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BRITISH
COLUMBIA

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English 12

AUGUST 2004

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

AUGUST 2004

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

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).

CHOCOLATE — FROM FOREST TO FACTORY

1. If your like the average Canadian, you consume about four kilograms of
(A)
chocolate each year; however, it's likely that you don't know much about what is
(B)
involved in its production. (D) no error
(C)
2. The process, according to expert Ricardo Figueredo, starts with the pods that form on
(A)
the trunks and large branches of the cacao tree, a tall plant thought to have originated
(B)
in Brazil's Amazon Basin, but which now grew in equatorial climates around the world.
(C) (D) no error
3. After ripening for about five months, the pods are harvested with a
(A)
machete, inside the pod, about 20 to 40 cacao beans are surrounded by a mass of
(B)
sticky, white pulp. (D) no error
(C)
4. As the beans come into contact with the air, they begin to ferment; during this
(A)
stage, the pulp disintegrates, producing steamy heat and a strong, yeasty smell. (D) no error
(B) (C)

5. “The next step, explains Figueredo earnestly, “is to dry the beans on slatted wooden trays in the open air where their colours will deepen into the familiar mocha tones we associate with chocolate.”
- (A) (B) (C) (D) no error
6. Because aeration helps to prevent the formation of mould on the beans, workers spread the beans out evenly and rake them periodically as they dry.
- (A) (B) (C) (D) no error
7. Once the beans have been graded for quality, it can be processed at a factory into the forms of chocolate we all know and love.
- (A) (B) (C) (D) no error
8. After they are roasted, the oily, kernels containing the cocoa particles are ground as the first step in producing the fatty cocoa butter.
- (A) (B) (C) (D) no error
9. Called chocolate liquor, even though it contains no alcohol. The resulting mixture is pressed to extract the desired amount of cocoa butter.
- (A) (B) (C) (D) no error
10. The last step involves paying close attention to the chocolate, stirring it, and knead it for hours or days, depending on the effect desired: the longer the process, the smoother the chocolate.
- (A) (B) (C) (D) no error

OVER

PART B: POETRY

Value: 20 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the poem “Request to a Year” on page 1 in the **Readings Booklet**. Select the **best** answer for each question and record your choice on the Response Form provided.

11. In the poem, what happens to the second son?
- A. He is saved by his sister.
 - B. He is saved by his mother.
 - C. He strikes the rocks below.
 - D. He drowns in the waterfall.
12. What does “and with the artist’s isolating eye”(line 18) suggest about the great-great-grandmother?
- A. She felt lonely.
 - B. She had poor eyesight.
 - C. She felt no love for her son.
 - D. She focused on the specific scene.
13. Which poetic device is found in lines 21 and 22 ?
- A. paradox
 - B. metaphor
 - C. hyperbole
 - D. apostrophe
14. The speaker would be most pleased to inherit which of her great-great-grandmother’s characteristics?
- A. her generosity
 - B. her artistic talent
 - C. her steadfastness
 - D. her maternal instinct

15. What is the attitude of the speaker towards the great-great-grandmother?
- A. angry
 - B. critical
 - C. admiring
 - D. indifferent
16. According to the poem, what did having eight children mean for the great-great-grandmother?
- A. She had a life of anxiety.
 - B. She had little time for her art.
 - C. She had too many people to look after.
 - D. She had few talents other than child-rearing.
17. ~~Which form best describes this poem?~~
- ~~A. lyric~~
 - ~~B. narrative~~
 - ~~C. free verse~~
 - ~~D. blank verse~~
18. To what does the title of the poem refer?
- A. a fond memory
 - B. the speaker's wish
 - C. an imagined fantasy
 - D. the speaker's birthday

PART C: PROSE

Value: 33 marks

Suggested Time: 45 minutes

INSTRUCTIONS: Read the excerpt from “How Mr. Dewey Decimal Saved My Life” 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.

19. In paragraph 1, which term best describes the language used?
- A. jargon
 - B. formal
 - C. technical
 - D. figurative
20. What does paragraph 2 suggest about the speaker’s teachers?
- A. They were thrifty.
 - B. They were committed.
 - C. They were incompetent.
 - D. They were unimaginative.
21. What does the motorcycle in the passage (paragraphs 4 and 5) symbolize about the speaker?
- A. Her potential lack of success.
 - B. Her potential lifelong desires.
 - C. Her potential achievement of goals.
 - D. Her potential material consumption.
22. Which word best describes the tone of paragraph 7 ?
- A. sad
 - B. ironic
 - C. surprised
 - D. enthusiastic
23. What does paragraph 9 suggest about Miss Richey?
- A. She disliked the speaker’s frankness.
 - B. She knew the speaker would start reading.
 - C. She needed the speaker’s help in the library.
 - D. She wanted the speaker to become a librarian.

24. In paragraph 9, what does the word “tangible” mean?
- A. real
 - B. rare
 - C. splendid
 - D. admirable
25. Which literary device is contained in the last sentence in paragraph 11 ?
- A. analogy
 - B. contrast
 - C. hyperbole
 - D. understatement
26. What does the statement “I found I couldn’t close it”(paragraph 12) suggest about the speaker?
- A. She had entrapped herself.
 - B. She had gained awareness.
 - C. She had made a fatal move.
 - D. She had pleased her parents.
27. Which term best classifies this passage?
- A. a fable
 - B. a biography
 - C. a personal essay
 - D. a descriptive essay

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 (**3 or more paragraphs**) 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**, consider all possibilities. You may draw support from the experiences of others or from any aspect of your life: your reading and your experiences. Remember, you do not have to accept the basic premise of the statement.

Topic:

Role models influence our lives.

ENGLISH 12
READINGS BOOKLET
AUGUST 2004

PART B: POETRY

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

Request to a Year

by Judith Wright

- 1 If the year is meditating a suitable gift,
I should like it to be the attitude
of my great-great-grandmother,
legendary devotee of the arts,
- 5 who having had eight children
and little opportunity for painting pictures,
sat one day on a high rock
beside a river in Switzerland
- and from a difficult distance viewed
- 10 her second son, balanced on a small ice-floe,
drift down the current towards a waterfall
that struck rock-bottom eighty feet¹ below,
- while her second daughter, impeded,
no doubt, by the petticoats of the day,
- 15 stretched out a last-hope alpenstock²
(which luckily later caught him on his way).
- Nothing, it was evident, could be done;
and with the artist's isolating eye
my great-great-grandmother hastily sketched the scene.
- 20 The sketch survives to prove the story by.
- Year, if you have no Mother's Day present planned,
reach back and bring me the firmness of her hand.

¹ *eighty feet*: approximately 25 metres

² *alpenstock*: hiking stick

PART C: PROSE

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

adapted from **How Mr. Dewey Decimal Saved My Life**

by Barbara Kingsolver

- 1 A librarian named Miss Truman Richey snatched me from the jaws of ruin, and it's too late now to thank her. I'm not the first person to notice that we rarely get around to thanking those who've helped us most. But now that I see the wreck that could have been, without Miss Richey, I'm of a fearsome mind to throw my arms around every living librarian who crosses my path, on behalf of the souls they never knew they saved.
- 2 I reached high school at the close of the sixties, in the Commonwealth of Kentucky, whose ranking on educational spending was I think around fifty-first. Many a dedicated teacher served out earnest missions in our halls, but it was hard to spin silk purses out of a sow's ear budget. We didn't get anything fancy like Latin or Calculus. Apart from English, the only two courses of study that ran for four consecutive years, each one building upon the last, were segregated: Home Ec for girls and Shop for boys. And so I stand today, a woman who knows how to upholster, colour-coordinate a table setting, and plan a traditional wedding—valuable skills I'm still waiting to put to good use in my life.
- 3 I found myself beginning a third year of high school in a state of unrest, certain I already knew what there was to know, academically speaking—all wised up and no place to go. I had gone right ahead and used the science and math classes up, like a reckless hiker gobbling up all the rations on day one of a long march. Now I faced years of Study Hall, with brief interludes of Home Ec III and IV as the bright spots. I was developing a lean and hungry outlook.
- 4 We did have a school library, and a librarian who was surely paid inadequately to do the work she did. Yet there she was, every afternoon, presiding over the study hall, and she noticed me. For reasons I can't fathom, she discerned potential. I expect she saw my future, or at least the one I craved so hard it must have materialized in the air above me, connected to my head by little cartoon bubbles. If that's the future she saw, it was riding down the road on the back of a motorcycle, wearing a black leather jacket with the name of our county's motorcycle gang stitched in a solemn arc across the back.
- 5 There is no way on earth I really would have ended up on a motorcycle—I could only dream of such a thrilling fate. But I was set hard upon wrecking my reputation in the limited ways available to skinny, unsought-after girls. They consisted mainly of cutting up in class, pretending to be surly, and making up shocking, entirely untrue stories about my home life. I wonder now that my parents continued to feed me. I clawed like a cat in a gunnysack against the doom I feared: staying home to reupholster my mother's couch one hundred thousand weekends in a row until some tolerant myopic¹ farm boy came along to rescue me from sewing machine slavery.

¹ *myopic*: short-sighted

- 6 Miss Richey had something else in mind. She took me by the arm in study hall one day and said, “Barbara, I’m going to teach you Dewey Decimal.”
- 7 One more valuable skill in my life.
- 8 She launched me on the project of cataloging and shelving every one of the, probably, thousand books in the Nicholas County High School library. And since it beat Home Ec III by a mile, I spent my study-hall hours this way without audible complaint, so long as I could look plenty surly while I did it. Though it was hard to see the real point of organizing books nobody ever looked at. And since it was my God-given duty in those days to be frank as a plank, I said as much to Miss Richey.
- 9 She just smiled. She with her hidden agenda. And gradually, in the process of handling every book in the room, I made some discoveries. I found *Gone With the Wind*, and I found Edgar Allan Poe, who scared me witless. I found William Saroyan’s *Human Comedy*, down there on the shelf between Human Anatomy and Human Physiology, where probably no one had touched it since 1943. But I read it, and it spoke to me. In spite of myself I imagined the life of an immigrant son who believed human kindness was a tangible and glorious thing. I began to think about words like *tangible* and *glorious*. I read on. After I’d read all the good ones, I went back and read Human Anatomy and Human Physiology and found that I liked those pretty well too.
- 10 It came to pass in two short years that the walls of my high school dropped down, and I caught the scent of a world. I started to dream up intoxicating lives for myself that I could not have conceived without the books. So I didn’t end up on a motorcycle. I ended up roaring hell-for-leather down the backroads of transcendent², reeling sentences. A writer. Imagine that.
- 11 I can’t say I had no previous experience with literature; I grew up in a house full of books. Also, I’d known my way around the town’s small library since I was tall enough to reach the shelves (though the town librarian disliked children and censored us fiercely) and looked forward to the Bookmobile as hungrily as more urbane³ children listened for the ice cream truck. So dearly did my parents want their children to love books they made reading aloud the centre of our family life, and when the TV broke they took about two decades to get around to fixing it.
- 12 What snapped me out of my surly adolescence and moved me on were books that let me live other people’s lives. I got to visit the Dust Bowl and London and the Civil War and Rhodesia. I noticed words like *colour bar*, spelled “colour” the way Doris Lessing wrote it, and eventually I figured out it meant racism. It was the thing that had forced some of the kids in my county to go to a separate school and grow up without plumbing or the hope of owning a farm. When I picked up *Martha Quest*, a novel set in southern Africa, it jarred open a door that was right in front of me. I found I couldn’t close it.
- 13 If there is a fatal notion on this earth, it’s the notion that wider horizons will be fatal. Difficult, troublesome, scary—yes, all that. But the wounds, for a sturdy child, will not be mortal. When I read Doris Lessing at seventeen, I was shocked to wake up from my placid colour-blind coma into the racially segregated town I called my home. I quaked to think of all I had—still have—to learn. But if I hadn’t made that reckoning, I would have lived a smaller, meaner life.

² *transcendent*: extraordinary

³ *urbane*: sophisticated

- 14 The crossing is worth the storm. Ask my parents. Twenty years ago I expect they'd have said, "Here, take this child, we will trade her to you for a sack of limas⁴." But now they have a special shelf in their house for books that bear the family name on their spines. Slim rewards for a parent's thick volumes of patience, to be sure, but at least there are no motorcycles rusting in the carport.
- 15 My thanks to Doris Lessing and William Saroyan and Miss Truman Richey. And every other wise teacher who may ever save a surly soul like mine.

⁴ *limas*: lima beans

ACKNOWLEDGEMENTS

Kingsolver, Barbara. "How Mr. Dewey Decimal Saved My Life." from *High Tide in Tucson*. HarperCollins: New York, 1995. (based on an address to the American Library Association Convention, New Orleans, June 1993.)

Wright, Judith. "Request to a Year." *Australian Poets*. Angus & Robertson: Sydney, 1963.