



**English 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.**



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
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PART A: READING COMPREHENSION**  
**STAND-ALONE TEXT**

**Suggested Time: 25 minutes**

**7 multiple-choice questions**  
**1 written-response question**  
**Value: 23%**

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

**A dumka is a type of song with strongly contrasting parts.**

---

**The Dumka**

by B.H. Fairchild

His parents would sit alone together  
on the blue divan<sup>1</sup> in the small living room  
listening to Dvorjak’s<sup>2</sup> piano quintet.  
They would sit there in their old age,  
5 side by side, quite still, backs rigid, hands  
in their laps, and look straight ahead  
at the yellow light of the phonograph<sup>3</sup>  
that seemed as distant as a lamplit  
window seen across the plains late at night.  
10 They would sit quietly as something dense  
  
and radiant swirled around them, something  
like the dust storms of the thirties<sup>4</sup> that began  
by smearing the sky green with doom  
but afterwards drenched the air with an amber  
15 glow and then vanished, leaving profiles  
of children on pillows and a pale gauze  
over mantles and table tops. But it was  
the memory of dust that encircled them now  
and made them smile faintly and raise  
20 or bow their heads as they spoke about

---

<sup>1</sup> divan: *sofa*

<sup>2</sup> Dvorjak: *Czech composer (1841–1904)*

<sup>3</sup> phonograph: *an early device for playing recorded music*

<sup>4</sup> thirties: *The Great Depression of the 1930s was a time of financial hardship and unemployment. Drought caused crops to fail and dust storms to gather, forcing a mass of people to move to cities in search of the necessities of life.*

the farm in twilight with piano music  
spiraling out across red roads and fields  
of maize, bread lines in the city, women  
and men lining main street like mannequins,  
25 and then the war, the white frame rent house,  
and the homecoming, the homecoming,  
the homecoming, and afterwards, green lawns  
and a new piano with its mahogany gleam  
like pond ice at dawn, and now alone  
30 in the house in the vanishing neighborhood,

the slow mornings of coffee and newspapers  
and evenings of music and scattered bits  
of talk like leaves suddenly fallen before  
one notices the new season. And they would sit  
35 there alone and soon he would reach across  
and lift her hand as if it were the last unbroken  
leaf and he would hold her hand in his hand  
for a long time and they would look far off  
into the music of their lives as they sat alone  
40 together in the room in the house in Kansas.

- 
1. What are the parents primarily contemplating?
    - A. the landscape of the farm
    - B. the significant events of their lives
    - C. the difficulties that others experience
    - D. the unexpected challenges of the future
  
  2. Which literary device is contained in “the dust storms of the thirties that began / by smearing the sky green” (lines 12 and 13)?
    - A. pun
    - B. metaphor
    - C. oxymoron
    - D. apostrophe

3. Which characteristic of the people is implied by “lining main street like mannequins” (line 24)?
- A. They are spiritless.
  - B. They are thoughtless.
  - C. They are well-dressed.
  - D. They are well-behaved.
4. Which phrase contains assonance?
- A. “late at night” (line 9)
  - B. “smile faintly and raise” (line 19)
  - C. “coffee and newspapers” (line 31)
  - D. “room in the house” (line 40)
5. What does the repetition of the phrase “the homecoming” in lines 26 and 27 emphasize?
- A. the length of the war
  - B. the beginning of a new decade
  - C. the parents’ love of their houses
  - D. the relief people experienced after the war
6. What change do the parents experience after the end of the war?
- A. They have more financial security.
  - B. They have an increased interest in music.
  - C. They no longer feel comfortable with traditions.
  - D. They no longer want to be the same as their neighbours.
7. Which term best describes stanza 2?
- A. fantasy
  - B. dialogue
  - C. epiphany
  - D. flashback

**INSTRUCTIONS:** In paragraph form and in at least **150 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. Discuss contrast in the poem “The Dumka.”

**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 B: READING COMPREHENSION

13 multiple-choice questions  
Value: 16%

Suggested Time: 25 minutes

### SYNTHESIS TEXT 1

**INSTRUCTIONS:** Read the following selection, “The Most Powerful Question a Parent Can Ask...,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

#### The Most Powerful Question a Parent Can Ask...

by Neil Millar

- 1 The question I have for you drives right to the heart of the matter. It could alter that tired, haggard feeling you have at the end of a day or weekend. It could alter the life of your children for the better and the life of their future partner. More than that, it could even alter your community, because once I’ve told you the question and you’ve seen how powerful it is you’ll want to share it with your brother, sister, neighbours and friends.
- 2 Before I ask you my question I want to set the scene. You’re a loving parent striving to give your children the best life you can offer. You race around the household picking up their dirty underwear from under the bed, collecting the towels from the bathroom floor and spend whatever time it takes to knock up their favourite food while one of your children spends fifty percent of their free time surfing the net and talking in chat rooms and the other catches up on thirty hours of TV a week. Meantime, you...
- 3 Well, sometimes you might feel tired. Sometimes deflated. Sometimes unappreciated and perhaps just a tad grumpy! If you relate to any of what I describe then my question will change it all for you and I recommend you read on.
- 4 For women, age-old family values still play a big part. Values passed on—mother-to-mother—combine with the natural instincts to love, support and nurture. And despite doing a day job you probably still arrive home and strive to take care of your family in the way your mother took care of you. But are your mother’s old values working for you and, just as importantly, are they working for your children? So, here is the question...
- 5 What kind of children do you want to raise?
- 6 Do we want to raise well-rounded, confident, considerate children that show gratitude and appreciation for all that is given to them and just a fraction of what you do for them? Do you want strong, loving children, who understand and accept responsibility for their ‘self’ and the ones they love? If you do then I have a second question for you...
- 7 Will the current behaviour in your household make that happen?
- 8 Will chatting to strangers on the internet during a large part of her free time help your daughter become a confident, considerate woman? Will Homer Simpson help your son to respect his ‘self’ and the ones he loves? And will you picking up their sweaty, crumpled underwear help them to become responsible for their own lives?
- 9 I recently overheard a woman talking about her 12-year-old son. She confessed to laying out his clothes each morning, packing his school bag with books and food and then she said, “Because if I don’t, he’ll forget.” This shocked me and here is why...
- 10 My own children, since the age of five have done all the things that a lot of mothers still do. Why? Because I am their parent—their guide and leader, not their nanny—and as



such I have a responsibility to first nurture, then educate, then, as soon as they are ready, hand over responsibility for their well-being to them. Children who take part in their own life—picking up their dirty linen, contributing to dinner and tidying their home—go on to become confident, well-rounded, respectful kids; and children who don't...well they're the ones you might moan about to your friends when you witness them disrespecting both other human beings and the environment.

- 11 Begin by directing your children to take on small tasks. Ask them to put their clothes in a washing basket or hang a towel up. Ask them to bring their plates to the sink and wash them after dinner and tell them they are

helping you and that you really appreciate their help. Give them a hug for their help and they might do even more! As they get better, increase the tasks. Ask them to cut the grass for you, iron the clothes or cook dinner. And if you think that is too much responsibility then think about this...

- 12 A Maasai tribe leader appointed a seven year-old girl as the person in charge of two-thirds of his village's wealth. The wealth was not held in money, but in three camels. The girl was responsible for ensuring that these camels stayed safe and well fed and she knew if she failed to do this properly then the villagers may end up starving. Maybe we could trust our children with a vacuum or a mop or a duster once or twice a week!

<b>Percent of Students With Positive School Experience or High Performance, by Work Status and Gender</b>						
<b>Experiences</b>	<b>Males</b>			<b>Females</b>		
	No Job %	Short Hours %	Long Hours %	No Job %	Short Hours %	Long Hours %
A or B Average	69	76	58	78	84	74
Enjoyed School	80	86	78	85	93	80
Found Classes Interesting	70	73	67	79	83	76
Participated in Class as Much as or More than Others	86	89	85	88	91	87
Participated in Extracurricular Activities	69	78	71	67	71	62

**Figure 1**

8. Which term best describes the phrase “heart of the matter” (paragraph 1)?
- A. cliché
  - B. dialect
  - C. allusion
  - D. hyperbole
9. According to the article, what is the most powerful question a parent can ask?
- A. “are your mother’s old values working for you and, just as importantly, are they working for your children?” (paragraph 4)
  - B. “What kind of children do you want to raise?” (paragraph 5)
  - C. “Will Homer Simpson help your son to respect his ‘self’ and the ones he loves?” (paragraph 8)
  - D. “will you picking up their...underwear help them to become responsible for their own lives?” (paragraph 8)
10. What is the purpose of the reference to the Maasai leader (paragraph 12)?
- A. to encourage parents to make their children work harder
  - B. to show that children are capable of taking on important roles
  - C. to demonstrate how children may be over-worked in various cultures
  - D. to suggest that a simple life is preferable to one with modern conveniences
11. Which method of development is predominant in the article?
- A. expert testimony
  - B. anecdotal evidence
  - C. historical reference
  - D. pro and con argument
12. Which word best describes the writer’s tone?
- A. ironic
  - B. objective
  - C. persuasive
  - D. empathetic

13. According to the article, which statement best describes children who are raised without responsibility?
- A. They may become lazy adults.
  - B. They may grow into adulthood slowly.
  - C. They may question authority and act without caution.
  - D. They may show disrespect toward others and their environment.
14. With reference to Figure 1, which statement about students is supported by the information in the table?
- A. Students who hold no job achieve the highest grades.
  - B. Male and female students are equally affected by working long hours.
  - C. Students who work short hours have the most positive school experience.
  - D. Male and female students who hold no job participate more in extracurricular activities than do others.

## SYNTHESIS TEXT 2

**INSTRUCTIONS:** Read the following excerpt from “Be-ers and Doers,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

**The narrator of this story observes her family from when she was young until she herself is a mother.**

---

adapted from **Be-ers and Doers**

by Budge Wilson

- 1 Mom was a little narrow wisp of a woman. You wouldn't have thought to look at her that she could move a card table; even for me it was sometimes hard to believe the ease with which she could shove around an entire family. Often I tried to explain her to myself. She had been brought up on the South Shore of Nova Scotia. I wondered sometimes if the scenery down there had rubbed off on her—all those granite rocks and fogs and screeching gulls, the slow, labouring springs, and the quick, grudging summers. And then the winters—greyer than doom, and endless.
- 2 I was the oldest. I was around that house for five years before my sister Maudie came along. They were peaceful, those five years, and even now it's easy to remember how everything seemed calm and simple. But now I know why. I was a conformist and malleable as early as three years old; I didn't buck the system. So there were very few battles at first, and no major wars.
- 3 Dad, now, he was peaceful just by nature. If a tornado had come whirling in the front door and lifted the roof clear off its hinges, he probably would have just scratched the back of his neck and said, with a kind of slow surprise, “Well! Oho! Just think o' that!” He had been born in the Annapolis Valley, where the hills are round and gentle, and the summers sunlit and very warm.
- 4 “Look at your father!” Mom would say to us later. “He thinks that all he's gotta do is *be*. Well, bein' ain't good enough. You gotta *do*, too. Me, I'm a doer.” All the time she was talking, she'd be knitting up a storm, or mixing dough, or pushing a mop—hands forever and ever on the move.
- 5 Although Mom was fond of pointing out to us the things our father didn't do, he must have been doing something. Our farm was in the most fertile part of the valley, and it's true that we had the kind of soil that seemed to make things grow all of their own accord. Those beets and carrots and potatoes just came pushing up into the sunshine with an effortless grace, and they kept us well fed, with plenty left over to sell. But there was weeding and harvesting to do, and all those ten cows to milk—not to mention the thirty apple trees in our orchard to be cared for. I think maybe he just did his work so slowly and quietly that she found it hard to believe he was doing anything at all. Besides, on the South Shore, nothing ever grew without a struggle. And when Dad was through all his chores, or in between times, he liked to just sit on our old porch swing and watch the spring unfold or the summer blossom.
- 6 Albert was the baby. I was eight years old when he was born, and I often felt like he was my own child. He was special to all of us, and when Mom saw him for the first time, I watched a slow soft

tenderness in her face that was a rare thing for any of us to see. Right away, I knew she was going to pour into Albert something that didn't reach the rest of us, except in part. As time went on, this scared me. I could see that she'd made up her mind that Albert was going to be a perfect son. That meant, among other things, that he was going to be a fast-moving doer. And even when he was three or four, it wasn't hard for me to know that this wasn't going to be easy. Because Albert was a be-er. *Born* that way.

- 7 Mom really loved my dad, even though he drove her nearly crazy. Lots more went on than just nagging and complaining. If you looked really hard, you could see that. If it hadn't been for Albert and wanting him to be a four-star son, she mightn't have bothered to make Dad look so useless. Even so, when they sat on the swing together at night, you could feel their closeness. They didn't hold hands or anything. Her hands were always too busy embroidering, crocheting, mending something, or just swatting mosquitoes. But they liked to be together. Personal chemistry, I thought as I grew older, is a mysterious and contrary thing.
- 8 One day, Albert brought his report card home from school, and Mom looked at it hard and anxious, eyebrows knotted. " 'Albert seems a nice child,' " she read aloud to all of us, more loudly than necessary, " 'but his marks could be better. He spends too much time looking out the window, dreaming.' " She paused. No one spoke.
- 9 "Leanin' on his hoe," continued Mom testily. "Albert!" she snapped at him. "You pull up your socks by Easter or you're gonna be in deep trouble."
- 10 Dad stirred uneasily in his chair. "Aw, Dorothy," he mumbled, "leave him be. He's a good kid."
- 11 "Or could be. *Maybe*," she threw back at him. "What he seems like is rock-bottom lazy. But I love him a lot," continued Mom. "If it's the last thing I do, I'm gonna light a fire under his feet."
- 12 Albert was twelve then, and the nagging began to accelerate in earnest.
- 13 "How come you got a low mark in your math test?"
- 14 "I don't like math. It seems like my head don't want it."
- 15 "But do you *work* at it?"
- 16 "Well, no. No. Not much. Can't see no sense in workin' hard at something I'll never use. I can add up our grocery bill. I pass. That's enough."
- 17 "Not for me, it ain't," she'd storm back at him. "No baseball practice for you until you get them sums perfect."
- 18 One thing Albert was good at, though, was English class. By the time he got to high school, he spent almost as much time reading as he did staring into space. His way of speaking changed. He stopped dropping his *g*'s. He said *isn't* instead of *ain't*. His tenses were all neated up. He wasn't putting on airs. I just think that all those people in his books started being more real to him than his own neighbours. He loved animals, too. He made friends with the calves and even the cows. Mutt and Jeff, our two grey cats, slept on his bed every night. Often you could see him out in the fields, talking to our dog, while he was working.
- 19 "Always messin' around with animals," complained Mom. "Sometimes I think he's three parts woman and one part child. He's fifteen years old, and last week I caught him bawlin' in the hayloft after we had to shoot that male calf. Couldn't understand why y' can't go on feedin' an animal that'll never produce milk."

20 “Nothing wrong with liking animals,” I argued.

21 “If you can’t see,” she said through the screen door, “why I don’t want Albert to end up exactly like your father, then you’ve got even less sense than I thought you had. I don’t want any son of mine goin’ through life just satisfied to *be*.” Then I could hear her banging around in the kitchen.

22 I looked off the verandah out at the front field where Dad and Albert were raking up hay for the cattle, slowly, with lots of pauses for talk. All of a sudden they stopped, and Albert pointed up to the sky. It was fall, and four long wedges of geese were flying far above us, casting down their strange muffled cry. The sky was cornflower blue, and the wind was sending white clouds scudding across it. My breath was caught with the beauty of it all, and as I looked at Dad and Albert, they threw away their rakes and lay down flat on their backs, right there in the front pasture, in order to drink in the sky. And after all the geese had passed over, they stayed like that for maybe twenty minutes more.

\* \* \*

[*three years later*]

23 We were all home for Christmas the year Albert turned eighteen.

24 It was on December 26th that it happened. That was the day of the fire.

25 Albert had just put my baby back in her carriage when a giant spark flew out of the fireplace. It hit the old nylon carpet like an incendiary bomb, and the rug burst into flames. Mom started waving an old afghan<sup>1</sup> over it, as though she was blowing out a match, but all she was doing was fanning the fire.

26 While most of us stood there in immovable fear, Albert had already grabbed my baby, carriage and all, and rushed out to the barn with her. He was back in a flash.

27 “Those four buckets in the summer kitchen!” he yelled. “Start filling them!” He pointed to Mom and Dad, who obeyed him like he was a general and they were the privates. To my husband he roared, “Get out to th’ barn and keep that baby warm!”

28 “And you!” He pointed to me. “Call the fire department. It’s 825-3131.” In the meantime, the smoke was starting to fill the room and we were all coughing. Little spits of fire were crawling up the curtains.

29 Before Mom and Dad got back with the water, Albert was out in the back bedroom hauling up the carpet. Racing in with it over his shoulder, he bellowed, “Get out o’ the way!” and we moved. Then he slapped the carpet over the flames on the floor, and the fire just died without so much as a protest. Next he grabbed one of the big cushions off the sofa, and chased around after the little lapping flames on curtains and chairs and table runners, smothering them.

30 Then Albert was suddenly still, hands hanging at his sides with the fingers spread. He smiled shyly.

31 “It’s out,” he said.

32 Mom took a deep breath. “And *that*,” she went on, “is what I’ve been looking for, all of your life. Some sort of a sign that you were one hundred percent alive. And now we all know you are. Maybe even a lick more alive than the rest of us. So!” She folded her arms, and her eyes bored into him. “I’ll have no more excuses from you now. I’ll never, never rest until I see you educated and successful. Doin’ what you was meant to do. I’m just proud of you, Albert. So terrible proud!”

---

<sup>1</sup> afghan: *blanket*

- 33 Members of the fire department were starting to arrive at the front door, but Albert ignored them.
- 34 “You ain’t proud o’ me, Mom,” he whispered, all his beautiful grammar gone. “Yer jest proud o’ what you want me t’be. And I got some news for you. Things I shoul da tole you years gone by. *I ain’t gonna be what you want.*” His voice was starting to quaver now, and he was trembling all over. “*I’m gonna be me.*”
- 35 Then he shut his eyes and fainted right down onto the charred carpet. The firemen carted him off to the hospital, where he was treated for shock and second-degree burns. He was there for three weeks.
- 36 Albert left home as soon as he got out of the hospital. He worked as a stevedore<sup>2</sup> in Halifax for a number of years, and when he got enough money saved, he bought a little run-down house close to Digby, with a view of the Bay of Fundy. He’s got a small chunk of land that’s so black and rich that it doesn’t take any pushing at all to make the flowers and vegetables grow. He has a cow and a beagle and four cats—and about five hundred books. He fixes lawn mowers and boat engines for the people in his area, and he putters away at his funny little house. He writes pieces for the *Digby Courier* and the *Novascotian*, and last winter he confessed to me that he writes poetry. He’s childless and wifeless, but he has the time of day for any kid who comes around to hear stories or to have a broken toy fixed. He keeps an old rocker out on the edge of the cliff, where he can sit and watch the tides of Fundy rise and fall.

---

<sup>2</sup> stevedore: *dockworker*

- 
15. What does paragraph 2 suggest about the narrator’s character?
- A. She was serene.
  - B. She was stubborn.
  - C. She was argumentative.
  - D. She was accommodating.
16. According to paragraphs 1 and 3, which factor shaped the character of the parents?
- A. their hobbies
  - B. their marriage
  - C. their family backgrounds
  - D. their childhood environments

17. What is the mother's goal for young Albert?
- A. to encourage creativity
  - B. to make him courageous
  - C. to create a desire for success
  - D. to teach him to be self-sufficient
18. According to the narrator, why does Albert change his way of talking (paragraph 18)?
- A. He realizes he needs to grow up.
  - B. He relates to his experience with literature.
  - C. He wants to leave behind his life on the farm.
  - D. He understands the importance of being educated.
19. What does the narrator feel as she watches her father and brother lying down in the field (paragraph 22)?
- A. She resents their laziness.
  - B. She envies their free time.
  - C. She admires their spontaneity.
  - D. She appreciates their laughter.
20. Following the fire, how does the mother react to Albert's behaviour?
- A. She is shocked by his actions.
  - B. She is appalled by the risks he took.
  - C. She feels she can accept him as he is.
  - D. She feels justified in her faith in him.



**PART C: READING COMPREHENSION**  
**ANALYSIS OF SYNTHESIS TEXTS 1 AND 2**

**2 multiple-choice questions**  
**1 written-response question**  
**Value: 31%**

**Suggested Time: 35 minutes**

Multiple-choice questions 21 and 22 and written-response question 2 are based on the article “The Most Powerful Question a Parent Can Ask...” and the literary prose passage “Be-ers and Doers.”

21. With which statement about children would the writer in “The Most Powerful Question a Parent Can Ask...” and the mother in “Be-ers and Doers” most likely agree?
- A. They require firm boundaries.
  - B. They deserve unconditional love.
  - C. They ought to establish achievable goals.
  - D. They should demonstrate greater accountability.
22. Which statement about being a parent applies to both “The Most Powerful Question a Parent Can Ask...” and “Be-ers and Doers”?
- A. It results in pride.
  - B. It is often rewarding.
  - C. It can be challenging.
  - D. It leads to surprising outcomes.

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
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**INSTRUCTIONS:** In a multi-paragraph (**3 or more paragraphs**) essay of at least **300 words**, answer question 2 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.

2. Assess which passage, “The Most Powerful Question a Parent Can Ask...” or “Be-ers and Doers,” shows the more respectful approach of parents to their children. You must refer to **both** passages in your essay.

### **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 D: COMPOSITION**

**1 written-response question**  
**Value: 30%**

**Suggested Time: 35 minutes**

**INSTRUCTIONS:** Using standard English, write in the **Response Booklet**, a coherent, unified, multi-paragraph (**3 or more paragraphs**) composition of at least **300 words** on the topic below. In your composition, you may apply any appropriate method of development including exposition, persuasion, description, and narration.

Use the **Organization and Planning** space to plan your 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. You do not have to accept the basic premise of the topic.

**Topic:**

**With independence comes increased responsibility.**

**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

Fairchild, B.H. "The Dumka." *Good Poems*. The Penguin Group. 2002.

Figure 1. "Percent of Students With Positive School Experience or High Performance, by Work Status and Gender" < <http://www.hrsdc.gc.ca/en/cs/sp/hrsd/prc/publications/research/1995-000015/page08.shtml> >

Millar, Neil. "The Most Powerful Question a Parent Can Ask..."  
[http://www.streetdirectory.com/travel\\_guide/7275/parenting/the\\_most\\_powerful\\_question\\_a\\_parent\\_can\\_ask.html](http://www.streetdirectory.com/travel_guide/7275/parenting/the_most_powerful_question_a_parent_can_ask.html)

Wilson, Budge. "Be-ers and Doers." *The Leaving*. Student Publishing. 1990.

Place Personal Education Number (PEN) here.

←→

**Course Code = EN 12**  
**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. Read the Examination Rules on the back of this Booklet.

<p>Question 1</p> <p><b>Marker 1</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table> <p><b>Marker 2</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table>									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"/>	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"/>
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"/>																																				
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"/>																																				
<p>Question 2</p> <p><b>Marker 1</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table> <p><b>Marker 2</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table>									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"/>	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"/>
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"/>																																				
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"/>																																				
<p>Question 3</p> <p><b>Marker 1</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table> <p><b>Marker 2</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td><td>NR</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td> </tr> </table>									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"/>	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"/>
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"/>																																				
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"/>																																				



**MINISTRY USE ONLY**



Place Personal Education Number (PEN) here.



**Course Code = EN 12**

**English 12**

**2008/09 Released Exam**

**AUGUST 2009**

**Response Booklet**



**BRITISH  
COLUMBIA**

The Best Place on Earth

© Province of British Columbia





















## PART D: COMPOSITION

<b>1st</b>	
<b>2nd</b>	



## 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.