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COLUMBIA

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MINISTRY USE ONLY

Communications 12

JUNE 2003

Course Code = COM

### Student Instructions

1. Place 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.

Question 1:  
1.  .   
(3)

Question 9:  
9.  .   
(1)

Question 2:  
2.  .   
(3)

Question 10:  
10.  .   
(2)

Question 3:  
3.  .   
(3)

Question 11:  
11.  .   
(2)

Question 4:  
4.  .   
(1)

Question 12:  
12.  .   
(1)

Question 5:  
5.  .   
(2)

Question 13:  
13.  .   
(2)

Question 6:  
6.  .   
(2)

Question 14:  
14.  .   
(2)

Question 7:  
7.  .   
(2)

Question 15:  
15.  .   
(6)

Question 8:  
8.  .   
(2)

Question 16:  
16.   
(12)

## **Communications 12**

**JUNE 2003**

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. You may not need to use all the allotted space for your answers.
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

	<b>Value</b>	<b>Suggested Time</b>
1. This examination consists of <b>six</b> 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)	12	20
PART E: Formats	14	20
PART F: Composition	24	35
	<b>Total:</b>	
	<b>90 marks</b>	<b>120 minutes</b>
2. The <b>Readings Booklet</b> 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.

### The Warning

I had a strange dream last night. I dreamt that I 1 my final exams without a pen or pencil. I kept trying to use my fingers, but 2 write no matter how hard I shook them.

“What’s the 3 teacher asked.

“My fingers 4 the answers,” I complained.

“That’s right,” she 5 you are misinformed. The answers 6 head, not your hand!”

I woke up and remembered what my dream teacher 7. 8 the dream must have been a warning, I decided to change my behaviour. I took the warning to heart and began 9 for my exams than I had planned to. I wanted to review my knowledge, to improve my skills, and 10 this final exam!

Just to be sure, though, I also brought an extra pen to the exam!

1. A. am writing  
B. am writting  
C. was writing  
D. was writting

6. A. are in your  
B. our in your  
C. are in you’re  
D. our in you’re

2. A. it would’nt  
B. it wouldn’t  
C. they would’nt  
D. they wouldn’t

7. A. taught me  
B. learned me  
C. had taught me  
D. had learned me

3. A. problem’? my  
B. problem’? My  
C. problem?’ my  
D. problem?’ My

8. A. Since  
B. Although  
C. In spite of  
D. Being as how

4. A. dont now  
B. don’t now  
C. dont know  
D. don’t know

9. A. to study more thorough  
B. studing more thorough  
C. to study more thoroughly  
D. studing more thoroughly

5. A. replied, because  
B. replied, “because  
C. replied. Because  
D. replied. “Because

10. A. past  
B. to pass  
C. be past  
D. passing

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 using punctuation, by using connecting words and by changing the form of words, as necessary (tense, part of speech, etc.). Use standard English. Write in **ink**.

1. Tom bought a new computer.  
The computer was powerful.  
The computer was for playing games.  
The games were complicated.

**(3 marks)**

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2. James wanted to buy a dog.  
The dog should be large.  
The dog should have a gentle nature.  
He wanted a Golden Labrador.

**(3 marks)**

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3. Skiers are athletic.  
They are technically skilled.  
They must practise many hours.  
They wish to perfect their sport.

**(3 marks)**

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**PART B: READING: NON-FICTION**

**Value: 11 marks**

**Suggested Time: 15 minutes**

**INSTRUCTIONS:** Read **But Can She Sing and Dance?** 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. What type of insect is Rose?
- A. a spider
  - B. a ladybug
  - C. a scorpion
  - D. a millipede
12. Jim Lovisek knows it's time to leave Rose alone when she
- A. lies on her back.
  - B. crawls across his chest.
  - C. becomes nervous and bites him.
  - D. stops in her tracks and lifts her front legs.
13. What is the job of a bug wrangler?
- A. to promote insects
  - B. to work with insects
  - C. to make commercials
  - D. to protect the environment
14. Lovisek found his celebrity ladybug
- A. in Toronto.
  - B. in his house.
  - C. in a gravel pit.
  - D. at his facility in Vaughan.
15. A housefly was used in an advertisement for
- A. a detergent.
  - B. Telus Mobility.
  - C. Cineplex Odeon.
  - D. Clearnet Communications.

16. The article suggests that Lovisek is able to use insects for commercials because he
- A. anesthetizes them.
  - B. uses rubber insects.
  - C. likes to handle the insects.
  - D. can sense the insects' behaviour.

**But Can She Sing and Dance?**  
(pages 1 and 2 in the **Readings Booklet**)  
**Written-response questions (5 marks)**

**INSTRUCTIONS:** Answer questions 4 to 6. Complete sentences are **not** required. Write in **ink**.

4. How did Lovisek get a ladybug to climb up a birthday candle? **(1 mark)**

---

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5. Explain why Lovisek

- a) puts insects through an audition. **(1 mark)**

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---

- b) is considered an environmentalist. **(1 mark)**

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6. Provide two pieces of evidence that indicate the popularity of Telus advertisements. **(2 marks)**

a) \_\_\_\_\_

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b) \_\_\_\_\_

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**PART C: READING: FICTION (POETRY)**

**Value: 10 marks**

**Suggested Time: 15 minutes**

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

17. Most of the photos the speaker mentions are of
- A. her sister.
  - B. her father.
  - C. her father's car.
  - D. herself as a child.
18. The speaker believes that as a child she was
- A. shy.
  - B. musical.
  - C. curious and eager.
  - D. unhappy and dissatisfied.
19. In line 10, the phrase "those mottled flags" refers to
- A. fists.
  - B. ropes.
  - C. leaves.
  - D. cocoons.
20. Line 16, "their ankles held tight in their fathers' hands," suggests that the children
- A. would fall.
  - B. were kept safe.
  - C. had weak ankles.
  - D. were afraid of heights.
21. The speaker imagines that children are watched by
- A. trees.
  - B. birds.
  - C. caterpillars.
  - D. their fathers.

22. In lines 19 to 21, the speaker states that while she was on her father's shoulders, he
- A. danced.
  - B. staggered.
  - C. was her whole world.
  - D. stepped from side to side.

**Shoulders**

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

**Written-response questions (4 marks)**

**INSTRUCTIONS:** Answer questions 7 and 8. Complete sentences are **not** required. Write in **ink**.

7. **Quote** an example from lines 7 to 14 that indicates that the speaker recalls **(2 marks)**

a) being small.

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---

b) gaining knowledge of nature.

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8. From lines 22 to 28, give two examples of how the speaker compares the tree to a person. **(2 marks)**

a) \_\_\_\_\_

---

b) \_\_\_\_\_

---

**PART D: READING: FICTION (PROSE)**

**Value: 12 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **Fishing with John** on pages 4 to 6 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

23. *MoreKelp* is the name of
- A. the motor brand.
  - B. John's fishing boat.
  - C. weed-covered rocks.
  - D. an unusual tide action.
24. The narrator knew that John was fishing dangerously because of
- A. the look on John's face.
  - B. the wildness of the surf.
  - C. the heavier note of the engine.
  - D. John's having only one hand on the wheel.
25. On their most recent trip, John and the narrator took their fish to
- A. Namu.
  - B. Pearl Rocks.
  - C. Calvert Island.
  - D. Campbell Avenue.
26. John and the narrator's purpose in fishing was for
- A. recreation.
  - B. excitement.
  - C. acquiring food.
  - D. earning money.
27. In paragraph 13, the narrator envied the red-haired woman because the woman was
- A. fishing with her son.
  - B. handsome and young.
  - C. co-owner of a larger boat.
  - D. not afraid to climb ladders.

28. This story reflects primarily to a time when, as a fisher, the narrator was
- A. already an expert.
  - B. largely uninterested.
  - C. basically a beginner.
  - D. completely unknowledgeable.

**Fishing with John**

(pages 4 to 6 in the **Readings Booklet**)

**Written-response questions (6 marks)**

**INSTRUCTIONS:** Answer questions 9 to 12. Complete sentences are **not** required. Write in **ink**.

9. From paragraph 4, **quote** a phrase that shows that John was **not** afraid. **(1 mark)**

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10. According to paragraph 6, what are two conditions that were required for John to make the manoeuvre that resulted in his catching the second batch of fish? **(2 marks)**

a) \_\_\_\_\_

---

b) \_\_\_\_\_

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11. According to paragraph 6, John took several steps in order to catch the biggest fish called springs.

a) Identify one of these steps.

(1 mark)

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b) Explain why John took this step.

(1 mark)

---

---

12. According to the story, state **one** truth about life in general that the narrator learned. (1 mark)

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## PART E: FORMATS

Value: 14 marks

Suggested Time: 20 minutes

**INSTRUCTIONS:** Read **Welcome to Cape Spear National Historic Site, Newfoundland** on page 7 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

29. The Cantwell family is known for having
- A. welcomed visitors.
  - B. built the gun batteries.
  - C. saved hikers from falling.
  - D. directed ships to safe passage.
30. When visiting Cape Spear in December, you probably will **not** see the
- A. icebergs.
  - B. gift shop.
  - C. lighthouse.
  - D. Visitor Centre.
31. Fees collected by Parks Canada are used for all of the following **except**
- A. paying the staff.
  - B. enhancing exhibits.
  - C. improving facilities.
  - D. supporting interpretation programs.
32. “Authenticity” in the last sentence of the passage means
- A. artifacts.
  - B. accounts.
  - C. accuracy.
  - D. achievement.

**Welcome to Cape Spear National Historic Site, Newfoundland**

(page 7 in the **Readings Booklet**)

**Written-response questions (4 marks)**

**INSTRUCTIONS:** Answer questions 13 and 14. Complete sentences are **not** required. Write in **ink**.

13. Give two reasons why walking along the coastline could be hazardous. **(2 marks)**

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

14. Identify two standards that Parks Canada is dedicated to. **(2 marks)**

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

## **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 **Jessie Miller**. Your address is P.O. Box 531, Valemount, BC. Your postal code is V0E 2Z0. Use the following situation to write your business letter.

**(6 marks)**

**SITUATION**



Write a letter of complaint to

Joey Mandell, President  
Grad Memories, Inc.  
317 West Broadway  
Vancouver, BC  
V3X 1Y2

indicating that they have misspelled your name on your grad jacket.

Suggest a fair solution and ask for a reply.

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

**OVER**

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**PART F: COMPOSITION**

**Value: 24 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.

**(24 marks)**

a)

**PROMPT A**

Telemarketing should be stopped. Agree or disagree.

**OR**

b)

**PROMPT B**

It had the most incredible flavour.

## Checklist

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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

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# **COMMUNICATIONS 12**

## **READINGS BOOKLET**

**JUNE 2003**

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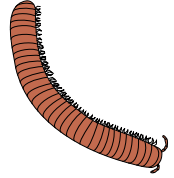
**PART B: READING: NON-FICTION**

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 4 and 5 in the examination booklet.



**But Can She Sing and Dance?**

*by Marissa Nelson*  
(adapted)

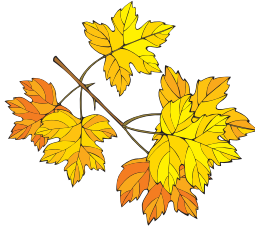


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**PART C: READING: FICTION (POETRY)**

**INSTRUCTIONS:** Read the following poem and answer the questions on pages 6 and 7 in the examination booklet.



**Shoulders**  
*by Aislinn Hunter*



My father must have carried me on his shoulders,  
although I don't remember. There are so many photos  
of my sister in his arms or slung over his shoulder  
and one in his red convertible when she was two or three  
5 and he'd set her in the passenger seat. Autumn in Sudbury,  
a few yellow leaves scattered over the upholstery.

I have my own memory of leaves that must have come  
from a good height, how else could I have reached them?  
Tugging and twisting at the stems, pulling by the fistful  
10 those mottled flags, ruby-brown spans twice the width  
of my hand. Where did I learn the names of trees,  
who showed me the cocoons of caterpillars, let me touch  
those white gauzy strands, luminescent tightropes  
strung between fingers?

15 This is how I imagine children are shown the world,  
their ankles held tight in their fathers' hands  
as they lean and lean forward, reach out between branches,  
the canopy of leaves swirling above and the small  
dark eyes of birds, watching. The whole world in that space,  
20 in the way I imagine my father carrying me on his shoulders,  
stepping left then right as if dancing.

Why is it I only look up in recollections, at hands and sky  
instead of feet? I remember the brown elbows of branches  
mid-waltz above me, the spin and whirl as I turned,  
25 sunlight in oblong patterns. A snapshot. I remember  
that childhood as if from a great height, the smell of moss  
and dust, a thatched nest in the crooked neck of the tree,  
the ground coming up to greet me years before I was ready.

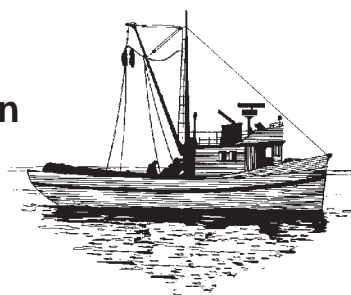
## PART D: READING: FICTION (PROSE)

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 8 to 11 in the examination booklet.

### Fishing with John

by Edith Iglauer

(adapted)



- 1 The next morning, we were up at six and fishing back and forth between Pearl and Watch Rocks in wild surf, with many gulls following our boat. The fishing was wonderful; John caught four huge springs while I sat on the deck beside the fish box and watched. We were coming once again south-southwest, around behind the breakers at Pearl Rocks. The sun was high in the sky, and its rays shone straight down into the water.
- 2 Something felt different. The *MoreKelp* was surging forward, and the rumbling of the Gardner engine took on a heavier note. We're going too fast, I thought — much too fast for trolling. I leaned over the side to see why. Jagged peaks in the water below us were so clear that I gasped. Just then, the Gardner seemed to die; my heart stopped. Terrified by the stillness, I looked up just in time to see all the fishing lines drop straight down into the tide boiling over the rock piles into which we were heading. What was wrong with the Gardner? Why had it stopped in this awful place? I stared at John. His face had that intensity that it got whenever he was fishing dangerously. He had one hand on the wheel while he looked over the side at his lines. The amazing thing, I thought, was: we are going to pile up on the rocks, and John doesn't seem to care. He straightened up again, looking — it was hard to believe — blissfully happy.
- 3 The quiet — so very quiet — lasted an eternity. The boat swayed, pushed by the swirling currents, and I thought: Here we go!
- 4 Was that sound the Gardner speeding up? Yes! I could hear the engine's rumble over the roar of the surf. I was standing up now, clasping the chain rail, staring at the breaker, expecting to crash. I looked around at John. He was grinning as he made a slow turn to starboard, into quieter water. I looked up at the port pole tip; its spring was moving violently. We must have caught a fish. He shouted, "Did that scare you? Hold tight. We're going to do it again!" And he did; and once again after that. Each time, the sound of the Gardner was reduced to a whisper. Each time, I found it hard to breathe until I heard it start to grumble again.
- 5 "That's it. The tide has changed again," he said finally. We continued north along the west coast of Calvert Island while, for the second time that morning, he was washing gorgeous huge springs that he had caught. I sat down on the edge of the fish box and said, "Please. Please explain to me what you were doing, so I don't die of fright the next time the engine nearly stops in the middle of fishing so close to rocks. I thought we were in real trouble."

- 6 “I can only make this manoeuvre if the tide is right, on the flood for Pearl Rocks, when the sun is shining right down into the water and I can see those horrible peaks clearly,” he said and laughed. “It’s hair-raising all right, but I catch my biggest springs when the tide eddies behind the rocks like that. What I did: I turned and headed for two landmark peaks with the sounder showing 12 fathoms<sup>1</sup>, and I kept opening up and opening up the poor old Gardner until we were going six knots<sup>2</sup>, putting on the speed to keep the gear up,” he explained. “Then I suddenly throttled the engine down to dead slow so the gear could go straight to the bottom and hang behind the rock, where the fish were lying in the eddy. From their point of vision, the lines are surging forward like living food, and the springs start up and follow the lures and strike at them. It’s a way of getting lines down into holes and crevasses, and a wonderful trick, as long as the motor is dependable. Otherwise, you’re on the rocks, and the gear is tangled and full of junk.” He leaned over and patted my hand, which was gripping the guy wires. “You have to know what you’re doing,” he said. “So far, the Gardner has been good to me.”
- 7 We arrived at Namu at 10:30 a.m. to sell the fish we had caught. We were the second-to-last boat in. John said to me, “I have to stay here to move the boat, in case our turn comes. Will you run the mail up to the main office while we’re waiting here? One of the pilots from the small airline that services Namu will be coming in on his regular schedule and can take it with him.”
- 8 “How do I get up there?” I asked nervously. But I knew the answer. I had already counted the rungs on that ghastly ladder between me and the top of the dock. There were eight.
- 9 I can still recite the list of B.C. dock ladders that scared me out of my mind. The worst one, which plagued me all our life together, was below the ice chute at the Campbell Avenue fish dock in Vancouver.
- 10 The first time we went to the Campbell Avenue dock together, after we had finished selling our fish, John wanted to take me out for dinner to his favourite restaurant. I stood on the deck of the *MoreKelp* facing the black oily pilings, looked up the 30 or 40 feet — it might as well have been 100 — of ladder swinging from the overhanging ledge of the dock above, looked down at the garbage floating in the water below and said to John, “No. You go out to dinner and tell me about it. Or bring me some.”
- 11 “Nonsense!” John said, disappearing into the pilothouse and coming back with a coil of heavy rope in his hand. He tied one end around me under my arms. Then he ran up the ladder, paying out rope along the way. At the top, he stood on the pier, holding his end, and instructed me to start climbing. “I’m right here holding on to you,” he called down. “Nothing can happen to you, with me at the other end.” I felt like a dog on a leash, but up I went. When we returned home that night, he tied my leash around me again, stood at the top, helped me get on the ladder over the terrible edge and slowly paid out the rope as I descended, so that if I fell, as I told him later, we would both go into the water.
- 12 At the Namu dock, John ran me up the ladder on my leash, and I delivered our mail. I stopped on my way back at the company store to buy some groceries: a weary head of lettuce, two bananas, eggs and milk.

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<sup>1</sup> a fathom: *a measurement of depth*

<sup>2</sup> a knot: *a measurement of speed*

13 As I came out on the dock, a handsome young woman with red hair in braids wrapped around her head ran up the ladder — how I envied her! — and stepped out on the top of the dock not far from me. Her husband was standing below beside their open hatch, whose huge cover was laid back on the deck, guiding the pails that swung down on the winch into his hold, where a young boy was loading them up with fish. She ran over to the sorting table as the fish were brought up and dumped there from the pails and then followed them to the weighing platform, making notations on a small pad she was carrying. I was impressed. I thought: If I am going to be of any use to John, I had better do this too. John, in his oilskin rain gear — waterproof overalls, coat and hip boots — was busy down in the hold throwing out the fish blankets on the deck. “If she can climb up to this dock, I can go down from it,” I muttered. With my heart beating right up in my throat, I moved slowly down the ladder, without my leash, my grocery bag swinging from my arm. Hand over hand, gripping the wire sides of the ladder so tightly that my knuckles were white, I descended, feet groping from space to space, until they set down, as if they were independent of my head, on the solid planking of the float beside our boats. I climbed into our boat, dropped my groceries into the sink and ran over to the open hatch. “I’m going to watch over your fish,” I yelled down to John. I climbed up the ladder and learned something about myself: If I absolutely had to go up or down a ladder without John and the rope, I could!

## PART E: FORMATS

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

### Welcome to Cape Spear National Historic Site, Newfoundland

(adapted)



Welcome to Cape Spear National Historic Site, the most easterly point of land in North America.

From this spectacular location, the lighthouse has guided the way for mariners entering and leaving St. John's Harbour for over 150 years. Here, the lightkeeper's duties have passed on from one generation to another through the Cantwell family.

Parks Canada invites visitors to stroll the walkways and explore the landscape here at the eastern edge of the New World.

#### **There's Plenty to See Here. Spend an Hour or Spend a Whole Day...**

- View the lighthouse exhibits at the Visitor Centre
- Drop by the Visitor Centre gift shop
- Tour the lighthouse and learn about a lightkeeper's life in the 1840s
- Walk to the most easterly point in North America
- Discover the history of the lighthouse at the Visitor Centre
- Hike the Cape Spear to Maddox Cove scenic trail
- Explore the gun batteries and bunkers

#### **During the Summer Season**

- Watch for icebergs (present only during this season)
- Admire whales and seabirds
- Enjoy seeing the wildflowers
- Inquire about special on-site programs and events

#### **A Few Things You Should Know**

- The site is open year round.
- Unpredictable topography makes this coastline extremely dangerous. People have been swept from the rocks by sudden large waves, or have slipped off the treacherous cliffs. Once in the icy North Atlantic, there is little chance of survival.
- Picnic facilities are available on the site.
- Please don't pick any plants within the site's boundaries.
- Fees collected by Parks Canada at national historic sites are used to improve facilities as well as to enhance exhibits, interpretation programs and service to the public.

#### **A Few Words about Parks Canada**

Parks Canada is dedicated to preserving National Parks and National Historic Sites as living symbols of our cultural and environmental heritage. As such, these parks and sites reflect the highest standards of environmental quality and historical authenticity.



## **ACKNOWLEDGEMENTS**

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