



Communications 12

Examination Booklet
2007/08 Released Exam
August 2008
Form A

DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.
FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.

PART A: LITERARY TEXT

8 multiple-choice questions
Value: 15%

Suggested Time: 20 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

In this story, a teenage girl takes dramatic action to achieve her goal.

The Statue of Liberty Factory

by Jennifer Armstrong

(adapted)

- 1 We were watching the news and there was this long tracking shot from a helicopter of the Statue of Liberty in New York Harbour and my mother said, “That’s what I’ll do.” She grabbed a piece of paper and began sketching the Statue of Liberty, making all kinds of notes and diagrams (she’s an artist *plus* she has a business degree), and our house turned into THE STATUE OF LIBERTY FACTORY.
- 2 So Mom designed a push-button puppet of the Statue of Liberty, and got this factory to manufacture the puppets, and she took them to stores and they bought TONS of them. As you can imagine, we also had tons of them all over the house.
- 3 I got kind of interested in it, too, the real thing I mean, because it’s pretty interesting, how the people of France gave it to the United States in 1886, and THEN I found out about THE POEM written on it, and I started memorizing it and reciting it all over the house.

*Give me your tired, your poor,
your huddled masses yearning to breathe free,
the wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!*

Really dramatic, that’s how I would read it as I lifted my lamp (usually a hairbrush or an ice cream cone, whatever).

- 4 But the thing is, Mom really made a lot of money from those button puppets, and so we had what they call a rise in our standard of living. Mom opened pretty big savings accounts for all of us and told us when we were sixteen we could do ANYTHING WE WANTED with our money, and when I said, “Like get to go to Paris for the summer and play my guitar on the Boulevard Saint-Michel?” she said, “Sure, you bet.”
- 5 One year later, when I said to her, “So, Mom, now that I’m sixteen, this is the summer I’m going to Paris,” Mom said, “So, Monica, now that you’re sixteen, you must be out of your mind.” So the argument was EPIC.
- 6 I took it up with Judge MacAllister, also known as Dad, and he said, “Monica, if your mother says no, it’s no.”
- 7 And all I could do was look really haughty and say, “My name is Monique,” and walk with great dignity up to my room and shut the door.

- 8 So I sat on my bed and picked up my guitar, which always helped me think, or at least look really pensive and thoughtful.
- 9 What I was thinking about was how at school everyone had become so political that spring, and we had sit-ins to protest all kinds of things, like when our field day was cancelled because some boys put a VW Bug on the gym roof, stuff like that. I wanted to stage a sit-in to protest my parents turning traitors on me, but a sit-in with one person wouldn't be that OVERWHELMING.
- 10 I had a push-button puppet of the Statue of Liberty hanging by her neck from the light cord over my bed (which always made Mom give me a dirty look), and I reached for it and made it go crumple, stand up, crumple, stand up, and I had this BRILLIANT idea, which I put into action the next morning.
- 11 First of all, I hasten to add, this was not just spoiled brat behaviour on my part. We have COUSINS in Paris. Not even second cousins, they're FIRST cousins. Dad's brother, Lewis, married a French lady, Aunt Claudette, and they have two kids, Richard and Paul, and they live in Paris, so it wasn't as though I'd be going to Paris and LIVING ON THE STREETS AND BEGGING FOR BREAD.
- 12 FURTHERMORE, I considered it beneath my dignity to do a lot of wheedling and bargaining and coming up with good reasons. No CULTURAL AND ARTISTIC TREASURES, none of this BROADENING OF MY HORIZONS, not a word of INVALUABLE EXPERIENCE. Why should I take such a basically weak position? My parents had agreed earlier that I could go to Paris when I was sixteen, and they had reneged. We're talking about a principle.
- 13 So I was justified in what I did.
- 14 And this is what it was.
- 15 When I went down to breakfast that morning, I was dressed in a very well-draped and pinned gray sheet, with a tinfoil crown of pointy rays, and I held a book and a torch (flashlight, that is). I nodded hello to my family at the breakfast table, took a banana, and made my way out the door.
- 16 Imitating the Statue of Liberty is easy. Really. It is very easy to do. You hold your book in one hand, raise your flashlight into the air in the other, and stare straight ahead. It's HOLDING that pose for a long time that's hard, but I knew that going in, don't get me wrong.
- 17 After a while, Dad opened the front door and strolled out, and looked at me for a moment.
- 18 "So, what's this all about?"
- 19 "Protest."
- 20 "Protest for what?"
- 21 "For going to Paris."
- 22 "Your mother says you aren't going."
- 23 "I say I am."
- 24 "How long are you planning to do this protesting?"
- 25 "Until you and Mom keep your promise."
- 26 "Oh."
- 27 He went inside. The door opened again and Mom came out.
- 28 "This is foolish, Monica."
- 29 "I beg to differ."

30 “It’s a school day. How long are you planning to stand here?”

31 “Until you and Dad keep your promise.”

32 “You cut school, it’s on your permanent record.”

33 I stood there on the front walk for the rest of the morning. Mom brought me a sandwich at noon but didn’t say anything. I recited some soliloquies, some poems, stuff like that, including the Statue of Liberty poem.

34 Around two-thirty, a car pulled up and some friends pried themselves out.

35 “Monica, this is great.”

36 “No nukes, man.”

37 “Free the POWs¹.”

38 “This is about Paris,” I explained.

39 “Paris? Cool.”

40 “You’re homework for Socials students, you know.”

41 That shocked me. “For real?”

42 “For real.”

43 “Like a report and everything.”

44 After a few more minutes of that, they all left. I felt somewhat pleased with myself.

45 At about four-thirty, a guy from the local paper came and took my picture, and I told him a lot of stuff about how UNFAIR it was, and why this was a legitimate political protest, and then he went away.

46 Dad waved when he came home.

47 “Hey, kiddo.”

48 “Hi, Dad.”

49 “Still protesting?”

50 “Still protesting.”

51 “Planning to sleep outside?”

52 “I’ve got a torch.”

53 “Right.”

54 So I did. I actually did stay outside with the flashlight on. It was a warm night, so that was okay. I lay down and got into the correct pose flat on the ground, and wrapped my sheet around me, and I slept that way.

55 In the morning, I was stiff all over, but my resolve was equally firm. I would not crumple.

56 “Monica, you’ve made your point, come inside.”

57 “Can I go to Paris like you said I could, Mom?”

¹ POW: *prisoner of war*

58 There was a very meaningful silence from her. She went inside and shut the door instead of answering.

59 A little while later, a TV truck pulled up in front of the house, and a reporter and a camera guy walked up the path to me.

60 “Morning, Miss Liberty.”

61 “Morning.”

62 “Mind if I ask you a few questions?”

63 “Go ahead.”

64 “I understand you’re planning to stand here in imitation of the Statue of Liberty until your parents let you go to Paris. Can you give me some background?”

65 “One year ago, my parents agreed that I could go to Paris when I turned sixteen. I have turned sixteen, and they have welched. Simple as that.”

66 “Is that a punishment for something you did?”

67 “Nope. Just a punishment for no good reason.”

68 “And you believe that by imitating the Statue of Liberty you will change their minds?”

69 “I’m trying to prove a point here. Sticking to my guns, you know? I will not crumple.”

70 “Not trying to get into the record books or something?”

71 “Nope. I’m trying to get to Paris, France.”

72 I turned around and gave Mom a MEANINGFUL STARE.

73 Mom gave me one, too.

74 And then she said, “Oh for goodness’ sake, all right!”

75 I took one of the Statue of Liberty toys and threw it up into the air so hard that it ACTUALLY VANISHED! I mean, we do have a lot of trees around and everything, and it might have gotten stuck, but my thought was I might have thrown it hard enough to send it back to the people of France with thanks for having sent it to us in the first place.

76 And I would be right behind it.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
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1. What reason does Monica give for her protest?
 - A. She is defending a principle.
 - B. She wants to visit the Statue of Liberty.
 - C. She sees the trip as an educational experience.
 - D. She wants to go to Paris for personal enrichment.

2. What tactic does Monica's mother use when she says, "You cut school, it's on your permanent record." (paragraph 32)?
 - A. a lie
 - B. a bribe
 - C. a threat
 - D. a promise

3. At what point in the story does Monica realize that her protest may be having the desired impact?
 - A. when she goes to her room and shuts the door (paragraph 7)
 - B. when her dad asks what the protest is all about (paragraph 18)
 - C. when she receives no response from her mom (paragraph 58)
 - D. when she sees a TV truck pull up in front of the house (paragraph 59)

4. Which word **best** describes the character of the mother?
 - A. flat
 - B. dynamic
 - C. exaggerated
 - D. unbelievable

5. Which **best** describes the purpose of the capitalized words used throughout the story?
- A. to create suspense
 - B. to indicate shouting
 - C. to indicate conversation
 - D. to create dramatic effect
6. What does the Statue of Liberty symbolize for Monica?
- A. justice
 - B. revenge
 - C. art and culture
 - D. fame and fortune
7. What is the central conflict in the story?
- A. character vs. self
 - B. character vs. nature
 - C. character vs. society
 - D. character vs. character
8. Which word **best** describes the tone that the author uses in writing the story?
- A. bitter
 - B. joyful
 - C. resentful
 - D. humorous

PART B: INFORMATIONAL TEXT

8 multiple-choice questions
1 written-response question
Value: 30%

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

This article explains the methods used by three First Nations brothers to build a canoe.

Nuu-chah-nulth Canoe Carving

by Jacqueline Windh

(adapted)

- 1 Until less than a century ago, dugout canoes were the most important method of travel on the west coast. Today, First Nations canoe carvers maintain the tradition of carving dugout canoes by combining techniques and knowledge handed down for many generations with time-saving modern tools like chainsaws and metal axes.
- 2 Joe, Carl and Bill Martin are brothers who have learned the art of canoe-building from both of their grandfathers, as well as from a bit of trial and error. With each canoe, they learn and refine their methods.
- 3 A log of red cedar is selected. Key things they look for are straight grain, as few knots as possible, no evidence of rot in the centre of the log, and of course sufficient width to make a well proportioned canoe of the desired length.
- 4 Although Joe uses ancient traditional knowledge to design each canoe, he has adapted his carving methods to modern technology in order to speed up the roughing out process. Formerly, carving a canoe using knives and chisels made of shell and bone was a task that would have taken most of a winter, but Joe is able to rough out the outside of the canoe in a matter of weeks. He uses an Alaska mill¹ to square off and cut a log, from which he hopes to get a canoe as well as two totem poles.



Figure 1

- 5 He works on the shear line, the broad curve that will be the top of the canoe. Then he turns the log over, so that what will be the bottom of the canoe is upward. He draws guidelines onto the wood, to design the outer curves of the hull. He starts on one side, doing a series of chainsaw cuts, hammering out the blocks of wood, and planing the rough wood smooth, then he turns to the other side.
- 6 Holes are drilled into the hull at regular intervals, and segments of dowel of pre-determined length are inserted into the holes. These are markers, so that when digging out the canoe, the carver knows when he has reached the right thickness, and not to plane any more away. This traditional method is a very accurate way to ensure that the canoe is of an appropriate and even thickness.

(continued on next page)

¹ Alaska mill: a tool

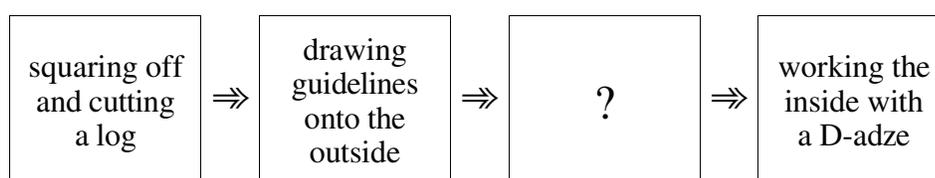
- 7 The shape of the outside is continually refined, as more guidelines are drawn and more wood is removed by planing. Finally, the outer shape is complete: streamlined, symmetrical, and smooth.
- 8 The next step is to flip the canoe over and start to dig it out. Today this is done by roughing out blocks with chainsaws, then using hammers, wedges and crowbars to lever out the big chunks of wood. If the chunks of wood can be removed with enough care to prevent splitting, they can be used to later carve masks and other large items. In the past, the canoe was dug out by a combination of chiseling and controlled burning, using wet clay to stop the fire in parts that had burnt enough.
- 9 The prow and stern pieces of a Nuu-chah-nulth canoe are carved separately and are attached to the dugout. A notch is cut in the curve of the joint, so that the piece is secure and won't slip, and the joint is filed with care until the fit is exact. In the old days, the prow and stern were attached with rope made from flexible cedar branches or roots, through holes drilled into the side of the canoe, and the joint was sealed with spruce pitch. These days, they are attached by epoxy² and anchored with screws.
- 10 Days are spent working the inside of the canoe with a D-adze. The D-adze is a traditional tool from the northwest coast, with a handle of wood or bone and a blade formerly made from stone, but now usually forged by the carvers from car leaf springs.
- 11 One last part of shaping the canoe remains: steaming it. Canoes are deliberately carved a bit too narrow for their length, because the carvers know that they can widen them later.
- 12 Finally, the canoe is painted, and seats and gunwales³ are added.
- 13 The day when a new canoe is launched is a special one. Chiefs are often in attendance, and they speak of traditions and honour the canoe carvers. With drumming and songs, the Creator is thanked for the canoe that he has given the community, which they can use to gather resources, and he is asked to help to protect those resources. The canoe is given a name, and carried down to the water.
- 14 The maiden voyage of a new canoe is an exciting event for everyone. A tree that gave up its life finds a new life on the water. The community rejoices with the addition of a new canoe to its fleet. For the carvers, it is an opportunity to finally get to know the new canoe that they have been so close to for so long, testing its speed, its stability, its maneuverability, and storing all of that information so that, in the world of trial and error, their next canoe may be even better.

² epoxy: *a type of glue*

³ gunwale: *the upper edge of the side of a boat*

9. Which statement is true of the Martin brothers' canoe carving?
- A. They look for logs that are hollow.
 - B. They use several different kinds of trees.
 - C. They use both traditional and modern methods.
 - D. They look for trees that are the length of canoes.
10. Which action shows that Joe Martin is a practical person?
- A. He transports his logs to a mill.
 - B. He uses a single log for several purposes.
 - C. He charges reasonable prices for his canoes.
 - D. He makes canoes from logs that are unsuitable for other purposes.
11. What method is used throughout the article to present information?
- A. expert opinion
 - B. cause and effect
 - C. chronological order
 - D. pro and con argument

Use the following sequence to answer question 12.



12. According to the article, which of the following completes the sequence?
- A. adding the seats
 - B. painting the canoe
 - C. attaching the prow and stern
 - D. shaping the canoe by steaming

13. Which statement **best** describes the writer’s opinion of the canoe carvers?
- A. They are dedicated to their task.
 - B. They are adventurous canoeists.
 - C. They have fully refined their methods.
 - D. They deserve the highest position in their community.
14. Which quotation **best** shows the Nuu-chah-nulth respect for nature?
- A. “Chiefs are often in attendance” (paragraph 13)
 - B. “which they can use to gather resources” (paragraph 13)
 - C. “tree that gave up its life finds a new life” (paragraph 14)
 - D. “their next canoe may be even better” (paragraph 14)
15. Which statement is supported by both the photograph (Figure 1) and the article?
- A. Launching a new canoe is a communal event.
 - B. Each newly launched canoe is named in honour of the carvers.
 - C. Only high-ranking members of the Nuu-chah-nulth may launch a new canoe.
 - D. There is always doubt about whether a newly carved canoe will be seaworthy.
16. Which is an important message in the article?
- A. Traditions are important to Nuu-chah-nulth people.
 - B. Nuu-chah-nulth canoe carving is a solitary experience.
 - C. The Nuu-chah-nulth are in danger of losing some of their traditions.
 - D. The art of Nuu-chah-nulth canoe carving was ignored for generations.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, ensure you filled in the bubble as follows.

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
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PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

INSTRUCTIONS: In paragraph form and in approximately **125 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. Refer to the article **Nuu-chah-nulth Canoe Carving** on pages 7 and 8.

What positive qualities of Joe Martin’s character are revealed in the process of canoe carving? Support your answer with references to the article.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

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PART C: COMMUNICATION PRODUCTS

2 written-response questions
Value: 25%

Suggested Time: 35 minutes

VISUAL DESIGN

INSTRUCTIONS: Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** page to plan your work.

Read the situation below and create an appropriate visual design (complete with title). Use a variety of text, visuals, and graphics to support the message.

You may use some of the following symbols in your visual design.

- underline words to indicate *italics*
- circle words to indicate **bold**
- describe
graphic use a box to indicate the look and placement of a graphic

2. Scenario:

You are **Jamie Hanna**, a grade 12 student at Revelstoke Secondary School. A teacher at your school is arranging a European trip for interested grade 12 students. You and another grade 12 student will help advertise the trip.

Task:

Read the information below. Create an effective poster to inform grads of the upcoming European trip and to encourage them to participate.

Information:

You are discussing the trip to Europe with your classmate Hayden and your teacher, Ms. Foreman.

Jamie: “Thank you for organizing this trip, Ms. Foreman. I can’t believe I have a chance to go to Europe on Spring Break!”

Ms. Foreman: “You’re welcome. I think it’s important to travel and see the world at your age. Last year’s trip was a great success, and we have a slide show to present to people interested in going this year.”

Hayden: “So what job do you have for us?”

Ms. Foreman: “I need your help to get the word out to the grads and their parents or guardians.”

Jamie: “Hayden and I could make some posters for around the school, but I’m not sure what really needs to be on them.”

Hayden: “To hook everyone into the idea, we need to tell them where we’ll travel, when we’ll be going, and how much it will cost.”



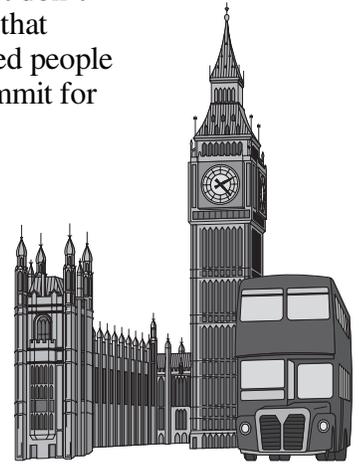
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Ms. Foreman: “We’ll be going to London and Paris. It will cost \$3000, but don’t worry; there will be plenty of fundraising opportunities so that everyone can afford to go. We must encourage all interested people to attend the meeting — we need at least 12 students to commit for this to be cost effective.”

Jamie: “Has the travel company given you a deadline to have the kids signed up?”

Ms. Foreman: “Yes, I need to book the trip no later than October 31. So the meeting for grads and parents will be held in my room September 12 at 7 p.m.”

Hayden: “Well, Jamie, let’s get at it then! London and Paris, here we come!”



Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

PART C: BUSINESS LETTER

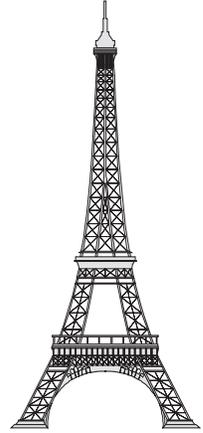
INSTRUCTIONS: Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page to plan your work.

Writing as the individual below and using the information provided, write a **business letter of more than one paragraph**. Use complete and correct sentences.

3. You are **Jamie Hanna**, a grade 12 student at Revelstoke Secondary School, in charge of fundraising for the upcoming European trip. Your address is 44 Oberon Street, Revelstoke, BC V0E 2S0.

One fundraising activity will be selling sub sandwiches at school between October and February. You want to arrange a daily order of 100 subs through Dan Somers, owner of Lee's Deli, to be delivered to the school by lunchtime every school day. You would like to request a 10% discount in exchange for free advertising for his business.

Write a formal letter of request to Dan Somers, owner of Lee's Deli, 367 Mackenzie Avenue, Revelstoke, BC V0E 2S0.



Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

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PART D: COMPOSITION

1 written-response question
Value: 30%

Suggested Time: 35 minutes

INSTRUCTIONS: Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work.

Write a multi-paragraph composition of approximately **200 to 250** words based on **one** of the following topics, using standard English. In your composition, you may use any appropriate method of development. You may explain, persuade, or describe, or you may tell a story.

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

4. Travel can be a rewarding experience.

OR

5. I stood up for what I believed was right.

Organization and Planning

Use this space to plan your ideas before writing in the **Response Booklet**.

WRITING ON THIS PAGE WILL NOT BE MARKED

END OF EXAMINATION

ACKNOWLEDGEMENTS

Armstrong, Jennifer. "The Statue of Liberty Factory." *Stay True*. New York, NY: Scholastic Press, 1998. 127–142.

Windh, Jacqueline. "Nuu-chah-nulth Canoe Carving." *WaveLength Magazine*. February/March Issue, 2004, pages 28–31.

Place Personal Education Number (PEN) here.

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Course Code = COM 12

2007/08 Released

Exam AUGUST 2008

Exam Booklet Form/ Cahier d'examen

A	B	C	D	E	F	G	H
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Student Instructions

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on your Answer Sheet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. Indicate in the space below which question you have selected:
Composition Question: 4 **or** 5
5. Read the Examination Rules on the back of this Booklet.

Question 1								
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Question 2								
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Communications 12

AUGUST 2008

Response Booklet



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Examination Rules

1. The time allotted for this examination is two hours.
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if students break any of the following rules:
 - Students must not be in possession of or have used any secure examination materials prior to the examination session.
 - Students must not communicate with other students during the examination.
 - Students must not give or receive assistance of any kind in answering an examination question during an examination, including allowing one's paper to be viewed by others or copying answers from another student's paper.
 - Students must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
 - Students must not copy, plagiarize or present as one's own, work done by any other person.
 - Students must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
 - Students must not remove any piece of the examination materials from the examination room, including work pages.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.