

SECTION B

Read the following passage carefully, then answer the questions which follow.

A SYMPHONY FOR MR. MINNIS

The following passage describes the experiences of a tourist couple called Brown in Long Island in the 1980s. By chance, they are given the opportunity to participate in the funeral services for Mr. Minnis, a local resident.

For years, each Spring my husband and I sailed our boat to The Bahamas. And always we'd reached a point – somewhere in the first month, when we sadly missed playing our musical instruments. Then last year we decided to give Mozart and Beethoven a shot at The Islands of The Bahamas and take our instruments with us. 5

I vividly remember one day in 1984. We sat in our bathing suits, he playing the violin, I playing my cello, letting the delicate emotion of the music carry us along, ignoring the occasional flat note. There was no one else in the anchorage and the music seemed to fly out in all directions. The tiny village lay quietly asleep, only the waft of barbecue fires letting us know that anyone was at home in Simms, Long Island. The sea, the sun and the music, and it was really enough. 10

The following morning, Sunday, we'd arisen early, and had already gone swimming to lower our already rising body temperatures and also to check out the local patrolling barracuda. He was a 4 footer, appeared bored with his line of work, and even allowed my husband to come up behind him for a playful stare-down. While we showered off, we listened to the local radio, Gospel music and obituaries – the usual Sunday fare. 15

Reminiscent of the Old Testament, the long recitation of the lineage of the deceased always gave us a feeling of the intimacy and closeness Bahamians maintain with each other, even though a family may be scattered over many islands. "Filbert Jones", they might intone, "is survived by 4 sons, 5 daughters, 20 grandchildren, 12 great grands, 8 great, great grands, 4 aunts, 2 uncles, 28 nephews and 32 nieces, and a host of other relatives." 20

In the background, the choir began to clap its hands and I looked over at my husband with a smile. He was swaying and patting his thigh in rhythm as he gazed over the rail at Simms. Then I realized the choir wasn't singing over the radio. The Gospel beat was coming from Simms! Another look at my husband told me that we were going to church! 25

We rowed in, the oars dipping into ever more shallow water. Our engine was working fine, but my husband was mesmerized by the singing from the shore and couldn't bear to drown it out. A rear admiral, an engineer, a building contractor, a violinist, he was all of these and, I'd always thought, possessed the soul of a curious child, intrigued by everything. 30

There was a lull in the singing as we made our way toward the road that snaked along the beach. The soil is sparse and poor, hurricanes are 35

That summer, when we got back to New York, I would produce a separate Spence album for Folkways Recordings, cutting six of the pieces of this unknown Bahamian folk guitarist. The album came just at the time when everyone was trying to learn how to finger pick the guitar, and Spence was a revelation. Many guitarists tried to imitate what he'd recorded that afternoon on our porch, but it turned out to be almost impossible to get beyond the mechanics of his style into the free, rhythmic exuberance of his playing.

85

*Sam Charters
Smithsonian Folkways Records 1992*

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.

1. Joseph Spence comes alive in Passage A. In no more than 150 words, tell what you learn about this Bahamian entertainer. [12]
2. How does the writer capture and hold the interest of the reader as he describes life on Andros in the 1950s? Support your answer with evidence from the passage. [12]

ENGLISH LANGUAGE

PAPER 1: CONTINUOUS WRITING

Monday **22 MAY 2000** 9.00 – 10.10 P.M.
(including 10 minutes
reading and planning time)

Additional materials:
Answer booklet

<h3>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</h3>
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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.

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

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

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

You should write between 350 and 500 words.

You should pay attention to punctuation, spelling and handwriting.

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 and 4 blank pages.

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

1. "I never expected the day to turn out as well as it did. It all started when ..." *Continue the story.*
2. Write about some lessons The Bahamas can learn from the rest of the world.
3. The Bahamas' tourism industry – a blessing or a curse? Give your views.
4. "I was mid-way up the ladder when a hand gripped my ankle..." *Continue the story.*
5. It is better to run away and live to fight another day. What are your views?
6. "Nearly everyone considers my friend to be unusual, and I agree!" Describe your friend.
(Make sure you include his / her *unusual* characteristics.)
7. Write an essay 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.

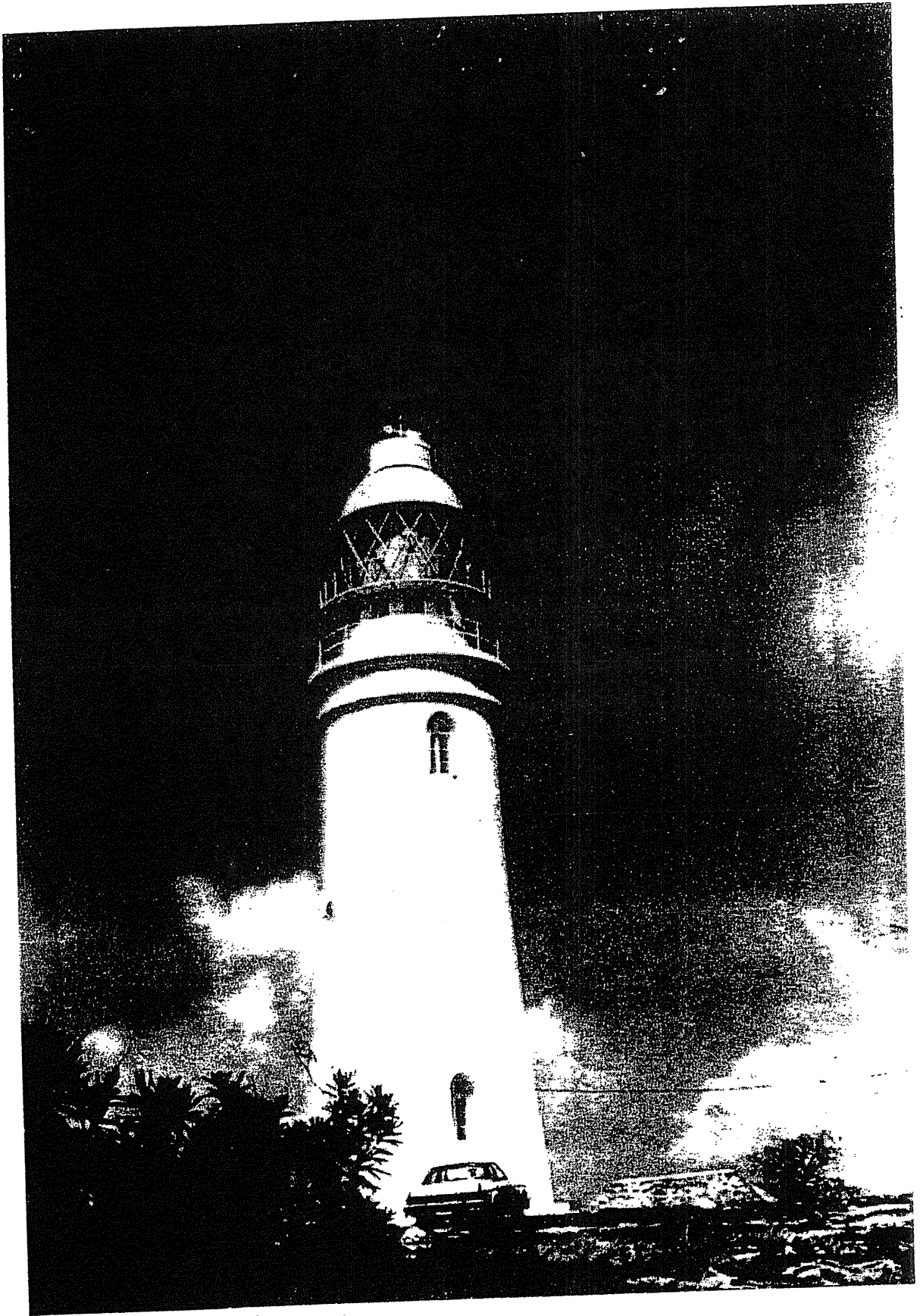
"Existence is my lot in life,
Survival is my game;
I spurn the rat race of this life,
Contentment is my aim."

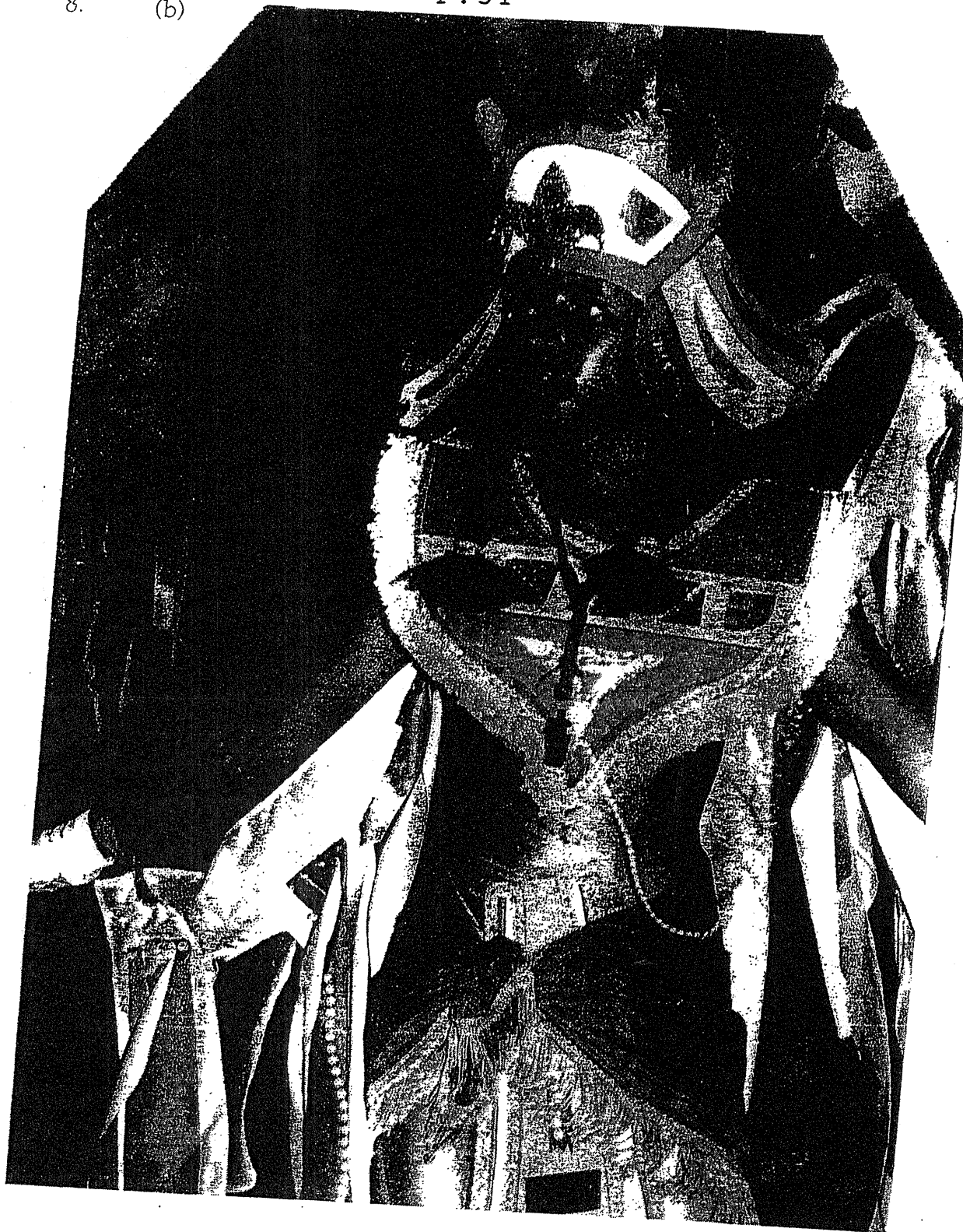
T. Sawyer

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

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

8. (a)





School Number	Candidate Number
Surname and Initials	

ENGLISH LANGUAGE

PAPER 2 AURAL COMPREHENSION CANDIDATE'S COPY

Tuesday 9 MAY 2000 9.00 – 10.15 A.M.

Additional materials:
Cassette recording
Tape recorder

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

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

Answer ALL questions. 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.

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 6 printed pages and 2 blank pages.

P. 118
PART ONE

Listen to the following passage from an article on water. You will hear the narrator providing information on water as the lifeblood of our planet.

After you have listened to the first recording, make some detailed notes on what you have heard, using the 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. Uses of water:

2. Effects of salt water:

3. The location of earth's fresh water supply:

4. Reasons for the shortage of fresh water:

5. How countries deal with the shortage of water:

6. Ways in which the recording seeks to capture and hold your interest:

DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO

P. 120
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**. Remember that all answers must be based on the information presented in the recording.

1. The recording states that water is the "lifeblood" of the planet. What does this mean?

[2]

2. Give **FIVE** specific uses of water mentioned in the recording.

[5]

3. List **THREE** ways in which we should **NOT** use salt water. In each case, explain why we should not use it.

[6]

4. (a) Describe the ways in which **RICH** countries deal with water shortages.

[2]

- (b) Describe the ways in which **POOR** countries deal with water shortages.

[2]

5. Explain **THREE** of the ways in which this recording seeks to capture and hold the interest of the listener.

[6]

- 6.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard ruled sheet of paper. The lines are thin and black. The background is plain white.

[7]

ENGLISH LANGUAGE

PAPER 3 WRITTEN COMPREHENSION & DIRECTED WRITING

Wednesday **24 MAY 2000** 9.00 – 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.

Number your answers clearly.

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

Work should be neat and well-organized.

INFORMATION FOR CANDIDATES

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

Dictionaries are **NOT** permitted.

SECTION A

Read the following passage carefully before you attempt any questions.

PRISON LIFE

While I was in prison, it made me feel better sometimes to get something on paper just like I felt it. It brought a kind of relief to be able to describe my pain at being incarcerated for twelve years. Often, the thoughts I wrote reflected my struggle with time. Each day I hoped that by some miracle of God I would regain my freedom. From occasional conversations, I found that other inmates entertained the same hope – for years. Even the inmates serving less than life had a hard time. Three hot meals and a cot can't replace a man's freedom. Anything in the double digits – ten years to serve, twenty, forty, sixty – could break a man's spirit. 5

I had a buddy, Roscoe. Every time you saw him, he was talking a lot of trash, joking and laughing. But Roscoe was doing a hard forty, and it drove him up a wall at least twice a week. He fought it by trying to keep super-busy. In his free time off from the kitchen, where he worked, carrying a white towel hung loosely over his shoulder and several cartons of cigarettes tucked under his arm, Roscoe would bop briskly across the yard, intent on his missions, and jawbone with a group of inmates hanging out near the canteen, then hand a carton of cigarettes to one of them and hurry off to the next meeting. 10 15

Roscoe was one of several inmates at Her Majesty's Prison who used the drug-dealing skills they'd learned on the streets to take advantage of the limited prison economy developed by the inmates. In that economy, cigarettes replaced money as the medium of exchange. Favours and merchandise were negotiated in terms of their worth in packs of cigarettes. For three cartons of cigarettes, an inmate could get laundry workers to see to it that his shirts and pants were crisply starched. The real skillful dealers found ways to convert a portion of their goods to forbidden cash, which they saved for their eventual return to the streets. 20 25

Roscoe, who was about two years older than I and who had spent a lot more time on the streets, was penitentiary-rich. He decorated his cell with plush blue towels and stockpiled so much stuff that the rear wall of his cell looked like a convenience store. He was playful and cheery most of the time, and addressed everybody as "Bro'". He was as dark as night and had a shiny gold tooth that gleamed like a coin when he smiled. Short and squat, he had a massive upper body and a low center of gravity, like Mike Tyson. In fact, his voice, high-pitched and squeaky, sounded a lot like Tyson's, too. It was the kind of voice that sounded like it belonged to a child. But nobody mistook Roscoe for a child. He was a tank and could turn from a nice guy to a cold killer in a split second. 30 35

Time came down on Roscoe, like it did on everybody else. He had to do at least ten of his forty years before going up for parole. I could tell when he was thinking about it. I'd run into him on the yard and say, "What's happening,

Roscoe?" He'd shake his head sadly and say, "Bro' Nate, I'm busted, disgusted 40
and can't be trusted."

Roscoe was so far away from home that he never got visits. On visiting days,
he usually went out to the main sidewalk on the yard and looked through the
fence as people visiting other inmates pulled into the parking lot. Other times I 45
could tell how depressed he was by the way he handled defeat on the
chessboard. I beat him all the time and taunted him, but sometimes he didn't
take it well. He'd get frustrated and knock one of his big arms against the board,
sending the pieces crashing to the floor.

We were playing chess one day when Roscoe said, "Bro' Nate, I'm going to
make a break for the fence. I been thinking about it for a long time. I got a lotta 50
money saved up. I can get outta the country. You wanna come?"

There had been a few, desperate, fleeting moments when I had thought half-
seriously about making a run. Her Majesty's Prison is ringed by a tall barbed-
wire fence with electrical current running through it, but everybody knew that 55
the current was turned off much of the time. Sometimes, I'd stare at that fence
and think about how to scale it. I pictured myself tossing my thick winter coat on
top of the barbed wire to test the current and protect my hands, climbing quickly
to the top, and leaping to the other side to make my dash before the tower
guards could get off a good shot. I'd thought it through like a chess match, move 60
for move. That's why I didn't try. When I thought it through, I always saw a
great chance of getting caught or leading such a miserable life on the run that it
would be another form of imprisonment.

Looking at Roscoe, I jokingly turned down his offer to run. "No, brotherman.
I'm going to stay here. I'm expecting a visit from my lady this weekend. I'd hate
for her to come and find me gone. Besides, you do the crime, you gotta do the 65
time!"

I forgot about our conversation until a week or two later, when the big whistle
at the guard tower sounded, signaling all inmates to return to their cells to be
counted. The whistle blew at certain times every day, but on this day it sounded
at an odd hour, meaning that there was something wrong. After we went to our 70
cells, the word spread that Roscoe had made a break. He'd hidden in the school
building, then scrambled over the fence, after a posse, complete with the prison
guard dogs, left the compound to hunt for him.

Following the count, guys in my cell block grew real quiet. Sitting on my bunk,
I rooted for Roscoe to get away. But some weeks after he made his break, he got 75
caught. It saddened me. He was transferred to a maximum-security block and he
got more time tacked on to the forty years that was already giving him hell.

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

In answering questions 1 – 4, write down the letter A, B, C or D to indicate the most appropriate answer.

1. The line "He'd stop and jawbone" means Roscoe would stop and:

A converse;
B eat;
C fight;
D smoke.

[1]

2. Before he entered prison, Roscoe earned money by:

A playing chess professionally;
B running a convenience store;
C selling drugs on the street;
D working as a cook.

[1]

3. At Her Majesty's Prison, the inmates developed a prison economy in which goods were exchanged for:

A drugs;
B large sums of money;
C cigarettes;
D laundry services.

[1]

4. Reference is made to Mike Tyson in the passage because he and Roscoe:

A had been imprisoned;
B had deep, well-modulated voices;
C had professional boxing careers;
D had similar physical characteristics.

[1]

Questions 5 – 7 should be answered as far as possible in your own words.

Your answers should be based on the extract.

5. List the measures that the prison officials took to prevent prisoners escaping. [4]
6. (a) Explain the phrase "Roscoe was doing a hard forty".
(b) Identify **TWO** moods Roscoe experienced as a result of his prison sentence.
(c) Describe **TWO** incidents which show how Roscoe's moods affected his behaviour. [6]
7. Using information from the passage only, and without lifting sentences, describe
(a) Roscoe's appearance, (3 marks)
(b) his personality, (6 marks)
(c) his relationship with Nate. (4 marks)

Provide support for your answers. You should write no more than 150 words in total. [13]

Section Total marks [27]

SECTION B

Read the following passage before you attempt any questions.

FREEDOM

After I was granted parole, for a long time everything felt alien, like one of those movies where a person is frozen in a block of ice, and when it thaws he discovers he's in the same place but in a different time. It seemed I was moving about at a different pace than the rest of the world; as if for three years, the world had been speeding ahead while I'd stood still. 5

The first time I went through a checkout line at the supermarket on Victory Street, the clerk passed my items over a computerized scanner, which I'd never seen. I was fascinated. It made me feel like I'd been locked away for a hundred years. 10

Of course, the fashion changes were constant reminders of how long I'd been gone. The platform shoes and bell-bottom pants in my closet had to go. Mama gave me some money and I bought a pair of thin-heeled shoes and blue flared-leg denims, and I wore them until they nearly fell off.

I called Liz to make arrangements to see Munroe. Part of me wanted to see her too, to see if we could rekindle our love. I remembered the last time I had seen her. I had walked into the crowded waiting room of the prison, and taken a seat at the table with her. 15

My intuition had told me something was up. She'd come alone, without my parents or our two year old son, and her brown eyes, usually bright and cheery, were sad. They evaded mine when I tried to capture her gaze. In a letter she'd sent to me earlier in the week, she had said there was something she wanted to discuss. I sensed what it was, and I'd come prepared. 20

We exchanged small talk, then there was this awkward silence. Finally, I spoke, relieving her of a burden I sensed was killing her. 25

"You're seeing someone else, aren't you?"
She nodded. "Yes."

There was a long pause as she waited for my reaction. I looked down at the floor and thought about what I'd just heard. My worst fear had come true. Liz couldn't wait. I'd have to serve the time alone. I understood. She'd done the best she could. She'd been a lot more supportive and reliable than I would have been under the circumstances. The best I could do was be grateful for what she had done. Take it and grow, as she used to say. I tried to put on a brave face, and I said, "I understand, really . . . Well, nothing I can do about that but wish you the best. I would like you to hang in there with me, but really, I don't know when I'm getting outta here." 30

She listened quietly and nodded as I talked. When I finished, she didn't say much. We sat there, looking at each other. We had been Mr. and Miss Senior High School. Prom King and Queen. Liz wished me well. Her eyes watered. Then she said goodbye, and left. I practically ran back to my cell that Saturday morning. I wanted to get back there 35

before the tear ducts burst. I made it, went inside, and flopped down on a stool. The one thing that seemed to soothe everyone in prison was music. The loudest, most dangerous inmates in the place calmed down when they had on a set of headphones. I turned on the stereo, slid in one of my favourite gospel tapes, and closed my eyes. I was crushed. I cried until tears blurred my vision. Then I got up, picked up my washcloth, rinsed it in the sink, held it to my face, and cried some more. Liz was gone. I remembered that in junior high school she had once told me, "I'll follow you into a ditch if you lead me there." Well, I'd led her there, but she'd never promised to stay.

I talked to Liz before leaving the house, but when I made the fifteen-minute walk to her family's place, it was her mother who answered the door. Liz had gone out, she said. I got the message. Munroe was sitting on the living-room floor, playing with toys. I went in and talked with him, trying to relate to him as best as I could. But it felt awkward trying to make conversation with a five-year-old. Besides, there was still no strong paternal connection. I'd been away from him for more than half his life. My affection for him felt forced. I could tell he didn't feel connected to me, either. He seemed to regard me no differently than he did my brothers.

After that visit, I went by the bowling alley to check out the neighbourhood scene. Shane was there, and after we'd talked awhile, he looked me up and down as if noticing me for the first time. "So, my man Nate, what's up with you?"

"Not much, man. I'm trying to find a job until I can start college."

"That's cool. You want to go to the Bimini Club with me on Friday night?"

I paused before answering. That was the challenge I knew would come - to fall back into the gang, or break away. I wanted to stay away from the old spots. I didn't want to contend with re-establishing my street image. At the same time, I didn't want the fellows to say I'd changed, that I'd gone off to the penitentiary and gone "grand on them". But I couldn't be too concerned about what anybody said. I had grown. I wanted to keep moving ahead in life and not even think about falling back into the old groove that once had my head so messed up. So I turned down Shane's offer. Then there was this strange silence. There was nothing else to talk about. When we both realized that, we drifted away in opposite directions.

I'd read somewhere that eighty-five per cent of inmates return to prison within five years of being released. I knew I had to work hard to reach the five-year mark. And yet, as the harshness of the outside world started taking a toll, fears began dancing around in my head. Doubts seeped in. All the spiritual and philosophical principles I had studied in the library in prison seemed to go out the window when contending with the reality of the outside world. Job hunting is expensive. The little money I'd saved from working in the prison laundry was gone in no time. I had to rely on my parents for bus fare. My pride wouldn't let me ask them for much.

I walked wherever I could, but most places I went were not within walking distance. My frustration worsened as months of going door to door from business to business culminated in no job, so no money, no car, no apartment.

Yvette, the school friend who'd visited me in prison, became my haven. I sought refuge in her because I'd given up my old life and had nothing to replace it with. Yet I couldn't even afford to take Yvette to see a movie. There was nothing to give Liz for child support. For a while, I stopped going around to see Munroe because I was so ashamed that I had no money. My self-esteem eroded and my anger at the world mushroomed. 85

One night, while driving my step-father's car, I stopped at a convenience store. It was located on a small, deserted street. It was late and there was only one attendant in the store. While I browsed, he went to a back room to get something. When I went to the counter, I noted: 90

There's no one else here. No customers. No cameras. When the clerk returned, I made my purchase and went back to the car. I climbed in and sat there a moment, thinking. I looked up and down the street, and there was no one in sight. I thought, I can take this place by myself. Just one hit, no more. All I need is some funds to tide me over until I can find work. Just this one time. 95

Every person who has ever served time in prison can tell you what he did wrong to get caught. Every one feels that all he has to do is rectify that one mental error and he's on his way. I knew what had gone wrong in the robbery which had landed me in prison. I hadn't planned carefully. I knew I could do it right this time. 100

I sat there for a long while, struggling. It was a struggle that on the surface didn't make sense, an internal battle that should not have been taking place in light of all that I had suffered and learnt from prison. And yet, there I was, thinking about committing one last robbery. 105

Sitting there in the car, I thought my plans through like a chess match. I envisioned the job step by step and mapped out my getaway route. Then I thought about something else. I remembered that I had something that most inmates coming out of prison did not: I had supportive parents. I thought about my mother and stepfather, who had suffered through three years of hell with me, from start to finish. I thought about how hard they'd pulled for me since I'd gotten out. They gave me money. I had a place to lay my head. They let me use their car. They cared about me. They cared about me. I couldn't let them down. 110

I thought about something else, too. The lessons about perseverance I had learnt in prison. I'd learnt about the strength of the mind and I had seen that mental toughness, more than brawn, determines who survives and who crumbles. When I left prison, I knew I was armed with a different kind of weapon than I had relied on before going in. I had knowledge. 115

I started the car and drove away. 120

Adapted from *Makes Me Wanna Holler* by Nathan McCall

-4-

SECTION A

Read the following passage carefully, then answer the questions which follow. You should spend no more than one hour on this Section.

MONEY

Growing up with a fair margin of material comfort, my generation, or at least a large segment of it, put money in a category with the rest of our parents' values. We used to make fun of our parents' pride in obtaining bigger and better slices of the pie, this pie being all of the material goods that people value: a house, car, jeep, motorcycle, you name it. We accused our parents of parading around in their new cars, of showing off new furniture to their friends. We scoffed at the way they spent hours talking with their neighbours about the wonders of some new appliance. They always seemed to be so concerned about "keeping up with the Joneses", and to us it was excruciatingly boring. 5

Generally we took money for granted during our high school years. For my generation, it was a symbol of material prosperity, and many of us were too high-minded to be bothered with such things. Of course, there were times when we needed a few dollars to purchase prom tickets, to go to the movies, or, if we were ahead of our peers, to buy a car. Then we would extend a hand for a loan from Mom or Dad. If our parents were smart, and only a few of them were, they made us go out and work for those necessities of teenage life. Most of them felt, however, that they should pamper us a little, not wanting us to lack what they had been deprived of when they were children. 10 15

The generation that is in high school today, according to some surveys, seems to be taking money and its meaning a bit more seriously. Assisted by career counseling programmes, teens today are getting a keen sense of how important it is to hold a job that pays well. Unlike the teens of just twenty years ago, your generation of teenagers can be described as being acutely aware of the shrinking pie. Because the material goods that people value cost more and more every year, you've realized that the money you can make to purchase these goods is losing its buying power. You have heard of that tragic word, inflation? As you've watched your parents grapple with inflation, their struggle has taught you to respect money. 20 25

Yes, you teenagers understand the value of money and dream of commanding a huge salary, purchasing a multi-storey house overlooking the ocean, and sitting behind the wheel of a 1999XLJ Jaguar. Let's face it. Most of you will not become doctors, engineers, or multimillionaire athletes, either. Even if you secure a job earning \$30,000.00 per annum, you would only qualify for approximately \$50,000.00 in mortgage money. What kind of a house would you be able to buy for \$50,000.00? Remember, the average price of a low income house today is \$150,000.00! 30 35

You may have to abandon your dream of buying a house. Perhaps you'll settle for a customized Cherokee with chrome mags and a CD player, and a picture of

your favorite rap or rock artist airbrushed onto the metallic blue exterior. Still, you will have to earn a respectable salary to buy it, insure it, and purchase fuel. If you think that is a major expense, try finding comfortable living accommodations for less than \$450 a month, in addition to utilities.

Am I going too fast for you? I'm just trying to point out a few things to prepare you for the expenses ahead. Of course, you could drop out, neglect personal hygiene, wear and own only one pair of jeans, or even loiter on street corners with an outstretched hand and a melancholy look in your eyes. You could choose to pursue that path, but I wouldn't advise it.

To avoid such a destitute existence, and still not work, you will need a prosperous friend or relative to support you. A significant number of teens enjoy the benefits of this arrangement; I see them mostly on television shows. All of the teenage children I've known in real life who had well-off parents were required both to work and to prepare themselves for a vocation after graduation from high school. It seems that the well-off people know what my father knew. Money isn't everything, but it sure helps.

For this reason, I strongly suggest that you consider what I've said about money right now, today. The only realistic way for most people to get money is to work for it. That is also the healthiest, if not the easiest way. The popular rock band, The Beatles, sang: "Money can't buy you love". It's true. But if you can somehow arrange your life so that you earn a respectable salary and love what you're doing, I would say you will come as close to happiness as you can in a world that is often ruled more by the dollar than by the heart.

~~Perhaps I am overestimating the importance of money.~~ After all, it's only paper, right? But what does that paper represent? It represents some of the things that we are led to believe are basic ingredients of a happy life. Television advertisers spend billions of dollars on commercials that tease at our longing for credit cards, designer clothes and shining perfect new cars - symbols of power, prestige, security and freedom.

I know that the vast majority of you are too sophisticated to seek complete fulfillment in these symbols. I'm sure by now you have seen enough movies or heard enough stories about people who achieved success with ruthless ambition but in the end felt empty inside. Still, it is important to remember that most people do not worry about reaching their highest potential until their basic needs are filled. A person who cannot make his or her monthly rent, car, food, and utility payments is going to have a difficult time developing the other parts of life required to reach "fulfilment".

As I said, money, it isn't everything. But it sure helps.

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.

1. According to this writer, how have attitudes towards money changed over the two generations mentioned? What advice does he offer towards developing a healthy respect for money?

Use approximately 150 words.

[12]

2. This passage is part of an address to recent high school graduates. How does the writer use language to make his speech more interesting and understandable to his audience?

[14]

SECTION B

Read the following passage carefully, then answer the questions which follow.

Saviors and Survivors – A Look at Career Choice

A savior, in my definition, is a person who holds the opinion that his existence on earth is important because he believes in a personal destiny that is tied to massive changes in our society. Because of his desire to transform the existing world into a new, more reasonable, fairer system that helps rather than harms people, he thinks of entering some field that involves working with people. This includes employment in social work within the social services system, teaching, nursing, mental health, counseling – all careers with social conscience. 5

People who have the desire to be a savior often work with such intensity that they feel drained, "used up", after a few years. In addition, the financial benefits are usually minimal for those employed in the field of helping others. Being placed in a materially inferior position creates numerous problems, especially for those with families. Even if they are willing to accept the sacrifice of earning a small salary for jobs that often demand extra hours of labour, there are other difficulties with which saviors have to cope. Some of these jobs force people to adapt to unusually harsh living conditions (such as the teacher enduring hardships for years on a remote impoverished cay). Most people do not want to accept such sacrifices for the rest of their lives. 15

Many who seek careers with social conscience end up well above poverty but below the middle class. Forced to deal with youth who drop out of school, with people who cannot make it in society, with those who choose to remain poor, and those who remain poor from lack of another choice, many saviors begin to feel unfulfilled after a few years in the field, plagued by the sense of having accomplished next to nothing. Some feel they have been left behind by the general society (such as teachers placed in schools situated in low income areas). They eventually feel alienated, angry and disillusioned as do the people whom they are attempting to serve. 25

Then there are those persons who have leanings in a direction that is opposite to the stance of the saviors. This type of person I shall call a survivor. Survivors are more concerned with the quality of life for the hardworking, ambitious individual. Some see them as suffering from a "narcissistic" attitude – they are selfishly motivated into surviving economically any way they can. Propelled into careers by an interest in the easy acquisition of material goods, they do not necessarily find fulfilment in their jobs except in a material way. Recent surveys indicate that your generation is choosing to enter fields that do not necessarily have a social conscience. More concerned today with being able to own status symbols such as a large home and a luxury car, and driven by a hunger for the power and prestige that accompany acquiring material goods, young people are flocking to careers that serve their financial needs to make it to the middle class and above. 35

Why is this important to you as a high school graduate? Because you must soon either enter the job market or make a choice about what field you will study for. If you can make the distinction between the two categories of savior and survivor, you can make one of several choices. You can opt simply to find a job with a social conscience, understanding that this would leave you in a materially inferior position. 40

There is also the possibility that you could balance your conscience with your labours. You can have a conscience and still go into a field that is relatively well paid. You can have a job in a field unrelated to human service and still be excited about the job. You can choose to hold yourself to a personal standard of honesty, sincerity and growth. You can devote some time as a volunteer. Be a big brother or sister, or work with the elderly or the mentally retarded. Any of these activities will help to open your mind and you can emerge a winner in both categories. You will achieve a sense of fulfilment from helping others and still have time and energy for a job that meets your financial needs. 45

You can also choose not to fit in. You can drop out of society, school, or work. This may force you to live a marginal lower-class existence. In today's economy, such a choice would force you to live a less than below-average life. The costs of shelter, energy and food are so high that you would be forced into perpetual poverty. In addition, since all of your energy will be used up trying to survive, you will not be able to grow very well as a person. 50

It's not easy, is it? All your life someone has taken care of you. Someone's been responsible for you. Now I'm asking you to look at life and say, "Well, it's my turn. Now I have to give." 60

Both passages adapted from "Coping With Life After High School" by Michael Dumond

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. According to the writer, how do Savors and Survivors differ? [12]

4. "Well, it's my turn. Now I have to give."

Using some ideas from both passages, but adding material of your own, write a letter to a relative who lives abroad, outlining the choices you will have to make when you leave school and the way you will go about making those choices.

You should consider:

- whether to continue your education or to leave school now
- the type of job you would like to do
- how important job satisfaction will be
- how important the salary and future prospects will be
- what dangers you fear from a wrong decision
- resources to be considered prior to making your choices.

[14]

ENGLISH LANGUAGE

PAPER 1: CONTINUOUS WRITING

Monday **21 MAY 2001** 9.00 – 10.10 A.M.
(including 10 minutes
reading and planning 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.

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

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

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

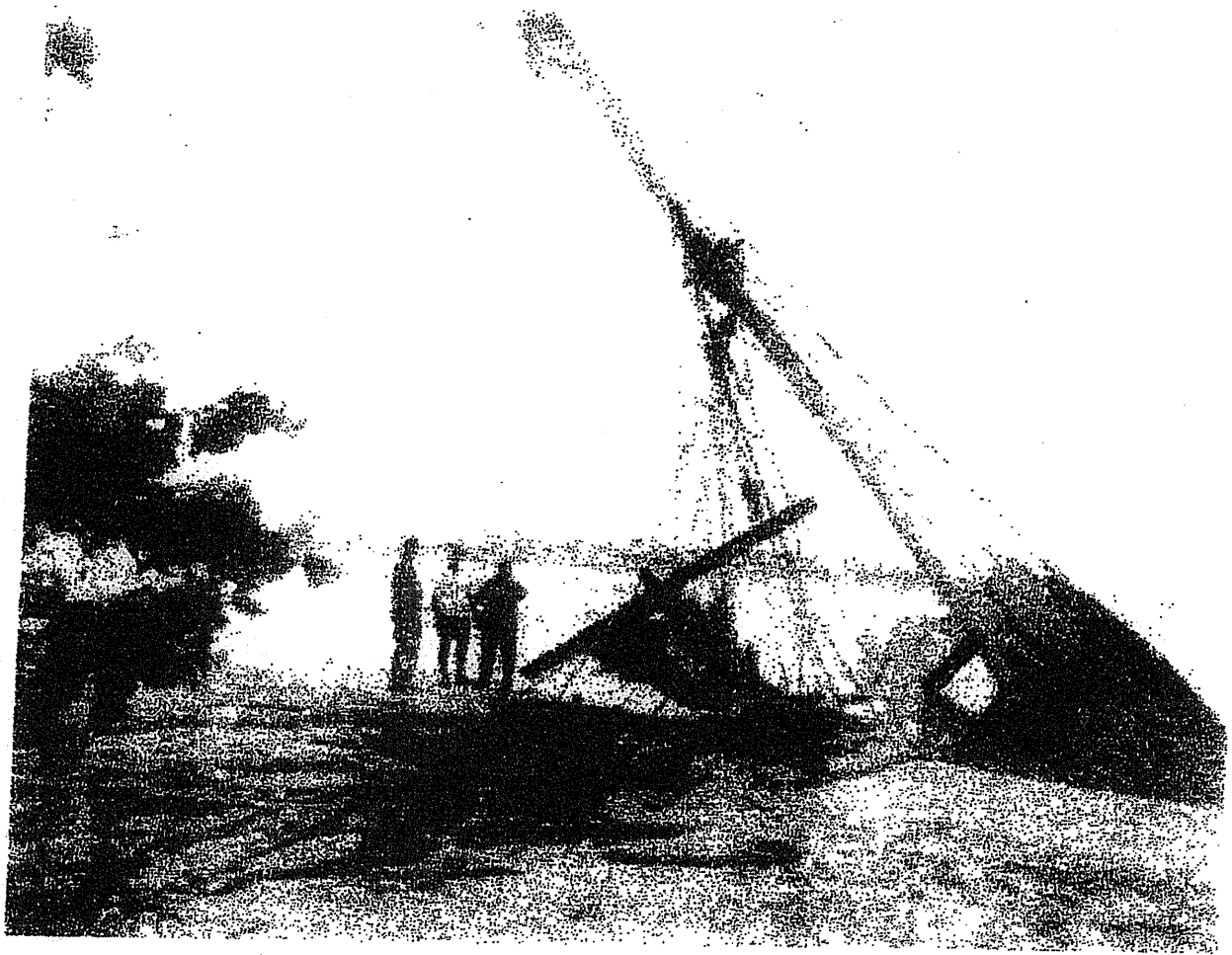
You should write between 350 and 500 words.

You should pay attention to punctuation, spelling and handwriting.

INFORMATION FOR CANDIDATES

Dictionaries are **NOT** permitted.

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



The "Mississippi" tent, set up at the beach, 1944.

