



# English 10 First Peoples

## Examination Booklet

# Sample Exam

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



# ENGLISH 10 FIRST PEOPLES 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**

**Theme**

***People’s lives are enriched  
by connections with other  
generations.***

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

In the following poems, the speakers describe the important influences grandmothers and mothers have had on their lives.

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## Kokum's<sup>1</sup> Hair

by Nehi Katawasisiw

My *kokum*'s skin in afternoon light;  
like onion paper  
written on with ripples traces of muskeg moon  
and bitterroot snow.

5 My *kokum* sits in her chair  
beads and feathers arrayed around her  
unsewn fan waits for air  
to carry it to the sun.

Her hair, curled and iron grey.  
10 Tells its stories in a tongue I cannot speak,  
songs I *can* not sing;  
Like words of water teasing moss-bank reeds.

And when I touch her skin like onion paper  
My fingertips remember moose hide houses  
15 And how they bled when they sewed,  
Their flesh pierced through with a bone tipped awl.<sup>2</sup>

My *kokum*'s needles clicking;  
sound of glacier lake rocks shifting  
they grow the shape of shores  
20 from *kona*<sup>3</sup> ice chipped shoulders.

My *kokum*'s hair like sinew threads  
braided to her skull  
a crown to hold her head up high  
when winter's sons come calling.

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<sup>1</sup>*kokum*: a Cree word for grandmother

<sup>2</sup>*awl*: a type of needle for sewing

<sup>3</sup>*kona*: a Cree word for snow

## **Her Face Fills My Eyes**

*by Beverlee A. Pettit*

I am five years old and  
she fastened the strings  
of the hood  
under my chin.  
5 She looks at me and her face fills my eyes.  
My whole world is in her face.  
Her eyes are my shelter,  
Her mouth my love and rebuke,  
Her cheeks my comfort,  
10 Her brow my warning,  
Her face  
The strength of my life  
My mother,  
Myrtle Elizabeth

1. What is suggested about Kokum by the description of her skin in stanza 1?
  - A. She has an illness.
  - B. She has grown older.
  - C. She has stayed out of the sun.
  - D. She has lost the ability to speak.
  
2. In the poem “Kokum’s Hair,” which aspect of her culture has the speaker never learned about?
  - A. living independently
  - B. using natural resources
  - C. understanding the ceremonial dance
  - D. communicating in the traditional language
  
3. In the poem “Kokum’s Hair,” which literary device is used in line 12?
  - A. allusion
  - B. paradox
  - C. oxymoron
  - D. personification
  
4. In the poem “Kokum’s Hair,” what do the “winter’s sons” suggest? (line 24)
  - A. love
  - B. death
  - C. family
  - D. seasons
  
5. Which statement best describes the aging process as portrayed throughout the poem “Kokum’s Hair”?
  - A. It leads to solitude.
  - B. It requires patience.
  - C. It is a part of nature.
  - D. It is an aspect of spirituality.



6. Which statement best describes the main theme of “Kokum’s Hair”?
- A. Elders connect the past to the present.
  - B. The young need to take care of elders.
  - C. Storytelling is a way of transmitting knowledge.
  - D. Traditional tasks should be valued by younger generations.
7. Which literary technique is used throughout the poem “Her Face Fills My Eyes”?
- A. rhyme
  - B. metaphor
  - C. onomatopoeia
  - D. understatement
8. How does the speaker in “Her Face Fills My Eyes” feel about her mother?
- A. She is in awe of her.
  - B. She feels equal to her.
  - C. She is worried about her.
  - D. She feels protective of her.
9. What theme is common to both “Kokum’s Hair” and “Her Face Fills My Eyes”?
- A. The past determines the decisions we make.
  - B. Elders must earn the respect of their families.
  - C. Our relationships have a strong influence on us.
  - D. Younger generations seek independence from the past.

The following article discusses the “Devil’s Brigade”—one of the most unique combat units from World War II—and its most famous Aboriginal war veteran, Tommy Prince.

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# The CANADIAN Encyclopedia

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## Tommy Prince, Canadian Hero


German soldiers on the front line near Anzio, Italy, thought little of the peasant farmer weeding his field near their emplacement. The field had been torn up by shelling, the crops all but gone. The soldiers watched disinterestedly as the farmer slowly worked his way along the field, stopping once to tie his shoelaces. Finally, the farmer stopped his work, shook his fist at the Germans and then the Allies, and returned slowly to the farmhouse.

The seemingly innocuous farmer was actually a highly-trained Canadian soldier, a marksman and an expert at tracking and making his way unseen around the enemy. His name was Thomas George (Tommy) Prince and he'd gained many of his skills growing up on the Brokenhead Ojibway Nation reserve, north of Winnipeg.

For Tommy, like most young men on Canadian reserves, World War II meant the chance for a job and three square meals a day. However, Aboriginals were routinely rejected for health reasons but also because of their race. Tommy was turned down several times, despite more than meeting the requirements for recruitment. He persisted and was finally accepted on June 3, 1940. He was assigned to the 1st Field Park Company of the Royal Canadian Engineers. He accepted every challenge that came his way and excelled as a soldier.

By 1942 Tommy was a Sergeant with the Canadian Parachute Battalion. He was posted to the 1st Canadian Special Service Battalion and was among a select group of Canadian soldiers sent to train with an American unit to form a specialized 1600-man assault team. They became the 1st Special Service Force (1st SSF), known to the enemy as the “Devil’s Brigade.” The name was adopted by Hollywood as the title of a 1968 portrayal of the elite unit. Tommy was portrayed as “Chief.”

5 The 1st SSF soon saw action. In Italy, Tommy volunteered to run a communications line 1400 m to an abandoned farmhouse less than 200 m from a German artillery emplacement. Tommy set up his observation post in the farmhouse and for three days reported on activity in the German camp.



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On February 8, 1944, shelling severed the wire. Tommy, disguised as a farmer, found and repaired the break in full view of the enemy, while pretending to tie his shoes. His courage resulted in the destruction of four German tanks that had been firing on Allied troops. He was awarded the Military Medal for “exceptional bravery in the field.”

Tommy continued to distinguish himself. In the summer of 1944, the 1st SSF entered Southern France. Tommy walked 70 km across rugged, mountainous terrain deep behind German lines near L'Escarene, going 72 hours without food or water, to locate an enemy bivouac<sup>1</sup> area. He reported back to his unit and led the brigade to the encampment, resulting in the capture of over 1000 German soldiers. He earned the Silver Star, an American decoration for gallantry in action, as well as six service medals. Tommy was honourably discharged on June 15, 1945 and went home to Canada.

Tommy returned from fighting Nazi racism to a country that denied him the right to vote in federal elections and refused him the same benefits as other Canadian veterans. The business he'd entrusted to a friend failed in his absence. Facing unemployment and discrimination, Tommy re-enlisted and served with the Princess Patricia's Canadian Light Infantry. During two tours of duty in the Korean War he won the Korean, Canadian Volunteer Service and United Nations Service medals. He was wounded in the knee, and was honourably discharged on October 28, 1953.

Tommy Prince is known as Canada's most-decorated Aboriginal war veteran. He was also a brave and remarkable man with an impish sense of humour, a man who beat his own demons, including alcoholism. Tommy had a strong sense of civic duty and a fierce pride in his people. He said “All my life I had wanted to do something to help my people recover their good name. I wanted to show they were as good as any white man.” He dedicated himself to attaining increased educational and economic opportunities for Aboriginal peoples.

10 Tommy died on November 25, 1977, at the age of 62.


*Laura Neilson Bonikowsky is the Associate Editor of The Canadian Encyclopedia.*

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<sup>1</sup>bivouac: a type of camp


**Figure 1**



**CANADA AT WAR**

### FSSF—The Devil’s Brigade

One of the most unique combat units in Italy was the First Special Service Force, a bi-national group consisting of elite Canadian and American fighters. The Canadian component was originally the 2nd Canadian Parachute Battalion, then renamed the 1st Canadian Special Service Battalion. In June 1942, when it joined with US Army troops and became the First Special Service Force, Canadians comprised 1/4 of its strength, 47 officers and 650 other ranks.



Involving representatives from a wide array of Canadian and American army units, the chosen soldiers faced bureaucratic infighting as well as the possibility of being disbanded before they had even fought together as a unit. But once Allied forces saw them in action, they realized that something unique had been created. Despite the barriers put in its way, the group lived up to its name, the First Special Service Force (FSSF). And the legacy that its members left behind is a legend among soldiers to this day... for they were the very best.

**Figure 2**



### Bold Eagle Honours Distinguished Veterans

**The Bold Eagle program provides aboriginal youth with summer employment that includes military training and cultural awareness.**

Bold Eagle took the step this year [2009] to name its two Platoons in honour of distinguished Aboriginal Veterans from the Second World War. Aboriginal peoples from every region of Canada served in the armed forces during the Second World War, fighting in every major battle and campaign of the conflict. To serve their country in the armed forces, Aboriginal Canadians had to overcome unique cultural challenges. Their courage, sacrifices and accomplishments are a continuing source of pride to their families, communities, and all Canadians. The Bold Eagle program felt it was important to recognize this important contribution and share it amongst the Aboriginal Youth participating in Bold Eagle.

#### Prince of The Brigade

Sergeant Thomas George Prince, an Ojibwa from Manitoba, volunteered to be a paratrooper. His unit, the 1st Canadian Special Service Battalion, joined with an elite American troop from a spearhead of 1600 men that became known to the Germans as the Devil’s Brigade. He earned the Military Medal during a battle in Italy and the Silver Star, an American award for gallantry, for his reconnaissance work in France. These awards were presented to him by King George VI at Buckingham Palace.



10. How does the first paragraph of the article create interest for the reader?
- A. by highlighting the setting of the article
  - B. by dramatizing an event from Tommy Prince's life
  - C. by showing how Tommy Prince felt about his mission
  - D. by familiarizing the reader with the views of the soldiers
11. Where did Tommy Prince acquire the skills he utilized as a soldier?
- A. at work
  - B. on the farm
  - C. at his school
  - D. in his community
12. What was Tommy Prince's motivation for enlisting in the army?
- A. He hoped to be a war hero.
  - B. He wished to see the world.
  - C. He needed to find employment.
  - D. He wanted to fight Nazi racism.
13. What forced Tommy Prince to re-enlist in the army during the Korean War?
- A. his desire to become an officer
  - B. his wish to create a better world
  - C. the severe poverty he experienced
  - D. the injustice he encountered at home
14. To what does Tommy Prince claim he dedicated his life?
- A. building his business
  - B. striving for equal rights
  - C. gaining financial reward
  - D. achieving international recognition

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15. What main idea about human conflicts is revealed through Tommy Prince's life?
- A. The consequences of our actions cannot be predicted.
  - B. Understanding each other is often our toughest struggle.
  - C. Some of our greatest challenges are created by our own society.
  - D. Conflicts are prolonged when we fail to recognize the humanity of our enemies.
16. Which personality trait allowed Tommy Prince to achieve success throughout his life?
- A. honesty
  - B. wisdom
  - C. compassion
  - D. determination
17. Which statement best describes the central irony in the article?
- A. Honourable soldiers used dishonourable tactics during the war.
  - B. Canadian soldiers received awards intended only for American veterans.
  - C. Aboriginal soldiers became victims of the very oppression they fought against.
  - D. Hollywood films praised aboriginal soldiers while the Canadian government ignored them.
18. Based on information contained in Figure 2, why did the Bold Eagle Program choose to honour Tommy Prince?
- A. He received an American decoration for gallantry.
  - B. He was the longest serving member of the Bold Eagle Platoon.
  - C. He contributed significantly to the war effort and his community.
  - D. He was the highest ranking and most honoured Aboriginal veteran of World War II.

## Solar Storms

by Linda Hogan

It was Agnes Iron I was going to meet. She was my link to my mother, a blood relative who lived on the narrow finger of land called Adam's Rib. I'd found her name in a court record only weeks earlier and written her, saying, "Dear Mrs. Iron, I am Angela Jensen, the daughter of Hannah Wing, and I believe you are my great-grandmother." I wrote the letter several times to get it right, though it still looked like a child's handwriting.

In a shaky hand, Agnes wrote back, "Come at once." Along with her note, she sent fifty-five dollars in old one-dollar bills. They were as soft as cloth and looked for all the world as if they'd been rolled, folded, counted, and counted again. When I opened the envelope, the smell of an old woman's cologne floated up from the bills. It was clear they'd been hard come by, those dollars, and that they must have been nearly all she had. But in the first few moments of my life in the north, with the sound of a loon breaking through the fog, I had little courage. As I waited, all my worldly goods sitting near me in two plastic bags, I pushed my nervous hands into the pockets of my jeans jacket to wait for Agnes to arrive, for fog to rise or drift so I could see the stark place that held my people.

A cloud of fog lifted and I saw buildings, a sign that said, "Auto Parts, Boat Repairs." And then Agnes walked out of the mist toward me, a woman old and dark. I knew who she was by the way my heart felt in my chest. It recognized its own blood. She had a rocking gait. One of her legs was slightly shorter than the other. And she was stiff. She wore a blue-gray fur coat, worn in places, sloppy, and unbuttoned. It made her look like a hungry animal just stepped out of a cave of winter. It would have seemed a natural thing if leaves and twigs were tangled in it.

I watched her walk toward me, but my own legs refused to move. They were afraid. So was my heart, having entered this strange and foreign territory with the hope of finding something not yet known to me, not yet dreamed or loved. And Agnes, in her old bear coat, was part of it.

- 5 I wanted to turn back but she held out a cool, moist hand to me, then changed her mind and took me in both of her fur-covered arms and held me, rocking me a little like a boat. She smelled like the dollar bills she'd mailed. I patted her back, wanting the embrace to end. She held me away from her to get a good look at me and I heard songbirds in the trees. I didn't meet her eyes, but I saw her smile. She took a handkerchief out of her sleeve and wiped her eyes, then bent over and lifted both my bags.

"I can carry those," I said. Because of her age, I reached for them. But she did not give them up. "They're light," she lied, already walking away up the road. "And you are probably tired."

I looked sideways now and then at her face, which was starting to sweat, and looked all around me at the foreign world I'd entered by way of a letter, an envelope, and a stamp.

It was a poor place, with the scent of long, wet grasses and the stronger smell of all towns that live by fish and by seasons. Walking uphill, we went past smokers and racks for drying fish. Rusted-out cars, American made, wide and heavy, sat parked outside houses. It was called Poison Road, the road we walked. The French had named it "Poisson," after fish, because once it had rained tiny fish onto the earth along this road. They'd fallen from the sky. It was said they'd hatched in a cloud. But a few years later the road came to be one of the places where the



remaining stray wolves and fox were poisoned to make more room for the European settlers and the pigs and cattle they'd brought with them, tragic animals that never had a chance of surviving the harsh winters of the north. Now it was called Poison and it was the only connecting passage on the hilly peninsula. Weary houses were strung along it in a line, and all of them looked dark brown and dreary to me. In a glance I was sorry I'd come.

The houses themselves were small, some patched with tar paper, pieces of metal, packing crates, or whatever else had been available. They had originally been built by missionaries some years ago and put together for the sole purpose of warmth. Inside them, in the long, deep winters, men went silent for months while lonely women, surrounded by ice and glacial winds, stood at windows staring out at the vast white and frozen world, watching for signs of spring: a single bud, a stem of green, as if spring were a lover come to rescue them from winter's bleak captivity.

- 10 As we walked with the warm sun on our shoulders and back, penned huskies and old sled dogs panting and barked in September's warmth behind makeshift fences.

Agnes had the face of a good-hearted woman, but she was sloppy about her appearance. A safety pin held her glasses together. Her gray hair was tied back but it was not neat even though it had been combed wet. In my memory I see, too, how on her dress, between her womanly breasts, she wore a silver brooch in the shape of a bear. It wasn't an expensive piece of jewelry. It was the Walgreen's<sup>1</sup> kind, but it was pretty, with a black stone for an eye.

I wanted to talk to her but I didn't know what to say. I was full of words inside myself; there were even questions in me I hadn't yet thought to form, things not yet come to words. But I remained quiet. And Agnes was quiet, too, that day I returned to Adam's Rib on Tinselman's Ferry. She cried a little, and when her eyes filled up with tears, she'd stop walking, put my bags down, and wipe her eyes with an old, wadded-up hankie while I looked away, pretending not to see.

What a picture we would have made on that warm September day, Agnes and I, if any of those men and women had peered out through the little, streaked panes of glass. They would have seen a dark old woman in her blue-gray tattered fur, wearing practical black shoes and carrying the two plastic bags of my things, and me, barely able to keep up with her, a rootless teenager in a jeans jacket and tight pants, a curtain of dark red hair falling straight down over the right side of my dark face. Like a waterfall, I imagined, and I hoped it covered the scars I believed would heal, maybe even vanish, if only I could remember where they'd come from. Scars had shaped my life. I was marked and I knew the marks had something to do with my mother, who was said to still be in the north. While I never knew how I got the scars, I knew they were the reason I'd been taken from my mother so many years before.

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<sup>1</sup>Walgreen's: an American drugstore

19. Why does Angela rewrite the letter to her great-grandmother several times?
- A. She wants her great-grandmother to pity her.
  - B. She finds frequent grammatical errors in her drafts.
  - C. She wants to make a good impression on her great-grandmother.
  - D. She changes her mind about sending the letter to her great-grandmother.
20. What does the money Agnes sends to Angela reveal about Agnes?
- A. Agnes is lonely.
  - B. Agnes is trusting.
  - C. Agnes is wealthy.
  - D. Agnes is impulsive.
21. In paragraphs 2 and 3, what does the fog symbolize?
- A. danger
  - B. comfort
  - C. her dreams
  - D. the unknown
22. What does the narrator's description of Agnes reveal?
- A. Agnes is an intimidating person.
  - B. Agnes is not used to having company.
  - C. Agnes is connected to the natural world.
  - D. Agnes is self-conscious about her appearance.
23. How does the narrator react to Agnes's embrace?
- A. The narrator is tearful.
  - B. The narrator is thankful.
  - C. The narrator is overjoyed.
  - D. The narrator is uncomfortable.

24. What does Poison Road represent?
- A. the negative impact of colonization
  - B. the domination of European religions
  - C. the contamination of houses along the road
  - D. the desperation of people longing for spring
25. What allows the relationship between Agnes and Angela to develop?
- A. family bonds
  - B. shared experiences
  - C. community support
  - D. cultural experiences
26. What is suggested by the names Agnes Iron and Hannah Wing as they are used in the story?
- A. They relate to aspects of the setting.
  - B. They depict stereotypical characters.
  - C. They reflect contrasting personality traits.
  - D. They foreshadow future events in the story.
27. How does the environment contrast with Agnes's personality?
- A. The town is vibrant while Agnes is frail.
  - B. The setting is realistic while Agnes is idealized.
  - C. The landscape is harsh while Agnes is welcoming.
  - D. The environment is rustic while Agnes is prosperous.

**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** “Tommy Prince, Canadian Hero” **and** “Solar Storms.”

28. What most likely inspires both Tommy Prince in “Tommy Prince, Canadian Hero” and Angela in “Solar Storms” to take action to change their lives?
- A. the need for money
  - B. the need to prove themselves
  - C. the desire to prevent injustice
  - D. the desire for a sense of belonging
29. Which statement best expresses how Tommy Prince in “Tommy Prince, Canadian Hero” and Angela in “Solar Storms” view their communities?
- A. with the desire for a better future
  - B. with an appreciation for family support
  - C. with an interest in learning about the past
  - D. with the hope of finding business opportunities

30. Compare and contrast the courage displayed by **both** Tommy in “Tommy Prince, Canadian Hero” **and** Angela in “Solar Storms.” 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**

Throughout our lives we are influenced by people of different ages. We can gain knowledge and understanding from our relationships with older and younger generations.

### **Writing Prompt**

31. People's lives are enriched by connections with other generations.

Writing Prompt: *People's lives are enriched by connections with other generations.*

**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

“Kokum’s Hair,” by Nehi Katawasisiw. From *Skywoman: Indigenous Women Who Have Shaped, Moved or Inspired Us*. Theytus Books Ltd., Canada. ©2005. p. 21.

“Her Face Fills My Eyes,” by Beverlee A. Pettit. From *Skywoman: Indigenous Women Who Have Shaped, Moved or Inspired Us*. Theytus Books Ltd., Canada. ©2005. p. 23.

“Tommy Prince, Canadian Hero,” by Laura Neilson Bonikowsky.  
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A269>

“FSSF—The Devil’s Brigade,” source Veteran’s Affairs Canada, Library and Archives Canada.  
<http://wwii.ca/content-77/world-war-ii/fssf-the-devils-brigade/>

“Bold Eagle Honours Distinguished Veterans” source Bold Eagle Program Canada,  
<http://www.army.forces.gc.ca/boldeagle/links.asp>

“Solar Storms” by Linda Hogan. From *Solar Storms*. Simon and Schuster Inc., USA. ©1995. p. 23–25.







NAME

# English 10 First Peoples Sample Exam Response Booklet

## Student Instructions

1. Use a pencil to fill in bubbles when answering questions on the front of this Booklet.
2. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
3. Read the Examination Rules on the back of this Booklet.
4. Do not tear off the Answer Sheet.



BRITISH  
COLUMBIA

The Best Place on Earth



SCHOOL

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Question 30

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"/>

Question 31

0	1	2	3	4	5	6	NR
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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"/>
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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"/>



























## 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 their papers 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 their 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.