



**English 12**  
Examination Booklet  
August 2007  
**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.

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## PART A: INFORMATIONAL TEXT

7 multiple-choice questions  
Value: 7%

Suggested Time: 15 minutes

**INSTRUCTIONS:** Read the following selection, “Earth: There’s No Life Like It,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

**Halloooo, anyone out there? Probably not. Thanks to cosmic coincidence, our planet may be unique in providing bountiful creature comforts.**

### Earth: There’s No Life Like It

by Terence Dickinson

- 1 Does the universe harbour other planets like Earth? The notion is affirmed everywhere, in *Star Trek* re-runs and university astronomy textbooks alike. As far back as 350 B.C., the Greek scholar Metrodorus wrote: “To consider Earth the only populated world in infinite space is as absurd as to assert that in an entire field sown with seed, only one will grow.” In fact, from the middle of the 17th century until today it has been the accepted philosophical and scientific wisdom that other worlds like ours—supporting their own life forms—are generously scattered across the cosmos.
- 2 Well, here I am announcing it could all be wishful thinking. Earth is not typical. Our planet and its life-nurturing surface environment are likely extremely unusual, possibly a freak of nature—even unique. I realize this message is as welcome in most quarters as a loud belch in church. Various avenues of research over the past two years, however, are conspiring to tell us that we inhabit a planet in an exceptional situation. Earth could be an oasis in a cosmic desert.
- 3 One thing we know for sure is that no planet in our solar system comes close to matching Earth’s surface conditions. Our nearest planetary neighbour, Venus, is a world almost identical to Earth in size. Yet it is a blistering inferno, a globe smothered by a thick cloak of carbon-dioxide atmosphere laced with sulphuric-acid mist. On the opposite side of us is Mars, a frigid, almost airless desert world that makes Antarctica seem lush. Space probes have revealed that the solar system’s other six planets and five dozen moons are equally inhospitable abodes for life as we know it.
- 4 And what of other worlds beyond our own solar system? Astronomers suspect that some of the billions of other stars in the Milky Way Galaxy may have planets orbiting around them, just as planets circle our sun. Despite intensive scrutiny, however, nothing remotely resembling our planetary system has been detected. (The recent detection of a large planet orbiting the sunlike star 51 Pegasi caused a stir in astronomy circles. This world, however, quite unlike anything in our solar system, is a giant hunk of metallic slag orbiting so close to its star that its surface is like the interior of a blast furnace).
- 5 Admittedly, today’s telescopes may not be able to detect Earth-sized objects across interstellar distances, says Gordon Walker, an astrophysicist at the University of British Columbia who is involved in planet searches. But he adds, if there are any objects as large as Jupiter out there, they are extremely rare, another sign that Earth enjoys an unusually blessed situation.

- 6 In our solar system, as it happens, Jupiter plays a crucial role in protecting Earth from a constant and lethal barrage of comets. Without Jupiter's immense gravity—which acts as a celestial vacuum cleaner to sweep up more than 99 percent of the comets that float in toward Earth from the comet reservoir beyond Neptune—we wouldn't be here. The impact of Comet Shoemaker-Levy 9 on Jupiter last year provided a dramatic reminder of Jupiter's role.
- 7 What might play an even larger role in maintaining Earth's unique life-sustaining character is the accident of our having a large moon. Earth's protective magnetic field, its drifting continents and geologically active surface have provided abundant niches for life as we know it. Scientists have long known that these features are likely maintained by the moon's tidal effects, which gravitationally stoke Earth's internal tectonic<sup>1</sup> fires.
- 8 Furthermore, a 1993 French study has revealed that if our planet did not have a big moon to stabilize its motions, Earth's axis tilt would chaotically oscillate<sup>2</sup>. The research, by a team of planetary scientists at the Bureau des Longitudes in Paris, suggests that higher forms of life are possible on Earth partly because our large moon works an effect much like that of a tightrope walker's balance pole to keep our planet from wobbling around.
- 9 Most importantly, this new research suggests that if there is another planet out there that is Earth-sized and has a relatively rapid spin rate, it would expose all parts of its surface to immense and chaotic climate variations—unless it also had the unlikely good fortune of having a large moon such as ours. Again, this suggests that our Earth-moon system is exceptional.
- 10 And now, my final exhibit. All recent studies of the origin of the Earth-moon system indicate that our moon's existence is a long-shot accident caused by a collision about  $4\frac{1}{2}$  billion years ago between Earth and a Mars-sized body. The collision occurred in just the right way to spray huge quantities of material into orbit around Earth, and the stuff gradually collected into today's moon. This theory rests not only on computer simulations but also on the firmer ground of direct analysis of moon rocks, whose composition appears to eliminate all other theories of the moon's origin.
- 11 How often has a planet of just the right size formed at just the right distance from its star—and also managed to get a large, stabilizing moon? How often has all that happened in a solar system with a protective giant planet like Jupiter? Other Earths, teeming with life, may be so rare we could be alone in the galaxy, possibly alone in the entire universe.

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<sup>1</sup> tectonic: *relating to the Earth's crust*

<sup>2</sup> oscillate: *to swing back and forth*

1. In the context of the entire article, what is the primary purpose of paragraph 1?
  - A. to reveal the writer's bias
  - B. to make an emotional appeal
  - C. to present ideas that will be challenged
  - D. to provide facts that support an argument
  
2. How does the tone of paragraph 2 differ from the tone of paragraph 1?
  - A. It is more informal.
  - B. It is more scientific.
  - C. It is more optimistic.
  - D. It is more philosophical.
  
3. Which is an accurate statement about the Earth's moon?
  - A. It spins at a relatively rapid rate.
  - B. It causes Earth to wobble on its axis.
  - C. It has created abundant opportunities for life on Earth.
  - D. It has a large magnetic field which protects Earth from comets.
  
4. According to the article, how was the moon created?
  - A. Earth and Mars collided, spraying material into orbit.
  - B. An accident caused a fragment of Earth to break away.
  - C. Large amounts of material from a collision joined together.
  - D. Moon rocks came together over a period of  $4\frac{1}{2}$  billion years.
  
5. Which stylistic technique is found in paragraph 11?
  - A. analogy
  - B. exaggeration
  - C. passive voice
  - D. rhetorical question

6. Which statement best expresses the writer's thesis?
- A. The moon may be able to support life.
  - B. Earth is unique in its ability to support life.
  - C. Long-term studies are needed to determine whether other planets can support life.
  - D. Technological advancement is required to detect Earth-sized objects which might support life.
7. What is the primary method of presentation in the article?
- A. research
  - B. statistical evidence
  - C. anecdotal evidence
  - D. compare and contrast

**PART B: POETRY**

**Suggested Time: 30 minutes**

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

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

**The Lifting of the Mist**

by Pauline Johnson

All the long day the vapours played  
At blindfold in the city streets,  
Their elfin fingers caught and stayed  
The sunbeams, as they wound their sheets  
5 Into a filmy barricade  
'Twixt earth and where the sunlight beats.

A vagrant band of mischiefs these,  
With wings of grey and cobweb gown;  
They live along the edge of seas,  
10 And creeping out on foot of down,  
They chase and frolic, frisk and tease  
At blind man's buff with all the town.

And when at eventide the sun  
Breaks with a glory through their grey,  
15 The vapour-fairies, one by one,  
Outspread their wings and float away  
In clouds of colouring, that run  
Wine-like along the rim of day.

Athwart the beauty and the breast  
20 Of purpling airs they twirl and twist,  
Then float away to some far rest,  
Leaving the skies all colour-kiss't—  
A glorious and a golden West  
That greets the Lifting of the Mist.



8. Which word best describes the actions of the mist in stanza 1?
- A. bold
  - B. victorious
  - C. resourceful
  - D. high-spirited
9. Which line best suggests the movement of the mist?
- A. “With wings of grey and cobweb gown” (line 8)
  - B. “And creeping out on foot of down” (line 10)
  - C. “Breaks with a glory through their grey” (line 14)
  - D. “Leaving the skies all colour-kiss’ t” (line 22)
10. Which sound device is found in “Wine-like along the rim of day” (line 18)?
- A. assonance
  - B. alliteration
  - C. dissonance
  - D. consonance
11. Which quotation indicates the turning point in the poem?
- A. “Into a filmy barricade” (line 5)
  - B. “And creeping out on foot of down” (line 10)
  - C. “And when at eventide the sun / Breaks” (lines 13 and 14)
  - D. “A glorious and a golden West / That greets” (lines 23 and 24)
12. Which adjective best describes the attitude of the speaker throughout the poem?
- A. playful
  - B. cheerful
  - C. admiring
  - D. nostalgic

13. What type of poem is “The Lifting of the Mist”?
- A. ode
  - B. lyric
  - C. free verse
  - D. ballad stanza
14. Which subject is primarily celebrated in the poem?
- A. hope
  - B. community
  - C. artistic vision
  - D. natural beauty

**PART B: POETRY**  
**WRITTEN-RESPONSE QUESTION**

**INSTRUCTIONS:** In paragraph form and in approximately **125 to 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. In paragraph form and with specific reference to “The Lifting of the Mist,” discuss the personification of the mist.

**Organization and Planning**

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

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## PART C: PROSE

Suggested Time: 40 minutes

8 multiple-choice questions  
1 written-response question  
Value: 40%

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

**The narrator remembers her childhood in small-town Ontario during the 1950s. “Gold Mountain” is the name by which many Chinese referred to North America.**

### The Gold Mountain Coat

by Judy Fong-Bates

- 1 The small town that was my home was typical of many small towns in Ontario. It had one main street, one elementary school, one district high school, and five churches – Presbyterian, Anglican, United, Roman Catholic, and a Dutch Reform Church on the edge of town.
- 2 The main street of our small town had a dime store that sold everything from *Evening in Paris* perfume to stationery and hammers. It also had a clothing store, a jewellery shop, a hardware store, a drugstore, a barber shop, and a restaurant that served Canadian food. And, typical of all small towns, it also had a Chinese restaurant and a Chinese hand laundry.
- 3 My father operated the hand laundry and the other Chinese family managed the Chinese restaurant. I was the only Chinese child in the town. When my family first arrived, the restaurant was run by two brothers and their father, Sam Sing. The floors were covered with old-fashioned black and red lino tiles laid out in a diamond checkerboard pattern. There was a shiny speckled Formica counter with stools of circular seats upholstered in vinyl, and rimmed with a wide band of shiny chrome. There hung from the ceiling, a huge, four-blade fan, that in the summer hovered and whirred – a huge humming dragonfly.
- 4 The proprietor, Sam Sing, stood behind the counter of his restaurant. He was a tall, straight-backed, grim-looking man with deep wrinkles cross-hatching his face. Sam rarely smiled, but when he did he showed a set of gold teeth that matched his gold-rimmed glasses. He rarely spoke, but when he did his voice had the raspy quality of sandpapers rubbing together.
- 5 There was nothing ingratiating about Sam. He glared at his customers from behind his glasses. In his presence, I was always struck speechless. I was afraid to return his gaze. I felt diminished and insignificant.
- 6 When I first met Sam Sing, he was already in his seventies; he had a head of thick, almost totally black hair parted at the side. He seemed robust and alert, and for a man his age he moved with amazing agility. My parents told me that Sam owed his exceptionally good health to drinking medicinal turtle soup. According to local legend, whenever Sam felt unwell, he asked a couple of local teenage boys to catch him a turtle from the nearby creek. Then followed hours of simmering to produce a clear, brown, pungent, tonic soup.
- 7 Sam was proud of the fact that he had fathered two sons who would carry on his business and his family name. In contrast to Sam’s stern, imposing demeanour, his sons were round-faced, smooth-

skinned, and smiling. They reminded me of bookends; they looked almost identical, except that one was very fair-skinned, while the other was very dark.

- 8 The brothers, Ken and John, were kind to me. I remember visiting the restaurant and frequently coming out with a double-scooped ice cream cone. Often the brothers came to visit my parents in the afternoon, during the quiet time between the lunch and supper hours in the restaurant. But Sam Sing never entered our house. His enterprise was prosperous, whereas ours was poor. Did he feel that we were beneath him? Or was it that we reminded him of earlier and more meagre times that were best forgotten?
- 9 What I remember most about Ken and John, though, was that in the winter they visited our house one at a time. Between them, they shared a single coat. It was a shapeless, black, wool garment. The pile was completely worn, the sleeves were permanently accordioned, the buttons were all mismatched, and the corners of the collar curled upwards. Occasionally, when the weather was not too severe, one brother would arrive at the laundry dressed in the coat. A half hour or so later the other brother would dash over wearing just a thin sweater over his white shirt. This made my mother laugh and she teased them about their excessive thrift.
- 10 For many years, Sam Sing and his sons lived contentedly in this bachelor existence. The sons each had a clearly defined role in the running of the restaurant and Sam presided over everything. Ken had come to Canada unmarried, but John had left his wife, son, and daughter back in China. After working through government channels for several years, John was finally given permission to bring his family over.
- 11 My mother often helped John compose his letters back to China. Whenever he received mail from home, he rushed over to share it with my parents. One day he showed me a picture, taken in a studio, of his wife, son, and daughter. The wife and daughter had freshly permed hairstyles parted at the side, revealing high broad foreheads. The son was dressed in too-large overalls, the bib almost touching his chin. The mother was sitting down with her hand resting on her son's shoulder, while the daughter, who was a few years older, stood slightly but noticeably apart. I looked at this picture and felt the solemnity of their stares. It seemed strange to me that John was really the father. His youth and exuberance were in such contrast to the personality of my own father, who was over sixty when I was born. My mother was pleased that I would at last have Chinese playmates. Although both my parents were proud that I had learned English so quickly, I knew they were concerned that I was becoming "too Canadian." John told me that I would be in charge of teaching his children English and taking them to school. As he spoke, the brown in his eyes took on a liquid quality and his eyebrows were arched so that dark vertical furrows appeared between them. Once more, I looked at the children in the photograph. Then I looked at John. Did he expect me to be friends with them? I was the only Chinese child in the town and since coming to Canada I had only played with *lo fon*<sup>1</sup> children. Did these children from China know about *Howdy Doody* and *Captain Kangaroo*<sup>2</sup>? What would I have to teach them besides English? I began to feel a weight on my chest.
- 12 When an arrival date for John's family was established, Sam permitted his sons to close the restaurant for a half-day. Both brothers were to go to the airport to greet the family from China. The brothers

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<sup>1</sup> lo fon: *caucasian*

<sup>2</sup> Howdy Doody and Captain Kangaroo: *1950s children's TV shows*

recognized their father's generosity in giving them a half-day off. For five years, the restaurant had never been closed. However, there was one problem. It was winter and they had only the one coat to share between them. Both John and Ken realized that a new coat was a significant purchase, one that would have to have Sam's approval. As the arrival date of John's family drew nearer, and the temperatures grew colder, the need for a second coat was becoming urgent.

- 13 John and Ken discussed the purchase of a second coat from every angle. How could they convince the old man to part with enough money for a new coat? Timing was essential. After closing time, Ken and John always scurried around the restaurant. They swept and washed the floors, filled the glass sugar dispensers and the miniature china creamers, and cleaned up the dirty dishes. Meanwhile, Sam sat alone in the wooden booth at back of the restaurant. He carefully calculated the day's profits, his fingers flying over the rings of a black wooden abacus<sup>3</sup> brought many years ago from China. If the earnings were good, Sam invited his sons to share a glass of whisky. But if the earnings were poor, Sam drank alone and glowered at the wooden walls of the booth while his sons continued silently working. Naturally, John and Ken decided to approach Sam on a night the whisky was shared.
- 14 The day after his discussion with Ken, John came to visit my parents. Though I heard him chuckling as he confided to my mother about the logistics of the timing, every word was coated with resentment. At first he decided that Saturday should be the asking day. But then my mother pointed out that if permission to purchase was granted on a Saturday night, Sam might change his mind by the time stores opened on Monday. She convinced John that Friday was a better day. Business was usually good. And the stores were open on Saturday.
- 15 On the chosen Friday, John visited us late in the afternoon. The wind sounded particularly shrill that day as it sprayed blasts of white powdery snow over the sidewalks. When John walked into the laundry, he looked as if someone had dusted him with icing sugar. He seemed quite agitated. I remember hearing him speak with great determination. "In a few days my family will be here. We'll all be living upstairs. I will be the one responsible for them." He glanced at my mother who nodded in agreement. "I'm going to have to stand up to that old man. I carry all his money in my pocket." He patted the front pocket of his pants emphatically before continuing. "And I have to ask permission to spend it. What right does he have to object? I work hard. This isn't China. Things are different here." Again, my parents said very little. They mostly smiled and nodded reassuringly. Then John suddenly remembered, "Today is payday at the mill!" He smiled and exclaimed, "Today business will be good. Guaranteed!"
- 16 Just before he left, John walked over to the corner where I sat pretending to read a comic book. He patted me on the shoulder and grinned. "Not too much longer now." I looked up and smiled. John looked so happy. As I nodded I felt an ever so slight cramp in my stomach.
- 17 That Friday, after the restaurant closed, Sam counted his money, smiled, and invited his sons for a glass of whisky. This was the moment John had been waiting for. His father offered him a glass. He took a large, quick gulp. "Father, you know that my wife and family will be arriving on Wednesday. You have been generous enough to let Ken come with me to the airport to greet them." Sam nodded his head.

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<sup>3</sup> abacus: *manual calculating device*

- 18 John continued, with Ken nervously looking on. “But, Father, we have only one coat. The weather is very cold. We need to buy another coat.”
- 19 Sam carefully set down his whisky glass. His face slowly hardened at the boldness of his son’s request. John was ready to panic but then Ken blurted out, “John’s son will need a coat for school. Your grandson cannot walk to school without a coat. A second one for us, one the boy can grow into.”
- 20 Sam’s face broke into a smile. His gold teeth gleamed. “Very good,” he said and finished his whisky. The brothers breathed a sigh of relief.
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15. Which word best describes the small town where the narrator grew up (paragraphs 1–3)?

- A. isolated
- B. run-down
- C. progressive
- D. commonplace

16. Which word best describes Ken and John’s behaviour toward their father?

- A. loving
- B. respectful
- C. protective
- D. honouring

17. Which device is used in paragraph 3?

- A. allusion
- B. imagery
- C. hyperbole
- D. foreshadowing

18. Which phrase best expresses the narrator’s feeling about the arrival of “Chinese playmates”?

- A. uneasy about her new responsibility
- B. unsure of her ability to teach English
- C. reluctant to share the adults’ attention
- D. embarrassed about her loss of traditional culture

19. Why do Ken and John choose Friday as the best day to ask their father's permission to buy the coat (paragraph 14)?
- A. The business would be quiet.
  - B. The shops would be closed on Saturday.
  - C. The father would be working with the accounts.
  - D. The father would have little time to change his mind.
20. Why does Ken's argument convince his father to purchase a second coat?
- A. It appeals to his father's caring nature.
  - B. It appeals to his father's sense of practicality.
  - C. It reminds his father how hard the sons work.
  - D. It reminds his father of the harshness of an Ontario winter.
21. Which term best describes the narrator?
- A. generous
  - B. observant
  - C. humorous
  - D. unquestioning
22. What is the primary effect of the author's use of a small town setting?
- A. It develops dramatic irony.
  - B. It develops a suspenseful mood.
  - C. It emphasizes the prejudice of the people in the town.
  - D. It emphasizes the uniqueness of the Chinese families.

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

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**PART C: PROSE**  
**WRITTEN-RESPONSE QUESTION**

**INSTRUCTIONS:** Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Using standard English, write a multi-paragraph (**3 or more paragraphs**) essay of approximately **300 words** based on **one** of the following topics. 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. In multi-paragraph essay form and with reference to “The Gold Mountain Coat,” discuss symbolism in the story.

**OR**

3. In multi-paragraph essay form and with reference to “The Gold Mountain Coat,” discuss the character of Sam Sing.

**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: ORIGINAL 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 approximately **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.

4. Write a multi-paragraph composition on the **topic** below. In addressing the **topic**, consider all possibilities. You may draw support from the experiences of others or from any aspect of your life: your reading and your experiences. Remember, you do not have to accept the basic premise of the statement.

**Topic:**

**Each generation has something valuable to offer.**

**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**

Dickinson, Terence “Earth: There’s No Life Like It.” *Equinox*: November/December 1995.

Fong-Bates, Judy. “The Gold Mountain Coat.” From *China Dog and Other Tales from a Chinese Laundry*. Sister Vision. 1997.

Johnson, Pauline. “The Lifting of the Mist.” *Pauline Johnson: Her Life and Work*.  
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Place Personal Education Number (PEN) here.

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**Course Code = EN 12**  
**AUGUST 2007**

Exam Booklet Form/ Cahier d'examen

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**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. When you have made your selection, indicate in the space below which question you have selected:  
  
 Question 2  OR Question 3
5. Read the Examination Rules on the back of this Booklet.

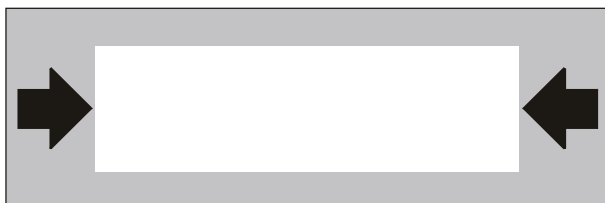
<p>Question 1</p> <p><b>Marker 1</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="width: 20px;"></td><td style="text-align: right;">NR</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td></td><td style="text-align: right;"><input type="checkbox"/></td> </tr> </table> <p><b>Marker 2</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="width: 20px;"></td><td style="text-align: right;">NR</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td></td><td style="text-align: right;"><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"/>									
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Place Personal Education Number (PEN) here.



**Course Code = EN 12**

**English 12**

**AUGUST 2007**

**Response Booklet**



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**WRITTEN-RESPONSE QUESTION**

**PART B: POETRY**

**Question 1:**

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**WRITTEN-RESPONSE QUESTION  
PART B: POETRY**

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**PART D: ORIGINAL COMPOSITION**

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<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.