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BRITISH
COLUMBIA

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MINISTRY USE ONLY

English 12

JUNE 2002

Course Code = EN

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.
6. Before you respond to the question on page 13, **circle** the number corresponding to the topic you have chosen:
2a or 2b.

Question 1								
Poetry								
Marker 1								
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Marker 2								
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Question 2a								
Prose								
Marker 1								
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Question 2b								
Prose								
Marker 1								
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Question 3								
Essay								
Marker 1								
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ENGLISH 12

JUNE 2002

COURSE CODE = EN

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

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.

4. 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.
5. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

ENGLISH 12 PROVINCIAL EXAMINATION

	Value	Suggested Time
1. This examination consists of four parts:		
PART A: Editing, Proofreading and Comprehension Skills	13	10
PART B: Interpretation of Literature: Poetry	20	25
PART C: Interpretation of Literature: Prose	33	45
PART D: Original Composition	24	40
	Total:	
	90 marks	120 minutes
2. The Readings Booklet contains the prose and poetry passages you will need to answer certain questions on this examination.		

PART A: EDITING, PROOFREADING AND COMPREHENSION SKILLS

Total Value: 13 marks

Suggested Time: 10 minutes

INSTRUCTIONS: The following passage has been divided into numbered sentences which may contain problems in grammar, usage, word choice, spelling, or punctuation. One or more sentences may be correct. No sentence contains more than one error.

If you find an error, select the underlined part that must be changed in order to make the sentence correct and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that corresponds to your answer. If there is no error, completely fill in circle D (no error).

Strong Medicine

1. The very mention of the word “virus” strikes panic into those of us who are accustomed
(A) (B)
to good health. With visions of coughs, runny noses, or upset stomachs. (D) no error
(C)

2. In the future; however, we may be using viruses to cure much more serious bacterial
(A) (B)
infections, as strange as that may appear. (D) no error
(C)

3. All ready scientists have cured mice of potentially lethal diseases by successfully
(A) (B)
using bacteria-eating viruses known as bacteriophages. (D) no error
(C)

4. These efforts have been widely praised since doctors need new weapons to fight against
(A) (B)
the ever-growing variety of bacteria resistant to antibiotics. (D) no error
(C)

5. Bacteriophages were first discovered in the 1920s by Felix d’Herelle, a Canadian
(A)
microbiologist, he recognized that these viruses could be used
(B)
to combat devastating epidemics. (D) no error
(C)
6. Ironically, the discovery of penicillin largely ended the Canadian researcher’s work,
(A)
but now scientists believed bacteriophages have real potential to cure. (D) no error
(B) (C)
7. “Its a constant battle , and we can’t afford to ignore any possibilities,” says Carl
(A) (B)
Munster, a prominent health researcher. (D) no error
(C)
8. “Today, we realize that certain viruses will attack particular strains of bacteria,”
(A)
states Munster, and we have had dramatic success in some cases.” (D) no error
(B) (C)
9. It is clear that antibiotics have become widely overused, significantly eroding
(A) (B)
their affectiveness against many types of harmful bacteria. (D) no error
(C)
10. Nevertheless, the medical profession is hopeful that d’Herelles research will now
(A) (B)
provide some much needed answers in the fight against bacteria. (D) no error
(C)

OVER

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INSTRUCTIONS: Based on the information contained in the passage on pages 2 and 3, “Strong Medicine”, select the **best** answer for questions 11 to 13 and record your choice on the Response Form provided.

11. According to sentence 3, bacteriophages are
- A. widely used.
 - B. bacteria-eating.
 - C. potentially lethal.
 - D. antibiotic-resistant.
12. According to sentences 5 and 6, the research of Felix d’Herelle
- A. ended with the 1920s.
 - B. discovered strains of bacteria.
 - C. promoted the use of penicillin.
 - D. ended with the discovery of penicillin.
13. The purpose of this article is to
- A. inform.
 - B. criticize.
 - C. persuade.
 - D. entertain.

PART B: POETRY

Total Value: 20 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the poem “The Quarter Horse Colts” on page 1 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

14. The phrase “the golden mares” (line 3) means the horses are
- A. very young.
 - B. deep yellow.
 - C. extremely old.
 - D. very expensive.
15. At the end of stanza 1, the speaker compares the colts’ frolicking to
- A. playing.
 - B. running.
 - C. dashing.
 - D. dancing.
16. The mood established in the first stanza is
- A. joyous.
 - B. wistful.
 - C. chaotic.
 - D. humorous.
17. “[T]hey turn their heads, ears pricked,” (line 10) suggests the foals are
- A. content.
 - B. grateful.
 - C. terrified.
 - D. suspicious.
18. Line 18, “running zephyr-like with him,” contains an example of
- A. simile.
 - B. metonymy.
 - C. apostrophe.
 - D. personification.

19. Lines 20 and 21 suggest the narrator appreciates

- A. the cycle of nature.
- B. the mares' gentleness.
- C. the clean environment.
- D. the absence of humans.

20. In the poem, the foals primarily learn by

- A. trial and error.
- B. human instruction.
- C. watching other colts.
- D. copying their mothers.

21. The form of this poem is

- A. ode.
- B. lyric.
- C. elegy.
- D. ballad.

The Quarter Horse Colts
 (page 1 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form and in approximately **125 to 150 words**, answer question 1 in the space provided. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

1. The poet makes extensive use of imagery. In paragraph form and with reference to the poem, discuss how imagery contributes to theme. **(12 marks)**

Organization and Planning

1st	
2nd	

PART C: PROSE

Total Value: 33 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Read the story entitled “Taseko” on pages 2 to 4 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

22. In paragraph 1, the boy is fidgety while waiting in the truck because
- A. he is angry.
 - B. he is excited.
 - C. his father is ill.
 - D. his father is unprepared.
23. In paragraph 2, the line “...rock ridge colours, cattail ponds and open grassy slopes” contains examples of
- A. rhyme.
 - B. assonance.
 - C. dissonance.
 - D. onomatopoeia.
24. According to paragraph 4, Mt. Tatlow was important to the Tsilhqot’in people because it was
- A. blunt.
 - B. sacred.
 - C. glacial.
 - D. scarred.
25. In paragraph 5, the phrase “into the bite of an icy wind” is an example of
- A. allusion.
 - B. symbolism.
 - C. synecdoche.
 - D. personification.
26. According to paragraph 9, the attitude that the boy displays towards his gun on this, his first hunting trip, is one of
- A. fear.
 - B. disgust.
 - C. respect.
 - D. affection.

27. In paragraph 14, after four unsuccessful days of hunting, the hunters realize that the snow will
- A. end the hunt.
 - B. help the hunt.
 - C. trap the hunters.
 - D. cover the tracks.
28. The phrase “unfolding solitude” (paragraph 19) suggests the boy’s
- A. feeling of anger.
 - B. need to be warm.
 - C. fear of being shot.
 - D. sense of separation.
29. In paragraph 21, the hunters’ progress is slowed by
- A. icy branches.
 - B. rocky terrain.
 - C. rushing water.
 - D. heavy clothing.
30. The character of the boy is
- A. flat.
 - B. stock.
 - C. static.
 - D. dynamic.

Organization and Planning

Taseko
(pages 2 to 4 in the **Readings Booklet**)

INSTRUCTIONS: Choose **one** of the following two topics and write a multi-paragraph essay of approximately **300 words**. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation and the quality of your written expression.

2a. In multi-paragraph essay form and with reference to the story, discuss how the setting contributes to the element of conflict.

OR

2b. In multi-paragraph essay form and with reference to the story, discuss how the boy attempts to conform to the expectations of the adult hunters.

Before you begin, go to the **front cover** of this booklet and **circle** the number corresponding to your chosen topic – **Instruction 6**.

(24 marks)

I have selected topic _____.

FINISHED WORK

Organization and Planning

PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 40 minutes

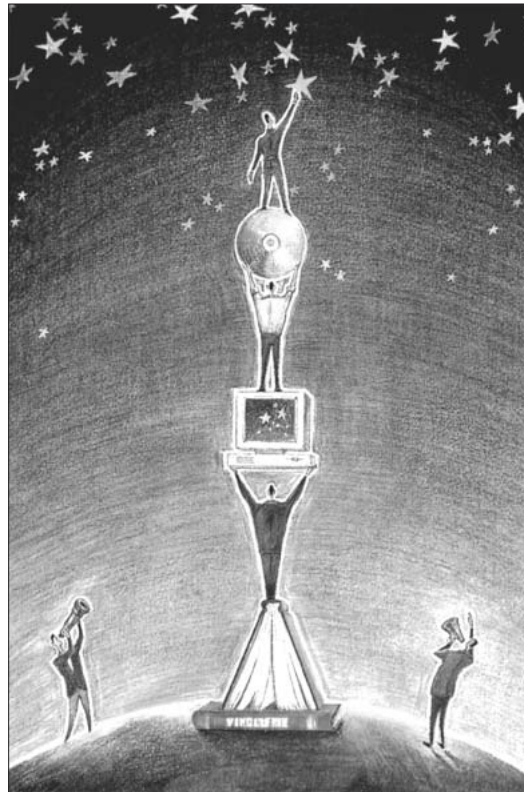
INSTRUCTIONS: Using standard English, write a coherent, unified, multi-paragraph composition of approximately **300 words** on the **topic** below. In your composition, you may apply any effective and appropriate method of development which includes **any combination** of exposition, persuasion, description, and narration.

Use the page headed **Organization and Planning** for your rough work. Write your composition in **ink** on the pages headed **Finished Work**.

3. Write a multi-paragraph composition on the **topic** below. In addressing the **topic**, you may draw support from the pictures below, the experiences of others, or from any aspect of your life: your reading, your own experiences, and so on.

Topic:

People can be influenced by their environment.



FINISHED WORK

END OF EXAMINATION

1st	
2nd	

ENGLISH 12
READINGS BOOKLET
JUNE 2002

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PART B: POETRY

INSTRUCTIONS: Read the following passage and answer the questions on pages 6 to 9 of the written-response booklet.

The Quarter Horse Colts

by Irene Arndt Huettl

- 1 Spring is the time of young life in ranch country—
the time when red cows drop their calves;
and the golden mares, the bays and buckskins
stand to suckle their young—
- 5 progeny born to the beauty of the flowing movement,
exquisite with small rounded bodies,
appealing miniatures of their quarter horse dams.
They frolic about on long colt legs,
upending tiny hoofs in half-kicks of ballet prance.
- 10 Innocently they turn their heads, ears pricked,
wary of my enthralled approach—
slow, slow lest I frighten them away.
The mares graze tranquilly, paying me no attention.
But their foals watch expectantly,
- 15 curious but poised for motherward flight.
- Apart, the bay mother of the smallest lowers her head,
arching her brown velvet neck,
running zephyr-like with him,
Teaching him with poignant gentleness.
- 20 Oh, I can never have enough of spring's returning vision
of the unspoiled young life in ranch country—
the tender grace of the little colts.

PART C: PROSE

INSTRUCTIONS: Read the following selection and answer the questions on pages 10 to 15 of the written-response booklet.

adapted from **Taseko**

by Christian Petersen

- 1 The rifles, in their leather scabbards, were placed behind the seat of the pickup. The boy's parents were talking quietly on the porch, while he waited with Lars in the truck. He was fidgety. At last, his father came down the steps, carrying his hunting boots which shone with dubbin¹. As they pulled out, Mother waved, especially to her boy it seemed. He almost wished she hadn't. Like Lars he simply lifted his hand.
 - 2 They drove several hours on the highway, tires whining on the dry, grey pavement, sunshine glinting on the hood, warm on the dash. The two men spoke about work. He listened to them, and to the fading radio, but most of his attention was on the land: growth lines dividing the spruce and aspens, rock ridge colours, cattail ponds and open grassy slopes. West of Lee's Corner was gravel road and dust. They crossed the Chilcotin River, then climbed higher up the Plateau. Now, on the crest of a hill, great reaches of country came into sight, vast dark stands of jackpine, and autumn wild meadows. It was largely untouched, except for occasional corrals or rail fences sketched into the distance.
 - 3 Lars geared down as they neared a number of plain plywood houses. Long-travelled cars were parked under the trees, or already half-buried in the weeds. Children came close to the road to watch them pass. Lars waved, and the kids grinned and ran behind the pickup shouting. Past the houses was a pole corral holding a half dozen horses. A man stood inside the corral holding an open lariat. He did not turn to the road. The boys, perched on the fence, looked briefly, but then went back to watching the man with the rope and the horses. The boy in the pickup twisted in his seat, gazing back until they had rounded the next bend.
 - 4 By late afternoon they were into the first folds of the Coast Range, following a river that was glacial green and laced with rapids. The road became two ruts worn in scant mountain turf. Lars pointed out a big blunt peak to the west, called Tatlow, that was sacred to the Tsilhqot'in people.
 - 5 The men had a site in mind for a camp; from there they could cover two adjoining valleys. They stepped out of the truck into the bite of an icy wind. The boy's fingers numbed as he helped his father assemble their tent. As dusk crept quickly westward, the snow on the peaks and in the facial crevices retained the essence of the day's light.
-
- 6 In the morning, frost clustered in the bunchgrass and the juniper needles, and clung in webs against the tires and fenders of the truck.

¹dubbin: *waterproofing*

- 7 The boy was first up and made a fire with bone-white branches of pine. Then he dug the charred coffee pot out of the campbox and took it down to the creek. The boy dipped into the icy stream, then scooted back to his fire. He sat on his heels with his back to the warmth, hands tucked deep into his coat. A vibrant light rose above the mountains as the pine sticks snapped in the fire.
 - 8 Lars always hunted alone. This trip he was after a goat, so he worked the higher ridges, sometimes crossing the patches of grainy snow that had lasted through summer at that altitude. He left early each morning, taking only rye bread and cheese for lunch, and did not return until dusk.
 - 9 The boy and his father stayed below timberline most of the time, watching the game trails and meadows for moose or mule deer. They each carried their lunch and a Thermos. On a leather sling over one shoulder his father had an Enfield .303, with a long black scope. It was accurate at three hundred yards or more. The boy carried his own Winchester carbine. He was proud of the gun, careful not to scuff it in the brush, but leery with it too. Lightly he touched the cool lip of the trigger and the gnarled steel hammer end. They stopped often, to listen, waiting for movement in the woods.
 - 10 Scanning, his binoculars in hand, the boy's father would point out their next route through alpine slopes and mossy rock-slides.
 - 11 Each evening his father and Lars spread the map on the tailgate and described the country they had crossed. Under a kerosene lamp hanging from the truck's canopy the three of them prepared a meal. Afterward they settled close to the fire and Lars poured their tea. The boy cupped his hands around the hot drink, listening closely to the men's talk and quiet laughter. He was intently aware of when his father spoke. For a moment he did not recognize that voice, and he did not trust his own. Often, as if he heard something, he looked over his shoulder. Just there, beyond the firelight, was the wild, an absolute darkness.
 - 12 After four days they had seen no game. Any tracks or sign they found, seemed to be more than a week old, which puzzled Lars. He had hunted the region for years and had always known it to be rich with wildlife. But each day it grew colder and perhaps the animals had already moved west or south to lower valleys.
 - 13 Lying in the tent one night, after his father was asleep, the boy heard a low, lasting howl, but the aged wolf may have been calling from the dark slope of a dream.
-
- 14 On the morning of the fifth day there were two inches of snow on the ground and the boughs of the pines, and grey clouds were banked above the mountains, covering the peaks. Over breakfast they had to make a decision. It was two hours by truck to the good road. If it began to snow again during the day, and continued for any time, they could have real trouble getting out. However, the snow would allow them to finally determine if there was any game around, and if there was, today it could be easily tracked. They chose to hunt one last day.
 - 15 It was tough going. The snow on the dried grass made any incline slippery and for the first time the boy had trouble keeping up. His boots chafed him. It was cold and he'd worn extra clothing which now had him sweating. Perhaps his father had wanted to leave that morning; he seemed impatient. He looked gruff with five days of beard.

OVER

16 Not wanting to range too far in the uncertain weather, they checked benches and thickets they had covered on previous days. The boy's father hoped to get a deer. He recalled his own first hunting trip, and he wanted something like that for his son. The boy sensed this. For a time he shared his father's frustration. But that afternoon when they turned back for camp, the boy felt only relief.

17 A shot ripped the white valley.

18 When the boy started to speak, to ask—his father sharply raised a hand. The man's attention strained for the direction of the echo.

19 During those few taut moments—the gun's report gone, snow and wind rising, spirits moaning in the timber—in that time the boy first perceived his own unfolding solitude.

20 Another shot. His father headed towards the sound. The boy jogged behind, frightened now by the haste with which they broke through the brush. His father wanted to find Lars and help him dress the animal. They stopped in camp to gather some rope and an axe.

21 It was difficult to see the depth of ravines until they had plunged into them. Icy branches clawed at their clothing. Despite the pace their progress seemed slow and stubborn. Then his father stopped, motioned for the boy to be quiet, and called out to Lars. A shout from behind them startled the boy.

22 In a few minutes they discovered the hunter in a tiny matted clearing, a moose bed. Lars knelt close to the dead bull.

23 They cleaned the animal, and his father rigged a rope harness around it. They had to get the meat to camp that night.

24 The boy looked over at the long head of the moose. When Lars removed the rack, the boy winced. Lars held them a moment, and then handed them to the boy. The men took up the ropes on the sides of glistening meat. The boy shouldered the rack and followed them through the darkness.

ACKNOWLEDGEMENTS

Huettl, Irene Arndt. "The Quarter Horse Colts." *Participating in the Poem: An Introduction to Poetry*. Third Edition. eds. Kovacs, Mary Anne and Loewe, Ronald G. The Centre for Learning, 1989.

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