



# Communications 12

Examination Booklet  
2008/09 Released Exam  
August 2009  
**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

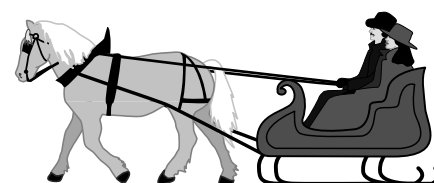
**INSTRUCTIONS:** Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

The speaker remembers a time in 1947 when he was eleven and lived with his family on their small farm on the west coast of Cape Breton, Nova Scotia.

### To Every Thing There Is a Season

by Alistair MacLeod

(adapted)



- 1 My brother Kenneth, who is two and a half, is unsure of his last Christmas. It is Hallowe'en that looms largest in his memory as an exceptional time of being up late in magic darkness and falling snow. "Who are you going to dress up as at Christmas?" he asks. "I think I'll be a snowman." All of us laugh at that and tell him Santa Claus will find him if he is good and that he need not dress up at all. We go about our appointed tasks waiting for it to happen.
- 2 I am troubled myself about the nature of Santa Claus and I am trying to hang on to him in any way that I can. It is true that at my age I no longer *really* believe in him, yet I have hoped in all his possibilities as fiercely as I can; much in the same way, I think, that the drowning man waves desperately to the lights of the passing ship on the high sea's darkness. For without him, as without the man's ship, it seems our fragile lives would be so much more desperate.
- 3 My oldest brother, Neil, is nineteen and employed on the "lake boats," the long flat carriers of grain and iron ore whose season ends any day after December 10, depending on the ice conditions. We wish it to be cold, cold on the Great Lakes of Ontario, so that he may come home to us as soon as possible. Already his cartons have arrived. They come from different places: Cobourg, Toronto, St. Catharines, Welland, Windsor, Sarnia, Sault Ste. Marie. Places that we, with the exception of my father, have never been. We locate them excitedly on the map, tracing their outlines with eager fingers. The cartons bear the lettering of Canada Steamship Lines, and are bound with rope knotted intricately in the fashion of sailors. My mother says they contain his "clothes" and we are not allowed to open them.
- 4 For us it is impossible to know the time or manner of his coming. If the lakes freeze early, he may come by train because it is cheaper. If the lakes stay open until December 20, he will have to fly because his time will be more precious than his money. On our part, we can do nothing but listen with straining ears to radio reports of distant ice formations. His coming seems to depend on so many factors which are out there far beyond us and over which we lack control.
- 5 The days go by in fevered slowness until finally on the morning of December 23 the strange car rolls into our yard. My mother touches her hand to her lips and whispers "Thank God." My father gets up from his chair to look through the window. Their longed-for son and our golden older brother is here at last. He is here with his reddish hair and beard and we can hear his hearty laugh. He will be happy and strong and confident for us all.

(continued on next page)

- 6 Now that he is here there is a great flurry of activity. We have left everything we could until the time he might be with us. Eagerly I show him the fir tree on the hill which I have been watching for months and marvel at how easily he fells it and carries it down the hill. We fall over one another in the excitement of decoration.
- 7 He promises that on Christmas Eve he will take us to church in the sleigh behind the splendid horse that until his coming we are all afraid to handle. And on the afternoon of Christmas Eve he shoes the horse, lifting each hoof and rasping it fine and hammering the cherry-red horseshoes into shape upon the anvil. Later he drops them hissing into the steaming tub of water. My father sits beside him on an overturned pail and tells him what to do. Sometimes we argue with our father, but our brother does everything he says.
- 8 That night, bundled in hay and voluminous coats, and with heated stones at our feet, we start upon our journey. Our parents and Kenneth remain at home, but all the rest of us go. Before we leave we feed the cattle and sheep and even the pig all that they can possibly eat, so that they will be contented on Christmas Eve. Our parents wave to us from the doorway. We go four miles<sup>1</sup> across the mountain road. It is a primitive logging trail and there will be no cars or other vehicles upon it. At first the horse is wild with excitement and lack of exercise and my brother has to stand at the front of the sleigh and lean backwards on the reins. Later he settles down to a trot and still later to a walk as the mountain rises before him. We sing all the Christmas songs we know and watch for the rabbits and foxes scudding across the open patches of snow and listen to the drumming of partridge wings. We are never cold.
- 9 When we descend to the country church we tie the horse in a grove of trees where he will be sheltered and not frightened by the many cars. We put a blanket over him and give him oats. At the church door the neighbours shake hands with my brother.
- 10 The church is very beautiful at night with its festooned branches and glowing candles and the booming, joyous sounds that come from the choir loft. We go through the service as if we are mesmerized.
- 11 On the way home, although the stones have cooled, we remain happy and warm. We listen to the creak of the leather harness and the hiss of runners on the snow and begin to think of the potentiality of presents. When we are about a mile from home the horse senses his destination and breaks into a trot and then into a confident lope. My brother lets him go and we move across the winter landscape like figures freed from a Christmas card. The snow from the horse's hooves falls about our heads like the whiteness of the stars.
- 12 After we have stabled the horse we talk with our parents and eat the meal our mother has prepared. And then I am sleepy and it is time for the younger children to be in bed. But tonight my father says to me, "We would like you to stay up with us a while," and so I stay quietly with the older members of my family.
- 13 When all is silent upstairs, Neil brings in the cartons that contain his "clothes" and begins to open them. He unties the intricate knots quickly, their whorls falling away before his agile fingers. The boxes are filled with gifts neatly wrapped and bearing tags. The ones for my younger brothers say "from Santa Claus" but mine are not among them any more, as I know with certainty they will never be again. Yet I am not so much surprised as touched by a pang of loss at being here on the adult side of the world. It is as if I have suddenly moved into another room and heard a door click lastingly behind me. I am jabbed by my own small wound.

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<sup>1</sup> mile: 1.6 kilometres

- 14 But then I look at those before me. I look at my parents drawn together before the Christmas tree. My mother has her hand upon my father's shoulder. I look at my sisters, who have crossed this threshold ahead of me and now each day journey farther from the lives they knew as girls. I look at my magic older brother who has come to us this Christmas from half a continent away, bringing everything he has and is. All of them are captured in the tableau of their care.
- 15 "Every man moves on," says my father quietly, and I think he speaks of Santa Claus, "but there is no need to grieve. He leaves good things behind."

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. In paragraphs 1 and 2, what is the speaker's attitude to Santa Claus?
- A. He fully believes in Santa Claus.
  - B. Santa Claus represents hope to him.
  - C. He finds children's belief in Santa Claus amusing.
  - D. Hallowe'en is more magical to him than Santa Claus.
2. Why does the family wish it to be very cold on the Great Lakes?
- A. Neil will fly home.
  - B. Neil's work season will end.
  - C. The cold is a sign that Christmas is coming.
  - D. The cold means that the frozen lakes are safe for travel.
3. In paragraph 3, what is the primary purpose of referring to Neil's cartoons?
- A. to create suspense
  - B. to introduce humour
  - C. to mark a turning point
  - D. to establish point of view

4. Which literary device is used in “snow from the horse’s hooves falls about our heads” (paragraph 11)?
- A. symbol
  - B. metaphor
  - C. alliteration
  - D. onomatopoeia
5. What is the main conflict?
- A. character vs. self
  - B. character vs. nature
  - C. character vs. character
  - D. character vs. supernatural
6. Which word best describes what Neil represents to the family?
- A. hero
  - B. provider
  - C. risk-taker
  - D. peacemaker
7. How does the title, “To Every Thing There Is a Season,” fit the story?
- A. Each member of the family has a role to play.
  - B. All members of the family are growing and changing.
  - C. The family is caring towards everyone and every thing on the farm.
  - D. The author describes one particular season of the year for the family.
8. Which topic is the focus of the story as a whole?
- A. coming of age
  - B. showing respect
  - C. surviving winter
  - D. overcoming challenges

**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.

**Read this article to learn about the father of six famous National Hockey League (NHL) players.**

**The Sutter Father**

*by Mark Spector*

(adapted)



- 1 If you grew up in a small town like Viking, Alberta, or played a hockey tournament in any one of those heart-and-soul farming communities that dot our country, you can probably close your eyes and picture Louis Sutter.
- 2 The United Grain Growers ball cap, a pair of blue jeans, maybe with suspenders. Hands washed, but never a hundred percent clean of the grease and diesel that flow from a farmer’s endless repair jobs. Standing at the glass, with an elbow on the corner boards and a styrofoam cup of rink coffee in his other hand. A bit of a belly.
- 3 Talkin’ weather, talkin’ hockey. Raising up a farmhouse full of kids who would become known to Canadians from coast-to-coast and idolized in Alberta, where Viking will be referred to forever, as the sign on the edge of town proclaims, “The Home of The Sutters.”
- 4 “Louie is the father of a family who gave many young kids like myself an example. Someone to look up to and follow. To respect. He was the dad of those boys, and that meant a lot,” said Viking-born Cory Clouston, the Kootenay Ice head coach who has Darryl’s boy Brett Sutter in his Western Hockey League lineup. “They knew hard work, those boys. And Lou instilled values that, I think, are missing in many of the kids today.”
- 5 Just days after the film crews pulled out of Edmonton, where they were shooting *Waking up Wally: The Walter Gretzky Story*, Canada’s other legendary hockey father died February 10, 2005
- 6 While Walter Gretzky would not go unrecognized on virtually any street in any city in Canada, Louie Sutter was quite the opposite. Although he made many trips up and down Highway 2 to see his six NHL sons play games in Calgary and Edmonton, he limited his playoff appearances mostly to Stanley Cup finals, which always took place after the crop was in the ground.
- 7 “A lot of time, when playoff games were going on or whatever, he was putting the crop in. The crop was more important,” Duane, the fourth son, said. “He could watch us on TV, or somebody else could tell him how we played.”
- 8 The family still gets together at the same 800-square-foot<sup>1</sup> house on about 1 400 acres<sup>2</sup> southeast of Edmonton where Louie Sutter and his wife Grace raised their seven boys. Duane, who won four Stanley Cups in the early 1980s as a New York Islander, said he probably learned more from his father on the Sutter farm than at a hockey rink.
- 9 “Trying to keep up with him when you were shovelin’ grain,” he said. “If you didn’t keep up or stay slightly ahead, he’d embarrass you.”

<sup>1</sup> foot: .3 metre

<sup>2</sup> acre: .4 hectare

**(continued on next page)**

YEARS	TEAMS	GP	G	A	PTS	PIM	CUPS
Brian 1976 – 88	St. Louis	779	303	333	636	1 786	0
Darryl 1979 – 87	Chicago	406	161	118	279	288	0
Duane 1979 – 90	NYI, Chicago	731	139	203	342	1 333	4
Brent 1980 – 98	NYI, Chicago	1 111	363	466	829	1 054	2
Rich 1982 – 95	Pit, Phi, Van, St. L Chi, T.B., Tor	874	149	166	315	1 411	0
Ron 1982 – 01	Phi, St. L, Que, NYI Bos, S.J., Cgy	1 093	205	329	534	1 352	0
<b>81 SEASONS</b>	<b>12 TEAMS TOTAL:</b>	<b>4 994</b>	<b>1 320</b>	<b>1 615</b>	<b>2 935</b>	<b>7 224</b>	<b>6</b>
<i>Legend</i>	<i>GP = Games Played</i>			<i>PTS = Points</i>			
	<i>G = Goals</i>			<i>PIM = Penalty Minutes</i>			
	<i>A = Assists</i>			<i>CUPS = Number of Stanley Cups won</i>			

**Figure 1**

10 From the Patrick brothers of the early 1900s, through the Conachers, Bentleys and Richards, to the Howes, Hulls, Espositos, Stastnys and Hunters, no other family has left a mark on the NHL like the Sutters. There was a five-year span during the 1980s—before Darryl became the first to retire—when, for the first time in the NHL, six brothers played in the league at the same time. By the time the twins had retired, the Sutter boys had amassed 4 994 games played (plus 603 playoff games), 1 320 goals, 2 935 points, and of course, 7 224 minutes in penalties.

11 “Dad coached Gary, the oldest son and the only one not to play in the NHL, and Brian right up through peewee,” Ron said. “Then, later, as there got to be too many of us playing, and the further we moved up, Dad never interfered. He let the coaches coach. When there was something important and necessary to be said, Dad always said it—to us.

12 “One thing he always said was, ‘Try your best, work hard, and have fun doin’ it.’ Whether it was hockey, or baseball or fastball. Or even when we used to play flag football at home. He was like, ‘Go all out, or go home.’ ”

13 “He just wanted you to compete,” Duane said. “If you took a penalty for runnin’ your mouth, he’d tell you he wasn’t taking you back.”

14 Duane can’t recall ever walking back to the farm from the Viking arena though. “Well, you learned,” he said. “From the older ones.”

15 While Gary never pursued a career in the NHL, each of his six younger brothers is still working in the game today. Brian, 48, is the head coach of the

Chicago Blackhawks. Darryl, 46, took the Calgary Flames to the Stanley Cup Final in 2004 as their coach and General Manager (GM). Duane, 44, is the director of player development for the Florida Panthers. Brent, 42, is the coach, GM, and owner of the Red Deer Rebels of the Western Hockey League, and he also coached Canada to an undefeated, gold-medal performance at the 2005 world junior championship. At age 41, the twins are both pro hockey scouts, with Ron working for Calgary and Rich for the Minnesota Wild.

16 While Calgary drafted Brian’s son Shaun in 1998, Darryl’s boy Brett is 17 and playing for the Kootenay Ice.

17 “And there’s three or four comin’ up the line still,” Brett told the *Post*.

18 Some fans loved the Sutter boys, others, not so much. But you had to give them one thing: they played the game like Canadians, with lines of fresh stitches on their faces and hearts as big as their father’s fields back home.

19 “I think everybody has this image that we’re kind of hard-core,” Duane said. “Probably a lot of people don’t realize there is a lot of passion, and compassion for other people. For our families.”

20 Duane’s daughter Kassie, an 18-year-old senior playing Florida high school basketball, plays her game like her uncles played theirs.

21 “She was nominated for all-state, actually. Pretty good for an Alberta girl.”

22 Around Viking, they’ll tell you she comes from mighty good stock.



9. How can Louis Sutter be described?
- A. as a passionate mechanic
  - B. as a poorly educated man
  - C. as an unusual hockey player
  - D. as a typical small-town farmer
10. Which stylistic device is used in paragraph 2?
- A. repetition
  - B. parallelism
  - C. run-on sentences
  - D. sentence fragments
11. According to the text, what record do the Sutter brothers hold in the NHL?
- A. They have amassed the most goals.
  - B. Six of them played in the league simultaneously.
  - C. They were the oldest active players in the league.
  - D. Each has played more games than any other NHL player.
12. What purpose is served by Figure 1?
- A. to show how few Stanley Cups the Sutter brothers won
  - B. to show that the Sutter brothers competed against each other
  - C. to present information about the Sutter brothers' hockey achievements
  - D. to stress the high number of penalty minutes served by the Sutter brothers
13. Which of the following would Louis Sutter likely say?
- A. "Support hockey to be a true Canadian."
  - B. "Speak up if you disagree with the coach."
  - C. "Quit hockey if you don't make the NHL."
  - D. "Play every game to the best of your ability."

14. What main impression of the Sutter boys does the writer give in the article?
- A. They were violent players.
  - B. They were extremely patriotic.
  - C. They were keenly devoted players.
  - D. They were highly aware of their fans.
15. What is the most likely reason the writer refers to Duane's daughter Kassie?
- A. to show that toughness is valued in the Sutter family
  - B. to show that basketball is important to the Sutter family
  - C. to show that the granddaughter carries on the Sutters' love of hockey
  - D. to show that the Sutters' commitment to excellence in sports has been passed on
16. Which is an important message in the article?
- A. Fathers can influence the lives of their children.
  - B. Children can learn to become independent from their fathers.
  - C. Fathers tend to have unrealistic expectations of their children.
  - D. Children generally choose the same occupation as their fathers.

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 at least **125 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page 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 **The Sutter Father** on pages 5 and 6.

What important lessons did the Sutter boys learn from their father, Louis Sutter?  
Support your answer with references to the article.

**Organization and Planning**

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

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## PART C: COMMUNICATION PRODUCTS

2 written-response questions

Suggested Time: 35 minutes

Value: 25%

### 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**
- |                         |
|-------------------------|
| <i>describe graphic</i> |
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 use a box to indicate the look and placement of a graphic

#### 2. Scenario:

You are **Devon Waters**, a student at King Secondary School. Your automotive repair class is planning a car wash to raise money for Cops for Cancer. You and two friends are helping to advertise the car wash.

#### Task:

**Read the information below. Create an effective handout to be distributed throughout your local community. Your handout should encourage drivers to attend your car wash, and should include the necessary details.**

#### Information:

*You and two friends, Karl and Cindy, are discussing ideas for your handout.*

Devon: “What will bring people out to our car wash? We want as many as possible to come.”

Karl: “I think most people will want to support Cops for Cancer, especially if they know that they’ll be helping kids.”

Cindy: “I agree. We should let them know that all the money we raise goes to programs for kids with cancer. It also helps their families.”

Karl: “Exactly. They help keep that camp on Lake McKenzie going. The camp gives kids recovering from cancer a chance to have some fun. Lots of the money goes to research too.”

Devon: “Sounds good. What else needs to go on this handout? The time and place, of course, for starters.”

Cindy: “Gordon’s Garage at Harrison and 12<sup>th</sup> Street is letting us use their space and equipment.”



Karl: “Awesome. And the date is Saturday, May 6<sup>th</sup>, from eight in the morning to four in the afternoon.”

Cindy: “What’ll we charge? I think we should just ask for donations. That way it’ll be easy for people to give what they can.”

Karl: “It’s such a cool cause. Let’s include the website for Cops for Cancer on our handout so people can look them up if they want to. It’s [www.cancer.ca/copsforcancerbc](http://www.cancer.ca/copsforcancerbc).”

Devon: “Okay, we’re ready. Let’s make a handout that will really pull in the crowds.”

### **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 **Devon Waters**, an automotive student at King Secondary School. Your address is 654 Terminus Street, High Pine, BC V3R 5Y5.

Gordon's Garage has a position available on weekends for a lot attendant. Duties include washing and cleaning cars, and moving cars on the lot.

Write a formal letter of application to Mr. Gordon Williams, owner of Gordon's Garage, 3021 12<sup>th</sup> Street, High Pine, BC V4T 2M3.

### 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 at least **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. Gifts can come in many different forms.

**OR**

5. I enjoyed a typically Canadian experience.

**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

MacLeod, Alistair. "To Every Thing There Is a Season." *Island: The Collected Short Stories of Alistair MacLeod*. Toronto: McClelland and Stewart Inc., 2000.

Spector, Mark. "The Sutter Father." *National Post*. February 11, 2005.





Place Personal Education Number (PEN) here.

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**Course Code = COM** 12  
**2008/09 Released Exam**  
**AUGUST 2009**

Exam Booklet Form/ Cahier d'examen    A B C D E F G H

**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.

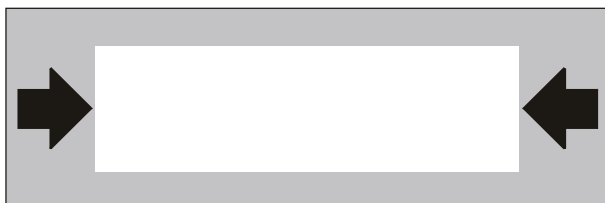
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**MINISTRY USE ONLY**



Place Personal Education Number (PEN) here.



**Course Code = COM 12**

**Communications 12**

**2008/09 Released Exam**

**AUGUST 2009**

**Response Booklet**



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**PART B: INFORMATIONAL TEXT  
WRITTEN RESPONSE**

**Question 1:**

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**PART B: INFORMATIONAL TEXT**  
**WRITTEN RESPONSE**

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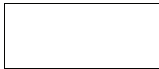
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## Examination Rules

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.