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BRITISH
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Communications 12

JUNE 2004

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							
0	1	2	3				NR
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Question 2							
0	1	2	3				NR
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Question 3							
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Question 4							
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Question 5 (Option)							
A	B						
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Marker 1							
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Marker 2							
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Communications 12

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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	8	15
PART C: Reading: Fiction (Poetry)	8	15
PART D: Reading: Fiction (Prose)	10	20
PART E: Formats	18	20
PART F: Composition	24	35
Total:	87 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.

Buying a Car

Most young women and men want a car that is affordable and fun. Now is a good time to be looking for a car because 1 market. 2 many different models and brands to choose from. You will want a car that is not only attractive in appearance 3 strong in structure. In addition, a vehicle with at least 160 horsepower is desirable, and can be 4 from among a number of well-known brand names. Realize that power alone 5, should not be the basis of choice. Take into consideration whether or not the manufacturer 6 rebates for high school graduates. Consider, too, all the zero-percent financing and low-rate lease deals that 7 to you. Jeremy Gagnier of the British Columbia Automobile Association warns, "Both the rich and the poor consumer want to find the best price for 8. In the end, even though price is an important factor in the purchase of an automobile 9 only the car that fills your heart with delight. Even an 10 wants a vehicle that is enjoyable to own. Don't settle for the first affordable car you see. Shop around until you find the best one for you.

1. A. its a buyers'
B. its a buyer's
C. it's a buyers
D. it's a buyers'
2. A. They're
B. Their is
C. There is
D. There are
3. A. , plus
B. , also
C. but also
D. and also
4. A. chosen easy
B. choosen easy
C. chosen easily
D. choosen easily
5. A. , however
B. ; however
C. , for example
D. ; for example
6. A. offer
B. offers
C. offer back
D. offers back
7. A. are available
B. are availiable
C. were available
D. were availiable
8. A. himself".
B. himself."
C. themselves".
D. themselves."
9. A. , except
B. , accept
C. . Except
D. . Accept
10. A. english prince
B. english Prince
C. English prince
D. English Prince

OVER

Organization and Planning

PART A: LANGUAGE SKILLS

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. The trail was steep.
The trail was rocky.
The trail led to the view.
The view was spectacular.

(3 marks)

- 2. Shawn had a dirt bike.
Shawn took good care of the bike.
The bike was a gift.
The gift was from his grandfather.

(3 marks)

- 3. The paddlers set out early in the morning.
They had a planned route.
They had checked the tides.
They wanted to be safe.

(3 marks)

PART B: READING: NON-FICTION

Value: 8 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read **The Fire Fighters** 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 is the primary role of fire lookout observers?
- A. to be amateur meteorologists
 - B. to maintain their site and equipment
 - C. to put out forest fires for the Forest Protection Division
 - D. to relay information about the fire hazard to the Forest Protection Division
12. What must lookouts be able to do?
- A. provide their own food
 - B. access sites by helicopter
 - C. activate fire suppression staff
 - D. assess atmospheric pressure
13. When will lookouts be required to spend their entire day watching over the forest?
- A. at all times
 - B. about ten percent of the time
 - C. usually from May to September
 - D. when fire conditions are considered extreme
14. What is the evidence that the majority of lookouts enjoy their job?
- A. Most of them work alone.
 - B. They have an abundance of “down time.”
 - C. Ninety percent of them resume their jobs each year.
 - D. Their living quarters are on or near the lookout site.
15. How is the life of a forest lookout different from the life of early Canadian pioneers?
- A. It is more lonely.
 - B. It is more dangerous.
 - C. The lookout has more conveniences.
 - D. The lookout is not settling in the bush.

16. What personal characteristic do fire lookouts need?
- A. artistic talent
 - B. self-sufficiency
 - C. pioneering spirit
 - D. physical strength
17. How do fire lookouts combat loneliness?
- A. They have personal visits with family.
 - B. They have personal visits with other lookouts.
 - C. They spend their free time doing crafts and hobbies.
 - D. They have lengthy visits with the pilots who deliver supplies.
18. The Canadian Fire Service considers the job of a fire lookout to be
- A. expensive.
 - B. hazardous.
 - C. replaceable.
 - D. cost-effective.

PART C: READING: FICTION (POETRY)

Value: 8 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read **To My Daughter Riding in the Circus Parade** on page 3 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

19. How did the father contribute to his daughter's happiness?

- A. He brought her a rabbit.
- B. He took her to the circus.
- C. He brought her safely home.
- D. He showed her the moon and the stars.

20. What is one of the daughter's accomplishments?

- A. She rode a mule in a parade.
- B. She danced with the Rockettes.
- C. She danced on the back of an elephant.
- D. She rode a mule into the Grand Canyon.

21. In lines 11–13, how does the mother feel?

- A. eager
- B. uneasy
- C. ecstatic
- D. determined

22. When she is in the circus parade, the daughter is a

- A. child.
- B. girl.
- C. woman.
- D. senior.

23. What is the daughter wearing in the circus parade?

- A. a star
- B. a dress
- C. glasses
- D. sequins

24. In the poem, the daughter is shown to be
- A. reckless.
 - B. cautious.
 - C. adventurous.
 - D. unimaginative.
25. In line 30, the word “translation” means
- A. action.
 - B. change.
 - C. explanation.
 - D. performance.
26. What is the mother’s attitude towards her daughter in lines 32–34?
- A. She is critical.
 - B. She is envious.
 - C. She is admiring.
 - D. She is accepting.

PART D: READING: FICTION (PROSE)

Value: 10 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read **The Four-Minute Mile** 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.

27. Before December, the narrator's training was
- A. easy.
 - B. severe.
 - C. friendly.
 - D. draining.
28. During training, how fast did the narrator want to run a quarter-mile?
- A. in 59 seconds
 - B. in 60 seconds
 - C. in 61 seconds
 - D. in 66 seconds
29. Why did the men run better after returning from their trip to Scotland?
- A. They had eaten well.
 - B. They had been training.
 - C. They had slept regularly.
 - D. They had varied their routine.
30. As the Oxford University race drew near, what did the narrator need to do?
- A. take more frequent rests
 - B. concentrate on gaining speed
 - C. do more than half an hour of training
 - D. run a three-quarter mile in three minutes
31. In paragraphs 9 and 10, how did the narrator feel about the upcoming Oxford race?
- A. anxious
 - B. dejected
 - C. impatient
 - D. overwhelmed

32. Why did the narrator feel that running the Oxford race in four minutes might be impossible?
- A. because of the high wind
 - B. because of the rain shower
 - C. because of the blinding sun
 - D. because of the dropping wind
33. In paragraph 15, why was the narrator angry?
- A. He was not in the lead.
 - B. Time was being wasted.
 - C. The stadium was too quiet.
 - D. His legs were uncontrollable.
34. In the final moments of the Oxford race, what enabled the narrator to achieve his goal?
- A. his strong desire to succeed
 - B. his need for relief from the pain he suffered
 - C. his imagination that the finishing tape receded from him
 - D. his training partner waiting for him at the finish line with open arms
35. According to paragraph 23, the narrator “felt like an exploded flashlight” because he
- A. was unconscious.
 - B. had lost a lot of blood.
 - C. was bursting with energy.
 - D. had used all of his energy.
36. Why were Bannister, Brasher, and Chataway “secure for all time, however fast men might run miles in the future” ?
- A. They were a team.
 - B. They had trained well.
 - C. Their record would not be broken.
 - D. They were the first to achieve this time.

PART E: FORMATS

Value: 18 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read **Safety First** on page 7 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

37. Approximately how many drills will be conducted on BC Ferries this year?
- A. 100
 - B. 400
 - C. 1000
 - D. 2400
38. In case of an emergency, a passenger should quickly move
- A. to a life raft.
 - B. to Lounge A.
 - C. towards the area of concern.
 - D. away from the area of concern.
39. What is the number of emergency situations for which standard signals are used?
- A. one
 - B. three
 - C. four
 - D. seven
40. According to the article, why is Deck 6 the safest place for a passenger to be?
- A. This is the highest deck on the ship.
 - B. The evacuation chutes are stored there.
 - C. The fire detection system is stored there.
 - D. All personnel would go there when a signal sounds.

INSTRUCTIONS: Use the following diagram of a standard business letter to answer question 41. Select the **best** answer and record your choice on the Answer Sheet provided.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____
Signature

(7) _____

41. In a standard business letter, what should line 7 indicate?

- A. a fax number
- B. a printed name
- C. a phone number
- D. an e-mail address

42. What is the immediate purpose of a letter of application?

- A. to obtain a job
- B. to obtain an interview
- C. to inquire about a salary
- D. to inquire about a position

Pre-writing
(this will not be marked)

Written-Response Question (12 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**.

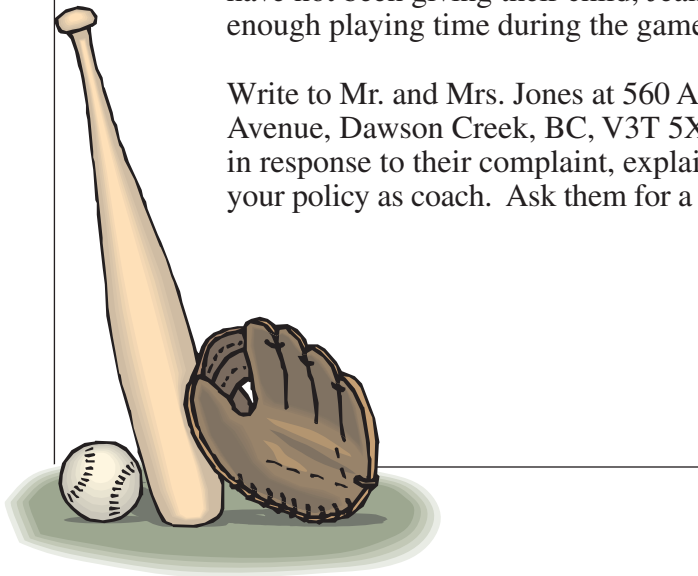
4. Assume your name is **Sam Kowal**. You live at 2518 Chestnut Street, Dawson Creek, BC. Your postal code is V3T 6P7. Use the following situation to write your business letter. **(12 marks)**

SITUATION

You are the coach for the Happy Dale Boys and Girls Under 12 Softball Team. There are twenty children on the team. Nine members can play ball at any one time.

The parents of one of your team members have written to you complaining that you have not been giving their child, Jean, enough playing time during the games.

Write to Mr. and Mrs. Jones at 560 Amelia Avenue, Dawson Creek, BC, V3T 5X4 in response to their complaint, explaining your policy as coach. Ask them 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**.

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

(24 marks)

a)

PROMPT A

Teenagers can determine their own future.

OR

b)

PROMPT B

I knew that my wish had come true.

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

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COMMUNICATIONS 12

READINGS BOOKLET

JUNE 2004

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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.



The Fire Fighters

by Sarah Pollard

(adapted)

- 1 By the time you've finished your morning coffee Victoria resident Lori Maleea Acker, 26, will be part way into her workday one province away. She'll have already checked wind direction, cloud cover and relative humidity and climbed most of the way up a 30-metre steel ladder to do it. She'll have assessed the fire hazard and relayed her findings to the district centre over the repeater.
- 2 And right now she may be mowing the lawn or baking bread. Or she could be tending her garden, or sitting on her porch listening for the call of a Swainson's Thrush.
- 3 Acker is one of a number of young British Columbians who head east for summer work as an Alberta Fire Lookout Observer. Lookouts act as the eyes and ears of the provincial Forest Protection Division, in remote sites often accessible only by helicopter. Acker assists early forest fire detection by reporting atmospheric conditions to district offices or regional headquarters several times a day via radio.
- 4 She calls in all potential "smokes" and forest fires within her lookout zone (a visible area of 40 kilometres) so fire suppression staff can be activated. Lookouts operate from sites strategically located throughout the province anywhere from two to six months at a time, usually May to September when the forest fire hazard is the greatest. In Alberta this year, 131 staffed sites will be in operation. Experienced lookouts have the option of resuming their jobs each summer and the rate of return is staggering; only 10 percent of positions open up in a given year.
- 5 While lookouts are obligated to maintain their sites and equipment and play the role of amateur meteorologists, there is still an abundance of "down time" for the solo fire spotter. Only when fire conditions are extreme or lightning storms are forecast, are lookouts required to spend entire days watching over the forest. A lookout site might combine observation and living quarters, or consist of a tower and cupola¹ with living quarters in a separate building.
- 6 The majority of lookouts work alone and for those who do, isolation can be both a gift and a bane². Where loneliness crops up, it's tempered by regular radio communications between lookouts — a kind of virtual community exists where tower people get to know one another without meeting face to face. The helicopter pilots who deliver Acker's groceries sometimes stay for brief visits.

¹ cupola: a round dome forming the roof of a building

² bane: a cause of harm

OVER

- 7 In some ways, the lookout lifestyle is a holdover from times gone by, especially when you compare it with the pace and noise of life in a 21st century urban centre. Yet the pioneer model only goes so far; it's easy to over-romanticize the experience.
- 8 This is not Susannah Moodie³ roughing it in the bush; early Canadian settlers hardly had the convenience of cellphones and a helicopter to bail them out if things got hairy. And while there may be lots of leisure time when it's foggy or raining, it's still a job, and one with potentially dire consequences if it is not done properly.
- 9 Training for novice lookouts includes a five-day course at Alberta's Environmental Training Centre in Hinton, near Jasper National Park. There, lookouts are familiarized with safety practices and fire-finding skills.
- 10 Doug Smith, forest protection officer for the Peace River wildfire protection area, hires, trains, and organizes supplies for lookouts and in this capacity he gets to know lookouts well. While keen eyesight and good health are expected of all tower employees, the skills necessary for the job can be learned. The real requirement is that lookouts are able to entertain themselves. The lookouts Smith hires are usually self-sufficient people who appreciate time on their own and have a variety of hobbies whether it be writing, painting, or jewellery making. It's the kind of position that attracts those with an affinity for creative endeavours assisted by solitude.
- 11 Canadian Fire Service reports say this kind of first-line defense is crucial since it's easier and less expensive to extinguish a fire when it's small. A single fire can consume thousands of hectares of timber at tremendous cost to the forest industry not to mention the environment; a single aerial patrol can eat up a lookout's monthly wages in an afternoon.

³Susannah Moodie: *a woman who settled in the backwoods of Canada in 1831*

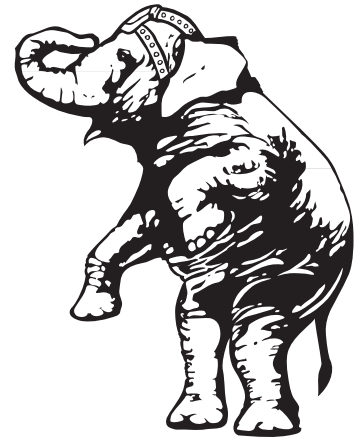
PART C: READING: FICTION (POETRY)

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

To My Daughter Riding in the Circus Parade

by Joan LaBombard

Once, more than you wanted
the moon or the stars,
you wanted a rabbit.
Your father brought one home,
5 a scared snowball of fluff,
to nest in your eager arms.
You were ecstatic.
You were determined to ride a mule
down into the Grand Canyon,
10 and you did,
while I, already pinched
in the dull vise¹ of caution,
waited nervously at the rim.
You wanted to dance
15 in a musical comedy,
and there you were,
looking owlish without your glasses
and flashing your high kicks
with a Rockette's verve.
20 And now, my dear,
that you're thirty, and settled,
and should know better,
you've erupted again—a star
in every girl's fantasy—
25 spangled in pink sequins, trying
to steady your headdress
while you keep a precarious balance
on the back of an elephant.
And I, who have loved you through
30 each translation
of child to girl to woman,
can only applaud, saluting
your untamed heart,
that does not know it knows
35 there's an end to dreaming.



¹ vise: a tool used to hold an object firmly

PART D: READING: FICTION (PROSE)

INSTRUCTIONS: Read the following selection and answer the questions on pages 8 and 9 in the examination booklet.



The Four-Minute Mile

by Roger Bannister



- 1 I expected that the summer of 1954 would be my last competitive season. It was certain to be a big year in athletics; hopes were running high of a four-minute mile¹.
- 2 In my hardest training Chris Brasher was with me. On Friday evenings he took me to where his coach, Franz Stampfl, held a training session. At weekends Chris Chataway would join us, and in this friendly atmosphere the very severe training we did became most enjoyable.
- 3 In December, 1953, we started a new intensive course of training and ran several times a week a series of ten consecutive quarter-miles, each in 66 seconds. Through January and February we gradually speeded them up. By April we could manage them in 61 seconds, but however hard we tried it did not seem possible to reach our target of 60 seconds. We were stuck, or as Chris Brasher expressed it—"bogged down." The training had ceased to do us any good and we needed a change.
- 4 Chris Brasher and I drove up to Scotland overnight for a few days' climbing. After three days our minds turned to running again; we decided to return. We had slept little, our meals had been irregular. But when we tried to run those quarter-miles again, the time came down to 59 seconds!
- 5 It was now less than three weeks to the Oxford University race, the first opportunity of the year for us to attack the four-minute mile.
- 6 I had now abandoned the severe training of the previous months and was concentrating entirely on gaining speed and freshness. I had to learn to release in four short minutes the energy I usually spent in half an hour's training. Each training session took on a special significance as the day of the Oxford race drew near.
- 7 On April 24 I ran a three-quarter mile trial in three minutes at Motspur Park with Chataway.
- 8 For the trial at Paddington the watch recorded a time of 2 minutes 59.9 seconds! Two days later I ran a 1 minute 54 second half-mile quite easily, after a late night, and then took five days' complete rest before the race.
- 9 I had been training daily since the previous November, and now that the crisis was approaching I barely knew what to do with myself. Each night in the week before the race there came a moment when I saw myself at the starting line. My whole body would grow nervous and tremble.

¹mile: 1.61 kilometres

- 10 I had reached my peak physically and psychologically. There would never be another day like it. This was my first race for eight months and all this time I had been storing nervous energy. If I tried and failed I should be dejected, and my chances would be less on any later attempt. Yet it seemed that the high wind was going to make it impossible.
- 11 In the afternoon I called on Chris Chataway. At the moment the sun was shining, and he lay stretched on the window seat. He smiled and said, just as I knew he would, “The day could be a lot worse, couldn’t it? Just now it’s fine. The forecast says the wind may drop toward evening.”
- 12 At five-fifteen there was a shower of rain. The wind blew strongly, but now came in gusts, as if uncertain. As Brasher, Chataway and I warmed up, we knew the eyes of the spectators were on us; they were hoping that the wind would drop just a little—if not enough to run a four-minute mile, enough to make the attempt.
- 13 Failure is as exciting to watch as success, provided the effort is absolutely genuine and complete. But the spectators fail to understand—and how can they know—the mental agony through which an athlete must pass before he can give his maximum effort.
- 14 As we lined up for the start I glanced at the flag again. It fluttered more gently now. Yes, the wind was dropping slightly. The attempt was on.
- 15 There was complete silence on the ground...a false start...I felt angry that precious moments during the lull in the wind might be slipping by. The gun fired a second time.... Brasher went into the lead and I slipped in effortlessly behind him, feeling tremendously full of running. My legs seemed to meet no resistance at all, as if propelled by some unknown force.
- 16 We seemed to be going so slowly! Impatiently I shouted “Faster!” But Brasher kept his head and did not change the pace. I went on worrying until I heard the first lap time, 57.5 seconds. In the excitement my knowledge of pace had deserted me. Brasher could have run the first quarter in 55 seconds without my realizing it, because I felt so full of running, but I should have had to pay for it later. Instead, he had made success possible.
- 17 At one and a half laps I was still worrying about the pace. A voice shouting “Relax” penetrated to me above the noise of the crowd. I learnt afterward it was Stampfl’s. Unconsciously I obeyed. If the speed was wrong it was too late to do anything about it, so why worry? I was relaxing so much that my mind seemed almost detached from my body. There was no strain.
- 18 I barely noticed the half-mile, passed in 1 minute 58 seconds, nor when, round the next bend, Chataway went into the lead. At three-quarters of a mile the effort was still barely perceptible; the time was 3 minutes 0.7 second, and by now the crowd was roaring. Somehow I had to run that last lap in 59 seconds. Chataway led round the next bend and then I pounced past him at the beginning of the back straight, three hundred yards² from the finish.
- 19 I had a moment of mixed joy and anguish, when my mind took over. It raced well ahead of my body and drew my body compellingly forward. I felt that the moment of a lifetime had come. There was no pain, only a great unity of movement and aim. The world seemed to stand still or did not exist. The only reality was the next two hundred yards of track under my feet. The tape meant finality—extinction perhaps.

² three hundred yards: 273 metres

- 20 I felt at that moment that it was my chance to do one thing supremely well. I drove on, impelled by a combination of fear and pride. I had now turned the last bend and there were only fifty yards more.
- 21 My body had long since exhausted all its energy, but it went on running just the same. The physical overdraft came only from greater willpower. This was the crucial moment when my legs were strong enough to carry me over the last few yards as they could never have done in previous years. With five yards to go the tape seemed almost to recede. Would I ever reach it?
- 22 Those last few seconds seemed never-ending. The faint line of the finishing tape stood ahead as a haven of peace after the struggle. The arms of the world were waiting to receive me if only I reached the tape without slackening my speed. If I faltered, there would be no arms to hold me and the world would be a cold, forbidding place, because I had been so close. I leapt at the tape like a man taking his last spring to save himself from the chasm that threatens to engulf him.
- 23 My effort was over and I collapsed almost unconscious, with an arm on either side of me. It was only then that real pain overtook me. I felt like an exploded flashlight with no will to live; I just went on existing in the most passive physical state without being quite unconscious. Blood surged from my muscles and seemed to fell me. It was as if all my limbs were caught in an ever-tightening vise. I knew that I had done it before I even heard the time. I was too close to have failed, unless my legs had played strange tricks at the finish by slowing me down and not telling my tiring brain that they had done so.
- 24 The stop-watches held the answer. The announcement came—“Result of one mile...time, three minutes”—the rest lost in the roar of excitement. I grabbed Brasher and Chataway, and together we scampered round the track in a burst of spontaneous joy. We had done it—the three of us!
- 25 We shared a place where no man had yet ventured—secure for all time, however fast men might run miles in the future. We had done it. I knew it would be some time before I caught up with myself.

PART E: FORMATS

INSTRUCTIONS: Read the following selection and answer the questions on page 10 in the examination booklet.

Safety First

General Safety Information for Passengers of
the Spirit of BC and the Spirit of Vancouver Island

Safety First

At BC Ferries, passenger safety is our highest priority. In every way, the Corporation either meets or exceeds the safety standards established by Transport Canada.

From vessel design and operation, to crew training and rescue equipment, you can rest assured that BC Ferries puts safety first.

Prepared for Emergencies

Officers and crew, from the people on the bridge and in the engine room to those who work in the catering areas, are Transport Canada Marine Safety certified to deal effectively with emergency situations.

As part of our ongoing commitment to safety, operational guidelines call for a boat and fire drill by each watch, during every “duty cycle” — every five to ten days, depending on the watch rotation aboard individual ships.

Over one thousand drills will be conducted this year to ensure the highest safety standards for BC Ferries’ vessels and crews.

In the event of an emergency, please move away from the areas of concern and always follow the instructions of ship’s personnel.

Emergency Signals

Standard signals are used to alert crew members to an emergency.

They include:

- **Fire** — a continuous ringing of the alarm bell.
- **Person Overboard** — three long soundings of the whistle and general alarm bell. **In Person Overboard situations, never crowd outer decks where rescue operations are underway.*

- **Boat / Raft Stations** — seven (or more) short soundings followed by one long sounding of the ship’s whistle and / or general alarm bell.

These signals will be followed by an announcement explaining the nature of the emergency.

If you hear a signal, don’t panic. Our crew will take immediate charge of the situation, and let you know exactly what to do.

Rescue Boats

This vessel carries four rescue boats (also known as “shepherd” boats) to assist with life raft manoeuvring and personnel recovery: one six-metre Water Craft and three smaller “Hurricane” boats. They are located two-per-side forward on Deck 6.

Fire extinguishers are located throughout interior and exterior passenger areas. The on board fire detection system monitors 400 heat, smoke and manual alarm devices.

Life Jackets

Life jackets are stowed in marked lockers on Deck 6. You’ll find them on the outside deck, and at the forward end of Lounge A. *Note: There are two types of life jacket available: one for young children up to 90 pounds (41 kg), and one for adults.*

Ship Evacuation

There are six marine evacuation chute stations, three on each side of Deck 6. Each station has two life raft racks, containing enough rafts to evacuate 400 people. The six stations combined have an evacuation capacity of 2400 people. Should there ever be a need to evacuate the ship, you will be directed to one of these evacuation stations.

ACKNOWLEDGEMENTS

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