

CXC CSEC English A exam - Paper 3/2 [Private Candidates]

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Starting from June 2018, the Caribbean Examinations Council (CXC) has made changes to the CXC CSEC English A exam. All candidates are required to sit paper 3, which is a compulsory paper. In-school candidates will complete paper 3/1, which is the School Based Assessment. Private exam candidates, on the other hand, will sit paper 3/2, which is an alternative to the School Based Assessment.

Paper 3/2 is a timed exam consisting of three compulsory questions. The exam questions are based on three pieces of stimulus material, which include

- an excerpt from a recent newspaper article,
- a cartoon strip or lyrics to a song, and
- a poem, short story, or extract of a public speech.

All three stimulus materials are related to a topical issue. The first two compulsory questions are short answer type questions, and each consists of three parts. For instance,

- the first question will have parts 1a, 1b, and 1c, and
- the second question is organized in the same way.

These two questions will focus on the topical issue raised in the stimulus materials, the potential impact of the stimulus materials on the intended audience, and the language techniques used in the stimulus materials. Additionally, the two compulsory short answer questions will include questions on oral presentations, and candidates must research the characteristics and features of oral presentations.

- The third compulsory question requires candidates to write an extended creative piece, such as an essay, a poem, a short dramatic skit, or a song, and is based on one of the three pieces of stimulus material. Candidates are given the freedom to choose the type of creative piece they want to write as long as it is relevant to the topic and no longer than 2 pages in length. The creative piece should demonstrate the candidate's ability to use language creatively and effectively.

In conclusion, the CXC CSEC English A exam has been updated to include paper 3 as a compulsory paper, and candidates are required to sit paper 3/1 or paper 3/2 depending on whether they are in-school or private exam candidates. The exam questions are based on three pieces of stimulus material related to a topical issue, and candidates are required to answer two short answer type questions and write an extended creative piece.

Examine the THREE texts carefully and then answer the questions that follow.

TEXT 1 — Article from a Newspaper

Lobsters and Octopuses are Back: The Kenyan Women Leading a Reef Revival

Three years ago, coral reef along the Kenyan coastline was almost totally destroyed in some areas. Rising surface sea temperatures had triggered devastating bleaching episodes for the fourth time in less than two decades, and with the whitening of coral came a dwindling of marine life. Overfishing only exacerbated the problem.

- 5 A fightback was needed and so the Kenya Marine and Fisheries Research Institute (KMFRI) began working with local communities to rehabilitate degraded coral reefs along the country's coastline. Among the areas targeted was Wasini Island, a tiny strip of land off Kenya's south-east coast. The results have been startling.

- 10 Women on the island have led an initiative to restore degraded coral that has shown how coral restoration techniques can revive marine ecosystems and create sustainable livelihoods for communities that depend on fishing and eco-tourism.

"The fish have started coming back since the restoration activities began," says Nasura Ali of the Wasini Beach Management Unit, which has about 250 members, of whom roughly 150 are women. More than 40 people have been trained in restoration techniques.

- 15 Coral reefs provide shelter and breeding grounds for hundreds of species of marine life. Fish populations in waters around the island have increased three times as much as in other areas, says the KMFRI.

- 20 The women of Wasini Island have also been restoring fish populations by cultivating seagrass. In addition to providing food, seagrass plays a key role in the overall coral reef ecosystem, providing shelter to juvenile fish after they hatch by shielding them from strong waves until they mature and move into the coral reefs.

Since the project aims to increase coral restoration in a vast area of roughly two hectares (4.9 acres), locally available materials are used instead of concrete. Rock boulders found on the shoreline, and held together with hydraulic cement, are used to create artificial reef structures.

- 25 But before corals are planted on these man-made reefs, they are raised in a nursery, a process that takes three to four weeks. "The nursery ought to be a suitable area free of sedimentation, strong currents and boat traffic, where the water is mostly free-flowing," says Mwaura.

- 30 Kenya and the Seychelles are the only African countries to implement this type of coral reef restoration, with Kenya lighting the way for such efforts along the Indian Ocean coast as long ago as 1968, when Malindi Marine National Park was established.

<https://www.theguardian.com/environment/2019/nov/26/lobsters>

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TEXT 2 — Song

What A Wonderful World

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world

I see skies of blue and clouds of white
5 The bright blessed day, the dark sacred night
And I think to myself what a wonderful world

The colors of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
10 They're really saying I love you

I hear babies crying, I watch them grow
They'll learn much more than I'll never know
And I think to myself what a wonderful world
Yes I think to myself what a wonderful world

*Louis Armstrong, "What a Wonderful World".
Retrieved 29 July 2020 from <https://www.lyrics.com/lyric/1623275>.*



TEXT 3 — Speech

An Earth Day Speech

I thank all of you who are here, to celebrate Earth Day, today. It's a beautiful day in Wisconsin, hard not to appreciate Earth Day in a place like this.

Earth Day is a holiday of great personal significance for me. I've been a birdwatcher since I was about 4.

- 5 I'd never seen a sandhill crane before coming to Wisconsin. I'd never seen a whistling swan or a snowy owl or a prairie chicken. And each time I've seen them since coming here 23 years ago, it's been a thrill.

But there is something weird going on now.

A Baltimore oriole was seen in Appleton yesterday, two weeks early.

- 10 A ruby-throated hummingbird was seen in Milwaukee last week, three weeks early.

A scissor-tailed flycatcher showed up last summer way up north in Manitowish Waters.

These are like the robins in the Arctic Circle, where the Inuit people have no name for robin.

Or the rain on Christmas Eve up there.

Or the polar bears drowning because they can't swim the now vast distances between ice floes

- 15 Or the tsunami that killed more than 200,000 people in South Asia.

Or Katrina and the devastation it brought to the Gulf Coast.

Mother Nature isn't whispering to us; she's yelling at us: Wake up!

- 20 To save the Earth, and to save our democracy, we must oppose this Administration and its abominable record on the environment. It is the single biggest pillager and despoiler of our environment here ever.

And we must make a change, by meeting together, by committing ourselves to defending the environment and defending our democracy. And by doing it locally, with our own hands, and with our own vocal chords. And these hands then will link up with the hands of all the millions of others in this country who are dedicated to turning this country around.

- 25 And our voices will mingle with the millions of voices around the world dedicated to a green, and to a peaceful, and to a sustainable future.

So let's use our hands; let's raise our voices, and fight nonviolently not only against this Administration, not only against war, not only against empire, but also against a technological model that is suicidal.

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30 We affirm that we are for peace.

And for democracy,

And for the Earth.

And for the Water.

And for the Sky.

35 And for the cranes, and swans, and the prairie chickens, and the snowy owl and that drowning polar bear.

And together let's tell Mother Nature that we hear you calling, and together let's save this cherished Earth.

*Matthew Rothschild, "An Earth Day Speech".
The Progressive, 20 April 2006.
Retrieved from <https://progressive.org/op-eds/earth-day-speech/>.*



1. (a) Outline the **main** idea or issue presented in EACH of the THREE texts on pages 4–7.

TEXT 1

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TEXT 2

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TEXT 3

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(6 marks)

- (b) Choose ONE of the THREE texts on pages 4–7 and assess the appropriateness of the text you have chosen for the purpose of communicating the idea or issue.

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(3 marks)

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- (c) For any TWO of the texts on pages 4–7, choose ONE language technique used in EACH and explain its effectiveness.

Title of text

Technique used

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Effectiveness

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Title of text

Technique used

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Effectiveness

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(6 marks)

Total 15 marks



2. (a) In making a presentation it is important to consider the composition of the audience. Explain THREE other factors which a speaker must consider when making an oral presentation.

Factor 1

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Factor 2

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Factor 3

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(6 marks)

- (b) You have been asked to make an oral presentation on the **main** idea or issue in the three texts on pages 4–7. List THREE points you would discuss in the oral presentation.

(1)

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(2)

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(3)

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(3 marks)

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- (c) Think of a group of persons who may be interested in the issues outlined in the oral presentation in 2 (b) on page 10. List THREE characteristics of the group to which the presentation would be made and THREE techniques that you would use to keep the group interested in the presentation.

Characteristics of the group

- (1)
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- (2)
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- (3)
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Techniques to keep the group interested

- (1)
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- (2)
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- (3)
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(6 marks)

Total 15 marks



3. Create a response based on ONE of the ideas or issues listed in 1 (a) on **page 8**. You can use drama, poetry, lyrics to a song, prose or any other suitable form. Write your answer on the RULED PAGES provided, **pages 13 and 14**.

Your response will be assessed for the following:

- **Relevance of content**
- **Organization of ideas**
- **Effective use of language**
- **Vivid word choice**
- **Personal voice/style**

Total 15 marks

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