

Insert Personal Education Number (PEN) here.

Insert **only** pre-printed PEN label here.

STUDENT INSTRUCTIONS

1. Insert the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by

END OF EXAMINATION.

5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.

COMMUNICATIONS 12

JUNE 2000

COURSE CODE = COM

Insert **only** hand-printed PEN here.

Ministry use only.

Question 1:
1. .
(3)

Question 9:
9. .
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Question 2:
2. .
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Question 10:
10. .
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Question 3:
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Question 11:
11. .
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Question 4:
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Question 12:
12. .
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Question 5:
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Question 13:
13. .
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Question 6:
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Question 14:
14. .
(2)

Question 7:
7. .
(2)

Question 15:
15. .
(6)

Question 8:
8. .
(2)

Question 16:
16. .
(18)

COMMUNICATIONS 12

JUNE 2000

COURSE CODE = COM

GENERAL INSTRUCTIONS

1. Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
2. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
3. There is a number on the Response Form for each multiple-choice question in this examination booklet. When you answer each question, make sure that the number on the Response Form is the same as the number in this examination booklet.

For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.

4. Adequate writing space has been provided for average-sized writing. Do not attempt to determine the length of your answers by the amount of writing space available.
5. Ensure that you use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in your paper being awarded a zero.
6. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

COMMUNICATIONS 12 PROVINCIAL EXAMINATION

	Value	Suggested Time
1. This examination consists of six parts:		
PART A: Language Skills	19	15
PART B: Reading: Non-Fiction	11	15
PART C: Reading: Fiction (Poetry)	10	15
PART D: Reading: Fiction (Prose)	13	20
PART E: Formats	14	20
PART F: Composition	18	35
Total:	85 marks	120 minutes

2. The **Readings Booklet** contains the prose, poetry and format passages you will need to answer certain questions on this examination.

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PART A: LANGUAGE SKILLS

Value: 19 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read the passage below. In each case, select the answer which **best** completes each blank in the passage and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

Hairy Ordeal

I hate to admit that there are times when Mom is right. She often tells me that I should trust my own instincts 1 listen to my 2. Kevin had been trying to convince me that I should bleach my hair blond, but I 3 reluctant to do so. Finally, I gave in. “The process is really harmless,” he had assured 4 besides, you will get a 5 you for just a few dollars.” So I let him bleach my hair.

I stood horrified as I studied the results in the mirror. My once shiny, auburn hair stood out in dry, white clumps around my head. It had never occurred to me that my very pale skin would not suit very pale hair. The total 6 sickly and ghost-like.

“No problem,” said Kevin. “We will just 7 hair a nice, strawberry-blond colour.” I was completely unprepared for the next result. I have always loathed bright orange hair.

I refused to give Kevin a third chance. 8 several hours in the hair salon, I was close to looking like my old self. I was much poorer and still angry with Kevin, but able to 9.

My 10 never even said, “I told you so.” Can you believe it?

- | | |
|---|---|
| 1. A. rather then
B. rather than
C. ; rather then
D. ; rather than | 6. A. effect is
B. affect is
C. effect was
D. affect was |
| 2. A. freind’s advise
B. friend’s advise
C. freind’s advice
D. friend’s advice | 7. A. die your
B. dye your
C. die you’re
D. dye you’re |
| 3. A. was
B. am being
C. would be
D. have been | 8. A. After
B. Before
C. During
D. Because |
| 4. A. me and
B. me,” and
C. me, “and
D. me; “and | 9. A. laugh at me
B. laugh at myself
C. be laughing at me
D. be laughing at myself |
| 5. A. hole new
B. hole knew
C. whole new
D. whole knew | 10. A. mother
B. Mother
C. mother, she
D. Mother, she |

OVER

Organization and Planning

Written-response questions (9 marks)

INSTRUCTIONS: Combine the ideas contained in each group of short sentences below into **one** correctly structured sentence. You will be marked for the way you link the ideas together by changing the form of the words, using punctuation and using connecting words. Use standard English. Write in **ink**.

1. The helicopter dropped water.
It was a forestry helicopter.
The blaze was stubborn.
The blaze was near town.

(3 marks)

2. The young man was waiting for his interview.
He wiped his palms on his jacket.
His palms were clammy.
He tried not to bite his fingernails.

(3 marks)

3. My brother's wedding had a theme.
The theme was ecology.
The guests threw birdseed.
The seed was instead of confetti.

(3 marks)

PART B: READING: NON-FICTION

Value: 11 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read **Mustangs and Other Horses** on pages 1 and 2 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

11. Most ranchers believe the fate of a wild horse should be determined by
- A. its merit.
 - B. public opinion.
 - C. the forces of nature.
 - D. the Forestry Department.
12. The author's purpose in writing this article was to
- A. present both sides of an argument.
 - B. argue for the preservation of wild horses.
 - C. express criticism of the Cariboo ranchers.
 - D. discuss the need for better protection measures.
13. Most western ranch horses are descended from
- A. Paints.
 - B. Appaloosas.
 - C. Indian ponies.
 - D. Spanish-Barbs.
14. According to the article, wild horse control is an issue in the West because
- A. domestic animals are put on the open range.
 - B. ranchers underestimate the value of wild horses.
 - C. wild horses compete with moose and deer for food.
 - D. the Forestry Department tries to protect wild horses.
15. In preparation for winter, Forestry officials expect ranchers to
- A. attempt to corral wild horses.
 - B. ensure that all domestic stock are branded.
 - C. remove domestic stock from the open range.
 - D. provide feed for stock remaining on the range.

16. The author concludes that continued breeding between wild and domestic horses will
- A. ensure the existence of wild horses.
 - B. anger those wanting to protect wild horses.
 - C. cause the quality of domestic stock to improve.
 - D. seriously deplete the food available to other wild animals.

Mustangs and Other Horses
(pages 1 and 2 in the **Readings Booklet**)
Written-response questions (5 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

4. What constitutes a wild horse, according to those who

a) like them?

(1 mark)

b) dislike them?

(1 mark)

5. Besides size, what **two** aspects of appearance would identify an unbranded horse as being wild?
(2 marks)

a) _____

b) _____

6. What reason does the author give for the possible extinction of wild horses in the future?
(1 mark)

PART C: READING: FICTION (POETRY)

Value: 10 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read **Oranges** on page 3 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

17. The girl's house can be recognized by the
- A. trees in the yard.
 - B. yellow-painted siding.
 - C. used car lot across the street.
 - D. porch light that always burns.
18. The narrator offers the girl
- A. an orange.
 - B. a tiny bell.
 - C. money to buy candy.
 - D. the candy of her choice.
19. The narrator shows resourcefulness by
- A. noticing that the porch light is on.
 - B. explaining his problem to the saleslady.
 - C. showing the girl the chocolate in his pocket.
 - D. placing an orange on the counter along with his money.
20. The narrator compares the fog to
- A. old coats.
 - B. bare trees.
 - C. hissing cars.
 - D. cracking frost.
21. After leaving the drugstore, the narrator
- A. eats the chocolate.
 - B. holds the girl's hand.
 - C. unwraps the chocolate.
 - D. gives the girl an orange.

22. The poem is about

- A. a first date.
- B. a misunderstanding.
- C. an embarrassing mistake.
- D. an attempt to impress an adult.

Oranges

(page 3 in the **Readings Booklet**)

Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

7. a) In the drugstore, what is the purpose of the bell? **(1 mark)**

b) **Quote** the lines which indicate the saleslady understands the boy's problem. **(1 mark)**

8. a) For what distance does the narrator hold the girl's hand? **(1 mark)**

b) Why does he let go? **(1 mark)**

PART D: READING: FICTION (PROSE)

Value: 13 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read **A Private Talk with Holly** on pages 4 and 5 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

23. Holly and her father usually bet about
- A. who will catch the most fish.
 - B. who will catch the largest fish.
 - C. when they will catch the first fish.
 - D. where they will catch the first fish.
24. In communicating with Holly, her father understands that she
- A. talks when it suits her to do so.
 - B. has a tendency to argue with him.
 - C. has difficulty expressing her opinion.
 - D. avoids important issues while fishing.
25. Holly's father compares parenting to fishing in that both require
- A. skill.
 - B. time.
 - C. money.
 - D. patience.
26. Holly and her father move out of the inlet because the
- A. water is too deep.
 - B. fish are not biting.
 - C. motor sounds too loud.
 - D. stumps tangle their lines.
27. Holly's father likes her original education plan because she
- A. will be able to save money.
 - B. will finish in just three years.
 - C. can continue to fish with him.
 - D. can work while she goes to school.

28. Going to school year-round will be an advantage for Holly because she can
- A. save money.
 - B. get a better job.
 - C. finish in three years.
 - D. see less of her father.
29. In time, Holly will understand her father's
- A. sense of loss.
 - B. relief at her leaving.
 - C. inability to communicate.
 - D. worry about financing her education.

A Private Talk with Holly
(pages 4 and 5 in the **Readings Booklet**)
Written-response questions (6 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

9. Describe the place on the lake where Holly and her father like to start fishing. **(1 mark)**

10. List **two** of the steps which Holly and her father take in order to drift the bottom. **(2 marks)**

a) _____

b) _____

11. What **two** disadvantages does Holly associate with staying in school during the summer? **(2 marks)**

a) _____

b) _____

12. By returning the fish to the water, what understanding does Holly's father convey to her with regard to her plans? **(1 mark)**

PART E: FORMATS

Value: 14 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read **Alcohol and Boating Safety** on page 6 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

30. The *Alcohol and Boating Safety* pamphlet suggests that some people
- A. want police forces to do a better job of controlling drinking and boating.
 - B. think they are safer drinking and driving than they are drinking and boating.
 - C. fail to equate the dangers of drinking and driving with drinking and boating.
 - D. believe that Criminal Code penalties should not apply to drinking and boating.
31. The percentage of Canadian boaters who report consuming alcohol always or sometimes when boating is
- A. 32%.
 - B. 37%.
 - C. 40%.
 - D. 66%.
32. As stated in the pamphlet, a police officer who suspects someone of operating a vessel while under the influence may
- A. impose a fine.
 - B. impound the boat.
 - C. require a blood sample.
 - D. demand a breath sample.
33. According to the chart, the prison term for impaired driving causing bodily harm can be
- A. 0 to 5 years.
 - B. 90 days to 5 years.
 - C. a maximum of 10 years.
 - D. a maximum of 14 years.

Alcohol and Boating Safety
(page 6 in the **Readings Booklet**)
Written-response questions (4 marks)

INSTRUCTIONS: Answer the following questions in **complete and correct sentences**. Write in **ink**.

13. For what **two** reasons has the Canadian Coast Guard prepared this pamphlet? **(2 marks)**

a) _____

b) _____

14. According to the pamphlet,

a) for what reason does alcohol particularly affect one's balance while boating? **(1 mark)**

b) in what way does alcohol affect one's judgement? **(1 mark)**

Pre-writing

Written-response question (6 marks)

INSTRUCTIONS: Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only your finished work will be marked. Write your letter in **ink**.

15. Assume your name is **Shannon Smith**. You live at 39 Alder Street, Courtenay, BC. Your postal code is V4N 6B9. Use the following situation to write your business letter. **(6 marks)**

SITUATION



*Silver Hills
Golf and Country Club*

is now hiring for the summer.

Full and part-time positions are available in

- the Pro Shop
- greens maintenance
- food and beverage service

Apply in writing to

Helen Fenwick

13380 Silver Sage Drive, Kamloops, BC, V2G 2T7

**You may detach this page for convenient reference.
Exercise care when tearing along perforations.**

OVER

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PART E: Written-response question

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PART F: COMPOSITION

Value: 18 marks

Suggested Time: 35 minutes

INSTRUCTIONS: Using standard English, write a multi-paragraph composition of 200–250 words based on **one** of the following prompts.

If you write on more than one prompt, only the **first** will be marked.

Use the **Checklist and Pre-writing** page to plan your work. Write your final composition in the space marked **Finished Work (Composition)**. Only your finished work will be marked. Write your composition in **ink**.

16. Choose **one** of the following prompts.

(18 marks)

PROMPT A

Finding the right job can be very challenging.

OR

PROMPT B

The weather forecaster had promised that it would not rain!

Checklist

BEFORE you write, remember to

- think of ideas on the topic
- support your ideas with examples
- organize your ideas into paragraphs.

AFTER you write, remember to

- reread your composition
 - check spelling
 - check punctuation
 - check word-choice
 - check that the sentences are complete.
-

Pre-writing
(this will not be marked)

PART F: COMPOSITION

	SUBTOTAL

COMMUNICATIONS 12

READINGS BOOKLET

JUNE 2000

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PART B: READING: NON-FICTION

INSTRUCTIONS: Read the following selection and answer the questions on pages 4 to 6 in the examination booklet.

Adapted from **Mustangs and Other Horses**

by Paul St. Pierre

- 1 ALEXIS CREEK—The fickle eye of public interest has, in recent years, focused briefly on the Cariboo wild horses. Wild horses have attracted the attention of ranchers for generations, but the interest of the general public in such matters is always briefer—although it may be, for a short time, far more intense.
- 2 The majority view of the ranchers seems clear. They want wild horses tamed, trapped, and sold, or shot, according to merit. They do not want them on their ranges. They say that they are runts which kidnap mares from domestic¹ herds and take them away into the mountains. They say that wild horses breed down the domestic stock. They say that the life of a wild horse is nasty, brutish, and short—and the shorter the better.
- 3 Those who love the wild horse bands say there is something splendid about anything wild and free. Should we wipe out the last of the wild horse bands, they say, we will regret it, even as we would regret the extinction of moose, deer or any other wild creature.
- 4 Having had the good fortune to watch a wild band stampeding across a lonely mountain meadow with their broomtails streaming in the wind of their passage, I have been able to develop a sympathy for both points of view. Hence the following observations, which prove nothing.
- 5 Much of the argument as to what constitutes a wild horse is spurious². Those who like them maintain that they are the original mustangs which flooded the western plains of North America after the Spaniards introduced the horse to this continent in the seventeenth century. Those who dislike them say that the Cariboo herds are simply domestic stock, run wild. It may be argued that both are correct.
- 6 The word mustang is from the old Spanish word *mestana*, which means a domestic animal that has escaped the control of its original owner. In Mexico, the words *mestano* and *mestana* were applied to the stallions and mares that went wild. In later years, Mexican ranchers substituted the name *marron* for wild stock, but in the United States the name mustang stuck. The modern domestic horse that runs wild is repeating the pattern of the Mexican ranch stock. Whether the name mustang applies is an academic argument.
- 7 As to type, most western ranch horses are descended from the Spanish-Barb stocks. Many types developed. Some, such as the Appaloosa and the Paint, have been standardized for registration during this century, after having long been lumped together under general names such as Indian pony or cayuse.

¹domestic: *tamed animals, not wild*

²spurious: *false; not authentic; inaccurate*

OVER

- 8 In the Cariboo, the name “wild horse” may occasionally be applied to domestic stock that has been left on the range after the closure date in late fall or winter. Usually it is applied to bands of horses that have run uncontrolled for years and have bred generations of unbranded animals. They are of all colours and shapes, but successive generations become smaller and may tend to become dark of colour with the so-called wild stripe on the backbone. The rule of thumb in distinguishing wild horses is their immense growth of mane and tail, the hair of the latter sweeping the grass as they walk. Hence the name broomtail.
- 9 Only in the narrowing area of the West that is given over to open-range ranching does the question of wild horse control exist, with the exception of a few isolated groups such as the wild ponies of Sable Island. However, in the Cariboo, the division between wild and tame horses becomes almost indistinguishable. On most ranges, the grazing division of the Forestry Department insists that domestic stock be brought off the open range in winter. In some areas, those remaining on the range may be killed, despite the fact that they are branded.
- 10 Wild horse herds develop during cycles of moderate weather. In the late 1940s, ranchers say that a band of at least five hundred roamed the region of Sugar Loaf Mountain near Anahim Lake. The desperate winters of 1949 and 1950 are believed to have eliminated them all. Those who are opposed to the protecting of wild horses say that it is an exercise in cruelty. They claim that in the BC mountains all such bands face a cruelly slow death by starvation when one of our severe winters locks up their feed areas in the remote mountain valleys.
- 11 Over the years, the wild-horse herds have been thinned by men as well as by winters. Hunting is always done in winter. Some herds are driven into crudely built corrals with long wings. Once trapped there, animals of good conformation may be chosen for domestication.
- 12 No matter what the activity of the hunters or protectionist societies, it seems safe to predict that wild horse bands will exist for many years in BC. They are continually being replenished³ from domestic stock.
- 13 However, as the fences advance and our wilderness shrinks, we may encounter a day when they will no longer exist. Whether this will be a better and kinder thing is still open to debate.

³ replenished: *provided with a new supply*

PART C: READING: FICTION (POETRY)

INSTRUCTIONS: Read the following poem and answer the questions on pages 7 and 8 in the examination booklet.

Oranges

by Gary Soto

	The first time I walked With a girl, I was twelve, Cold, and weighted down With two oranges in my jacket.		A nickel in my pocket. And when she lifted a chocolate That cost a dime, I didn't say anything.
5	December. Frost cracking Beneath my steps, my breath Before me, then gone, As I walked toward	35	I took the nickel from My pocket, then an orange, And set them quietly on The counter. When I looked up,
10	Her house, the one whose Porch light burned yellow Night and day, in any weather. A dog barked at me, until	40	The lady's eyes met mine, And held them, knowing Very well what it was all About.
15	She came out pulling At her gloves, face bright With rouge. I smiled, Touched her shoulder, and led	45	Outside, A few cars hissing past Fog hanging like old Coats between the trees.
20	Her down the street, across A used car lot and a line Of newly planted trees, Until we were breathing	50	I took my girl's hand In mine for two blocks, Then released it to let Her unwrap the chocolate.
25	Before a drugstore. We Entered, the tiny bell Bringing a saleslady Down a narrow aisle of goods.	55	I peeled my orange That was so bright against The gray of December That, from some distance,
30	I turned to the candies Tiered like bleachers, And asked what she wanted — Light in her eyes, a smile Starting at the corners Of her mouth. I fingered		Someone might have thought I was making a fire in my hands.

PART D: READING: FICTION (PROSE)

INSTRUCTIONS: Read the following selection and answer the questions on pages 9 to 11 in the examination booklet.

Adapted from **A Private Talk with Holly**

by Henry Gregor Felsen

- 1 It was a summertime Saturday morning, and I was up before dawn to go fishing. I tiptoed out of the house so I wouldn't disturb anyone, but when I reached my car, someone was already up and waiting for me—my seventeen-year-old daughter, Holly. She was dressed in jeans, a blue denim shirt, and a khaki fishing vest, and she was checking out her tackle box. I knew that she had something important on her mind.
- 2 Holly first became my fishing buddy when she was about six years old. For years, I couldn't go fishing without taking her along, but when she reached her teens, she began to develop other interests. After a while, the only time she'd go with me was when she needed to have a private talk; the most private place we had was our little boat on a remote lake at dawn.
- 3 We reached the lake, near West Des Moines, Iowa, before the sun was up, unloaded our boat, and slid it into the water. Holly took her usual place in the bow while I pushed off. I switched on the electric motor, and it propelled us quietly across the calm water. The night mist was just beginning to lift, slowly unveiling the pines and birches that lined the shore. A beaver, irritated by our intrusion, slapped the water with his strong, broad tail to show his displeasure.
- 4 "The usual starting place?" Holly asked.
- 5 "The usual."
- 6 I steered the boat to a quiet inlet dotted with tree stumps and came to a stop. Bass country.
- 7 "The usual bet?" Holly asked. She smiled, but her dark-brown eyes were serious, almost sad.
- 8 "The usual," I said. That was a dollar for the first fish and a dollar for the largest.
- 9 Silently, with studied care, she attached a plug to her line. Then, with a delicate but sure hand, she cast the plug alongside one of the stumps and began a slow retrieve, twitching the plug along to put it in lifelike motion. I picked out two stumps set fairly close together and cast an imitation minnow between them.
- 10 We fished around the stumps for several minutes without getting a bite. I couldn't help wondering what was on Holly's mind, but I knew she would talk to me when *she* was ready—it would only hurt to try to hurry her. At times, being a parent demands as much patience as does fishing.
- 11 "Let's try drifting the bottom," my daughter said. "I have a feeling they're swimming very deep this morning."
- 12 I steered the boat out into open water, and we rigged our lures to run deep. I switched off the motor and let the boat drift very slowly, our lines trailing behind us. Now the sun was rising, and the lake and woods were bathed in the pure, clear light of dawn. Holly put on an old, battered fishing hat to shade her eyes. I looked around. There were no other boats on the lake. It was as though we were the only human beings on earth.
- 13 "Dad..."
- 14 I knew from her tone that the moment had come. "Yes?"

- 15 “You know my plans for college—to go to junior college in town this fall, then transfer after two years to the state university...”
- 16 “They’re good plans,” I said. “Among other benefits, we’ll be able to do this for another two years.”
- 17 She looked away, and I looked at the long, brown hair that curled out from under the old fishing hat. She looked so little—fragile. Two short years, and she would be gone.
- 18 “Dad, would you be mad if I changed my plans?”
- 19 My throat seemed to close. My words had to be forced out. “Don’t tell me you don’t want to go to college...”
- 20 “I do, Dad. It’s just...well, I don’t want you to think I’m unhappy at home or anything, but I want to go away to the university this fall.”
- 21 “Well,” I said, grasping at straws, “I suppose we’d still have our summers to do a little fishing.”
- 22 She turned to look at me. “I wouldn’t be home in the summer. I’d like to stay in school all year long and finish in three years. That way, I’ll have my education and be ready for a job a year earlier.”
- 23 And that was it. All of a sudden, good-bye forever to my big little girl. My feelings must have shown in my face, because she gave me an out. “It’s up to you, Dad. I know it will cost more, and I’ll be away most of the time. If you don’t want me to go, I’ll stay here.”
- 24 Before I could answer, the fishing rod jerked almost out of my hands as the tip plunged into the water. I could tell by the strength of the pull that I had a big one hooked. Holly forgot everything in the excitement of pulling in the big fish. She grabbed the net and dipped it into the water so she could get it under him when he neared the boat. Slowly, with the line taut almost to the breaking point, I worked the fish in. Holly netted him and used both hands to hoist him into the boat. What we had was the most beautiful bass I’d ever tangled with.
- 25 “Oh, Dad,” Holly said, “this is one you have to take home and have mounted for your study wall. It’s the biggest bass I’ve ever seen!”
- 26 Her words sank in, and I took a long, hard look at the bass, considering. Finally, I unhooked him carefully, lifted him, and, as Holly stared in disbelief, put him gently back into the lake. In an instant, he was gone.
- 27 “Honey,” I said, “I’ve always dreamed of having a fish like that mounted on my wall, where I could look at him whenever I wanted to. But a fish on a wall is a lifeless thing, no matter how much you prize it. That fish was so full of life and fought so hard for his freedom that I had to let him go back where he belonged, to live his own life.”
- 28 Our lines went back into the water again, and we resumed our drifting and fishing. Holly’s back was toward me. “Thanks, Dad,” she said, without turning around. “I knew you’d understand.”
- 29 But she didn’t know. And she couldn’t know. And she won’t know until some day in the future, when her own child—with or without a word of warning—turns a back on home and walks out into the grown-up world forever.

OVER

PART E: FORMATS

INSTRUCTIONS: Read the following selection and answer the questions on pages 12 and 13 in the examination booklet.

ALCOHOL & BOATING SAFETY

Why is it that people who wouldn't dream of driving their cars after drinking often don't show the same good sense when it comes to boating and alcohol?

The fact is that it is every bit as hazardous and just as illegal to mix alcohol and boating as it is to drink and drive.

This pamphlet has been prepared by the Canadian Coast Guard to alert you to the dangers of drinking and boating, and the legal implications for such activity under the *Criminal Code of Canada*.

How Big a Problem Is Boating and Alcohol?

- more than 40% of recreational boating fatalities in Canada are alcohol related.
- 37% of Canadian boaters say they consume alcohol every time they go boating, while 66% report consuming alcohol "always/sometimes" when boating.

- only 32% of Canadians believe the operator of a vessel should not consume alcohol.

Who Enforces Alcohol Laws on the Water?

Local, provincial and federal police forces are responsible for enforcing the *Criminal Code* on the water. If a police officer suspects that you are operating a vessel while under the influence of alcohol, he or she has the authority to demand a breath sample and lay charges if appropriate.

What Does the Law Say?

The *Criminal Code of Canada* states that it is an offence for a person to operate a vessel when the ability to do so is impaired by alcohol or while the alcohol concentration in the bloodstream is more than 80 milligrams per 100 millilitres of blood.

The *Criminal Code of Canada* also states that you can be charged for driving while impaired, even at levels below 80 mg per 100 millilitres.

What Are the Penalties?

Summary of Drinking and Driving Offences and Penalties under the Criminal Code

Offences		Penalties		
		Prohibition from Driving	Fines	Imprisonment
Impaired Driving BAC Over .08	First Offence	3 months to 3 years	\$300 to unlimited	0 to 5 years
Refusing a Breath Sample	Second Offence	6 months to 3 years	\$300 to unlimited	14 days to 5 years
Refusing a Blood Sample	Third Offence	1 year to 3 years	\$300 to unlimited	90 days to 5 years
Impaired Driving Causing Bodily Harm		Maximum 10 years	Unlimited	Maximum 10 Years
Impaired Driving Causing Death		Maximum 10 years	Unlimited	Maximum 14 years

The Effects of Alcohol on Your Body

1. Alcohol affects your **balance**, which is more unstable to begin with when boating, since you are on a moving platform.
2. Alcohol affects your **judgement**. By reducing your inhibitions, alcohol causes normally cautious people to take more risks.
3. Alcohol affects your **reaction times**. Peripheral vision, focus, and depth perception all suffer when you are impaired.

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