

MINISTRY USE ONLY

MINISTRY USE ONLY

Place Personal Education Number (PEN) here.

Place Personal Education Number (PEN) here.



BRITISH
COLUMBIA

© 2003 Ministry of Education

MINISTRY USE ONLY

English 12

APRIL 2003

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 11, **circle** the number corresponding to the topic you have chosen:
2a or 2b.

Question 1								
Poetry								
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 2a								
Prose								
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 2b								
Prose								
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question 3								
Essay								
Marker 1								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marker 2								
0	1	2	3	4	5	6	NR	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENGLISH 12

APRIL 2003

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 and Proofreading Skills	10	10
PART B: Interpretation of Literature: Poetry	20	25
PART C: Interpretation of Literature: Prose	33	45
PART D: Original Composition	24	40
	Total:	
	87 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 AND PROOFREADING SKILLS

Total Value: 10 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).

Return of a Legend

1. After winning the National Basketball Association (NBA) championship
in the 1997 – 1998 season, Phil Jackson left the Chicago Bulls to pursue
(A)
other interests, Michael Jordan then hinted at his own retirement, stating, “I do not want to play
(B) (C)
for a coach other than Jackson.” (D) no error

2. With 5.2 seconds left in the championship game, Jordan scored the last basket of the series,
(A)
a jump shot, which gave the Bulls an 87 – 86 victory and there sixth NBA championship.
(B) (C)
(D) no error

3. Despite this victory, Jordan announced his retirement from professional basketball
(A)
on January 13, 1999, before the start of that shortened season. (D) no error
(B) (C)

4. Jordan retired holding the NBA record for the most season’s of leading the league in
(A) (B)
scoring and achieving fourth place in total points scored. (D) no error
(C)

5. His statistical achievements at that point were: 29,277 points, 5,836 rebounds, and 5,012
 (A) (B)
assists. These are remarkable statistics. (D) no error
 (C)
6. During the 1999 – 2000 season, Jordan reconsidered his decision, returned to basketball,
 (A) (B)
 acquired a team, and was also a president of basketball operations. (D) no error
 (C)
7. His new position with the Washington Wizards gave him complete authority over all
 (A) (B)
 basketball-related aspect of this struggling franchise. (D) no error
 (C)
8. The Wizards suffered through several miserable seasons and unsuccessful coaches. Despite
 (A) (B)
 his involvement, Jordan grew frustrated. Watching the team lose. (D) no error
 (C)
9. Consequently, in September 2001, to accolades from fans and players
 (A)
alike, Jordan announces his retirement as president and his comeback as a player. (D) no error
 (B) (C)
10. Because of league rules, Jordan gave up his ownership stake and signed a contract
 (A) (B)
 with the Wizards, saying, “I am returning as a player to the game I love. (D) no error
 (C)

PART B: POETRY

Total Value: 20 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the poem “Packing for the Future: Instructions” on pages 2 and 3 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

11. Lines 2 and 3, “Wherever you’re going / you’ll have to walk,” suggest the traveller
- A. will be lonely.
 - B. will have to be independent.
 - C. won’t be able to afford a car.
 - D. won’t know where he or she is going.
12. Lines 4 to 6 contain an example of
- A. hyperbole.
 - B. personification.
 - C. parallel structure.
 - D. sentence fragments.
13. Lines 7 and 8, “you cannot go without / the hope socks bring you,” imply the future will require
- A. optimism.
 - B. pessimism.
 - C. persistence.
 - D. exhilaration.
14. Lines 19 to 21, “...Perhaps the key / you’ve kept though it doesn’t fit / any lock you know,” contain an example of
- A. irony.
 - B. humour.
 - C. oxymoron.
 - D. metonymy.

15. In stanza 5, “the photograph that keeps you sane,” symbolizes a
- A. link to the past.
 - B. holiday memory.
 - C. forgotten relative.
 - D. dream for the future.
16. “[W]ater from a well” (line 38) is an example of
- A. assonance.
 - B. alliteration.
 - C. consonance.
 - D. onomatopoeia.
17. The speaker of this poem can best be described as
- A. wise.
 - B. bitter.
 - C. cheerful.
 - D. arrogant.
18. This poem is an example of a
- A. lyric.
 - B. satire.
 - C. parody.
 - D. narrative.

PART C: PROSE

Total Value: 33 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Read the story entitled “Sunflowers” on pages 4 to 6 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

19. Paragraph 1 suggests that Mr. Duncan is most concerned that the students be able to
- A. count shingles.
 - B. retain knowledge.
 - C. observe intensely.
 - D. multiply correctly.
20. Paragraph 3 contains examples of
- A. pun.
 - B. jargon.
 - C. clichés.
 - D. understatement.
21. “At the first blow the old school staggered” (paragraph 9) is an example of
- A. simile.
 - B. paradox.
 - C. repetition.
 - D. personification.
22. In paragraph 16, the boys think Mr. Small is
- A. boring.
 - B. distant.
 - C. unkind.
 - D. unhappy.
23. Paragraph 18 implies that Mr. Small will not fly the flag at half mast because
- A. the boys aren’t really serious.
 - B. Mr. Duncan isn’t seen as important enough.
 - C. Mr. Duncan isn’t respected by the community.
 - D. the school auditorium will be named for Mr. Duncan.

24. "...that verse about some seeds falling on good ground and some on stony ground" (paragraph 25) is an example of
- A. dilemma.
 - B. flashback.
 - C. an allusion.
 - D. an anecdote.
25. The boys plant sunflower seeds because they want to
- A. annoy Mr. Small.
 - B. honour Mr. Duncan.
 - C. entertain themselves.
 - D. irritate the community.
26. The sunflowers that were "tallest and brightest" (paragraph 32) were
- A. under the windows.
 - B. around the flagpole.
 - C. in Mr. Cooper's garden.
 - D. around the schoolyard fence.
27. The mood of this piece is predominantly
- A. sad.
 - B. resentful.
 - C. uplifting.
 - D. humorous.

Organization and Planning

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 experiences of others or from any aspect of your life, for example, your reading and your experiences.

Topic:

Our journey into the future begins in the past.

OVER

ENGLISH 12
READINGS BOOKLET
APRIL 2003

PART B: POETRY

INSTRUCTIONS: Read the following passage and answer the questions on pages 4 to 7 of the written-response booklet.

Packing for the Future: Instructions

by Lorna Crozier

1 Take the thickest socks.
Wherever you're going
you'll have to walk.

There may be water.

5 There may be stones.
There may be high places
you cannot go without
the hope socks bring you,
the way they hold you
10 to the earth.

At least one pair must be new,
must be blue as a wish
hand-knit by your mother
in her sleep.

*

15 Take a leather satchel,
a velvet bag and an old tin box—
a salamander painted on the lid.

This is to carry that small thing
you cannot leave. Perhaps the key
20 you've kept though it doesn't fit
any lock you know,
the photograph that keeps you sane,
a ball of string to lead you out
though you can't walk back
25 into that light.

In your bag leave room for sadness,
leave room for another language.

There may be doors nailed shut.
30 There may be painted windows.
There may be signs that warn you
to be gone. Take the dream
you've been having since
you were a child, the one
35 with open fields and the wind
sounding.

*

Mistrust no one who offers you
water from a well, a songbird's feather,
something that's been mended twice.
40 Always travel lighter
than the heart.

from *What the Living Won't Let Go* by Lorna Crozier.
Used by permission, McClelland & Stewart Ltd. *The Canadian Publishers.*

PART C: PROSE

INSTRUCTIONS: Read the following selection and answer the questions on pages 8 to 13 of the written-response booklet.

adapted from **Sunflowers**

by Sam Roddan

- 1 Our school was the oldest building in town and in the winter when the wind was really blowing, Benny and I used to count the shingles sailing past the classroom window. Mr. Duncan, our principal, was getting on in years too, but he could still see pretty good, and if he ever caught you staring out the window he had you in after school working on his favourite problem—how many shingles would blow off the school roof in one year if twenty-five went each week day and ten on Sundays? After Mr. Duncan had checked our answers, he used to tell us that what matters is not what flies past the window but what sticks inside the head.
- 2 Sometimes if the shingles hadn't been sailing that day but we just happened to land in his office anyway, Mr. Duncan pulled open the top drawer of his desk. But instead of what we expected, he would slip us a handful of sunflower seeds to chew on while he gave us one of his pep talks.
- 3 “Boys, you are here to learn to be men. Get your shoulders back and your heads up. Look straight ahead. Be glad you're alive and keep the old flag flying.”
- 4 I must say the pep talks made us feel good, and as Benny said, after one of them you really wanted to breathe deep and get the old chest expansion going.
- 5 “The seeds make you concentrate and pay attention,” Benny said. And most of us agreed they worked pretty good.
- 6 Snubs Cooper never got the sunflower treatment. But I must say he seemed to know a lot about what was going on because he was the first one to report we were getting a new school. And he was also the first to tell us that old Mr. Duncan was going to be put out to pasture.
- 7 Soon after Snubs had given us the news, we read the announcements in the *Chronicle*. And the very first day of our summer holidays, Buster's Wrecking Service was ready to tear down the old school.
- 8 That morning nearly everybody in town was out waiting for the fun. Not far down the street was old Mr. Duncan who wasn't going to be our principal any more, and he was just walking up and down on the sidewalk and not saying anything and looking pretty old and tired. Then Mr. Cooper shouted to let her go.
- 9 Mr. Buster hopped up into his little cabin on the derrick and pushed the levers to start swinging the big steel ball at the end of the cable. At the first blow the old school staggered and shook like a boxer running into an upper cut. And every time the big ball thudded into the school Benny and I and the rest of us let out a great cheer; and then we happened to notice Mr. Duncan, who just stood there, looking pale and blinking his eyes as the old red brick walls came tumbling down.

- 10 About a week later when Benny and I came by there was only a big hole where the school used to be. And there weren't many people standing around either, except we saw Mr. Duncan checking through the ruins as though he were searching for a last souvenir.
- 11 "The old school sure came down in a hurry, sir," Benny said.
- 12 Mr. Duncan nodded his head and he seemed to be leaning pretty heavily on his cane.
- 13 "It's what she stood for that counts, boys. And don't forget she had a good foundation."
- 14 For a minute or so Benny and I just stood there looking at the place where the school used to be. And then Benny said the old school sure left a big hole. Mr. Duncan gave his specs a little polish and then he was saying we would have to work hard in the new school and get the shoulders back and chin out and keep the old flag flying. After a while Mr. Duncan started to check the tip on his cane and then he was walking slowly down the street. I guess it was about a week later we read in the *Chronicle* that he had gone on a little trip to California for his health.
- 15 One day in late August we saw a youngish looking man with glasses and a red face bawling out some of the carpenters working on the job. It was Mr. Small, the new principal. Every day after that until school started in September we could see Mr. Small studying away in his office, which was near the playing field and the big new flag pole donated by Mr. Cooper.
- 16 By the second week in September we really began to miss old Mr. Duncan. I must say that Mr. Small knew all about teaching because when he was talking about pyramids and King Tut's tomb you could hear a pin drop. And he was quick as a wink in math. But Benny and I missed the pep talks because with Mr. Small everything was strictly business and "Tuum est," which he said was Latin for, "It's up to you."
- 17 At first I thought Snubs was kidding when he told us one day just before Easter that his Pop had got the news old Mr. Duncan had suddenly died in his sleep. It didn't seem possible. Benny and I figured the first thing we had to do was see Mr. Small about flying the flag at half-mast.
- 18 Mr. Small was pretty nice about everything when we saw him in his office but he told us that Mr. Cooper had issued an order a long time ago that the flag only goes to half-mast when somebody really important dies. Then Mr. Small told us he was working on the idea of a silver cup for the best student, which could be called the Duncan Prize for Scholarship, and perhaps we would like to consider a brass plaque with Mr. Duncan's name on it for the auditorium.
- 19 Benny and I liked Mr. Small's ideas but we still couldn't see why the old flag shouldn't fly at half-mast because that was the best way to show the respect you have for the memory of a great man.
- 20 But when Benny and I were pedalling away from the schoolyard chewing a couple of sunflower seeds and not really thinking very much about anything, Benny suddenly hopped off his bike.
- 21 "Say," he said, "if this whole place should burst out into sunflowers who would you remember?"
- 22 I scratched my head and started to think and then I happened to look up and see the school and I knew he meant old Mr. Duncan.

OVER

- 23 The next day, which was a Saturday, Benny and I and Wally Peters pedalled over to the co-op store and picked up half a bushel of sunflower seeds.
- 24 “Do you think that’ll be enough?” I asked Benny.
- 25 Benny said there’d be enough all right, but to be on the safe side, we should remember that verse about some seeds falling on good ground and some on stony ground.
- 26 “We won’t waste any of the seeds, if we can help it,” Benny said.
- 27 That night, after dark, we planted some of them around the schoolyard fence. And then Benny said it would be nice to have a few growing up under the windows. And Wally suggested how about some at Snub Cooper’s place, just on a matter of principle. And we biked over there and gave Mr. Cooper’s flower beds a real sprinkling. Then we came back, because Benny thought we should save the rest for right under the flag pole.
- 28 One day after we had all got back from our holidays, and we were just waiting around for school to start, we happened to pedal by old man Cooper’s place and we noticed him in his garden. He was gently staking up a scrawny looking sunflower and tying it around the top of the stem so that its head wouldn’t droop and Snubs was getting out the hose to give it a good watering.
- 29 “Look!” Wally shouted. “The sunflowers are up!”
- 30 We pedalled fast to the school and when we got there puffing and panting, it was as though the whole schoolyard was bursting into a giant bonfire of bright, yellow flame.
- 31 “Look at them here!” Wally shouted again. “Just look at them here!”
- 32 And then we gathered around the flagpole because there the sunflowers were tallest and brightest and biggest. And we were all thinking the same things...about Mr. Duncan’s great pep talks that made you feel you were men...about the shingles sailing past the windows in winter...about the big hole that was left the day they pulled down the old school.

ACKNOWLEDGEMENTS

Crozier, Lorna. "Packing for the Future: Instructions." from *What the Living Won't Let Go* by Lorna Crozier. Used by permission, McClelland & Stewart Ltd. *The Canadian Publishers*.

Roddan, Sam. "Sunflowers." from *Rubaboo 3*. Published by Gage Educational Publishing Company. © 1964.

