CANDIDATE – PLEASE NOTE!

PRINT your name on the line below and return this booklet with your answer sheet. Failure to do so may result in disqualification.

TEST CODE **01218010**

FORM TP 2024007

JANUARY 2024

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION

ENGLISH A

Paper 01 – General Proficiency

1 hour 30 minutes

22 JANUARY 2024 (a.m.)

735

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 30 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Do not be concerned that the answer sheet provides spaces for more answers than there are items in this test.
4. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
5. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

A002

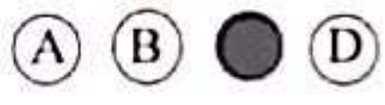
Sample Item

Choose the word or set of words that BEST completes each sentence.

Someone who is suffering from influenza needs to be isolated as the disease is

(A) lasting
(B) serious
(C) contagious
(D) destructive

Sample Answer



The best answer to this item is "contagious", so (C) has been shaded.

6. If you want to change your answer, erase it completely before you fill in your new choice.
7. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Items 1–5

Instructions: Each sentence has one word missing. Choose the word which BEST completes the meaning of the sentence. Mark your choice on the answer sheet.

1. He has been a staunch ..... for better health care systems for the poor.

(A) critic
(B) suspect
(C) advocate
(D) performer

2. Ready-to-wear garments are . . . . . in great numbers off the racks in stores.

(A) sorted
(B) situated
(C) original
(D) available

3. The students of the different year groups said they ..... the title of "Most Loved teacher" on Mr Rogers.

(A) elected
(B) conferred
(C) amended
(D) fabricated

4. They were told not to ..... the cost of repairing the building.

(A) hinder
(B) launch
(C) weaken
(D) disclose

5. There are many who would try to . . . . . your efforts because of their jealousy.

(A) assist
(B) affect
(C) thwart
(D) encourage

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Items 6–10

Instructions: Some of the following sentences are unacceptable because they contain errors. No sentence contains more than one error. Some of the sentences are acceptable as they stand.

On the answer sheet, choose the ONE option that BEST describes each sentence, as follows:

(A) The sentence is too wordy, that is, repetitive or contains redundancies.
(B) The sentence contains clichés or misused metaphors.
(C) The sentence is incorrect grammatically or faulty in diction.
(D) The sentence is acceptable as it stands.

6. They were told to collaborate together to produce the project.

7. In some traditional wedding ceremonies, money is thrown at the bride and groom.

8. Disgusted with the situation, he decided to jump into the saddle and put down his foot.

9. Each of the children have an appointment with the principal.

10. He advanced a step or two to meet his attacker who suddenly became alarmed and retreated back four or five paces.

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Items 11–15

Instructions: Some of the following sentences are unacceptable because of inappropriate grammar, idiom or vocabulary. Some sentences are acceptable as they stand. No sentence contains more than one inappropriate element.

Select the ONE underlined part that is inappropriate and choose the corresponding letter, A, B, C. If the sentence is acceptable as it stands, choose D.

11. The doctors' (A) attempts to resuscitate (B) the patient were futile (C). No Error (D)

12. If Antonio's attitude (A) changes their (B) will be a vast improvement (C) in his performance. No Error (D)

13. One of the admirable characteristics (A) of the young is (B) that they are not easily (C) scared. No Error (D)

14. Since too much (A) passengers were (B) in the taxi, the policeman issued a ticket to the driver (C). No Error (D)

15. As John listened (A) to the lesson being taught (B), he began to loose (C) interest. No Error (D)

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Items 16–20

Instructions: Each sentence in this section has ONE word underlined. Choose from the four suggested answers the word which is closest to OPPOSITE in meaning to the underlined word.

16. She paid meticulous attention to her work as she attached the beads to the costume.

(A) scant
(B) careful
(C) detailed
(D) cautious

17. They lived in a large, sprawling, modern house in a very remote area of the parish.

(A) historic
(B) built-up
(C) well-kept
(D) depressed

18. James has a hatred for things that crawl.

(A) fear
(B) dislike
(C) respect
(D) fondness

19. The views expressed by Mr Jones were inconsistent with those of the committee.

(A) compatible
(B) challenging
(C) unpredictable
(D) irreconcilable

20. The airline conveyed the new flight information to the passengers.

(A) withheld
(B) analyzed
(C) misplaced
(D) transmitted

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Items 21–25

Instructions: Revise each of the following sentences according to the directions that follow it. Do not change the meaning of the original sentence. Look at the options, A to D, for the word or phrase that BEST suits the revised sentence and mark your choice on the answer sheet.

21. I saw the two men jogging around the savannah, and they later proved to be Olympic track stars.

Begin the sentence with

The two men

(A) that
(B) when
(C) which
(D) whom

22. The cricket match ended abruptly when many of the spectators stormed the field.

Begin the sentence with

Many of the spectators stormed

(A) so
(B) but
(C) getting
(D) preventing

23. During my time at school I was involved in extra-curricular activities.

Begin the sentence with

I was involved in

(A) on staying
(B) while I was
(C) for my stay
(D) when staying

24. We visited the zoo and then we went to see the display at the museum in the city.

Begin the sentence with

We went to see the display

(A) after
(B) since
(C) while
(D) before

25. I enjoy having a room of my own, and I try hard to take care of it.

Begin the sentence with

I try hard

(A) but
(B) since
(C) unless
(D) although

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Items 26–35

Instructions: Read the following poem carefully and then answer Items 26–35 on the basis of what is stated or implied.

Forgive My Guilt

Not always sure what things called sins may be
I am sure of one sin I have done.
It was years ago, and I was a boy.
I lay in the frost flowers with a gun,
The air ran blue as the flowers; I held my breath.
Two birds on golden legs slim as dream things
Ran like quicksilver on the golden sand,
My gun went off, they ran with broken wings
Into the sea, I ran to fetch them in,
But they swam with their heads high out to sea.
They cried like two sorrowful high flutes,
With jagged ivory bones where wings should be
For days I heard them when I walked that headland*
Crying out to their kind in the blue,
The other plovers were going over south
On silver wings leaving those broken two.
The cries went out one day; but still I hear them.
Over all the sounds of sorrow in war or peace
I ever have heard, time cannot drown them,
Those slender flutes of sorrow never cease.
Two airy things forever denied the air!
I never knew how their lives at last were split,
But I have hoped for years all that is wild,
Airy, and beautiful will forgive my guilt.

Source: https://gussiespoetryproject.wordpress.com/2015/04/29/forgive-my-guilt/

* headland — a narrow piece of land jutting out into the sea

26. The title of the poem, "Forgive My Guilt", suggests that the poet is

(A) denying his guilt
(B) proving his guilt
(C) admitting his guilt
(D) suppressing his guilt

27. The phrase "The air ran blue as the flowers" (line 5) is an example of

(A) pun
(B) metaphor
(C) hyperbole
(D) alliteration

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28. The tone of the poem changes from one of factual recollection to one of emotional response. At which of the following lines does the change occur?

(A) Line 8
(B) Line 10
(C) Line 11
(D) Line 14

29. What effect does the change of tone from factual recollection to emotional response produce?

(A) A dramatic result
(B) A contrast in mood
(C) A heightening of action
(D) Sympathy towards the person

30. The following words in the poem all share the same connotation: "sorrowful", "crying", "broken". Which of the following phrases in the poem has a similar connotation to these words?

(A) "their heads high" (line 10)
(B) "jagged ivory bones" (line 12)
(C) "walked that headland" (line 13)
(D) "Two airy things" (line 21)

31. All of the following phrases in the poem describe physical characteristics of the two birds EXCEPT

(A) "slim as dream things" (line 6)
(B) "Ran like quicksilver" (line 7)
(C) "slender flutes of sorrow" (line 20)
(D) "wild, / Airy, and beautiful" (lines 23–24)

32. The writer uses the phrase "denied the air" (line 21) to suggest that the birds

(A) did not care to fly
(B) could not breathe
(C) were unable to fly
(D) were being monitored

33. Which of the following moods is suggested in lines 11–24?

(A) Critical
(B) Indifferent
(C) Sympathetic
(D) Light-hearted

34. The MAIN theme of the poem is

(A) remorse of conscience
(B) the death of two birds
(C) forgiveness for a sin
(D) sin committed

35. To which of the following senses does the poem MOST appeal?

(A) Sight and touch
(B) Smell and sight
(C) Sight and hearing
(D) Touch and hearing

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Items 36–44

Instructions: Read the following extract carefully and then answer items 36–44 on the basis of what is stated or implied.

The Sisters

Over the years, Marta had sent many warm and friendly messages to Elana, inviting her to visit Ilora and assuring her that she'd always be welcome. But her prodigal sister never replied. From time to time, however, traders brought news that Elana's marriage to Iyako had been blessed with two sets of twins, that Iyako had succeeded his father as ruler of the Kingdom of Horses, and that their marriage was a stormy one. For a long time there was no further news until one day, a traveller told Queen Marta that Iyako had been thrown by a wild horse and had broken his back, that Elana had lost both her beauty and her mind and, after shouting night and day that the Kingdom of Wild Horses was an accursed one, she had escaped from keepers. "They searched high and low for her, but she had vanished without a trace," the traveller said, shaking his head sadly.

The Queen immediately summoned Leha and ordered her to send search parties to all of the countries bordering on the Kingdom of Wild Horses.

"Go to the ends of the earth if you have to, but bring my sister back to Ilora. Whoever finds her will be amply rewarded," Queen Marta said to the trackers, traders and interpreters whom Leha had recruited. But after years of futile searching, the search parties returned one by one and reported that they had found no trace of Elana.

"It's as if your sister has vanished from the face of the earth," Leha said. "I hear you," Queen Marta said "and yet I feel in my bones that she's still alive."

Leha had led one of the search parties, and when she returned her hair was streaked with grey and age had mapped her rough-hewn face with lines as delicate as spider webs.

The first time that Leha stepped into the Audience Room to report about her travels to distant places in search of Elana, she was both surprised and pleased to see how Queen Marta had aged. When their eyes made four, the smiling Leha said to herself, "It's as if her face had beaten very gently against the years," for she could see quite clearly how time had changed what was once an ugly countenance into a beautiful one. When a shaft of sunlight touched the cloud of white hair on the Queen's head, it became luminous, and a welcoming smile lighting up her dark face lifted Leha's spirits and made her heart sing. And somehow, all the hardships she had endured travelling across parched savannahs, through densely wooded valleys, over mountains and down turbulent rivers, were forgotten.

Jan Carew, The Sister and Manco's Stories, Macmillan, 2003, pp. 46–47.

36. The first two sentences of the passage suggest that the relationship between the sisters was

(A) strained
(B) forgiving
(C) aggressive
(D) affectionate

37. "Their marriage was a stormy one" (lines 4–5) implies that

(A.) it was unpleasant
(B) it was fraught with difficulty
(C) they got married on a stormy day
(D) they didn't always see eye to eye

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38. The instruction "Go to the ends of the earth" (line 12) implies that they should search

(A) every accessible land
(B) the Kingdom of Wild Horses
(C) over mountains and down rivers
(D) through densely wooded valleys

39. The literary device used in the phrase "as delicate as spider webs" (line 19) is a

(A) pun
(B) simile
(C) metaphor
(D) hyperbole

40. The writer implies that Leha was

(A) a traveller
(B) Marta's sister
(C) a household servant
(D) the leader of the queen's army

41. Which of the following is an example of contrast?

(A) She "had lost both her beauty and her mind" (line 6).
(B) "she had vanished without a trace" (line 8).
(C) "her hair was streaked with grey" (line 18).
(D) "lighting up her dark face" (line 25).

42. "The cloud of white hair" (line 24) is an example of

(A) litotes
(B) metaphor
(C) oxymoron
(D) personification

43. The style of writing in this extract can BEST be described as

(A) factual
(B) narrative
(C) descriptive
(D) argumentative

44. The word that is closest in meaning to "turbulent" (line 27) is

(A) rough
(B) placid
(C) demanding
(D) manageable

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Items 45–49

Instructions: Read the following extract carefully and then answer items 45–49 on the basis of what is stated or implied.

Why Create Further Divisions?

It has been stated by many that there is research that points to the greater benefits of education in single–sex schools. Yet, according to the Financial Times (UK): "For the past 30 years, the numbers of single–sex state schools in the UK has dwindled from nearly 2 500 to just over 400; in 60 local authorities there are no single-sex secondary schools at all. In the past decade, 130 single–sex private schools, too, have gone co-educational or closed entirely."

It would appear that the country that has had the greatest influence on our education system has very little regard for such research. Instead, it has been on a steady road of bringing its children of both genders together to be educated in the same schools. Whereas, our nation has embarked upon a journey of setting our children apart in terms of gender during their critical formative years.

Will we be creating further division in an already deeply divided society? Do we consider our children to be equal but separate? The research referred to above is said to extol the academic benefit of education in single-sex schools. But should we focus only on academic performance and exam results? We must assess the impact of the graduates of our social and ethical life that prevails in our society." (Education, families and crime", Express, April 21, 2009)

In single–sex schools, children are deprived of the opportunity to fully develop their intra- and inter–personal skills so crucial for their emotional intelligence. This is especially so for those who have no siblings, or have only siblings of the same gender. For them, the opportunity for developing the knowledge and ability to interact meaningfully with peers of the opposite sex is even more greatly diminished in single-sex schools.

"Why create further divisions?" The Daily Express — 8th April, 2010.

45. According to the Financial Times (UK) which of the following statements is true?

(A) There are only sixty single-sex schools at present.
(B) All single-sex private schools have been converted to co-ed.
(C) There has been an increase in the number of single-sex schools.
(D) Many state and private single-sex schools have been converted to co-ed.

46. Which of the following words may BEST be used to replace "influence" in line 6?

(A) result
(B) impact
(C) attitude
(D) reference

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47. Which group is the writer MOST concerned about?

(A) Successful candidates
(B) Graduates from our school system
(C) Men who suffered psychological distress
(D) Those who have no siblings or only siblings of the same gender

48. What is the speaker attempting to do in the passage?

(A) Warn students about the danger of single-sex schools
(B) Support the decision to implement single-sex schools
(C) Criticize those who are in favour of single-sex schools
(D) Argue for psychological wellbeing over academic performance

49. The MAIN purpose of the title "Why create further divisions?" is to

(A) arouse the curiosity of readers
(B) ask a very important question
(C) state a point of view
(D) state a fact

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Items 50–54

Instructions: Read the following passage carefully and then answer items 50–54 on the basis of what is stated or implied.

Music Too Loud, I Can't Study

THE EDITOR: I just can't take it anymore. I just can't take the noise forced on me by a restaurant and bar located across the street. The noise is unbearable and I cannot concentrate on my studies. I am writing the CXC exams in May/June this year and I must pass all my subjects. I am attending a reputable girls' school and I want to make good grades to get into the CAPE class. I work hard and every report so far indicates that I am an above-average student.

I want to make my mother proud. She is a hard-working woman, especially since my father passed away two years ago. We have been struggling to make ends meet without complaint. But I must complain now because the restaurant and bar is intent on frustrating my ambitions and the sacrifices my mother is making. I appreciate the help of the Government in providing opportunities for education but this is going to be futile unless it is possible to take full advantage of them. Can you imagine having to struggle with a Math problem with thunderous noise bombarding your eardrums and everything in the house jumping up and down as if the place is haunted? Can you imagine speaking to a classmate about homework and you can't hear each other? Can you imagine stuffing cotton in your ears in order to get some sleep? Can you imagine trying to explain to your teacher that you didn't do your homework or that you sleep in class because of the noise coming from the restaurant and bar?

The noise coming from this place is a serious obstacle that I am unable to overcome and I am seeking help in dealing with it.

Can you imagine my mother and her 16-year-old daughter going to this place in the midst of riotous drinking to ask them to turn down the music because I want to study or just to get some sleep? I understand that residents have been calling the police but the response has been ineffective. At the moment of writing this letter (Sunday 19, at 9:30 am) they are blasting away after going late into last night.

Under the guise of Carnival they will continue their merciless onslaught. From Carnival Friday night right up until Ash Wednesday morning they will continue non-stop. There will be total madness.

50. "I just can't take it anymore" (line 1) implies that the writer is

(A) crying
(B) arguing
(C) hurting
(D) shouting

51. Which of the following devices does the writer use in paragraph 2 to explain her plight?

(A) Pun
(B) Litotes
(C) Contrast
(D) The rhetorical question

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52. The following sentence "I work hard and every report so far indicates that I am an above-average student" (line 5) suggests that the writer

(A) is boastful
(B) is pleading
(C) wants to sustain this
(D) is about to fail her exams

53. What effect does the writer achieve when she says "Can you imagine my mother and her 16-year-old daughter going to this place in the midst of riotous drinking ..." (lines 19–20)?

(A) Criticism for their actions in going to a bar
(B) Scorn for the women's behaviour in going into a bar
(C) Admiration from the reader for the women's courage
(D) Shock from the reader that the women should go there

54. This kind of writing is BEST classified as

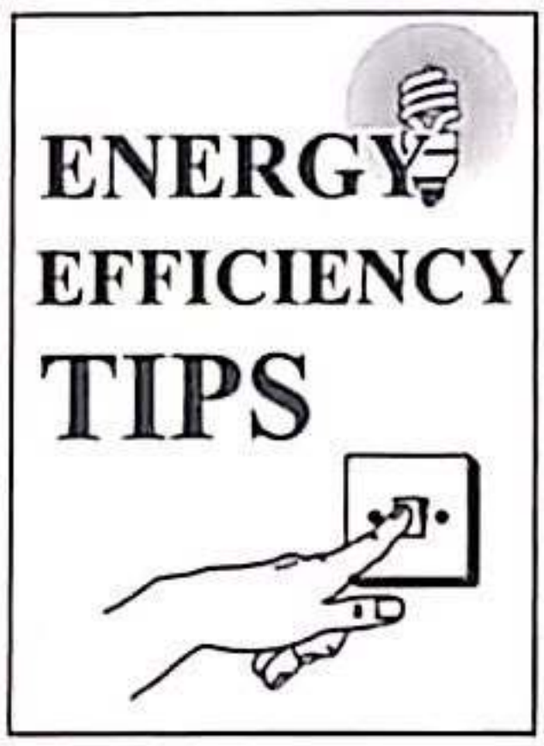
(A) emotive
(B) narrative
(C) descriptive
(D) argumentative

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Items 55–60

Instructions: Read the following advertisement carefully and then answer items 55–60 on the basis of what is stated or implied.



1. Keep fixtures and bulbs clean. Dirt can absorb as much as 50% of light.
2. Turn off the lights when leaving the room even if it's only for a few minutes. It's just a myth that it takes more energy to turn a light on than to leave it on.
3. Use motion sensors for outdoor lights. They're a good security measure that doesn't waste energy.
4. Use lower wattage bulbs; your lights may be brighter than you need.
5. Purchase lamps with dimmer switches, as you can lower the settings when less light is required.
6. Place floor or table lamps in a corner. This allows light to reflect from the walls, making the room brighter without turning on more lights.
7. Use fluorescent lights instead of incandescent lights. Compact fluorescent lights use up to 75% less energy than incandescent lights, for the same amount of light and last up to ten times longer.

55. The MAIN purpose of this advertisement is to

(A) sell light bulbs
(B) promote lighting in the home
(C) encourage better energy use
(D) hightlight energy use in the home

56. How much energy do fluorescent lights use?

(A) Seventy-five per cent less than incandescent lights
(B) Seventy-five per cent more than other lights
(C) Fifty per cent of what incandescent lights use
(D) The same amount of light as other lights

57. The advertisement emphasizes that motion sensors are important because

(A) they are cheap
(B) they waste energy indoors
(C) they do not conserve energy
(D) they are efficient and provide security

58. Which of the following is NOT stated in the advertisement?

(A) Low wattage uses less energy.
(B) Lamps placed on the floor are better for energy efficiency.
(C) Not all light bulbs are energy efficient.
(D) Compact fluorescent lights are energy efficient.

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59. The information in the advertisement would be MOST useful to

(A) electricians
(B) contractors
(C) housewives
(D) the light company

60. The literary device used in Item 7 of the advertisement is

(A) comparison showing the similarities between the ability of the fluorescent lights and incandescent lights to save energy
(B) contrast showing the differences between the ability of the flouresccent lights and incandescent lights to save energy
(C) emphasis highlighting the abilities of the fluorescent lights and incandescent lights to store energy
(D) imagery allowing the readers to see the abilities of fluorescent lights and incandescent lights to store energy

END OF TEST

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

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