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BRITISH
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MINISTRY USE ONLY

English 12

JUNE 2003

Course Code = EN

Student Instructions

1. Place the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by

END OF EXAMINATION

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5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.
6. Before you respond to the question on page 11, **circle** the number corresponding to the topic you have chosen:
2a or 2b.

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

JUNE 2003

COURSE CODE = EN

GENERAL INSTRUCTIONS

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

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

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

ENGLISH 12 PROVINCIAL EXAMINATION

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

PART A: EDITING AND PROOFREADING SKILLS

Total Value: 10 marks

Suggested Time: 10 minutes

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

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

So Tiny, So Sweet, So Shrewd

1. Hummingbirds are tiny birds with brightly coloured, iridescent plumage.
(A)
They have an unusually short wingspan and is noted for their ability to hover
(B)
in the air as they feed on the nectar of flowers. (D) no error
(C)
2. These little birds are also known for the characteristic humming sound made by
(A)
their rapidly beating wings; as a result, they sound more like bees than birds. (D) no error
(B) (C)
3. “Although it weighs next to nothing,” states Pat Small, noted scientist, “A hummingbird
(A) (B)
is a slave to a raging metabolism.” (D) no error
(C)
4. These tiny creatures get most of their energy sipping nectar from flowers.
(A)
Out of necessity, each hummingbird must find as many as 1,000 flowers and drink
(B)
up to it’s weight in nectar each day just to keep itself alive. (D) no error
(C)

5. In their relentless pursuit of food, these shrewd, little birds fearlessly investigate
 (A) (B)
 any potential nourishment, either from natural or other sources. (D) no error
 (C)
6. All hummingbirds love visiting various gardens, drinking nectar from inviting flowers
 (A) (B)
and to sip sugar water from blossoms. (D) no error
 (C)
7. Their size may make them cute, but it also dictates a frantic pace of life. Enough
 (A) (B)
 to give even the prettiest bird an aggressive personality. (D) no error
 (C)
8. When hummingbirds hover, their wings flap through the air in a horizontal figure eight.
 (A)
 In a recent study of these birds the Cuban broad-tail's wings were clocked at 2,280
 (B)
beats a minute during flight. (D) no error
 (C)
9. These characteristics enabled the creatures to fly backwards and nearly upside
 (A)
down. One reason hummingbirds can avoid hawks and other birds 100 times
 (B)
 their size is that they can quickly evade such enemies. (D) no error
 (C)
10. These insatiable creatures are, after all, the ultimate opportunists, all they want
 (A) (B)
 is a constant supply of nectar, wherever and whenever it may be found. (D) no error
 (C)

OVER

PART B: POETRY

Total Value: 20 marks

Suggested Time: 25 minutes

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

11. “...snug as a gun” (line 2) is an example of
- A. simile.
 - B. allusion.
 - C. oxymoron.
 - D. personification.
12. Lines 3 to 5 suggest that the speaker finds the “sound”
- A. foreign.
 - B. familiar.
 - C. surprising.
 - D. disturbing.
13. Line 6, “Till his straining rump among the flowerbeds,” contains examples of
- A. assonance.
 - B. alliteration.
 - C. dissonance.
 - D. onomatopoeia.
14. In lines 15 to 16, the speaker expresses his
- A. fear.
 - B. jealousy.
 - C. admiration.
 - D. encouragement.
15. Lines 17 to 21 suggest that the speaker’s grandfather was
- A. alone in the bog.
 - B. a sloppy drinker.
 - C. a dedicated worker.
 - D. unsteady on his feet.

16. In the first and last stanzas, the poet uses the technique of
- A. flashback.
 - B. repetition.
 - C. apostrophe.
 - D. parallel structure.
17. "...living roots awaken in my head. / But I've no spade to follow men like them" (lines 27 and 28) indicate that the speaker is
- A. waking up slowly.
 - B. following a dream.
 - C. looking for a spade.
 - D. connecting with the past.
18. The line which refers to the father's spade itself is
- A. "...nestled on the lug, the shaft" (line 10).
 - B. "Loving their cool hardness in our hands" (line 14).
 - C. "Nicking and slicing neatly, heaving sods" (line 22).
 - D. "...curt cuts of an edge" (line 26).

Digging
(page 1 in the **Readings Booklet**)

INSTRUCTIONS: In paragraph form and in approximately **125 to 150 words**, answer question 1 in the space provided. 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.

1. In paragraph form and with reference to the poem “Digging,” discuss what the speaker values. **(12 marks)**

Organization and Planning

1st

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2nd

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PART C: PROSE

Total Value: 33 marks

Suggested Time: 45 minutes

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

19. In paragraph 2, the word “demeaning” means
- A. cruel.
 - B. valuable.
 - C. insulting.
 - D. complimentary.
20. According to paragraphs 2 and 3, the writer is surprised that Ann continues with sports because she
- A. hates to be active.
 - B. has to wear braces.
 - C. is growing too fast.
 - D. cares for her appearance.
21. In paragraphs 5 and 6, Ann’s father criticizes her for
- A. being too pretty.
 - B. not playing hard.
 - C. not having talent.
 - D. being too intense.
22. Paragraph 7 suggests that advertisements primarily encourage girls to be
- A. intense.
 - B. passive.
 - C. talkative.
 - D. sophisticated.
23. In paragraphs 9 and 10, the writer is primarily worried that her daughter, like some females, might
- A. lose her skills.
 - B. disappoint her team.
 - C. fail to find a husband.
 - D. fail to reach her potential.

24. “I occasionally run this horror show in my own mental movie theatre” (paragraph 10) contains an example of
- A. irony.
 - B. paradox.
 - C. metaphor.
 - D. hyperbole.
25. According to paragraph 16, the writer understands that girls’ sports can be
- A. cute.
 - B. humorous.
 - C. dangerous.
 - D. fashionable.
26. For the writer, sports symbolize
- A. her goal to compete.
 - B. conflict in her family.
 - C. her growing confidence.
 - D. something she cannot do.
27. The selection “Playing to Win” is an example of
- A. a literary essay.
 - B. a personal essay.
 - C. a persuasive essay.
 - D. an argumentative essay.

Organization and Planning

Playing to Win
(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 “Playing to Win,” discuss how the experience of the daughter has influenced her mother.

OR

2b. In multi-paragraph essay form and with reference to “Playing to Win,” discuss how stereotypes influence the family members.

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

Topic:

We learn the most from those closest to us.

OVER

FINISHED WORK

END OF EXAMINATION

1st

2nd

ENGLISH 12
READINGS BOOKLET
JUNE 2003

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PART B: POETRY

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

Digging

by Seamus Heaney

- 1 Between my finger and my thumb
The squat pen rests; snug as a gun.
- Under my window, a clean rasping sound
When the spade sinks into gravelly ground.
- 5 My father, digging. I look down
Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.
- 10 The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we need picked
Loving their cool hardness in our hands.
- 15 By God, the old man could handle a spade.
Just like his old man.
- My grandfather cut more turn¹ in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
- 20 Corked sloppily with paper. He straightened up
To drink it, then fell to right away
- Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging.
- 25 The cold smell of potato mould, the squelch and slap
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.
- Between my finger and my thumb
- 30 The squat pen rests.
I'll dig with it.

¹ turn: *colloquial term for peat*

PART C: PROSE

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

Playing to Win

by Margaret A. Whitney

- 1 My daughter is an athlete. Nowadays, this statement won't strike many parents as unusual, but it does me. Until her freshman year in high school, Ann was only marginally interested in sport of any kind. When she played, she didn't swing hard, often dropped the ball, and had an annoying habit of tittering on field or court.
- 2 Indifference combined with another factor that did not bode well for a sports career. Ann was growing up to be beautiful. By eighth grade, nature and orthodontics had produced a 5-foot 8-inch 125-pound, brown-eyed beauty with a wonderful smile. People told her, too. And, as many young women know, it is considered a satisfactory accomplishment to be pretty and stay pretty. Then you can simply sit still and enjoy the unconditional positive regard. Ann loved the attention, too, and didn't consider it demeaning when she was awarded "Best Hair," female category, in the eighth-grade yearbook.
- 3 So it came as a surprise when she became a jock. The first indication that athletic indifference had ended came when she joined the high school cross-country team. She signed up in early September and ran third for the team within three days. Not only that. After one of those 3.1 mile races up hill and down dale on a rainy November afternoon, Ann came home muddy and bedraggled. Her hair was plastered to her head, and the mascara she had applied so carefully that morning ran in dark circles under her eyes. This is it, I thought. Wait until Lady Astor¹ sees herself. But the kid with the best eighth grade hair went on to finish the season and subsequently letter² in cross-country, soccer, basketball, and softball.
- 4 I love sports, she tells anyone who will listen. So do I, though my midlife quest for a doctorate leaves me little time for either playing or watching. My love of sports is bound up with the goals in my life and my hopes for my three daughters. I have begun to hear the message of sports. It is very different from many messages that women receive about living, and I think it is good.
- 5 My husband, for example, talked to Ann differently when he realized she was a serious competitor and not just someone who wanted to get in shape so she'd look good in a prom dress. Be aggressive, he'd advise. Go for the ball. Be intense.
- 6 Be intense. She came in for some of the most scathing criticism from her dad, when, during basketball season, her intensity waned. You're pretending to play hard, he said. You like it on the bench? Do you like to watch while your teammates play?
- 7 I would think, how is this kid reacting to such advice? For years, she'd been told at home, at school, by countless advertisements, "Be quiet, Be good, Be still." When teachers reported that Ann was too talkative, not obedient enough, too flighty. When I dressed her up in frilly dresses and told her not to

¹ Lady Astor: *wealthy socialite admired for her beauty*

² letter: *athletic achievement award*

get dirty. When ideals of femininity are still, quiet, cool females in ads whose vacantness passes for sophistication. How can any adolescent girl know what she's up against? Have you ever really noticed intensity? It is neither quiet nor good. And it's definitely not pretty.

- 8 In the end, her intensity revived. At half time, she'd look for her father, and he would come out of the bleachers to discuss tough defense, finding the open player, squaring up on her jump shot. I'd watch them at the edge of the court, a tall man and a tall girl, talking about how to play.
- 9 Of course, I'm particularly sensitive at this point in my life to messages about trying hard, being active, getting better through individual and team effort. Ann, you could barely handle a basketball two years ago. Now you're bringing up the ball against the press. Two defenders are after you. You must dribble, stop, pass. We're depending on you. We need you to help us. I wonder if my own paroxysms of uncertainty would be eased had more people urged me—be active, go for it!
- 10 Not that dangers don't lurk for the females of her generation. I occasionally run this horror show in my own mental movie theatre: an unctuous³ but handsome lawyer-like drone of a young man spies my Ann. Hmmm, he says, unconsciously to himself, good gene pool, and wouldn't she go well with my BMW and condo? Then I see Ann with a great new hairdo kissing the drone goodbye-honey and setting off to the nearest mall with splendid-looking children to spend money.
- 11 But the other night she came home from softball tryouts at six in the evening. The dark circles under her eyes were from exhaustion, not makeup. I tried too hard today, she says. I feel like I'm going to puke.
- 12 After she has revived, she explains. She wants to play a particular position. There is competition for it. I can't let anybody else get my spot, she says, I've got to prove that I can do it. Later we find out that she has not gotten the much-wanted third-base position, but she will start with the varsity team. My husband talks about the machinations of coaches and tells her to keep trying. You're doing fine, he says. She gets that I-am-going-to-keep-trying look on her face. The horror show vision of Ann-as-Stepford-Wife⁴ fades.
- 13 Of course, Ann doesn't realize the changes she has wrought, the power of her self-definition. I'm an athlete, Ma, she tells me when I suggest participation in the school play or the yearbook. But she has really caused us all to rethink our views of existence: her younger sisters who consider sports a natural activity for females, her father whose advocacy of women has increased, and me. Because when I doubt my own abilities, I say to myself, Get intense, Margaret. Do you like to sit on the bench?
- 14 And my intensity revives.
- 15 I am not suggesting that participation in sports is the answer for all young women. It is not easy—the losing, the jealousy, raw competition, and intense personal criticism of performance.
- 16 And I don't wish to imply that the sports scene is a morality play either. Girls' sports can be funny. You can't forget that out on that field are a bunch of people who know the meaning of the word cute. During one game I noticed that Ann had a blue ribbon tied on her ponytail, and it dawned on me that every girl had an identical bow. Somehow I can't picture the Celtics gathered in the locker room of

³ unctuous: *very smooth, fervent, or earnest, especially in a false or affected way when trying to please or persuade*

⁴ Ann-as-Stepford-Wife: *reference to a story by Ira Levin where women are replaced with more passive and beautiful replicas*

the Boston Garden agreeing to wear the same colour sweatbands.

- 17 No, what has struck me, amazed me, and made me hold my breath in wonder and in hope is both the ideal of sport and the reality of a young girl not afraid to do her best.
- 18 I watch her bringing the ball up the court. We yell encouragement from the stands, though I know she doesn't hear us. Her face is red with exertion, and her body is concentrated on the task. She dribbles, draws the defense to her, passes, runs. A teammate passes the ball to her. They've beaten the press. She heads toward the hoop. Her father watches her, her sisters watch her, I watch her. And I think, drive, Ann, drive.

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ACKNOWLEDGEMENTS

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