



**English 10**  
Examination Booklet  
2007/08 Released Exam  
August 2008  
**Form A**

**DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.**  
**FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.**



# ENGLISH 10 PROVINCIAL EXAMINATION

## INSTRUCTIONS:

- You will read three passages connected by a theme. Each passage provides a perspective on the theme. You will answer some questions to show your understanding of each passage. Then, you will answer some questions that ask you to make connections between two of the three passages.
- Read the short context statement before each passage for useful information.
- The numbers in the left margin next to passages tell you where to find information. Every fifth paragraph is numbered 5, 10, 15 and so on. For poetry, every fifth line is numbered 5, 10, 15 and so on.

## Multiple-Choice Questions

- Decide the best answer for each question.
- All answers must be entered on the **Answer Sheet** on the front of the **Response Booklet**.
- If you decide to change an answer, completely erase your first answer.

## Written-Response and Writing Questions

- Write your answers clearly in the space provided in the **Response Booklet**.

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**PART A**

**Reading—Comprehending Texts**

**27 multiple-choice questions**

**Value: 42%**

**Suggested Time: 35 minutes**

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

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**Theme**

***Satisfaction comes  
from helping others.***

Before you begin to read, take a moment to think about what this theme means to you.

The following two poems provide different ideas about success in life.

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## Gracious Goodness

by Marge Piercy

On the beach where we had been idly  
telling<sup>1</sup> the shell coins  
cat's paw, cross-barred Venus, china cockle,  
we both saw at once  
5 the sea bird fall to the sand  
and flap grotesquely.  
He had taken a great barbed hook  
out through the cheek and fixed  
in the big wing.  
10 He was pinned to himself to die,  
a royal tern with a black crest blown back  
as if he flew in his own private wind.  
He felt good in my hands, not fragile  
but muscular and glossy and strong,  
15 the beak that could have split my hand  
opening only to cry  
as we yanked on the barbs.  
We borrowed a clippers, cut and drew out the hook.  
Then the royal tern took off, wavering,  
20 lurched twice,  
then acrobat returned to his element, dipped,  
zoomed, and sailed out to dive for a fish.  
Virtue: what a sunrise in the belly.  
Why is there nothing  
25 I have ever done with anybody  
that seems to me so obviously right?

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<sup>1</sup> *tell*: to count or to sort

## To Have Succeeded

by Ralph Waldo Emerson

To laugh often and love much;  
To win respect of intelligent people  
And the affection of children;  
To earn the approbation<sup>1</sup> of honest critics  
5 And endure the betrayal of false friends;  
To appreciate beauty;  
To find the best in others;  
To give one's self;  
To leave the world a little better,  
10 Whether by a healthy child,  
A garden patch,  
Or redeemed social condition;  
To have played and laughed with enthusiasm  
And sung with exultation<sup>2</sup>;  
15 To know even one life has breathed easier  
Because you have lived...  
This is to have succeeded.

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<sup>1</sup> *approbation*: approval or praise

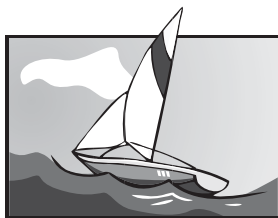
<sup>2</sup> *exultation*: great happiness

1. What are “cat’s paw, cross-barred Venus, china cockle” (“Gracious Goodness”, line 3)?
  - A. types of coins
  - B. species of fish
  - C. species of birds
  - D. types of seashells
  
2. Which literary device is used in “black crest blown back” (“Gracious Goodness”, line 11)?
  - A. alliteration
  - B. symbolism
  - C. onomatopoeia
  - D. personification
  
3. Which image **best** reflects the poet’s characterization of the bird in “Gracious Goodness”?
  - A. a fallen angel
  - B. a barbed hook
  - C. a wounded king
  - D. a brilliant sunrise
  
4. What suggests that the bird in “Gracious Goodness” understands that the speaker wants to help it?
  - A. It does not hurt her.
  - B. It does not try to escape.
  - C. It approaches the speaker.
  - D. It dips its wings in thanks.
  
5. What would **most likely** lead to a “sunrise in the belly” (“Gracious Goodness”, line 23)?
  - A. feeling pity
  - B. falling in love
  - C. acting selflessly
  - D. recognizing beauty



6. In “Gracious Goodness,” what causes the speaker to believe that her actions are “so obviously right” (line 26)?
- A. She has overcome fear caused by the bird’s struggle.
  - B. She has made up for suffering caused by other humans.
  - C. She has shared an act of compassion with another person.
  - D. She has enjoyed an interruption in her otherwise uneventful day.
7. What defines success in “To Have Succeeded”?
- A. winning the approval of peers
  - B. respecting the opinions of critics
  - C. contributing to the well-being of others
  - D. appreciating the beauty of the natural world
8. Which term **best** characterizes the speaker in “To Have Succeeded”?
- A. cautious
  - B. ambitious
  - C. humorous
  - D. passionate
9. Which quotation **best** expresses the **main** idea of both “Gracious Goodness” and “To Have Succeeded”?
- A. “To appreciate beauty”
  - B. “To find the best in others”
  - C. “To laugh often and love much”
  - D. “To know even one life has breathed easier”

The “Finn” is a one-person, high performance sailboat. Read this passage about Larry Lemieux who competed in a Finn-class sailing event at the 1988 Seoul Olympics.



## Lawrence (Larry) Lemieux Lifesaver

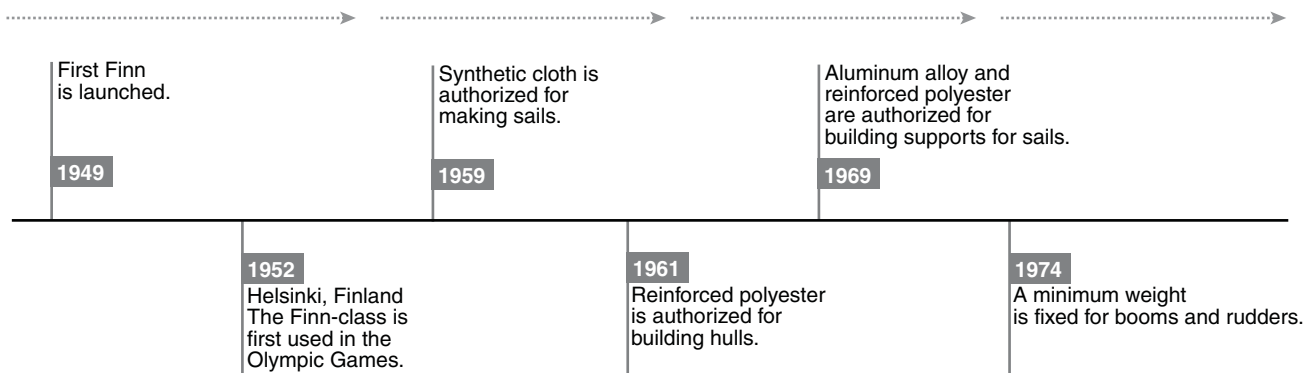
by Lorne Zeiler

Larry Lemieux, born on November 12, 1955, in Edmonton, Alberta, took up sailing shortly after he learned to run. As the youngest of eight, Larry always wanted to be like his older brothers, who frequently sailed the waters of Lake Wabamun near their cottage. At age five, he took a sailboat out on his own for the first time. A gust of wind capsized his boat and because he was not heavy enough to turn the boat over on his own, Larry had to be rescued by his brothers. By the time he was nine, his mother realized that Larry was not going to stay away from the water, so she enrolled him in sailing school. Though the minimum age was typically 11, Larry was accepted based on his experience and ability. Within two years, Lemieux was racing nationally. By the time he was 16, Larry had fully caught the sailing bug; he traveled the country to competitions with his sailboat strapped to the roof of his mother’s car.

The 1976 Olympics in Montreal were a turning point in Lemieux’s career. Fifty new Finn-class sailboats had been purchased for the Olympic Games. After

4.4 metre, 120-kilogram boats was given away to local Canadian sailors. Lemieux was one of the lucky recipients. Within two years, Larry made the national team, skippering his own Finn. He also managed to place within the top five in the world in both 1978 and 1980. Lemieux also trained and raced in two-person boats. In 1984, when he finished poorly in the Olympic qualifying competition in the Finn class, he partnered with Wito Guessing in the larger two-person boat in the Star class and won a spot on the Canadian Olympic team. At the Games the team placed 10<sup>th</sup> overall. During this time, Lemieux spent the winters working odd jobs—from serving, to construction, to assembly line labour—so he could train and race in the summers.

In 1988, Lemieux was the top-ranked Finn-class sailor in Canada and represented the country at the Olympic Games in Seoul, South Korea. Olympic sailing races and regulations are designed to ensure that the winner of the race is determined by his or her skill level, not boat design. The boats for each sailing class must be the same



the competition, each of the single-operated,

precise weight and size and be made from

the same materials and have the same method of construction. Each competition comprises numerous races held on the same course over a period of days and requires the skipper to use all points of sail. In 1988, the Olympic regatta consisted of seven days of competitions, one each day that lasted between two and two-and-a-half hours. The individual or team's top six race results were then added together to determine the final standings, with the lowest score winning. To return home with a medal, competitors needed to achieve consistent top results.

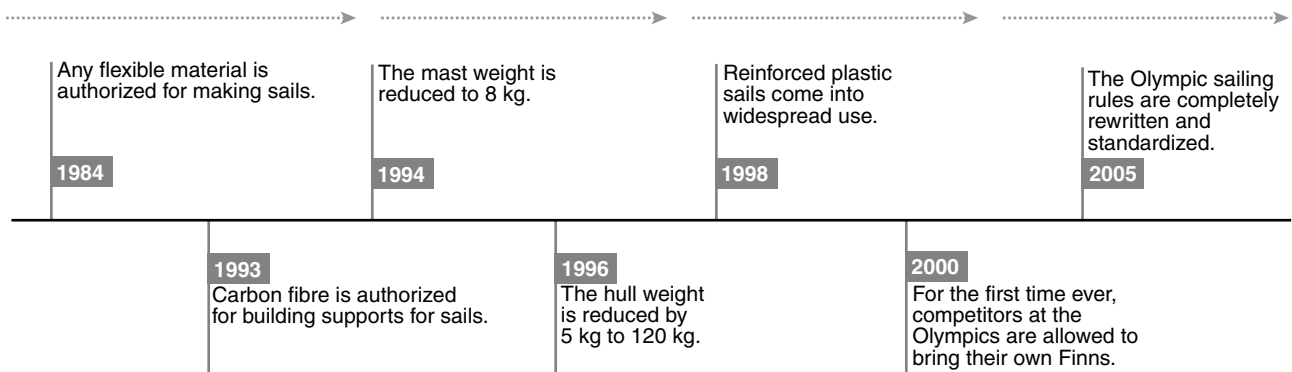
During the first day of competition in Seoul, Lemieux aggressively manoeuvred his boat and finished in first place. On day two, he earned a respectable fifth place, but then had problems in the third and fourth races, finishing 22<sup>nd</sup> and 13<sup>th</sup> respectively. On the fifth day of races the weather conditions were horrible. There was a powerful wind and a strong current in the water between Korea and Japan. Steep waves were breaking offshore in the middle of the race course. Lemieux, an experienced skipper, boldly pushed forward. He quickly took the lead, but was passed about halfway through the race by two boats. He moved back into second place just past the halfway point and was headed toward a top three finish.

- 5 Visibility was poor, but Lemieux pushed on. Surveying the water, Lemieux noticed a capsized two-person boat, a 470 class that had drifted well off course. He spotted one member of the crew hanging on to the boat, but his partner had been pushed far away by the strong current and crashing waves. Rescue crews were unlikely to spot the sailboat and were even less likely to notice

the stranded sailor, Joseph Chan, because they were contending with their own problems. Their boats were too fragile to push through the rough water and most of the drivers had little experience with such treacherous conditions.

Lemieux decided that he had to pull out of the race to help these sailors. First he picked up the stranded sailor and began manoeuvring his Finn to the capsized 470 and the other sailor. Lemieux then found the 470's rudder so they'd be able to turn the boat over. Lemieux's boat was too small to support two other sailors, particularly in the treacherous weather conditions, so he waited with them until further help could arrive. It was Larry's own coach, Pat Healy, who came to the rescue. Healy had been concerned that Lemieux seemed to have disappeared from the race, so he had taken out a heavier boat to search for Larry. The Canadian coach towed the two sailors to shore. Lemieux returned to the course and finished 21<sup>st</sup> for the day.

After the race, Larry launched a protest regarding his placing and the two sailors stayed by him as the Olympic association ruled on his appeal. Lemieux was awarded a second place finish for race five because he was racing in second place before he pulled out to save the stranded sailors. Before the competition the next day, the media bombarded Larry with questions and interviews. Larry was unable to concentrate on racing and finished 13<sup>th</sup> and 21<sup>st</sup> in his final two races. He placed 11<sup>th</sup> overall during his second Olympic competition.



Larry Lemieux did not receive a medal at the Olympic Games, but he was given a symbolic award for placing the life of a fellow sailor above race results. In a private ceremony, Juan Antonio Samaranch, the president of the International Olympic Committee, presented Larry with a porcelain jar bearing the Olympic insignia.

Larry Lemieux went to Seoul, South Korea, with the ambition of becoming an Olympic hero by winning a medal. Instead he became a hero for a completely selfless reason: he saved the life of a fellow competitor.

10. What is surprising about Larry when he was a very young sailor?
- A. his appreciation for teamwork
  - B. his rise to advanced levels of competition
  - C. his ability to overcome obstacles independently
  - D. his support from sponsors to finance his training
11. What is the purpose of the Olympic sailing regulations?
- A. to preserve the integrity of Finn-class sailing
  - B. to make certain that it is ability which is rewarded
  - C. to encourage continued innovation in sailboat design
  - D. to ensure that sailors compete under difficult conditions
12. How do Finn-class sailing competitors win an Olympic medal?
- A. by adapting to adverse conditions
  - B. by having the fastest time in the final race
  - C. by demonstrating superior times over many races
  - D. by achieving success in different types of sailboats
13. What does Larry's behaviour in the first race of the 1988 Olympics reveal about his character?
- A. He is patient.
  - B. He is humble.
  - C. He is assertive.
  - D. He is thoughtful.
14. Which quotation **best** expresses the most significant turning point in the passage?
- A. "Visibility was poor, but Lemieux pushed on" (paragraph 5)
  - B. "Lemieux decided that he had to pull out of the race to help these sailors" (paragraph 6)
  - C. "After the race, Larry launched a protest regarding his placing" (paragraph 7)
  - D. "Larry was unable to concentrate on racing and finished 13<sup>th</sup> and 21<sup>st</sup> in his final two races" (paragraph 7)

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15. How do the rescued sailors show their gratitude to Larry?
- A. They support him in his appeal.
  - B. They shield him from the media.
  - C. They present him with an award.
  - D. They help him regain his confidence.
16. What does the porcelain jar represent?
- A. the glory of victory
  - B. the spirit of competition
  - C. the fragility of human life
  - D. the value of moral behaviour
17. Which of the following statements **best** expresses the **main** idea of the passage?
- A. Never give up on your dreams.
  - B. Competition can be unpredictable.
  - C. Success comes to those who wait.
  - D. Winners do not always finish first.
18. According to the time line, what is the **most** likely reason the Olympic sailing regulations were changed?
- A. Officials were trying to make the boats safer for the sailors.
  - B. Olympic host countries were influencing the design of the boats.
  - C. New materials were being developed to increase the speed of the boats.
  - D. Facilities for making the boats were available in select countries of the world.

In the following short story, the narrator, Hazel, relates an experience with her brother Raymond who has special needs.

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## Raymond's Run

by Toni Cade Bambara



I take my time getting to the park on Field Day because the track meet is the last thing on the program. So I always come late to the Field Day program, just in time to get my number pinned on and lie in the grass till they announce the fifty-yard dash.

I put Raymond in the little swings, which is a tight squeeze this year and will be impossible next year. Then I look around for Mr. Pearson, who pins the numbers on. I'm really looking for Gretchen if you want to know the truth, but she's not around. The park is jam-packed with parents in hats and kids in white dresses and light-blue suits. The big guys with their caps on backwards lean against the fence swirling the basketballs on the tips of their fingers, waiting for all these crazy people to clear out of the park so they can play.

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pin and fifty million other things he's always dropping all over the place. He sticks out in a crowd as though he's on stilts. We used to call him Jack and the Beanstalk to get him mad. But I'm the only one that can outrun him and get away, and I'm too grown for that silliness now.

"Well, Squeaky," he says, checking my name off the list and handing me number seven and two pins.

5 "Hazel Elizabeth Deborah Parker," I correct him and tell him to write it down on his board.

"Well, Hazel Elizabeth Deborah Parker, going to give someone else a break this year?" I squint at him real hard to see if he is seriously thinking I should lose the race on purpose just to give someone else a break. "Only six girls running this time," he continues, shaking his head sadly like it's my fault all of New York didn't turn out in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a periscope in a submarine movie. "Wouldn't it be a nice gesture if you were...to ahhh..."

I give him such a look he couldn't finish putting that idea into words. I pin number seven to myself and stomp away, I'm so burnt. And I go straight for the track and stretch out on the grass. The man on the loudspeaker is calling everyone over to the track and I'm on my back looking at the sky, trying to pretend I'm in the country, but I can't because even grass in the city feels hard as sidewalk.

The twenty-yard dash takes all of two minutes cause most of the little kids don't know better than to run off the track or run the wrong way or run smack into the fence and fall down and cry. One little kid, though, has got the good sense to run straight for the white ribbon up ahead so he wins. Then the second-graders line up for the thirty-yard dash and I don't even bother to turn my head to watch cause Raphael Perez always wins. He wins before he even begins by psyching the runners, telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something, which he doesn't really have to do since he is very



fast, almost as fast as I am. After that is the forty-yard dash which I used to run when I was in first grade.

Raymond is hollering from the swings cause he knows I'm about to do my thing cause the man on the loudspeaker has just announced the fifty-yard dash, although he might just as well be giving a recipe for angel food cake cause you can hardly make out what he's saying for the static. I get up and slip off my sweatpants and then I see Gretchen standing at the starting line, kicking her legs out. Then as I get into place I see that ole Raymond is on line on the other side of the fence, bending down with his fingers on the ground just like he knew what he was doing. I was going to yell at him but then I didn't. It burns up your energy to holler.

- 10 Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm flying over the beach again, getting blown through the sky like a feather that weighs nothing all. But once I spread my fingers in the dirt and crouch over the Get on Your Mark, the dream goes and I am solid again and I am telling myself, Squeaky, you must win, you must win, you are the fastest thing in the world, you can even beat your father if you really try. And then I feel my weight coming back just behind my knees then down to my feet then into the earth and then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track.

I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin jutting out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short.

Then all the kids standing on the side pile on me, banging me on the back and slapping my head with their Field Day programs, for I have won again and everybody on 151<sup>st</sup> Street can walk tall for another year.

"In first place..." and then three or four voices get all mixed up on the loudspeaker and I dig my sneaker into the grass and stare at Gretchen who's staring back, both wondering just who did win. I can hear old Beanstalk arguing with the man on the loudspeaker about what the stopwatches say. Then I hear Raymond yanking at the fence to call me and I wave to shush him, but he keeps rattling the fence. Then like a dancer or something he starts climbing up nice and easy but very fast. And it occurs to me, watching how smoothly he climbs hand over hand and remembering how he looked running with his arms down to his side and with the wind pulling his mouth back and his teeth showing and all, it occurred to me that Raymond would make a very fine runner. Doesn't he always keep up with me on my trots? And he surely knows how to breathe in counts of seven cause he's always doing it at the dinner table, which drives my brother George up the wall. And I'm smiling to beat the band cause if I've lost this race, or if me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. After all, I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own?

So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his arms down to the side, which no one before him has quite mastered as a running style. And by the time he comes over I'm jumping up and down so glad to see him—my brother Raymond, a great runner in the family tradition. But of course everyone thinks I'm jumping up and down because the loudspeaker is announcing, "In first place—Hazel Elizabeth Deborah Parker. In second place—Miss Gretchen P. Lewis." And I look over to Gretchen wondering what the "P" stands for. And I smile. Cause she's good, no doubt about it. Maybe she'd like to help me coach Raymond; she obviously is serious about running. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. And it's real.

19. How does Hazel react to the suggestion that she allow Gretchen to win the race?
- A. She is jealous.
  - B. She is insulted.
  - C. She is unmoved.
  - D. She is intimidated.
20. Which literary device is used in the characterization of Mr. Pearson (paragraph 3)?
- A. irony
  - B. allusion
  - C. flashback
  - D. understatement
21. Which important aspect of competition is revealed through the behaviour of Raphael Perez prior to the race?
- A. speed
  - B. agility
  - C. psychology
  - D. conditioning
22. What is Hazel's motivation for deciding to coach Raymond?
- A. She recognizes his talent and wants to nurture it.
  - B. She has become bored with racing and wants a change.
  - C. She believes that he will be a better competitor than she is.
  - D. She feels that she can no longer defeat future champions like Gretchen.
23. How does Hazel's perception of Gretchen change?
- A. She recognizes Gretchen's limitations.
  - B. She sees Gretchen as an ally rather than a rival.
  - C. She acknowledges Gretchen's kindness to Raymond.
  - D. She believes Gretchen is a better coach than competitor.

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24. How does Hazel prepare herself immediately before a race?
- A. She focuses on the strength of her body.
  - B. She visualizes the scene at the finish line.
  - C. She pictures herself in a peaceful environment.
  - D. She imagines the pride her neighbours will feel.
25. Which term **best** describes the author's writing style?
- A. satirical
  - B. technical
  - C. argumentative
  - D. conversational
26. What is the **most likely** reason Raymond learned to run?
- A. He was imitating his sister.
  - B. He wanted to win the track meet.
  - C. He hoped his sister would coach him.
  - D. He was seeking the approval of his father.
27. How does Hazel change throughout the course of the story?
- A. She sets more realistic goals.
  - B. She develops a more mature attitude.
  - C. She becomes more serious about winning.
  - D. She gains more insight into her own abilities.

**PART B**

**Making Connections Through Reading**

**2 multiple-choice questions**

**1 written-response question**

**Value: 21%**

**Suggested Time: 35 minutes**

Questions 28, 29 and 30 are based on **both** “Lawrence (Larry) Lemieux Lifesaver” **and** “Raymond’s Run.”

28. Which idea is common to **both** “Lawrence (Larry) Lemieux Lifesaver” and “Raymond’s Run”?
- A. Selfless actions are their own reward.
  - B. Setting goals can ensure personal success.
  - C. Helping others leads to public recognition.
  - D. Healthy competition builds lasting friendships.
29. What motivates **both** **Larry** from “Lawrence (Larry) Lemieux Lifesaver” and **Raymond** from “Raymond’s Run”?
- A. the appeal of fame
  - B. the thrill of competition
  - C. the example of older siblings
  - D. the recognition of their achievements

You have **Examination Booklet Form A**. In the box above #1 on your **Response Booklet**, ensure that you have filled in the bubble as follows.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
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30. Who learns more from participating in competitive sports, Larry in “Lawrence (Larry) Lemieux Lifesaver,” or Hazel in “Raymond’s Run”? In your response, you **must** discuss **both** passages.

### **Guidelines For Your Response**

- Show your understanding of **both** passages.
- If you do not discuss **both** passages, you will not receive full marks.
- Write approximately **one to two pages**.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Organization and Planning**

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

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## **PART C**

### **Writing**

#### **1 written-response question**

**Value: 37%**

**Suggested Time: 50 minutes**

- Write a multi-paragraph composition on the writing prompt below.
- Your writing may be persuasive, narrative and/or descriptive.
- You may agree or disagree with the writing prompt.
- You may use ideas based on your own experience, the experience of others, your reading, your imagination, or from any aspect of your life.
- Plan your ideas in the space provided on the following page.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Getting Ready to Write**

It is natural for people to consider their own needs first. However, they may be surprised to find that they achieve a greater sense of satisfaction through helping others.

### **Writing Prompt**

31. Satisfaction comes from helping others.



Writing Prompt: *Satisfaction comes from helping others.*

**Organization and Planning**

Use this space to plan your ideas before writing in the **Response Booklet**.  
Organize your ideas using a web, a list or an outline.

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## Acknowledgements

“Gracious Goodness,” by Marge Piercy. From *Circles of Water*. Reprinted with permission of Alfred A. Knopf. Copp Clark Pitman, Mississauga, Ont. ©1982. p 71.

“To Have Succeeded,” by Ralph Waldo Emerson. <http://www.theopavlidis.com/reprints/emerson1.htm>

“Lawrence (Larry) Lemieux Lifesaver,” by Lorne Zeiler. From *Hearts of Gold: Stories of Courage, Dedication and Triumph from Canadian Olympics*. Raincoast Books, Vancouver, BC. ©2004. pp. 2–7.

“Raymond’s Run,” by Toni Cade Bambara. From *Conflicts: 15 Masterpieces of Struggle and Conflict*. Burton Goodman, Ed. Chicago. ©1993. pp. 24–28.

Place Personal Education Number (PEN) here.

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**Course Code EN 10**  
**2007/08 Released Exam**  
**AUGUST 2008**

<b>Question 30</b>							
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<b>Question 31</b>							
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Exam Booklet Form/ Cahier d'examen

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2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

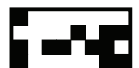
	A	B	C	D	E	F
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E	F
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E	F
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E	F
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D	E	F
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Place Personal Education Number (PEN) here.

**Course Code = EN 10**  
**English 10**  
**2007/08 Released Exam**  
**AUGUST 2008**  
**Response Booklet**

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) in both areas that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on the front of this Booklet.
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.
5. Do not tear off the Answer Sheet.



**PART B**  
**Making Connections Through Reading**

**Suggested Time: 35 minutes**

<b>Criteria</b>	
<b>Make sure your response:</b>	<input checked="" type="checkbox"/>
• clearly answers the question	<input type="checkbox"/>
• contains a discussion of both passages	<input type="checkbox"/>
• is complete and accurate	<input type="checkbox"/>
• is well supported with relevant details	<input type="checkbox"/>

**You may wish to copy the question here to refresh your memory.**

**••• USE A PEN WITH BLUE OR BLACK INK. •••**

**Question 30:** \_\_\_\_\_

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**PART C**  
**Writing**

**Suggested Time: 50 minutes**

<b>Criteria</b>	
<b>Make sure your writing:</b>	<input checked="" type="checkbox"/>
• addresses the topic and accomplishes the purpose	<input type="checkbox"/>
• is engaging for the audience	<input type="checkbox"/>
• is clear and well organized	<input type="checkbox"/>
• includes fully developed ideas	<input type="checkbox"/>
• uses correct spelling, punctuation, grammar and paragraph structure	<input type="checkbox"/>

**You may wish to copy the writing prompt here to refresh your memory.**

••• USE A PEN WITH BLUE OR BLACK INK. •••

**Question 31:** \_\_\_\_\_

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**PART C**  
**Writing**

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**PART C**  
**Writing**

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**Look Back on Your Response**

Take a few minutes to check your response and make any corrections. Use the criteria to guide you.

**END OF EXAMINATION**

## 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.