larger understandings. We can even say it amounts to a second birth. 125



Adapted from "Growing up modern – Coming of age," Rites of Passage Institute, at: <http://www.writesofpassage.org> and an article by Claire Potter July, 2012 <https://www.pressreader.com/>

Answer **ALL** the questions in the answer booklet provided. Do not place any answers on this question paper.

Unless otherwise indicated, **ALL** answers must be based on the information presented in the passage.

In answering questions 1–5, write down the letter A, B, C or D in your answer booklet to indicate the most appropriate answer.

1. According to the passage, coming of age ceremonies are held when:
 - A. an individual gets married;
 - B. a child enters adulthood;
 - C. a young woman gives birth;
 - D. a teen votes for the first time. [1]

2. Based on information given between lines 5–11, which **ONE** of the following statements is **correct**?
 - A. The Bahamas and Wales differ in their laws about the age at which persons can purchase alcohol.
 - B. A 14 year-old girl in The Bahamas can become pregnant with no legal consequences.
 - C. A Bahamian teenager can marry whenever he or she chooses to do so.
 - D. Young people in both the USA and The Bahamas can vote at age 18. [1]

3. Which **ONE** of the following would have been excluded from Kunta Kinte’s “manhood training”, as described in the first paragraph (lines 20–24) of Marcia Cooper’s blog?
 - A. preparing a meal
 - B. killing a wild animal
 - C. physical suffering
 - D. showing courage [1]

4. Why did Sammy’s mother disapprove of the item of clothing he purchased?
 - A. She had not realised that he had a girlfriend.
 - B. She probably felt that the message was inappropriate.
 - C. She strongly disliked the colour he had selected.
 - D. She felt he should have spent more money on a “quality” item. [1]

5. From what we learn about Sammy's family we can infer that the adult Coopers are:
- A. strict parents;
 - B. verbally abusive;
 - C. financially well-off;
 - D. social loners. [1]
6. Give **TWO** reasons why Sammy's mother created a coming of age ritual for her son. [2]
7. (a) Quote the two-word phrase found between lines 94–108 in which Sammy's mother lightheartedly pokes fun at how she had expected him to feel after completing the challenges. [1]
- (b) Quote the eight-word phrase, found between lines 109–126 of the passage, which reflects that many young people only tolerate having to participate in coming of age rituals and dislike them. [1]
- (c) When talking about the possibility of Sammy visiting a centre for the homeless or the elderly, his mother says: *In reality, health and safety made this impossible* (lines 95–96).
Explain **ONE** thing that Mrs. Cooper's statement suggests about her attitude toward the homeless and elderly. [2]
8. Write a paragraph of about 90 words in which you identify **TWO** positive and **TWO** negative emotions Sammy experiences during his coming of age ritual. In your response you must briefly explain the reason why he experiences each emotion.
Remember to use your own words as far as possible. [8]
9. In a paragraph of approximately 130 words, give evidence to justify the claim that Sammy's father is supportive and has always been actively involved in his son's life. [10]
10. A recently established charity, *Helping Hands Bahamas*, is looking for volunteers to spend a summer in France, working at a youth camp. Imagine that you are Sammy and wish to apply for one of the positions at this overseas camp.
Write a letter of application to the Chairperson of *Helping Hands Bahamas*, explaining how a number of positive aspects of your character will enable you to perform your duties well, and mentioning several skills you possess that would assist at the youth camp.
Your letter should be no more than 400 words and should be based on information stated in or inferred from the passage. [16]



When writing the talk, **BE SURE TO**

- (i) clearly convey the purpose of the letter;
- (ii) provide support for your content points – move beyond merely listing points by identifying at least 4 of your positive character traits, and *explaining* why these character traits will enable you to perform competently;
- (iii) mention in your letter at least 4 *specific skills* you possess that would be useful at the summer camp.

PAPER TOTAL MARKS [45]

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ENGLISH LANGUAGE

PAPER 4 – EXTENDED COMPREHENSION
& DIRECTED WRITING 1310/4

Thursday **24 MAY 2018** 9:00 A.M.–11:30 A.M.

Additional materials:
Answer booklet

(including 10 minutes
reading time)

<p>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</p>

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the answer booklet.

Answer **ALL** the questions.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well-organised.

INFORMATION FOR CANDIDATES

The number of marks available for each question or part question is shown in brackets [].

Dictionaries are **NOT** permitted.



This question paper consists of 8 printed pages and 0 blank page.

SECTION A

Read the following passage carefully, and then answer the questions that follow. The following is adapted from the short story, "The Friday Everything Changed", by Anne Hart. Set in rural Canada in the 1950s, it tells of what occurs one day in Miss Ralston's class, when the girls decide it's time to challenge the rule that the boys always carry the water bucket. You should spend no more than one hour on this section.

During the last hour of school on Friday afternoons we would start elbowing down the aisles to the book cupboard at the back to see who would get the interesting magazines: the National Geographic and the Junior Red Cross News. The boys usually got the National Geographics first, while we girls had to be satisfied with the Junior Red Cross News. The only other thing that happened regularly that last hour on Friday afternoon, was selecting the two boys who would tote water the next week. In our one-room schoolhouse the water bucket always stood on a shelf at the front of the room behind the teacher's desk, where you'd construct a paper cup out of a piece of scribbler paper and then go for a drink from the water bucket. 5

The water for our school came from a pump at the railway station, about a quarter of a mile away. One day long ago a health inspector had visited and had announced that water must be made available to the school. For a while there had been some talk of digging a well but in the end we got a huge, shiny, galvanized water bucket and permission to use the railway station pump. And from that day on, for all the boys, the most important thing that happened at school, even more important than softball, was who would get to carry the water. If you were a boy it was something you started dreaming about in Grade One, partly because carrying the water meant you were grown, but mostly because carrying the water was something real, and had absolutely nothing whatever to do with all the phony stuff in our *Nan* and *Dan* books. 10 15

So every Friday afternoon, before the teacher picked the boys who would go for water the next week, all the National Geographics came to rest like huge butterflies folding up their yellow wings and a big hush fell. That's the way it had always been until one extraordinary afternoon when, just after the teacher had picked Ernie Chapman and Garnet Dixon to carry the water, Alma Niles hesitantly put up her hand and said: "Why can't girls go for the water, too?" 20

If a plane, like in the war movies, had suddenly materialized over the school and dropped a bomb, we all couldn't have been more astounded. A silence fell over the room and in that silence everyone looked at the teacher. 25

Now our teacher that year was named Miss Ralston, and even though she came from River Hibbert, where they had fancy things like Grade Eleven, which she herself had just finished, we all liked her. Because she was young, she'd had a thorny time the first week of school with the bigger boys. But she was pretty big herself and after she'd strapped most of them at the front of the room before our very eyes, things had subsided. The boys respected Miss Ralston for strapping so hard, and we girls admired her because she was so pretty. However, the truly unusual thing about Miss Ralston was the way she sometimes stopped in the middle of a lesson and looked at us as if we were real people, instead of just children who had to be coerced to their next grade level. That was why, on that Friday afternoon when Alma Niles put up her hand and said: "Why can't girls go for the water, too?" we all turned and looked at Miss Ralston first instead of just immediately erupting into mocking laughter at Alma. 30 35

Miss Ralston, instead of saying, "Whoever heard of girls going for the water?", said nothing at all for a moment but just looked very hard at Alma, who had gone quite white with the shock of dropping such a bombshell. After a long moment, Miss Ralston threw a bombshell of her own: "I'll think about that," she said, "and I'll let you know next Friday." 40

The trouble started as soon as we got into the schoolyard. All the boys comprehended that something of theirs was being threatened and that they had to do everything in their power to guard it. Like driving a tractor or playing hockey for the *Toronto Maple Leafs*, carrying water was real, and because it was real it belonged to them. They headed right for Alma and that was when another funny thing happened. Instead of just standing back, as we usually did when the boys were after someone, the girls rushed right in to help Alma instead of watching her get pummeled. We all liked Alma and we all had observed what our carrying the water might mean; that, incredibly, we, too, might get to skip school for half an hour at a time, that we, too, might get to sneak into Rowsell's store on the way back and, most dizzying thought of all, that we too might get to do something real.


Because we were so intoxicated by the whole idea, and took the boys so much by surprise by standing up to them, we somehow managed to get Alma and ourselves out of the schoolyard with only a few bruises and torn stockings, leaving the boys in possession of the schoolyard where, as we could glimpse over our shoulders as we pelted down the hill, they had begun to congregate in a single ominous knot. And for the rest of that weekend all we could think of, both boys and girls, was what was going to happen at school that coming week.

The first thing, clearly evident by recess on Monday, was that the boys had decided to deny us the privilege of fielding at softball any more. (Doris Pomeroy, who sometimes wore nail polish, had told us she knew for a fact that girls in River Hibbert got to play on softball teams just like the boys.) Every Monday at recess two of the bigger boys at our school used to pick their softball teams for the week. When all the boys who were considered good enough to be on a team had been picked, then we older girls were allowed to act as sort of permanent supplementary outfielders. Some days it got so exhilarating that we couldn't wait to eat our home-made lunches but would sprint straight into the schoolyard, gobbling our sandwiches as we ran, toward that aching moment when the ball, snaking across the yellow grass or arching toward us from the marsh sky, might meet our open, eager hands.

So it was a hard blow, during Monday morning recess, when Ernie Chapman whirled the bat around his head, slammed it down as hard as he could on home base and announced, "The first girl that goes out to field, we break her neck." We clustered forlornly around the girls' entry door knowing there was nothing we could really do. "Oh Alma," mourned Minnie Halliday, "why couldn't you just have kept your mouth shut?" In the silence following Minnie's remark Doris steadied us all by saying: "Don't be foolish, Minnie. All we have to do is wait. They need us to field and, besides, they kind of like to have us out there looking at them." But it was a distressing moment. We couldn't even play softball on our own. None of us owned a bat and ball....

It was a long, hard week. Besides not letting us play in outfield and issuing verbal threats, the boys physically tormented us whenever an opportunity to do so arose. I suppose they rationalized that if they made things dreadful enough for us, sooner or later we'd approach Miss Ralston and implore her to forget the whole thing. I noticed that whenever one of us was hurt, it was as if it was happening to all of us. Looking back on that dreadful week, it was rather pleasant, too, because for the first time we girls found ourselves trusting each other with our troubles and even our thoughts without worrying about being ridiculed. And that was something new at our school. As for Alma, who kept getting menacing notes flung on her desk, we stuck to her like 'burrs.

But Alma's hardest moment might have been when her cousin Arnold visited her on Wednesday after school and asked her to drop the whole idea of girls going for the water.

 'burrs - prickly seed cases

"If they find out about it, Alma," said Arnold, "they'll probably take away the water bucket."

"Who's they?" asked Alma. She and Arnold had played a lot together when they were little and she was used to listening to his opinions on most things. 90

"Well, the health inspector," said Arnold, "and guys like that."

"They'll never take away that water bucket," said Alma, "They don't care who carries the water as long as it gets carried."

"Alma," said Arnold earnestly, "the other guys would kill me if they ever found out I told you this but sometimes carrying the water isn't fun. On cold days it's real hard work. You're better off in the warm school." Alma knew what it cost Arnold to tell her this but she stood firm. 95

"I'm sorry, Arnold," she said, "but I'm used to cold weather. In winter I walk to school the same as you." So Arnold went away.

If Miss Ralston, as the week wore on, noticed anything unusual going on in her school, such as us girls always getting tripped going down the aisle or getting an ink ball in our hair or being trapped in the ²outhouse, she gave little sign of it. Nor were we surprised. Nothing in our experience had led us to believe grown-ups had the slightest inkling – or interest – in what really went on with children. Only Doris Pomeroy thought differently. "Miss Ralston looks real mad," said Doris as we trailed in thankfully from Friday morning recess. 100

"Mad?" several of us asked. 105

"Yeah. Like when she comes out and we're all hanging around our entry door like a lot of scared chickens, she rings that old handbell as if she wished all those yelling boys' heads were under it."

All that long, hard week it had been as if Friday afternoon would never come again. ... On Friday, at lunchtime, just as the boys were winding up their week's game, Miss Ralston, without her bell, leaped through our clustered huddles at the girls' entry door and headed straight toward the softball field. Crunch, crunch, crunch went Miss Ralston's bright red loafers against the ³cinders and the next thing we knew she'd grabbed the bat from Irving Snell and, squinting against the sun, was twirling and lining it before our astonished eyes. 110

"Come on! Come on!" cried Miss Ralston impatiently to Ernie who stood transfixed before her on the pitcher's mound. "Come on! Come on!" she cried again and she banged the bat against the ground. 115

"Come on! Come on!" cried Doris Pomeroy and we rushed after her across the cinders.

The first ball Ernie threw was rather wobbly and Miss Ralston hit it at an angle so that it fell sideways, a foul ball, toward George Fowler's outstretched hands. "Ah-h-h-h-h," we moaned from the sidelines and some of us closed our eyes so we wouldn't have to look. But George jumped too eagerly for such an easy ball and it fell right through his fingers and rolled harmlessly along the ground. Ernie took a lot more time over his second pitch. "Get her! Get her!" the boys yelled recklessly at Ernie and they all fanned out behind the bases. Ernie took aim slowly. None of us had ever seen the pirouettings of professional pitchers but there was a certain awesome ceremony, nevertheless, as Ernie spat savagely on the ball, glared hard at Miss Ralston, slowly swung back his big right arm and, poised for one long moment, his whole body outstretched, threw the ball as hard as he could toward home base where Miss Ralston waited, her body rocking with the bat. For a fleeting moment we had a glimpse of what life might be like in River Hibbert and then Miss Ralston hit the ball. 120 125

"Ah-h-h-h-h-h," we cried as it rose high in the air, borne by the marsh wind, and flew like a bird against the sun, across the road and out of sight, into the ox pasture on the other side. 130



²outhouse – an outdoor toilet

³cinders – partially burnt pieces of wood or coal

“ Ah-h-h-h-h-h ...” Hitting the ball into the ox pasture happened maybe once a year.

We all stared at Miss Ralston. “School’s in,” she announced over her shoulder, walking away.

That afternoon, there was a big hush all over the room. “Next week,” said Miss Ralston, closing the school register and tidying her books, “next week Alma Niles and Joyce Shipley will go for the water.”

135

She swept her hand over the top of her desk and tiny dust motes danced in the slanting sun.

Your response to the following questions should be based on the information presented in the passage, and should be expressed as far as possible in your own words. You should spend approximately one hour on this section.

1. Give an account of the specific ways in which the boys bullied and discouraged the girls who challenged their right to carry the water, and the specific ways in which the girls responded to the boys’ behaviour. You should use approximately 160 words. [10]

2. In attending school, the children in the passage must cope with challenges regarding the facilities and services offered there. Explain these challenges and then contrast the facilities and services with what is available for most students in a modern society. Use no more than 200 words. [12]

SECTION B

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

The following is an excerpt from the final draft of the historic speech made to the House of the Assembly on January 19, 1959, by Dame Doris Johnson. Born in 1921, Johnson was an early participant in the Women's Suffrage Movement of the 1950s and was given the opportunity to petition for equal rights for Bahamian women. She later became the first Bahamian woman to be appointed to the Senate, made a government leader and President of the Senate, and to become a Minister of Government. Bahamian women finally won the right to vote in 1962.

"Mr. Speaker and members of the Honourable House of Assembly, today invincible womanhood approaches the courts of justice with the call for equal rights for all Bahamian women.

"Mr. Speaker, the Women's Suffrage Movement speaks today on behalf of over fifty-four thousand women; more than one half of the total adult population of our islands. The women of The Bahamas have been awakened to their responsibilities and duties as citizens for many generations, and in the last thirty or thirty-five years women have vigorously carried out their duties and responsibilities in a manner comparable to those performed by the women of any highly civilized country. 5

"Today, women have taken on increasing responsibilities to ensure the proper development and growth of our homes, our children and our social institutions. Bahamian women have risen to give outstanding leadership services in business activities, welfare work, home and school organizations. 10

"In nearly all these organizations women have already learnt how to use democratic techniques of government and the principles of choosing their representatives. The same principles will guide us now as we seek to assume our duties and responsibilities in guiding the destiny of our beloved Islands.

"We regret that the petition for Women's Suffrage submitted to the House on the 1st December, 1958, was grossly misrepresented as coming from thirteen petitioners and only five hundred and twenty-nine others. The petition was signed by two thousand eight hundred and twenty-nine persons living in such widely scattered islands as Exuma, Grand Bahama, Abaco, Long Island, Eleuthera, Andros and New Providence. 15

"We wish to go on record in protesting to the House that a great injustice has been done to the people's cause. To be deceived is regarded by women as one of the greatest crimes against their faithful trust, since faithfulness is the basic principle upon which we build our homes, rear our children and build our nation. 20

"We women have accepted and paid all the taxes which are imposed upon us by a Government in which we now have no representation. Since we are powerless to limit these taxes, we are forced to bring charges of tyranny against our Government, if it further denies us our rights to choose those who must rule over us and share in the making of our laws. 25

"Should the Government agree to abolish all taxes of every kind, including stamp duties and custom duties on goods and properties owned by women, we would regard this as detrimental to the progress of our country; but mind you, we would be justified in refusing to pay your taxes, since we women are ineligible to vote. 30

"We therefore earnestly desire that this government go on record as an enlightened democratic body, by ordering the immediate enumeration and registration of all women twenty-one years and over so that they may carry out their duties as full citizens in the next by-election or general election.

"WE WOMEN PRESS THIS DEMAND AND ASK SUCH ENACTMENT ON THE BASIS OF NOT WHO IS RIGHT, BUT WHAT IS RIGHT FOR OUR COUNTRY. WE SEEK NO COMPROMISE. THERE IS NO ALTERNATIVE. WE ABHOR ANY DELAYING ACTION. WE WOMEN ASK ONLY THAT YOU GENTLEMEN MOVE NOW TO SECURE THE RIGHTS OF FIFTY-FOUR THOUSAND WOMEN, INCLUDING YOUR WIVES AND DAUGHTERS. 35

"Approximately half of the female population are working women, many of whom are the entire support of their families. Many have built their own homes, have bank accounts, established themselves in business and pay government taxes. An earlier petition points out to the Honourable House that it is a violation of the principles of democracy to grind out taxes from people who are without the power to limit or extend such taxes. 40

"We women grieve and are deeply concerned when our sons and daughters, tried in the courts of law, find always that they are faced by a male group of jurors. We firmly believe that it is our democratic right that women should serve on these juries, but without the vote, the whole country is denied the benefit of full and impartial judgment. 45

"We women are extremely concerned that the plight of delinquent girls is taken so lightly by our Government. The hearts of mothers grieve at the revolting practice of sending poor girls eight, nine, ten and eleven years to live in jail with seasoned criminals. Active participation in government by Bahamian women will see an end to such practices, and proper care and guidance will be given to those whose real crime is only poverty and insecurity. 50

"There are other grievances which we women have. Local government in our islands is administered through boards and committees. There are eleven boards consisting of 56 members. There are twenty-one committees and on these there are seven women who are privileged to serve only in inferior capacities. There are two hundred Justices of the Peace from whose ranks women are totally excluded. There are Out Island Commissionerships in which no woman is invited to serve. We further wish to show the advisability of including women on the Board of Education and any other Board which deals with the welfare of our homes, schools and communities. 55 60

"Gentlemen, *hear* me. We women wish to serve our country and assist your efforts in attending to such projects as housing schemes, slum clearance, establishment of libraries and local welfare services, supervision of food and drug supplies, and the establishment of reasonable and respectable lodgings for temporary visitors from our Out Islands.

"Mr. Speaker and members of the Assembly, we women raise our hearts and heads to lofty things: our willingness and readiness to participate as full citizens in the affairs of our country. We women are ready, willing and able. YOU MUST NO LONGER DENY US OUR RIGHTS. 70

"Your humble petitioner thanks God for this opportunity to speak to your hearts and consciences and prays that speedy action will be taken by you to bring about the enumeration and registration of all Bahamian women twenty-one years and over.

Adapted from "The Faith that Moved the Mountain, 5th Edition"
by Sir Randol Fawkes © 2013

In answering the questions below, you should write as far as possible in your own words. You should spend approximately one hour on this section.

3. How does Doris Johnson use a variety of stylistic and language devices in her written argument that the Parliamentarians should give Bahamian women equal rights? In your answer be sure to identify specific techniques, provide examples and comment on the effect each one most likely has on the reader. [14]

4. Using ideas based on information from **Passage A** and **B**, write an article for the Newspaper Club of your school, discussing the ways in which females have been discriminated against.

In your response you are expected to:

- (a) develop ideas clearly and logically;
- (b) include one or two ideas of your own. [16]

PAPER TOTAL MARKS [52]

