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BRITISH
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English 12

APRIL 2002

Course Code = EN

Student Instructions

1. Place the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by **END OF EXAMINATION**.
5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.
6. Before you respond to the question on page 13, **circle** the number corresponding to the topic you have chosen:
2a or 2b.

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Do not write in this space.

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

APRIL 2002

COURSE CODE = EN

GENERAL INSTRUCTIONS

1. Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
2. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
3. For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.

Adequate writing space has been provided for average-sized writing. Do **not** attempt to determine the length of your answers by the amount of writing space available. You may not need to use all the allotted space for your answers.

4. Ensure that you use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in your paper being awarded a zero.
5. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

ENGLISH 12 PROVINCIAL EXAMINATION

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

PART A: EDITING, PROOFREADING AND COMPREHENSION SKILLS

Total Value: 13 marks

Suggested Time: 10 minutes

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

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

Make Travel Fun

1. The secret to making a vacation an enjoyable experience rather than a dissapointment is
(A) (B)
to follow the advice of Scouts Canada and be prepared for any potential problems. (D) no error
(C)
2. Trips have been spoiled to often because tourists have not taken the trouble to
(A) (B)
read a reputable travel guide before embarking on their journeys. (D) no error
(C)
3. It is, for example, important to find out whether or not the water is safe, or if it is
(A)
necessary to purchase bottled water for drinking and to brush your teeth. (D) no error
(B) (C)
4. There is nothing that will ruin a holiday more faster than the distress
(A) (B)
caused by some of the organisms that are found in tap water in many parts
(C)
of the world. (D) no error

5. A good travel guide will also point out other potential health concerns that tourists
 (A) (B)
 may encounter, so they can prepare by visiting a doctor or the local health authority. (D) no error
 (C)
6. In addition to dealing with health issues, one of the most useful aspects of travel guides are
 (A) (B)
 suggestions for places of interest for tourists to visit or special events to attend. (D) no error
 (C)
7. As Sam Tang, travel planner for East Asia Tours, points out,
 (A)
 “the more research a person does prior to a trip, the better the chances are of having
 (B) (C)
 a rewarding travel experience.” (D) no error
8. Tang says he is amazed at the amount of people who save for years for a special
 (A)
vacation, but don't spend any time looking into what their destination has to offer. (D) no error
 (B) (C)
9. Certainly, people would have a better time if they found out about the culture and
 (A)
 the customs in advance. Rather than waiting until their arrival to
 (B)
decide where to go and what to see. (D) no error
 (C)
10. A good travel agent can help tourists with some aspects of
 (A)
planning, however, it is important for people to determine what their own interests
 (B)
 are and to tailor their travel itineraries to suit those interests. (D) no error
 (C)

OVER

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

11. According to sentence 3, it is important for tourists to
- A. buy bottled water.
 - B. drink a lot of water.
 - C. determine if water is safe.
 - D. brush their teeth regularly.
12. According to sentence 10, good travel itineraries should
- A. be determined by an agent.
 - B. suit the travellers’ interests.
 - C. include all details of the trip.
 - D. consider travelling companions.
13. The main idea of the passage is that travellers
- A. are too lazy to read travel guides.
 - B. get sick because they are careless.
 - C. go to places which are too dangerous.
 - D. should do research before taking a trip.

PART B: POETRY

Total Value: 20 marks

Suggested Time: 25 minutes

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

14. Line 2, “Announcers list disasters like dark poems,” is an example of
- A. simile.
 - B. metaphor.
 - C. apostrophe.
 - D. personification.
15. The phrase “the skull of winter” (line 3) suggests a
- A. fear of storms.
 - B. symbol of death.
 - C. dislike of the cold.
 - D. foreshadowing of spring.
16. Line 7, “And scarved and smiling citizens once more,” contains an example of the sound device
- A. alliteration.
 - B. dissonance.
 - C. onomatopoeia.
 - D. internal rhyme.
17. “And what else might we do?” (line 9) is an example of
- A. feigned confusion.
 - B. a whimsical query.
 - C. a rhetorical question.
 - D. apparent contradiction.
18. Line 10 contains an example of
- A. jargon.
 - B. hyperbole.
 - C. oxymoron.
 - D. euphemism.

19. Stanza 2 suggests that the fatalities during the storm are of little concern because
- A. they happened in a distant place.
 - B. they occurred in an unpopulated county.
 - C. the speaker was not aware of the deaths.
 - D. the deaths were to be expected in a wild place.
20. Stanza 3 suggests that the speaker is
- A. angry.
 - B. fearful.
 - C. wistful.
 - D. accepting.
21. The characteristics of the poem are predominantly those of
- A. a ballad.
 - B. a sonnet.
 - C. free verse.
 - D. blank verse.

PART C: PROSE

Total Value: 33 marks

Suggested Time: 45 minutes

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

22. In paragraph 2, after visiting the attic, the young boy feels
- A. dazed.
 - B. nauseated.
 - C. frightened.
 - D. apprehensive.
23. According to paragraph 2, in order to hold the leather to be sewn, a shoemaker would use
- A. an awl.
 - B. a tripod.
 - C. a currier’s beam.
 - D. spindles of thread.
24. The boy’s belief that the old shoemaker repaired his shoes
- A. alarms the boy.
 - B. fascinates the boy.
 - C. irritates his mother.
 - D. shocks the boys’ friends.
25. The boy’s new shoes give him a new perspective on life. He feels more
- A. cautious.
 - B. prosperous.
 - C. sympathetic.
 - D. knowledgeable.
26. In paragraph 8, the word “initiated” means to be
- A. lost.
 - B. found.
 - C. admitted.
 - D. completed.

27. In paragraphs 17 and 18, his reaction to the narrator's story about the shoes suggests that the big boy is
- A. angry.
 - B. jealous.
 - C. excited.
 - D. disbelieving.
28. The phrase "set fire to a corner of my memory" (paragraph 21) is an example of
- A. simile.
 - B. paradox.
 - C. metaphor.
 - D. personification.
29. In paragraphs 20 and 21, the narrator's inability to remember Hiroshima is an example of
- A. irony.
 - B. satire.
 - C. suspense.
 - D. foreshadowing.
30. The boy's character is developed through the use of
- A. dilemma.
 - B. understatement.
 - C. direct presentation.
 - D. indirect presentation.

Organization and Planning

The Shoemaker
(pages 2 to 4 in the **Readings Booklet**)

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

2a. In multi-paragraph essay form and with reference to the story, discuss **the author's** use of symbolism.

OR

2b. In multi-paragraph essay form and with reference to the story, discuss **the author's** use of contrast.

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

(24 marks)

I have selected topic _____.

FINISHED WORK

OVER

Organization and Planning

PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 40 minutes

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

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

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

Topic:

Sometimes people are unable to control the directions their lives take.



ENGLISH 12
READINGS BOOKLET
APRIL 2002

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PART B: POETRY

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

Beyond the Snow Belt

by Mary Oliver

- 1 Over the local stations, one by one,
Announcers list disasters like dark poems
That always happen in the skull of winter.
But once again the storm has passed us by:
- 5 Lovely and moderate, the snow lies down
While shouting children hurry back to play,
And scarved and smiling citizens once more
Sweep down their easy paths of pride and welcome.
- And what else might we do? Let us be truthful.
- 10 Two counties north the storm has taken lives.
Two counties north, to us, is far away,—
A land of trees, a wing upon a map,
A wild place never visited,—so we
Forget with ease each far mortality.
- 15 Peacefully from our frozen yards we watch
Our children running on the mild white hills.
This is the landscape that we understand,—
And till the principle of things takes root,
How shall examples move us from our calm?
- 20 I do not say that it is not a fault.
I only say, except as we have loved,
All news arrives as from a distant land.

PART C: PROSE

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

The Shoemaker

by Roch Carrier

- 1 Before we bought our house it had belonged to a shoemaker who died in it when he was very old. My mother described him to us: short and bent over because he'd spent his whole life stitching leather. The little shoemaker limped: he had a clubfoot and one leg was shorter than the other. He made his own shoes because he wouldn't have been able to find in any store the small, thick-soled boot shaped like a horse's hoof for his crippled foot.
- 2 There was a very low attic on the top of the lean-to attached to our house. That was where our mother used to store boxes of clothing that would be worn by the other children when they arrived. She would let us climb up the stepladder with her. With our heads jutting through the opening in the ceiling, our glances would fall on boxes, suitcases, old magazines, framed photographs—things in the attic which, in the beam of the flashlight, seemed to be whispering secrets. Perched on the stepladder, with my head in a trapdoor which was scarcely higher than the attic floor, I would ascend into a dream from which my mother had to snatch me away. Climbing down the stepladder, I would always return from it a little dazed. In one corner of the attic was a pile of the shoemaker's tools. They didn't belong to us. The tools were waiting as though the shoemaker would come back and use them: rolled-up strips of leather, shoes to which he hadn't had time to attach the soles, spindles of thread, punches, an awl, a currier's beam with long wooden tongs that held the leather as he sewed it, a tripod, shoemaker's knives. My mother explained what all the tools were used for, but she didn't touch them. Often at night, before I fell asleep, I thought about the little shoemaker with the clubfoot who had lived in our house and died there, and whose tools were still waiting for him.
- 3 In those days we knew that man dies only to be reborn. There was absolutely no doubt in my mind that if the little shoemaker's tools were still in our attic—and his leather and his thread—he would come back to carry on his trade. The roof cracked, a nail creaked in the wood: in my bed I knew that the little shoemaker had returned. I burrowed deep in the mattress and pulled the sheet over my head. I fell asleep.
- 4 One morning I saw my shoes by the bed, with brand new soles made of fine, shiny leather; the worn-down heels had been replaced; my shoes were new again.
- 5 'Who did that?' I cried as I ran down the stairs. 'My shoes look even nicer than when they were new!'
- 6 'Your shoes were so worn-out it was a disgrace,' said my mother, who was feeding my little brother from a spoon. 'Last night while you were asleep I took them to the new shoemaker.'
- 7 I went back up to my room, suspecting my mother hadn't told me the truth. There are so many things that parents don't want to tell children, so many things they refused to explain to me, so many things I couldn't understand till I was grown up. This time, though, I guessed. I knew, even though my mother hadn't wanted to tell me the truth. During the night my shoes had been repaired by the little shoemaker with the clubfoot!

- 8 I left for school earlier than usual. There was something in our village more important than the sun shining down on us: my shoes. Their gleam was more dazzling than the September morning. I didn't walk to school, nor did I run: I flew. My new soles, sewn on by the little shoemaker with the clubfoot who had come back to earth at night to ply his trade in our house, didn't really rest on the ground the way cows' feet did, or horses', or my schoolmates': they made me fly, though I still looked like someone who was walking. I knew, though, that I was flying. I had been initiated into one of the great mysteries that dwell in the night. I knew that the little shoemaker with the clubfoot had come. I'd heard him limp, heard him pick up his tools and put them down in the attic.
- 9 Everyone at our school wore shoes. No mother would dare send a barefoot child to the village school. In the schools on the concession roads more than a mile from the village, little schools built beside the dusty gravel roads, many of the children didn't wear shoes, but we who went to the village school proudly wore shoes. It wasn't until after school that the children of large families would take their shoes off so as not to wear them out too much.
- 10 When I arrived in the schoolyard the others immediately noticed my shoes. My classmates came closer to look at them. I went to stand against the big willow, the boys' meeting place, to show them off.
- 11 'You got new shoes!'
- 12 'Lucky you.'
- 13 'I have to wear my brother's shoes when they get too small for him, but when they're too small for him they're too worn out for me.'
- 14 I began to explain, sitting on the books I carried in a canvas bag.
- 15 'These aren't new shoes. They're my old ones. While I was asleep...'
- 16 And I told my schoolmates, sitting on their books like me, how my shoes had been rebuilt in the night by the little shoemaker with the clubfoot who used to live in our house before he died, and whose tools were still there.
- 17 A harsh laugh struck me like a slap in the face, interrupting my story; one of the big boys had come over to listen to me and he was laughing, holding his stomach.
- 18 'Listen to him! Did the atomic bomb land on your head?'
- 19 A few days earlier the Americans had dropped an atomic bomb on Hiroshima and it had burned alive thousands of women, men and children.
- 20 We heard about it on the radio, *L'Action catholique* had probably written something about it on the front page and my parents had most likely talked about the article in *L'Action catholique*—but I have to admit that I don't remember Hiroshima.
- 21 I searched through my memory, trying to find that childhood day, the way you search page by page, paragraph by paragraph, for a passage in a book you've already read. But instead of recalling something that burned so brightly it could have set fire to a corner of my memory, painfully, all I could remember of that autumn day was the little shoemaker with the clubfoot.

OVER

- 22 That gap in my recollections still irritates me, but a man likely doesn't choose what will come to haunt his memory.
- 23 In the next life, when the people of Hiroshima remember this earth, they will see again the bright explosion that wrenched their bodies from their souls. But I wish they could remember instead a little shoemaker with a clubfoot who, as they were sleeping, came and mended shoes worn out from having played too much on the earth covered with dandelions and daisies.

ACKNOWLEDGEMENTS

Carrier, Roch. "The Shoemaker." *The Hockey Sweater and Other Stories*.
House of Anansi Press: Toronto, 1979.

Oliver, Mary. "Beyond the Snow Belt." *Participating in the Poem: An Introduction to Poetry*. Third Edition. eds. Kovacs, Mary Anne and Loewe, Ronald G.
The Centre for Learning, 1989.