

English Language 2
0730

CAMEROON GENERAL CERTIFICATE OF EDUCATION BOARD

General Certificate of Education Examination

JUNE 2019

ADVANCED LEVEL

Subject Title	ENGLISH LANGUAGE
Paper No./Title	PAPER 2 SECTION A - SUMMARY AND TEXT RECONSTRUCTION SECTION B - COMPOSITION SECTION C - PRESCRIBED TEXTS
Subject Code No,	0730

THREE HOURS

Answer **BOTH** questions in SECTION A and **ONE EACH** from SECTIONS B and C in the SAME Answer Booklet, beginning each section on a new page. Begin with SECTION A.

Read all instructions on **BOTH** the question paper and the answer booklet very carefully. Failure to obey these instructions or number your work as on the question paper will cause you to lose marks.

Any unusual mark, sign or unnecessary disclosure considered as an attempt to cheat and will earn you a penalty.

In the SUMMARY question, use mainly your own words. Indiscriminate copying of portions of the passage as your answer will earn you no marks.

You are reminded of the necessity for good English and orderly presentation in your answers

A pre-prepared or memorized composition will earn you no marks.

Turn Over

SECTION A SUMMERY AND TEXT RECONSTRUCTION (30 MARKS)

QUESTION 1: SUMMARY (15 marks)

Read the following passage carefully, and summarise it in two paragraphs of not more than 150 words.

Few fish grab our attention the way the clown fish does. Perhaps it wins our hearts with its fancy colouring, which may remind us of a circus clown, or maybe we are struck by its surprising choice of home — among the stinging tentacles of a sea anemone. Not surprising, another name for the clown fish is anemone fish. Like many Hollywood actors, clown fish are not averse to photographs. Divers and snorkelers can usually expect clown fish to “pose” for pictures, since they rarely stray far from home and are not particularly shy.

But what makes the clown fish extraordinary is their seemingly risky lifestyle. Living among poisonous tentacles would seem to be comparable to setting up a home in a nest of serpents. Still, clown fish and their anemone of choice are inseparable. Like most good partnerships, clown fish and anemones give and take. The relationship is not merely convenient for the clown fish; it is vital in that they are poor swimmers and would be at the mercy of hungry predators without the anemone’s protection. By using the anemone as a home base and as a safe shelter when threatened, the clown fish may reach ten years of age. The anemone provides a safe nesting site as well as a home. The clown fish deposit their eggs at the base of the host anemone, where both parents keep watch over them. Later, the clown fish family can be seen swimming around that same anemone.

The clown fish serve as marine bodyguards, driving away butterfly fish that like to feed on anemone tentacles. At least one species of anemone cannot leave without resident clown fish. When researchers removed the clown fish, within just twenty-four hours, the anemones had disappeared completely. Apparently, butterfly fish had consumed them. It seems that clown fish even provide their host with energy. The ammonium that clown fish excrete helps spur growth in the host anemone. And as the clown fish swim among the tentacles, they help circulate oxygen-rich water to the anemone.

Some studies suggest that when selecting a new host, the clown fish goes through a process of adaptation. It has been observed that when the fish approaches an anemone for the first time, it touches the anemone intermittently for few hours. This on-and-off contact allows the clown fish to modify its protective coating to conform to the new anemone’s particular poison. Possibly the clown fish gets stung a little during this process. But after that, the two get along fine. The collaboration of such different creatures offers a fascinating lesson in teamwork. In so many human endeavours, people from diverse cultures and backgrounds achieve remarkable results by pooling their resources. Like the clown fish, we may take a little time to adapt to working with others, but the results are well worth it.

Adapted from Awake! No. 6 of 2016

QUESTION 2: TEXT RECONSTRUCTION (15 marks)

Read the following passage carefully. Then without altering the numbering, copy and complete the reconstructed form that follows it by filling in the blanks with the correct expressions.

To obtain sugar from cane, the producer must carefully follow these steps:

The farmer must harvest the cane as soon as it reaches the last growth period. Many farmers still cut a lot of cane by hand using machetes, although this is expensive. Large scale farmers use mechanical harvesters to cut cane on large plantations. Either way, the harvesters cut the cane close to the ground and strip the leaves from the stalks. They then chop the stripped cane into convenient lengths that you can mill.

At this stage, you shred the cane into small pieces into the mill. This mill crushes the shredded cane and squeezes juice out of them. The producer has to spray a lot of water into the crushed cane to dilute the sugary liquid. You then heat the juice extract and add lime to clarify the juice and clear impurities from it. Transfer the clear juice into evaporators which heat it using steam coils. By the time it passes the last evaporator, the juice becomes a relatively thick syrup containing 40-50% of sugar. Distil the syrup at low pressure to produce massecuite which is a suspension of sugar crystals. This massecuite is usually in thick brown liquid. We then centrifuge the sugar crystals and force them onto a wire mesh on the sides of the centrifuge. In the final stage, wash the centrifugal sugar with steam, which leaves the product white. We remove the few traces of colour by dissolving the sugar into a syrup.

Source: Secondary English Project For Cameroon.

RECONSTRUCTED FORM

The cane _____ (1) as soon as it reaches the last growth period. Although this is expensive, machetes are employed to cut a lot of cane. Mechanical harvesters _____ (2) to cut cane on large plantations. Either way, _____ (3) and _____ (4) from the stalks. The stripped cane are then _____ (5) into convenient lengths that _____ (6).

A this stage, the cane is shredded in pieces into the will. The cane _____ (7) in the mill and _____ (8) out of them. To dilute the sugary water, _____ (9). The juice extract _____ (10) and lime added to clear impurities from it. The clear juice _____ (11). By the time the juice _____ , (12) it becomes a relatively thick syrup containing 40-50% of sugar. The _____ (13) at low pressure to produce massecuite. The sugar crystals are centrifuged and forced onto a wire mesh on the side of the centrifuge. In the final stage, the centrifugal sugar _____ (14) with steam. The product is then left white. By dissolving the sugar into a syrup, _____ (15).

SECTION B

COMPOSITION (20 marks)

MARK DISTRIBUTION

Content and Organisation	(06 marks)
Expression	(08 marks)
Accuracy	(06 marks)

Choose **ONE** topic to write about from the list below. You are advised to write clearly and effectively, to spell and punctuate correctly, and to ensure that your writing is appropriate in style and content to the topic chosen. Avoid obscene language and do not disclose your identity. You should write between **500** and **550** words.

- a) Write a story which illustrates the expression, "Fire is a good servant, but a bad master".
- b) Migration.
- c) The multiplicity of churches in our society has caused more harm than good. Do you agree?
- d) As an opinion leader, discuss the impact of brain drain in your society and propose some measures you would take to fight this phenomenon.
- e) Describe an incident in your school which led to the dismissal of many students and say how this incident has affected your life.
- f) Write a story, a description or other form of composition suggested by one of the following pictures. Your composition may be directly about the subject of the picture or take some central suggestion(s) from it. There must be a clear connection between the picture and your composition.

Picture A

NDONGSON PHOTOS 677727480

19/08/2018



Picture B



SECTION C

PRESCRIBED TEXT (20 marks)

Answer ONE question only.

- 1) Despite the fact that the prescribed texts are written in different places and at different times, they address similar concerns. Discuss this assertion using three prescribed texts. **(20 marks)**
- 2) In the prescribed texts, most characters are portrayed as victims of circumstance. Use any Three prescribed text to justify this claim. **(20 marks)**
- 3) What picture of Africa do you have from your reading of any three prescribed texts? **(20 marks)**
- 4) Show how writers use pathos to foster understanding of their works using any three prescribed texts. **(20 marks)**