

CSEC® English A

Answers to Paper 1

Chapter 1 Understanding meaning: Looking at word choice and idiom

1.1 Introducing literal meaning

- b)
- Predominated means were the most frequently seen; paucity means a lack of; construct means to build.

1.2 Introducing non-literal language

- Sensory appeal due to the onomatopoeia; also alliteration.
 - Emotion – the idea of an oasis suggests that the character seeks refuge or feels endangered and is relieved to see it.
 - Impact created by the use of hyperbole.

2 and 3

'forced on you every five minutes': hyperbole, which creates humour and thus has impact
 'What is her solution?': personification makes Jamaica seem alive and wanting to please you
 'float your boat': idiom that creates impact by seeming informal and trustworthy
 'sparkle like diamonds': simile that creates a sensory image of brightness and light
 'keep your wits about you': idiom, as if offering friendly advice

1.3 Understanding nuance

1–3 Answers will vary.

4

Word	Sensory associations (linked to sight, sound, touch, taste)	Emotional associations (linked to feelings)
hideous	deformity	fear
gorgeous	beauty, everything in proportion	admiration, affection, attraction, happiness
spacious	airy, roomy, bright and light	relaxed, carefree
cramped	dark shadows, full of furniture	tense, nervous, irritable

- Answers will vary.
- (C) – it is less formal than the others and continues the nuance of playfulness.
- (B) – it continues the formal register of 'immaculately'.

- (D) – the idea of a bouquet links with 'gift' and the other choices suggest a retreat or refuge, which is not the implication of the sentence.
- (B) – sprang continues the animation created by the bat imagery.
- (B) – this continues the informal and child-like register.

1.4 Understanding register

- Answers will vary but might include: 'goodbye, bye, see ya'; 'Mother, Mum, Ma'; 'hound, dog, mutt'.
- may/might; will/would; shall/should
- Answers will vary but might include: 'Give me a hand'; 'Bring me my coat'; 'Put it in the bin'.
- Answers will vary.
-

MESSY PLAY DAY!

Hey! Don't sit at home whilst the kids grizzle around you!

Join us for a messy play day – and we'll even clean up afterwards.

Everything provided – just bring your budding artists!

11am Community Hall Friday 7th June

- (B)
- (B)
- (C)
- (D)
- (B)

1.5 Identifying synonyms

- (C)
- (D)
- (C)

1.6 Identifying antonyms

- (A)
- wild; dramatic; unruly; extreme
- arid; barren; dry; parched
- stay; keep; remain; maintain

1.7 Identifying clichés and idioms

- She is a constant source of discomfort.
 - I'm feeling uncomfortable about this.
 - I'm listening keenly.

- 2 a) The expression does not give any detail about how each side will benefit and so is too general.
 b) This metaphor does not make any sense, meaning that it is probably an idiom, and also a well-known phrase, which means it is a cliché too.
 c) This expression does not give any detail about the precise events that have led to a problem.
- 3 All of them except h).
- 4 Answers will vary.
- 5 a) *It has been the day from hell for everyone at the funeral home.* The reference to hell, when linked with the concept of death, is unfortunate here.
 b) *The nanny said that completing the crossword was like taking candy from a baby.* Taking anything from a baby is not a good image for a nanny.
 c) *You could cut the air with a knife when the twins were around.* Cutting with a knife sounds inappropriate when children are around.
 d) *Reaching this trial verdict is as easy as pie for the jury!* This suggests a light-heartedness that is not appropriate when considering the role of a jury.

1.8 Recognising redundancies

- 1 a variety of different items; the most important, vital; combine together; delicious tasty; final result; while at the same time
- 2 a), c), d), f), h), j)
- 3 Answers will vary.
- 4 (A)
- 5 (D)
- 6 (A)
- 7 (A)

Chapter 2 Understanding meaning: Looking at grammar and syntax

2.1 Introducing grammar – parts of speech

- 1 Answers will vary.
- 2 'slithy' = adjective; 'toves' = noun; 'gyre' = verb.
- 3 a) Using 'the' implies that no other book would be as effective; 'a' suggests it will be a good book for you, but it is less forceful than the first sentence.
 b) The effect of 'around' and 'over' is more vague and general than 'across', while 'towards' seems threatening.
- 4 (B)
- 5 (A)
- 6 (A)
- 7 (B)

2.2 Introducing syntax and structure

- 1 (A) 'and' or 'but'; (C) 'if'; (E) 'but' or 'however'
- 2 (A) *To what extent is Shakespeare still relevant to the modern world?*
 (C) *Why are we still arguing about this same point?*
 (D) *What a terrible waste of a day that was!*
- 3 (A), (D), (E) and (F)
- 4 The following words and connectives help the paragraphs link: pronoun 'they' is used to refer to 'school uniforms'; the idea of discipline problems is picked up from the first paragraph and developed in the second and then the concept of rebellions is taken from the end of the second paragraph and developed in the third.
- 5 *She paused for breath, looking around to check where she was now. Suddenly she realised she didn't know this place at all; she'd never been there before. Panic gripped her and she didn't know what to do next. Who could help her? Glancing around, she saw a woman with a small child and decided to ask her for directions.*
- 6 a) (B)
 b) (C)
 c) (C)

2.3 Understanding pronouns

1

first person	singular	to refer to just yourself	I
first person	plural	to refer to a group that includes you	<u>we</u>
second person	<u>singular</u>	to refer to another person whom you are talking to/addressing directly	you
<u>second person</u>	plural	To refer to a group of people whom you are talking to/ addressing directly	you
<u>third person</u>	singular masculine	To refer to a single male person you are talking about	he
third person	<u>singular feminine</u>	To refer to a single female person you are talking about	she
third person	singular neutral	To refer to a single thing or animal you are talking about	it
third person	<u>plural</u>	To refer to a group you are talking about (rather than to)	they

- 2 a) The man turned towards them. He looked like he wanted to speak but didn't know what to say.
 b) Levi, Brianna and I are coming this afternoon. We will be arriving at about three.

- c) Jodi, Lisa and Leanne all have driving tests next month. They could all be on the road soon.
- 3 (B) He ate the chicken really fast.
(C) I saw her yesterday.
(E) They are going to the party with us.
- 4 a) (C)
b) (A)
c) (D)

2.4 Understanding verbs and tenses

- 1 (A)
- 2 a) *He talks so quickly.*
b) *She is a pretty girl.*
c) *There are many problems.*
- 3 a) *If I had more money, I could do more interesting things.*
b) *If I had had more money, I could have done more interesting things.*
c) *If I get more money, I will do more interesting things.*
- 4 (C)

2.5 Understanding prepositions

- 1 *Mrs Shelley works in the accounting department at Fitzgerald & Millers, the law firm in town. Her walk there every morning, along busy roads, takes 20 minutes. She always goes to the coffee shop next door to get her lunch, as she says their coffee is the finest on the island.*
- 2 (A), (C), (D) and (F)
- 3 a) on foot/the bus/the train (but by bus/train/plane)
b) on the radio/TV/internet/phone
- 4 (B), (C) and (D)
- 5 a) The first implies someone used a rock to kill the bird; the second suggests the rock itself did it.
b) The first suggests visiting the area; the second implies physically going into the lake.
c) The first implies running in a straight line through the middle of the park; the second suggests going all the way around the outside of it.
- 6 a) (C)
b) (B)
c) (A)

2.6 Understanding punctuation

- 1 Answers will vary but should follow the model answer provided.
- 2 a) The goat hurt its leg.
b) Joelle and Deneice both play for the local girls' soccer team.
c) He wouldn't have gone if she hadn't sent him 17 texts.
- 3 a) (C)
b) (A)
c) (B)
d) (C)

2.7 Developing spelling skills

- 1 Answers will vary.
- 2 (A) *If they're not going to check every single one, there is no point checking any.*
(C) *If only he'd listened to me, he too would have avoided this.*
- 3 a) (A)
b) (B)
c) (D)
d) (B)

Chapter 3 Extracting information from information texts

3.1 Recognising facts and other types of information

- 1 Any four from these six facts:
- '75 per cent of phone owners have reported this as an issue'
 - 'survey ... commissioned by local telephone provider GreenRing'
 - 'While the number looks like an innocent three-digit area code for the Caribbean it's actually a premium-rate line.'
 - 'they only ever let the phone ring once before disconnecting'
 - 'that it's a robo caller on the other end of the line'
 - 'you're 65 per cent more likely to return a missed call than you are to ring them if they leave a message'
- 2
- '75 per cent of phone owners have reported this as an issue'. This statement mentions home owners who are real people, and the statistic shows that this is a fact that can be proven.
 - 'survey ... commissioned by local telephone provider GreenRing'. This statement is also specific about where the information is from. If necessary you could prove that they commissioned the survey.
 - 'While the number looks like an innocent three-digit area code for the Caribbean it's actually a premium-rate line.' This statement has a clear 'what', as it is about a number. It is possible to prove that the three-digit number is the same as a Caribbean one, but links to a high-cost line.
 - 'they only ever let the phone ring once before disconnecting'. Again, there is a clear event stated here – the one-ring call. This could be proven by monitoring calls from the number.
 - 'that it's a robo caller on the other end of the line'. By telling us clearly who the caller is (or in this case, what), this could be proved by monitoring calls.

- 'you're 65 per cent more likely to return a missed call than you are to ring them if they leave a message'. Here, the statistic is something that could be verified by research.

3 a) and b)

- 'vampire bats are only found in the Caribbean in Trinidad and along the Central American coast'. This can be proved by a scientific survey of vampire bat locations.
- 'They're also small — 3 inches long'. This can be proved by research.
- they are 'an ounce and half in weight'. This can be proved by research.
- 'they do attack sleeping mammals (including people) and drink their blood'. This can be proved by a behavioural study.
- 'they only drink about an ounce of blood at a time'. This can be proved by measurement.

3.2 Extracting literal information from a text

- 1 Under the subheading 'Habitat'.
- 2 'height'
- 3 (B)
- 4 (B)
- 5 (B)
- 6 (C)

3.3 Using implicit information

- 1 Aruba or Barbados in December.
- 2 'dump' is quite an informal word, suggesting a large unwanted volume but not a threat to life; 'entangled' suggests being inconvenienced but not in extreme danger, as the word is not about being trapped and unable to avoid the storms.
- 3 (C)
- 4 a) Europe is the most popular destination for tourists; Africa is also shown to be the least visited continent.
b) France is the most popular destination within Europe, receiving more than twice as many tourists as any other European country.

3.4 Extracting information from a non-prose source

- 1 26 per cent like swimming/beach, 7 per cent like fishing, 22 per cent like social networking, 15 per cent like computer games.
63 per cent enjoy outdoor hobbies and 37% enjoy indoor hobbies.
37 per cent use technology in their hobbies.
- 2 Athletics is the most popular hobby.
- 3 All the percentages of each hobby for both male and female students.

- 4 The most and least popular hobbies for both male and female students. The most popular hobby across both genders overall.
- 5 The reader cannot tell the exact figure for each export.
- 6 Canada
- 7 That increases in visitor numbers are not linked to extremes of high or low temperature (i.e. information is inferred using the data from both the charts).

3.5 Recognising main and subordinate ideas

- 1 Cars and other vehicles are the cause of the pollution.
- 2 Example of a completed model:
The first sentence repeats the main idea.
The second sentence echoes the subordinate idea.
Then the author adds detail to flesh out the main idea followed by details to back up the subordinate idea.
- 3 (C)
- 4 The heading is general and makes it clear that the focus will be on travelling around Grenada. The subheadings then each introduce a specific mode of travel: Local buses, Ferries and Water taxis.
- 5 a) For example: Local buses: main idea is that they are a friendly, comprehensive and easy to use service. Subordinate ideas are the details of different journeys, how to use the buses and examples of how much journeys will cost.
b) The subordinate ideas add detail to the main ones or offer examples to make the main ideas clearer.

3.6 Identifying sequences in a text

- 1 1900s, 2001, late 2000s. They tell us that the text is organised chronologically.
- 2 Words signalling tense are: 'were', 'has led', 'has to be', 'is', 'looks'
- 3 Words and phrases indicating a sequence of cause and effect are: 'To start with'; 'An equally serious issue'; 'As a result'; 'in turn'; 'But even worse'; 'knock-on effect'; 'Plus'
- 4 (C)
- 5 (B)

Chapter 4 Gaining insights from literature: poetry

4.1 Understanding literal language in poetry

- 1 a) and b)

Word: 'stolen'	Alternatives: 'thieved', 'taken without permission'
Impact	The precise meaning of this word suggests an unsavoury immoral character to the cat.

Sensory appeal	
Emotion conveyed	Creates a sense of dislike/fear towards the cat.

Word: 'Gaze'	Alternatives: 'look intensely', 'stare'
Impact	The precise meaning of this word suggests the cat is very focused and determined.
Sensory appeal	Leads us to imagine that the cat is extremely aggressive.
Emotion conveyed	Creates a sense of awe and perhaps even dislike towards the cat.

Word: 'bright languid segments'	Alternatives: 'shiny pieces'
Impact	The precise meaning of this phrase suggests the eyes are of a specific shape and very animated and shiny, but not very alive.
Sensory appeal	Leads us to imagine eyes of a very specific shape.
Emotion conveyed	Creates a sense of awe/fear towards the cat.

Word: 'velvet'	Alternatives: 'smooth cloth'
Impact	The precise meaning of this word suggests a degree of smoothness which is pleasant and an attractive sheen.
Sensory appeal	Leads us to imagine that the cat is very soft and shiny.
Emotion conveyed	Creates a sense of awe and perhaps admiration towards the cat.

Word: 'latent'	Alternatives: 'not fully utilized', 'held in reserve'
Impact	The precise meaning of this word suggests potential destruction, as if the cat is holding back.
Sensory appeal	Leads us to imagine that the cat is potentially aggressive.
Emotion conveyed	Creates a sense of awe, fear and perhaps even dislike towards the cat.

Word: 'frays'	Alternatives: 'fight' or 'altercation'
Impact	The precise meaning of this word suggests the cat is often in fights and is aggressive.
Sensory appeal	Leads us to imagine that the cat is extremely aggressive.

Emotion conveyed	Creates a sense of awe and perhaps even dislike towards the cat.
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Word: 'dainty'	Alternatives: 'delicate', 'fragile-looking', 'neat'
Impact	The precise meaning of this word suggests that the cat is physically small and appealing.
Sensory appeal	Leads us to imagine that the cat is beautiful.
Emotion conveyed	Creates a sense of awe and perhaps admiration towards the cat.

Word: 'wheezy'	Alternatives: 'laboured breathing'
Impact	The precise meaning of this word suggests the cat is not in good health or is old.
Sensory appeal	Leads us to imagine that the cat is old.
Emotion conveyed	Creates a sense of sympathy towards the cat and confusion that it is old and yet such a predator.

Word: 'maul'	Alternatives: 'smack', 'battering'
Impact	The precise meaning of this word suggests the cat gets ill-treated by humans.
Sensory appeal	Leads us to imagine that the cat is vulnerable in some ways.
Emotion conveyed	Creates a sense of awe, sympathy and perhaps admiration towards the cat.

c) Two patterns that seem to emerge are ideas and images relating to fighting and those relating to smoothness and neatness and the cat's appearance.

- 2 (C)
- 3 (B)
- 4 (C)

4.2 Understanding figurative language in poetry

- 1 Answers will vary.
- 2 Possible techniques: hyperbole and pathos
- 3 Figurative techniques: (line 2) 'seven notes dance in his throat' = personification; (line 2) 'like seven tame birds' = simile; (line 3) 'His voice is a sharp sword' = metaphor; (line 4) 'darts like lightning'; (line 5) 'he sets deadly traps for himself, then cuts them away' = extended metaphor.

- 4 a) The similes reveal the different aspects of the singer's voice and his skill in performing a technically difficult song.
- b) Connotations of the four images about the singing voice: 'tame birds' carries with it the idea of beautiful song, but also captivity and vulnerability; 'sharp sword slicing and thrusting' implies the almost violent and energetic nature of the voice and contrasts with the image of beauty; 'darts like lightning' is light and dynamic, but also carries with it ideas of power and danger; 'sets deadly traps' conveys the idea of the voice's skilfulness in overcoming any difficulty but also implies the risk being taken and the consequences of failing.
- c) Emotions: awe and admiration; concern that he might fail.
- 5 Students may mention that the singer's voice is often described as powerful and awe inspiring, but with a hint of danger and violence. This might be to hint at the power of the words that he sings, or the vulnerability of his situation, where he must entertain, or die.
- 6 (D)
- 7 (D)
- 8 (B)
- 9 (C)
- 10 (C)

4.3 Understanding sound effects in poetry

- 1 Sound effects include: (line 3 and line 4) 'rolls' and 'clashing' = onomatopoeia; (line 2) 'Giant and grey' = alliteration; (line 9) 'greasy paws' = sibilance; (line 11) 'moon rocks in the stormy cloud' = assonance; (line 14) 'And howls and hollos long and loud' = specific use of rhythm; (lines 15–17) 'June/dune/tune' = rhyme enhancing meaning.
- 2 Possible examples of alliteration: 'Giant and grey'; 'Hour upon hour'; 'Bones, bones, bones!'; 'snuffs and sniffs'; 'Shaking his wet sides'; 'howls and hollos'; 'sandy shores'; 'scarcely snores'
- 3 Answers will vary.
- 4 Answers will vary.
- 5 At first there are sound effects such as onomatopoeia to help us imagine a noisy lively dog. Then the sounds become softer to show the dog sniffing. There is assonance to show the slow howl of the dog. The final section of the poem is slower and has less rhyme and fewer sound effects to reflect the dog being quiet and inactive.
- 6 a) and b) Answers will vary.
- 7 (B)
- 8 (D)
- 9 (C)
- 10 (A)

4.4 Understanding structure in poetry

- 1 a) Suggested verse headings: Setting the scene; How I felt about lessons; More about that; Sent out but drawing; Always drawing; Doing well in art class; Moral of the story
- b) Each new verse is used to signal a change or time or topic.
- 2 'Six year old' stands out because it is as if the poet is saying it loudly. 'But one time' also stands out as if it is special, which it was to the poet.
- 3 a) There are fewer words and syllables in most of the lines here.
- b) It sounds more positive and upbeat because of the rhythm.
- 4 It brings the 'story' from the poet's childhood to a close.
- 5 (C)
- 6 (B)
- 7 (C)

4.5 Identifying themes in poetry

- 1 (1) c); (2) d); (3) a); (4) b)
- 2 (1) matches with (D); (2) matches with (C); (3) matches with (A); (4) matches with (B)
- 3 Theme = sadness; sub-theme = the transience (or eventual passing) of sadness
- 4 (1) matches with b); (2) matches with a); (3) matches with d); (4) matches with c)
- 5 a) 'bright' and 'fade' are a contrast, which suggests something being lost.
- b) 'Stars' and 'flower' in lines 5–6 seem to suggest it is about nature.
- c) 'Hearts' and 'ties' in lines 7–12 seem to suggest it is about people's relationships.
- 6 It creates an image of light flying, which suggests a religious/spiritual sub-theme.
- 7 (D)

Chapter 5 Gaining insights from literature: prose

5.1 Understanding figurative language in prose

- 1 a) simile: when one thing is compared to another using the words 'as' or 'like'
- b) metaphor: when one thing is compared to another without a comparative word such as 'as' or 'like'
- c) personification: when an inanimate object is described with human-like qualities
- d) symbolism: when an object is used consistently to represent a concept or theme
- e) pathetic fallacy: using the natural world to reflect human experiences and feelings

- 2 Any five of the following:
 the damp 'lying'/'hanging' – personification
 'as if some goblin' – simile
 'like a coarser sort of spider's webs' – simile
 'like a phantom' – simile
 'everything seemed to run at me' – pathetic fallacy
 'The gate and dykes ... bursting at me ... as if they cried' – personification
 'One black ox, with a white cravat on' – personification
- 3 a) The mist is made to seem omnipresent and malicious. This is unusual and draws the reader into the landscape and Pip's experience of it.
 b) The description visualizes the effect of the damp through details like the cobwebs, the cloud of smoke out of the ox's nose. The reader also feels the damp with phrases like 'wet lay clammy' and can imagine how it affects Pip.
 c) The connotations are negative: 'lying', 'goblin', 'crying', 'hanging', 'phantom' all suggest a supernatural experience with danger, punishment and the unexpected very close by.
- 4 The techniques may make the reader feel scared for Pip and empathize with his fear and guilt.
- 5 (B)
 6 (C)
 7 (C)

5.2 Identifying tone in prose

- 1 a) melancholic: sad and depressed
 b) ironic: wry amusement at something that happens in a contrary/unexpected way
 c) sarcastic: given to using irony in order to mock or show contempt
 d) condescending: having a manner of superiority; patronizing
- 2 The narrator sounds resigned. He does not like Tom's and Daisy's behaviour, but equally does not judge them for it. He simply seems to accept it.
- 3 The words suggest that the narrator knows that Tom and Daisy did not act badly with intent, but were very destructive. Again it seems as if he has mixed feelings, but cannot dislike them totally for what they have done.
- 4 a) 'expectancy'
 b) Changes in the man, i.e. he does not look as he did the last time they saw him.
 c) gold, green and red
 d) 'no longer the colourless and larva-like figure we had known', 'superb metamorphosis', 'It was difficult to believe that it was the same man.'
- 5 a) He looks pale and featureless, perhaps fat.
 b) No – these are not very nice ways to describe him. It also implies that he was not notable as a person before his promotion.

- 6 The final sentence sums up the reactions of the narrator, who seems to think that the proconsular has dressed up for effect and is not being true to himself. (C)
- 7 (A)
 8 (D)
 9 (C)

5.3 Understanding structure in prose

- 1 Chapter IX is likely to be organised by **location** and **chronologically**.
- 2 simple, compound, complex, simple, simple
- 3 The writer chooses to begin each paragraph to highlight the narrator's next moment of realisation.
- 4 a) To emphasise the fact that he was crying.
 b) This order makes the reader focus on the narrator's thoughts, not his tears. The reverse would be true if he had written: 'I thought of him never eating ... and tears poured down my face.'
- 5 (B)
 6 (D)
 7 (B)

5.4 Identifying themes in prose

- 1 Themes suggested by the other highlighted sections might be freedom/contentment.
- 2 In the rest of the story Meryl might find happiness/fulfilment.
- 3 Birth/moved home/played baseball then basketball/cut from team/practised hard and grew/selected for a team. Events relate to early years of Michael Jordan's life, which involved lots of change and practice.
- 4 a) The Jordans want the best for their family and so chose to move to North Carolina.
 b) Jordan keeps on going with his sport even when he does not succeed.
 c) He and his parents want to do well and take their future into their own hands.
- 5 (B)
 6 Answers will vary.
 7 (A)
 8 (D)
 9 (B)

Chapter 6 Recognising and evaluating opinion

6.1 Recognising implicit meaning

- 1 A negative, critical attitude to this dangerous sport
 A sarcastic and critical attitude
 A shocked and negative attitude

- 2 To suggest a different attitude, each topic sentence could start like this:
Some say that sports such as...
Clearly, divers gain...
Exaggerated statistics reveal...
- 3 a) A man is jumping off a cliff wearing a children's inflatable swimming aid.
 b) Tom Brady, the American football player. He looks carefree.
 c) He is stating that he is safer doing this than playing American football.
- 4 The cartoonist appears to be 'for', but may in fact be 'against' both American football and cliff jumping!

5

Negative	Neutral	Positive
dull	light	bright
rainy	dry	sunny
dank	moist	humid
tense	carefree	relaxing
ramshackle	unsound	rustic
unkempt	well-maintained	pristine
littered	neat	immaculate

- 6 'exceptionally'; 'really'; 'excellent'; 'extremely'; 'big'; 'terrifically'; 'crystal'
- 7 (D)
- 8 (C)
- 9 (B), (C) and (D)

6.2 Understanding assertion and bias

- 1 b) and c) are assertions; the others are facts.
- 2 A is better because it expands on the assertions, providing both detail and proof.
- 3 The headlines seek to have maximum impact on readers.
- 4 *Close result for the Troopers*: 'close' is quite factual and suggests a neutral stance.
Tragic blow for the Troopers: 'tragic' evokes sympathy as it suggests a major blow to their chances. From this it appears the writer is on the side of the Troopers.
Shame on you Troopers: 'Shame on you' is a strong criticism and evokes a sense of moral outrage. It suggests the writer is disgusted by the team's performance.
- 5 (B)
- 6 (C)
- 7 (C)
- 8 (B)
- 9 (B) and (D)

6.3 Understanding persuasive techniques

- 1 Here is the letter annotated with letters from the PERSUADER mnemonic to show the persuasive techniques being used:

I am writing to complain about the slow internet service currently available to me and to demand that the installation of fibre to my district is brought forward. Unbelievably, internet speed here is currently averaging 256 kbps, (E2) which is about as fast as a snail goes! (D) Honestly, could you cope with this kind of service? (R1)

In order for my island to be able to compete in the modern world of business we need to be quick, efficient and effective. (D) We cannot do this when an email takes two weeks to load! (D)

Picture the scene: I am sitting in my home-office, fingers poised above the keys. An order comes in for my Mam's Original Bammy, which she makes fresh every day. I reply to the enquiry, offer to ship that afternoon. (A) And then I wait...and wait...and wait. (R2) The bread would be mouldy before they received my reply! (E1) This is not good enough! It is a disgrace!

If I could reply swiftly, I could employ more people like my Mum – honest, good people who want to work and have unique skills to offer. I could build my business and start giving something back to my community. (S)

I know you (P) will say that you've been working on this. (U) I know that my cousin on the Caymans has a full 10 mps. Well is that any use to me? When is fibre coming to my town? When will I be allowed to join the twenty-first century? When? (R1 and 2)

2

Effect	Analysis
impact	<i>Personal Address: The advert seems to be sending out a dare, which gets the reader's attention.</i>
sensory appeal	<i>I can almost taste the food because the picture is so vivid.</i>
conveying emotion	<i>The beach scene makes us feel comfortable and positive. The tornado suggests drama and the power of the sauce.</i>

Technique	Effect
Evidence: 'internet speed here is currently averaging 256kbps'	Facts reinforce the impact of the argument.
Device – exaggeration (hyperbole): 'which is about as fast as a snail goes'	This creates a visual picture which in turn reinforces the argument.
Rhetorical question: 'Honestly, could you cope with this kind of service?'	This engages the reader.
Device – power of three: 'quick efficient, and effective'	This reinforces the key idea of what the writer wants.
Device – exaggeration: 'when an email takes two weeks to load!'	This adds impact to the key idea of slowness, which is at the centre of the writer's complaint.
Anecdote: 'Picture the scene'	This helps us to visualize the issue and empathise.
Repetition: 'And then I wait...and wait...and wait.'	This emphasises the key idea of slowness.
Emotive images: 'The bread would be mouldy before they received my reply!'	Strong visual image which evokes disgust and emphasises the key idea of the slowness.
So what?: 'If I could...'	This helps the reader to see the impact of the issue by imagining what things would be like if it was not a problem.
Personal address: 'I know you will say'	Makes the reader sit up and take notice.
Undercut your opposition: 'I know you will say that you've been working on this.'	Mention an argument the reader might want to use themselves and takes the power from them.
Rhetorical question: 'When will I be allowed to join the twenty-first century? When?'	Re-engages the reader and shows strength of feeling.

4 (C)

5 (A)

6 (B)

7 (C)

8 (B)

6.4 Understanding presentation in adverts

- The font used in the advert is simple but quite formal, suggesting calm but also high standards. Even the curly brackets imply 'high quality'. The font matches the emphasis on being a 'better' type of tourist (so having high standards). It also matches the idea of being calm and then being 'at one' with the place.
- The colours are mainly soft and natural. Washed-out blues and greens, along with white, create a sense of calm and natural surroundings.
- This advert appeals to our sense of wanting to fit in, using the idea of belonging and also of doing our best – in this case for the environment. The picture also suggests that it is a healthy place to go, which appeals to our sense of health and well-being.
- The header plays with the word 'LONGING' and the phrase 'to be longing' suggesting that you will fit in and feel comfortable at the resort, but also that you will be desperate to go there when you find out all about it.

5

Effect	Questions to ask yourself
Impact	<i>The header is big and it makes me understand that the resort will be welcoming and be somewhere I will want to be and perhaps return to, because I can relax there.</i>
Sensory appeal	<i>The picture of the resort and the gentle colour palette of blues, whites and greens to help me to visualize and even 'hear' the quiet calm resort.</i>
Conveying emotion	<i>The wordplay and the images make me want to be there, which makes me feel a kind of longing myself.</i>

6 (C)

7 (B)

8 (C)

Answers to Paper 2

Chapter 1 Writing a summary

1.1 Identifying the main ideas

- (A) A person, probably someone famous: his best moments or perhaps music
(B) Nature article – mentions ‘killer whales’
(C) Celebrity article
(D) News article – dramatic
- (C) and (D)
- (D)
- It deals with cats not people.
- We learn that there was an inspection, who did it and how the cats had died.
- Statistics (eights cats poisoned and four unexplained) and specific names, as well as a comment from a witness.
- For example: *Poison is the main cause of death but four fatalities are still unexplained.*
- (A)
- The abilities the ocelot has which help them catch prey.
- The last sentence is the topic sentence because it mentions the ocelot’s features and links them to its prey.
- Paragraph 1: Navassa has not had a very happy or productive history; people have fought and died over it.
Paragraph 2: It has become a National Wildlife Refuge; it has a very varied, rich underwater life.

1.2 Identifying opinions

- Fact: *The Bahamas have traditionally been the strongest team in the men’s CBC championship with seven gold medals.*
Opinion: *They have great coaches and great individual players.*
Fact: *In addition, in the 2015 women’s tournament final, the Bahamas beat Jamaica 55–51.*
Opinion: *Every man, woman and child in the Bahamas will be desperate for their teams to continue their dominance.*
- (B)
- (C)
- Local dialects have enriched pop music.
- 100 years ago, working-class children were dominant in competitive sport while upper-class children did non-competitive activities. After World War II, middle-class and upper-class children began to overtake those from the working classes in competitive sport. The implied opinion is that this is unequal and unfair.

- Poorer children do not have the same opportunities as middle- and upper-class children in many areas of life.
- Competitive sport is very popular among children in the USA, especially the middle classes. Fact. About 100 years ago, lower-class children dominated competitive sport. Fact. After World War II, middle- and upper-class children began to dominate in sport, as they do in other areas of life. Fact.
- Sample answer: *About a century ago, in the USA, lower-class children, especially those from migrant families, participated in competitive sport. However, after World War II, middle- and upper-class children began dominating sport. Nowadays this has spread to a range of areas of life, such as work and education.*

1.3 Paraphrasing and using your own words

- Suggested synonyms: fur = hair; stripe = line or band; paw = foot; fang = tooth; scent = odour; prey = quarry; habitat = home
- Gifts are a(n) key/important/unmissable part of any party. But they can burden us, too. For example, the cost can be unaffordable/ridiculous/out of reach; nowadays, people demand more and more, and it can be humiliating/upsetting if you can’t afford something wonderful/fabulous or special/original.*
- A huge number of sportsmen and women gathered at the island’s annual awards ceremony last night. Drink was flowing as the speeches carried on into the night. Finally, when it was all done, people spilled out of the hotel and awaited vehicles that carried them off into the night.*

4 a)

Original version	Gina’s version
<i>This endangered species, like so many others, is quite stunning to look at. Twice the size of an average domestic cat, it has sleek, smooth fur, which can vary in colour and pattern from cream to reddish-brown, with highly visible black patches, which often come together to form curved stripes. The face is also striped, lined in black on either side – like a wonderful miniature leopard or panther. Visually, the ocelot is highly attractive to poachers.</i>	<i>Though under threat, it is an impressive creature. It is double the size of a house cat with soft hair and colourful stripes and notable black spots. Its appearance attracts hunters.</i>

- b) 'Size', 'cat', 'stripes', 'black'
 - c) She leaves out the comparison with the leopard, as it does not add anything important.
- 5 a) *Giving food to animals at the zoo is not advisable unless monitored by staff.*
 b) *Where extinction has occurred, 'rewilding' or reintroducing species is one solution.*
- 6 Possible response: *Numbers are rising because of efforts to limit threats such as predators, poachers and loss of habitat.*
- 7 heavy = weighty; easier = simpler; incredibly difficult = extremely hard; attempting = efforts; favourite = preferred; trade = market/business; accept = agree to/take in; survive = live/keep going.
- 8 Paragraph 1: Caimans are mostly water-based creatures; similar to crocodiles, they are powerful and can swim well.
 Paragraph 2: Very difficult to raise in captivity, but many now sold privately despite rearing problems.
- 9 [Too many possible variations for the two paragraphs]

1.4 Structuring a summary

- 1 Bahamian music and its history.
- 2 'Proximity to the US' ('nearness' in original), 'power of empires', 'troubles and triumphs'.
- 3 It is quite accurate but does not mention the 700 islands or the way influences have merged.
- 4 Possible response: *Storytelling at heart of Bahamian music; lots of well-known songs and artists have their roots in Bahamian music.*
- 5 Possible response: *Storytelling is at the heart of Bahamian music, drawing on biblical and historical accounts; furthermore many well-known songs and popular artists have their roots in Bahamian music.*
- 6 *After that black power was less prominent, and the election of President Obama masked the problems in society. The killing of Trayvon Martin changed everything. From that time onwards black people fought to get their voices heard.*
- 7 The end.
- 8 Possible response: *In the future, world powers must address fairness for black people, otherwise having a black US president was in vain. 'Black power' demonstrated people would not put up with ill-treatment.*

Chapter 2 Writing an informative text

2.1 Understanding the conventions of informative texts

- 1 It tells the reader the situation/the letter's purpose; it is clear that the letter is intended to tell the employer he is not coming to the interview.

- 2 The letter needs to be set out in a more formal, recognisable way. It should include clearer information about time, date and purpose of writing. The tone should be more polite and respectful.
- 3 This version of the letter is set out in a more recognisable, formal way. It offers information about time, date, purpose of writing. It uses a polite and respectful tone.
- 4 In the first sentence. The letter begins by thanking the reader, which is not the most important information.
- 5 a) Nothing – we only find out about the writer of the novella.
 b) This is different from the letter, which focuses on the writer himself.
- 6 Both are divided into paragraphs dealing with separate points.
- 7 a) Newspaper article in local paper. The purpose is to recount what happened on a visit to the centre and why you are concerned.
 b) Perspective is that of a reporter, with local people/readers as the audience.
- 8 Sample grid:

Start	<i>Quick summary of where I went and why, which was new sports centre to report about facilities.</i>
Middle	<i>Specific details about the poor facilities and state of the building and its features.</i>
End	<i>Account of conversation with rude manager, and appeal to those in charge to address the situation.</i>

2.2 Understanding content, audience and purpose

- 1 (C), (D) and (F)
- 2 (A) disappointed because it was a new restaurant, so the writer might have expected it to be good; cross because no one likes to be spoken to in a nasty way.
- 3 (B) is appropriate.
 (A) is too impersonal and not local.
 (C) is too specific/professional – not suitable for people who are not food experts.
- 4 Possible response: *Compared with the Blue Crab just down the road, the whole place looked drab and unappealing. Pictures on the wall were pale and hung at funny angles and hadn't been dusted. Tables were made of cheap plastic and ours had a cigarette burn in the middle, which was strange as smoking wasn't allowed!*
- 5 Lack of detail about the food, for example
- 6 The tone is too chatty/conversational.
- 7 Possible response: *I hoped dessert would be better, but it turned out to be just as bad. I had ordered Peach Melba, but I was given two very dry slices of*

peach and the raspberry sauce tasted bitter. As for the ice cream, it had completely melted and was like a creamy, grey lake.

8 Possible notes:

- Purpose/audience: to review the festival for readers of the paper.
- Tone: positive, formal but with a friendly tone.
- Factual details: could be names of bands, who the organiser was, what they said.
- Features or conventions: first paragraph should include who, what, where, when and why.

9 Possible opening paragraph: *The Straight-Outa-Jail Festival, which took place last night on Gold Beach, was the brainchild of organiser Jay Taylor and was run by ex-prisoners raising money to help orphans find suitable families. Featuring music from lots of well-known local bands, it was a great event which showed there is life after time inside.*

2.3 Writing clear and accurate sentences

1 Possible response: *The coastal road is full of potholes and boulders often fall from the cliffs. In addition, it is too narrow so buses have to swerve into the middle of the road.*

Although there are plenty of 'slow down' signs, drivers often race at breakneck speeds. However, the worst spot is the u-bend at the bottom because you cannot see oncoming traffic.

2 Compound: (A); Complex: (B) and (C)

3 Possible final sentence: *If we don't address the problem, it will just get worse.*

4 Future tense

5 *I attend the festival on Gold Beach yesterday, which is fantastic. The festival was run by ex-prisoners who now call themselves 'JayBirds' rather than 'Jailbirds' after their founder, Jay Taylor, who does a stretch inside prison until he was released last year. It is his idea to set up the festival.*

The festival featured local artists. There was Mama Rag there. Also, there was reggae group, HiFive. Officially, it was on from 11 in the morning yesterday till 11 at night. In fact, it finished at past three in the morning! Those tunes are still in my head. It was a really wonderful day and night.

I spoke to organiser Jay. It was when the music had finally stopped. He says, 'If we get the funding we'll do it next year.' I say 'Amen to that!'

6 Possible response: *I attended the festival on Gold Beach yesterday, which was fantastic. The festival was run by ex-prisoners who now call themselves 'JayBirds' rather than 'Jailbirds' after their founder, Jay Taylor, who did a stretch inside prison until he was released last year. It was his idea to set up the festival.*

The festival featured local artists such as Mama Rag and reggae group, HiFive. Officially, it was on from 11 in the morning yesterday till 11 at night, but in fact it finished at past three in the morning! Those tunes are still in my head. It was a really wonderful day and night.

I spoke to organiser Jay after the music had finally stopped. He said, 'If we get the funding we'll do it next year.' I say, 'Amen to that!'

2.4 Structuring informative texts

1 Possible plan:

- Setting off from Handy Andy's bike hire shop in Bequia by the harbour.
- Noticing the trail entrance, deciding to explore, lovely scenery.
- Going up the trail – wildlife seen.
- Meeting other people – who they were.
- Returning – feelings at end.

2 Possible next paragraphs:

change of time or location	<i>The local toilet block wasn't much better. The women's was closed and the men's had not been cleaned. There was no running water or hand-drying facilities.</i>
change of idea or point being made	<i>The council have known about this situation for a long time, but nothing has been done. They have promised to tackle the litter problem, but have failed to do so.</i>
change of person or perspective	<i>However, when I questioned a local boat owner he told me that the workers responsible for clearing up had all been sacked after a dispute over money. No wonder the place looked so bad!</i>

3 *Initially I was delighted with the hotel. For a start, the room was spacious and there was an airy balcony running the length of the room. Over the bed were attractive prints of the local area, encouraging me to explore. However, not everything was as it seemed. Under the bed, I could see several large creepy-crawlies, which gave me a shudder. As a result, I rushed to reception and asked to change rooms.*

- Underneath/below/beneath the bridge, there were huge holes in the road which we had to swerve around to avoid.*
- Because/as a result of lack of spending by the government, minor roads are in a terrible state so/which means accidents are frequent.*
- However, we all need to take responsibility to improve our environment or we won't be able to enjoy our own sights and sounds.*

5 Possible plan:

Section/paragraph	Focus
1	Careers meeting with Ms Davenport in school library.
2	What I told her about my ambitions – to work in technology, run my own business.
3	Our discussion about my skills – good at technology, good at maths and science.
4	Specific things I could do – develop my own music or gaming apps.
5	Ms Davenport's encouraging response but advice to keep options open.
6	Next steps – what college courses would help me develop.

6 Possible first two paragraphs:

I had a meeting on Tuesday 5 April with Ms Davenport, our careers adviser, in the school library. She had asked me to come prepared to discuss my ambitions and the sorts of careers I thought I was suited to.

At first, I talked rather generally about wanting to work in technology, which was rather vague and aimless. I also mentioned wanting to run my own business, but was not able to say exactly what the business would be.

Chapter 3 Writing a narrative

3.1 Structuring and resolving stories effectively

- He thinks his wallet has been stolen so he cannot pay for the meal.
 - Conflicts could be with the restaurant because he cannot pay; with the new girl; with his brother.
- (B), (D), (C), (A)
- He might lose the girl's number. She might refuse to see him again.
- Any reasonable ideas that relate to the character seeming isolated, reflective or sad – staring downwards; mention the bus stop.
- Any ending that fits and completes the plot sequence.
- Possible alternative plan:
 - Introduction:** Older man is sitting at bus stop when he is approached by a young adult.
 - Complication:** They start chatting – the young adult realises the older person suffers from memory loss and does not know how to get home.
 - Rising action:** Young adult takes the man to his home address.

- Climax:** *It is the wrong house! A group of noisy inhabitants tell them to get lost.*
- Resolution:** *A neighbour comes out and explains the man's family moved many years ago. She has the new address. The young adult is able to take the man back to his home and his family.*

7 Examples in third person:

- As **he** sat at the bus-stop **he** remembered getting off the plane...
 - 'Is this the place I grew up?' **he** thought as **he** looked around the modern airport...
 - He** looked at **his** daughter across the room in her beautiful wedding dress, tears streaming down her face. 'Get out!' she cried.
 - There he was, **her** father, back after all these years, at **her** wedding!
- 8 Any ideas that effectively relate to the given stimulus, provided they use the five-point structure. This could be an *in media res* beginning, for example.
- 9 Any ideas that effectively reflect the photograph provided are fine, provided they have the five-point structure.

3.2 Developing vocabulary for characters and settings

- (B)
- 'rich juicy fruits', 'freshly baked loaves'
- 'lightning', 'snake', 'knives'
- Above him, he could see a tiny slit of blue sky like a mirage/oasis/finger/lizard in the side of a wall. He called out for help but the walls answered back, laughing/sneering at him, mocking him. He should never have tried the climb; he didn't have the skills. Shame burned inside him like fire/coins.*
- Where: harbour; weather: hurricane season/strengthening wind; when: hurricane season; first day back at school.
 - Connections to the plot: His father is 'out at sea' so he is possibly in danger. Jayden's job is to get home and make house safe.
 - Dramatic mood: will Jayden make it in time? His anxiety and the strengthening wind both suggest time is running out.
- 'howled', 'roared', 'grappled', 'rammed', 'flung open', 'rattling', 'forced', 'pricking'.
- His lips 'sense salt' so we know the sea has created a flood, it is not just the wind he has to worry about.
- Possible paragraphs:

She opened the window and climbed out. That was the easy bit – what came next was far more difficult. Three floors below, no one stirred at midnight in the cool, breathless street. She had endured enough: enough of the bullying man and red-faced, cruel-eyed woman.

Slowly, she felt her way down the wobbling drain-pipe, her flimsy maid's outfit occasionally getting caught on rusty nails protruding from the shabby apartment block that had been her prison for the last year.

'What does she look like?' she asked, eventually. 'Tiny, small for her age. Ringlets. She...she had a doll, though maybe she dropped it...I don't know. Please...' Tears ran down her face, smudging a sample of foundation on the counter.

3.3 Effective speech and dialogue in stories

- Ray hesitated, clutching the small gift in his hands. He felt ridiculous.
'I guess you don't want my present then?' he asked.
'The only thing I want from you is for you to leave,' Linda said, wiping away her tears. 'You think one present can make up for all those missing years?'
Ray put the damaged photo frame down on a nearby table.
'Of course not. I'm sorry I spoiled your big day.'
He paused for a moment, then turned and walked out.
- Ray has arrived to surprise his daughter at her wedding. He has been away from her for a long time.
 - Ray thought it was a good idea – but then realises it was not. His daughter is upset as she says him coming and the present do not make up for the past.
- The final line of speech suggests that Deon did not expect to see the Shana again/alive. Did he arrange for her to be killed?
- Shana has the most power: Deon's responses show he 'stammers' and is sweating. Clearly he is shocked to see her.
- Possible rewritten dialogue:
'Thought I'd be driftin' in that boat out in the storm until a big wave came and knocked me overboard?' Shana grabbed Deon's hair and pulled his head back. 'You'd have liked that?'
'That wasn't my intention, honest!' Deon struggled to free himself, but Shana's powerful fist held firm. 'I meant to tell you about the smuggling...I didn't know the boat would sink...'
- Formal, standard English is used to convey politeness/class of man getting off the boat. More informal, chatty language and dialect convey the local man's speech.
- The lines of dialogue produced should reflect the styles of the two characters as noted above.
- Possible dialogue:
The mother wandered in a half-mad daze from counter to counter, finally stopping at the perfume section where a neatly manicured woman filed her nails.
'Can I help, madam?' said the woman, without taking her eyes off her hand.
'My child! My only child...five years old, she's gone missing,' cried the mother.
The assistant finally looked up. She seemed bored; this happened all the time.

3.4 Writing meaningful sentences and paragraphs

- We are told that the girl puts the ring in her pocket, which suggests that she wants to hide it and not show she is engaged.
- The word 'slyly' means in a cunning, rather underhand way, which suggests that the girl is acting in a deceitful way.
- She has a boyfriend/fiancé called Robbie. She just got engaged.
 - She is misleading Robbie, perhaps.
- Possible response: *Robbie watched Shelley from the shadows, even though he found it difficult to believe she was betraying him.*
- She originally looked down on Robbie. She has changed – now she loves him, although she cannot understand it.
 - Two longer multi-clause sentences are followed by two short ones.
 - The short penultimate sentence emphasises the surprise – her sudden realisation. It is final.
- 'After several minutes of silence', 'Finally', 'However'
- 'Again'. It tells us that she keeps falling asleep – perhaps she has been drugged?
- After a while, Deonte awoke again, properly this time. She got out of the bed and checked the door but it was locked. During the next few minutes she banged on it again and again, shouting to be released. Yet/But/However no one came.*
- Possible answer: *She had been working in the luxury spa treatment room when the rumour that pirates were alongside the ship started spreading. At first she hadn't believed it, but suddenly, her colleague Lucy rushed into the room and cried, 'Hide! They've boarded!' That was the beginning of the nightmare.*
- Possible response:
Stuttering and juddering through the air, the little plane rocked and rolled in the storm. It was no good. He could no longer control the plane and he had no choice. He would have to crash land. He cut the motor and went into a controlled dive. Even though the water rushed up to meet him, he wasn't scared. He had done everything he could, but now it was in the hands of God. The plane skidded on the water, and flipped over, and he felt the world turned upside down. The dark blue water flooded in, but he pulled himself clear through the smashed side-window. He had crashed on the shoreline. He emerged from the wreckage and looked around. He was safe, but utterly alone.

Chapter 4 Writing an argumentative text

4.1 Effective ways of arguing a point of view

- 1 (C)
- 2 (A)
- 3 (D)
- 4 Purpose: give view on how donation should be spent; role: student councillor; audience: school council
- 5 Against the ban.
- 6 Possible further arguments:
 - Why pick on fast-food outlets? What about shops that sell cigarettes?
 - Fast-food can be healthy and nutritious – it is better to educate the businesses.
 - It is better to educate students to eat healthily, not ban things that just makes them rebel.
- 7 The first counters point c) from the original list. The second counters point b) about taxes.
- 8 Students often make choices based on poor information; if left to their own devices they will not discriminate between good and unhealthy food.
- 9 Possible other ways donation could be spent (students can suggest any within limits of amount available):
 - buying some up-to-date tablets for poorer or disadvantaged students to use
 - restocking the school library with books chosen by students
 - bringing in a motivational speaker or speakers to inspire students
 - improving the 'look' of the school: displays, signage, flowers in entrance, etc.
- 10 Answers will vary.

4.2 Using an appropriate tone and language

- 1 a) The letter opening is good because the student mentions the purpose for writing to the principal. He also gives a reason: 'I learn better from doing things'.
- b) The letter sounds almost disrespectful and too familiar/personal – 'you probably don't have time for anything enjoyable'. The student also says that 'school isn't so important' to him, which is likely to irritate the principal.
- 2 The student:
 - acknowledges the importance of study and school as a place of learning
 - puts forward the idea that his own development will make him a better member of the school community

- flatters the principal with the idea of the school getting some reflected glory through the school flag being shown publically.
- 3 'wiser, brighter and better'
 - 4 'imagine me proudly planting the school flag at the top of an icy peak'. This is effective because it is the school flag that is being displayed.
 - 5 'surely the student who returns will be twice the one who left?'
 - 6 The first text is informal: it features abbreviations 'gotta', 'cos', etc., and also some informal vocabulary – 'grouse'; it is grammatically incorrect: 'no one' instead of 'anyone'.
 - 7 The tone could be seen as urgent and emotive in the first – a sense of personal engagement; in the second, the tone could be seen as authoritative and clear, but it lacks the same sense of emotive power.
 - 8 Possible opening paragraph:

Dear Mr Martinez,

As you know, I have always loved music. Well, the opportunity has arisen for me to pursue this passion for a very short period of time. As you know, I value my work for you and I would like to thank you for employing me, but this chance to tour the Caribbean with my band for six months is a once-in-a-lifetime event. I hope you won't feel I am letting you down by leaving, will you?
 - 9 Possible words relating to each topic:

Healthy eating	Dangerous dogs	Designer brands	Homelessness
diet, well-being, fibre, organic produce, fitness, calories, carbohydrate, balance	muzzle (concrete), aggression (abstract), snarl, jaw, chain, coat, anger, thug	logo, fashion, style, trend, suit, catwalk, mannequin, season, flair, unique, glamour, retail	shelter, humanity, donation, food-bank, pity, empathy, winter, desperation

- 10 Any relevant examples of the four language features.
- 11 Possible responses (first paragraph of each):
 - a) FOR (relatively formal in tone, authoritative)

The well-being of students must be paramount in our schools. It is for this reason that I recommend adopting the idea of compulsory self-defence classes for all students. For too long, students have been powerless, weak and fragile in the face of aggression from adults and other students. Who would deny them the chance to lead a peaceful existence?
 - b) AGAINST (tone – is formal, but less so than for the above, possibly more personal/emotive)

So, the idea that we all need to take self-defence classes has been proposed. I am utterly against this ridiculous idea. I mean, can you really believe it? By making us act aggressively, the school board thinks it will stop violence. Are they out of their minds? I can just imagine what would happen if I laid my weak little hands on some lout who was attacking another person; it would mean me getting hurt, too. Far better to call for help from professionals, don't you think?

4.3 Explaining, expanding and illustrating an argument

- 1 (C)
- 2 Statistics from a survey are used.
- 3 Possible responses:
 - a) *In my school, 60 out of 75 students questioned told me that they had visited a fast-food outlet in the past week. That is an incredible 50% increase on last year when I carried out the same survey.*
 - b) *Fast-food now accounts for around half of the average teenager's diet, according to Doctor Phil McBelly of the National Eat Well Institute*
- 4 It suggests that not having a 'permanent home' also defines homelessness; if you are moving from place to place, always in temporary accommodation, this can also mean being 'without a home'.
- 5 Possible response: *I am sure you all agree that healthy eating is a 'good thing', but what exactly is it? Well, my definition is eating food that is fresh and ideally without harmful additives to enhance shape or colour. But fresh food alone isn't enough.*
- 6 The writer contrasts the image of New York we usually think of (with modern buildings and exciting experiences) with a ramshackle, run-down place overcome by water. The article might be about global warming and the problems of rising water levels worldwide.
- 7 Causes given for disappearing coral reefs: increase in sponges, result of over-fishing which means they have no predators.
Effect: they destroy other life forms on coral reefs.
- 8 Some possible responses:
 - a) *People's busy lives have meant that when it comes to food they are much more likely to select processed foods that need little preparation, but which have increased preservatives and chemicals.*
 - b) *The popularity of basketball is hardly surprising when you consider that all you need is a ball and a small backyard, corner of a street or wall in which to bounce it.*
 - c) *The West Indies cricket team's success in the 2016 World 2020 has led to a renewed interest in the islands' cricket teams and support for less well-known players.*

- 9 Arguments for/against mobile phone-free weekends: For: encourage more talking/discussion; less need to 'keep up' with friends and feel envy at what they are doing; better for eyes and brain to do something physical or active; increase family social interaction.
Against: less security if children are out and about, and out of contact; miss out on latest gossip, sport or news; can't take pictures/photos easily of special moments or events.

- 10 Possible response:

Last weekend I lost my mobile phone. It was my own stupid fault. For some reason I had decided to tidy my room and rearrange the furniture and that's when it happened: the phone disappeared, as if into a black hole, and try as I might, I couldn't find it.

Instead of having the latest hits playing in my head as I walked along the street to do the shopping, I had the drone of cars and lorries, the screech of brakes and the shouts and cries of noisy gangs and groups by the side of the road.

It was like losing a close friend for 24 hours, losing the thing that was most precious to me, and the thing I depended on for my news, my social life and my entertainment.

4.4 Structuring an argument

- 1 The point of view relates to not having access to a mobilephone, and addresses both sides of the debate. It uses counter-argument (not having a phone's benefits) to introduce the real point of view – the problems it causes.
- 2 The 'all together' structure.
- 3 (B) is the best option to complete the sentence because it contains the specific 'follow-up' details to support the topic sentence.
- 4 *I personally have no objection to having an iconic modern celebrity as a statue in the main square, although I think a statue has to be one that everyone accepts, young or old. Furthermore, I would select a figure from Caribbean history as it should be someone who has had a real impact on the way we are viewed by the world.*
- 5 Key words: *You are the member of a local youth group who have been asked to give their views to the regional corporation on a proposal to open a new facility for young people in your area. One proposal is to build a new skateboarding park. Write the speech you would give to the corporation, outlining your views on the proposal.*
- 6 For: quite popular amongst young people; active/healthy; attract sporty people, but also those who think it's cool; let off steam/energy. Against: not accessible to everyone – what about disabled? Not universally popular. Tends to be more popular (though not exclusively) with boys. Encourage gangs who use it as meeting point?

- 7 Any appropriate set of points and organisation is acceptable.
- 8 Any appropriate method of organisation or structuring is acceptable.
- 9 Possible paragraph: *Firstly, having a place to let off steam and physical energy is vital for young people. They need this because so many other outdoor activities are now closed off to them due to cost or access, such as cricket. In addition, it is a place where new friendships can be forged and different ages can meet and chat, all with a common interest.*

Structure and mechanics

- 1 Dwayne went to the ticket office but the people there wouldn't let him through. He went back to Shelima, who was waiting by the car park and told her the news. She wasn't happy and stormed off.
- 2 Emerging from his tent, he quickly packed up the camp; tent bag; damp items of clothing; camping stove. It all fitted neatly into his ruck sack. His passport and partner's photograph went into his pocket.
- 3 Either: a continuation of the story that effectively reflects the 'Danni' stimulus, provided one of the ways listed has been used (for change of time, place, person, speech, dramatic effect).
- 4 Or: two effective paragraphs expressing two different viewpoints about the good/bad effects of tourism.