



**Communications 12**  
Examination Booklet  
2011/12 Released Exam  
August 2012  
**Form A**

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



**INSTRUCTIONS:** Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

The narrator recalls his experiences as a father of young children who played hockey.

## Confessions of a Hockey Dad

by Johnny Ray Portwood

- 1 I'm a hockey dad. Blame it on a Tim Hortons poster: A father and son sit side by side in a dressing room. It looks like maybe six in the morning. A five-year-old kid is suited up, ready to hit the ice. The all-Canadian dad is ready to hit the stands, obligatory coffee in hand.
- 2 The poster was poetry. I wanted to be that dad.
- 3 My boys laced 'em up as soon as they were old enough to walk. I remember the first time I put a hockey stick in one son's hands and rolled a tennis ball towards him. He hit the ball without stopping it—something hockey players call one-timing it. "You should have seen him!" I told my wife. "What hands the kid's got!" She said, "That's nice, dear."
- 4 Winter on the Prairies arrives in early November. When it did, I'd be out in the yard with my garden hose, dreaming Walter Gretzky's<sup>1</sup> dream. A skiff of snow, plummeting mercury, and you'd have a rink built in a few nights.
- 5 Each winter the rink got bigger, and I'd add another couple of strings of white Christmas lights to the perimeter. End boards had to be built when my boys learned to raise the puck. Nets became a must.
- 6 We had our share of frozen toes and hurt feelings. Penalty shots were awarded any time someone was forced to tears by a cheap shot or worse, a called-back goal. But after the boys were put to bed, I'd be out there scraping and flooding the rink, getting ready for the next big game.
- 7 I was anxious when my boy stepped on the ice for his first evaluation. He was just a month shy of his fifth birthday. Unaccustomed to bulky equipment, he fell to the ice and wouldn't get up. I was frozen with indecision. What would Walter do?
- 8 A predictable source, my wife, came to the rescue. Unburdened by hockey etiquette, she marched smartly across the ice and put the little hockey player back on his feet. Somehow I survived.
- 9 I coached that year, and thought I'd use my lofty position to bring my three-year-old out to a practice. Compared to the friendly backyard rink, he found the hockey arena frightening. Maybe it was the whistle. Maybe it was the screaming coach. For a part of the practice, my little boy lay on the ice crying. I yelled at him to get up. Lucky for me, my wife wasn't there. Sometimes moms just don't get it.

<sup>1</sup> Walter Gretzky: *father of hockey legend Wayne Gretzky*

- 10 We had games on Saturday mornings. They were funny—ten skaters would move en masse in relation to the movements of one puck, much as a brood of ducklings will react to every movement of their mother. We coaches would discuss the games as if our tactical interventions really had an effect.
- 11 Probably my most outstanding coaching technique was to pick up the boys' small feet while they waited for their next three-minute shift and pretend to turn on jets on their little skates. They loved that. "Turn the jets on, Coach," they'd say. I'd pretend I was turning a switch on their heels and make a jet sound. They'd laugh.
- 12 Both teams' benches were at one end of the rink. Directly above us, behind double-paned glass, the parents watched every nuance, but we couldn't hear them. Something a kid said to another kid one day did make me pause. "I like playing in this rink," he said, "because I can't hear my dad yelling."
- 13 It didn't take long for my four kids to begin skating circles around me, and I drifted out of coaching. But I loved being on the bench close to the action, so I wore the hat of the trainer. I nursed injuries, taped sticks and fetched ice packs.
- 14 Then we progressed to so-called rep hockey. Rep hockey translates into travelling, early morning practices and playing maybe 70 games a year. We'd go to tournaments where our team might play five games in three days. Two nights in a hotel with little sleep, and we'd wonder why the boys had so many headaches.
- 15 I saw parents of talented kids glow on the outer edges of the spotlight. Status on travelling teams is allotted in direct proportion to exploits on the ice. Not unheard of was a dad with a stopwatch clocking his kid's ice time.
- 16 One team we played against had an extreme hockey dad whose son played goal. At the end of the period, the kid would skate the length of the ice and the dad would skirt the stands to sit immediately over the little goalie. He'd scream at his son loud enough for everyone to hear.
- 17 The other hockey dads felt bad for the kid, but in reality that father was just a caricature of us all. None of us was that different. My boys' success or lack of success on the ice dictated my mood. I put incredible amounts of energy into yelling terrible things to people I didn't even know. Opposing players, opposing coaches, referees—none escaped my wrath. I was the complete hockey dad. The backyard fun of my homemade hockey rink had melted away.
- 18 Rock bottom came the year I signed the boys up for summer hockey, as if 70 games over the winter hadn't been enough. Talk among hockey dads was that if you wanted to give your 11-year-old a fighting chance for the pros, he had to be on the ice 12 months a year. So I found myself lugging equipment into dowdy rinks, out of the July sun.
- 19 I was at a summer tournament in Burnaby, B.C., where Walter Gretzky had been brought in to give a series of talks. After warming us up with a story about his son Wayne, he looked at us sitting there in our shorts and sandals and said we were all crazy. I couldn't believe my ears.
- 20 Walter spoke slowly and deliberately. Let the kids play other sports, he said. It will help them in the long run. Let them go outside and feel the sunshine, he said.
- 21 He made me stop and take stock. I had become something I'd sworn I'd never be.

- 22 So I don't yell disparaging<sup>2</sup> remarks anymore. I don't watch practices, and sometimes we'll even miss a game to go to church. And sometimes I ignore the dirty looks and cheer if the *other* team makes a nice play. As long as my boys want to play hockey, I'll support them. But I no longer look at them as RRSPs<sup>3</sup>.
- 23 I've got to be honest, though. I still get a thrill when my boy one-times it.

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<sup>2</sup> disparaging: *rude*

<sup>3</sup> RRSP: *registered retirement savings plan*

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

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
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1. On what did the father base his desire to be a hockey dad?
- A. a Tim Hortons advertisement
  - B. the fact that he lived on the Prairies
  - C. his dream to be like Walter Gretzky
  - D. the realization that his son was a talented player
2. Which word best describes the mother's attitude toward the boys' hockey?
- A. hostile
  - B. practical
  - C. emotional
  - D. judgmental
3. Which literary device is found in "The backyard fun of my homemade hockey rink had melted away" (paragraph 17)?
- A. pun
  - B. irony
  - C. metaphor
  - D. flashback

4. Which quotation indicates a turning point in the father's attitude toward his sons' hockey experiences?
- A. "My boys' success or lack of success on the ice dictated my mood." (paragraph 17)
  - B. "Rock bottom came the year I signed the boys up for summer hockey..." (paragraph 18)
  - C. "So I found myself lugging equipment into dowdy rinks, out of the July sun." (paragraph 18)
  - D. "He made me stop and take stock." (paragraph 21)
5. Which term best describes the character of the father?
- A. flat
  - B. dynamic
  - C. legendary
  - D. understated
6. What is the point of view in the story?
- A. objective
  - B. omniscient
  - C. first person
  - D. limited omniscient
7. Which is an important message in the story?
- A. Parents should listen to what their children want.
  - B. Parents should push their children to be the best they can be.
  - C. Parents should not expose their children to competitive sports.
  - D. Parents should not pursue their dreams through the lives of their children.
8. In the future, which event is most likely to occur?
- A. The children will quit playing sports.
  - B. The children will become extreme hockey parents.
  - C. The father will no longer watch his children's hockey games.
  - D. The father will encourage his children to play a variety of sports.

8 multiple-choice questions  
1 written-response question  
Value: 30%

Suggested Time: 30 minutes

**INSTRUCTIONS:** Read the following selection and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

Read this article to learn about an ancient  
British Columbian Aboriginal culture.

## Tide reveals an ancient fishing culture

by Louise Dickson

(adapted)

- 1 The tidal mud flats of Comox Harbour conceal the secrets of a lost way of life.
- 2 Only at low tide are the remains of a vast and ancient fishing industry revealed.
- 3 In hundreds of locations throughout the bay, whorls<sup>1</sup> of wood poke through the slate-grey mud flats. Archeology student Nancy Greene noticed them as she walked in Comox Harbour in the fall of 2002. Taking a closer look, Greene was astounded to see these knobby bits of wood were arranged in lines, curves, and V-shapes.
- 4 “It was like discovering the pyramids,” says Greene. “The sheer numbers were so amazing.”



Figure 1

- 5 The whorls of wood poking through the tidal flats are remnants of tidal fishing traps. These were not simple weirs<sup>2</sup> built with branches across the mouth of a stream or river to hold back salmon. This was a complex system of enclosures or pens, some as large as 40 metres, built throughout the bay over long periods of time.
- 6 Made from small saplings, the stakes were one to two metres in length when they were pounded into the sand hundreds of years ago. Buried in the tidal flats, they’ve been preserved for centuries because they haven’t been exposed to oxygen. Some are still covered in bark and are a light golden colour.
- 7 “The preservation is remarkable,” says Greene. “A thousand-year-old stake is almost as perfect as when it was first put in the ground.”
- 8 The Comox area has hundreds of archeological sites—shell middens<sup>3</sup>, petroglyphs<sup>4</sup>, tide pools and

<sup>1</sup> whorls: *circles*

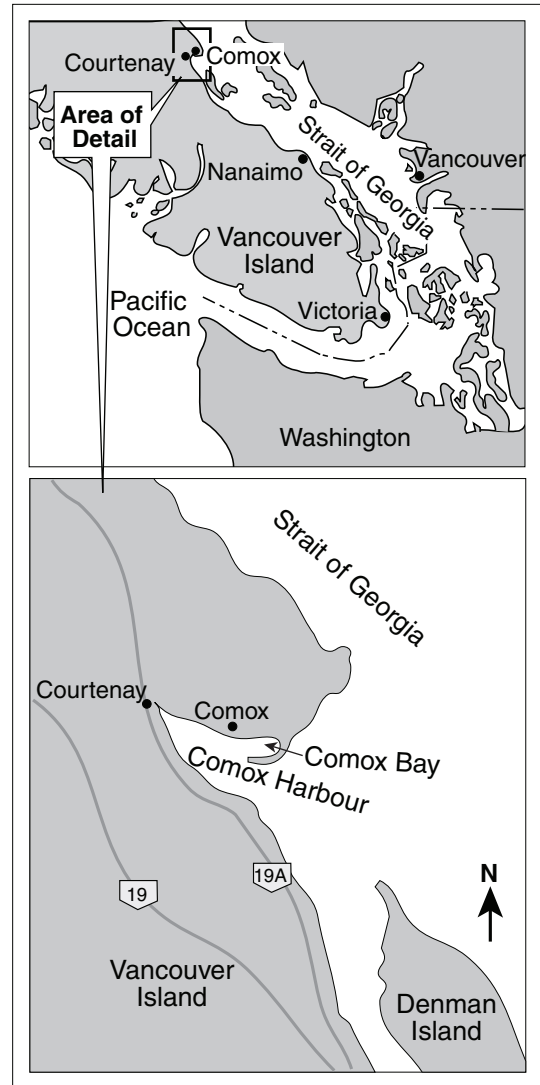
<sup>2</sup> weirs: *fish traps*

<sup>3</sup> middens: *refuse sites*

<sup>4</sup> petroglyphs: *rock carvings*

fish weir sites that show evidence of First Nations activity up to 3 500 years ago. But Greene’s discovery indicates that fishing was being carried out in Comox Harbour on an unimagined scale. The fishing was highly sophisticated and employed a technological expertise that researchers have never seen before.

- 9 The traps may have helped First Nations to fish for thousands of years without depleting the resource, by allowing fish to go upstream, and then catching them on the outgoing tide. The design of the traps may have allowed First Nations to release the fish when they did not wish to catch them.
- 10 “First Nations understood how things worked in a way we didn’t know was possible, more than a thousand years ago,” Greene says.
- 11 The finding also seemed to indicate there was a larger First Nations population in the Comox Valley than was previously thought, a population with a huge surplus of food to share.
- 12 “There may have been places like this along the coast where First Nations gathered to fish, to trade, to socialize, to marry,” says Greene. “It might have been one big gathering place.”
- 13 Greene, who lives in Courtenay, decided she would map and date the stake remnants for her undergraduate archaeological research project at Malaspina University-College in Nanaimo.
- 14 With the help of Steve Mitchell, a professional surveyor, she learned how to use a high-powered laser surveying tool called Total Station to record where each stake is located.
- 15 She also used global-positioning system (GPS) mapping equipment lent to her by the Cowichan Valley Project Watershed Society.
- 16 Two years later, with a lot of help from family and friends—including Mike Trask, an amateur paleontologist who discovered the extinct marine reptile elasmosaur in 1988 in the Comox Valley—Greene mapped more than 11 000 stakes in 11 different locations in Comox Bay. One fish trap contained 3 000 stakes. Several others contained more than 1 000 stakes.



**Figure 2**

- 17 What emerged on her computer screen, after she downloaded the information, were maps of Comox Bay with repeating patterns of chevron-shaped<sup>5</sup> and heart-shaped traps.
- 18 “It was culture shock,” says Greene. “We just didn’t expect anything like that. The patterns we were seeing were so perfectly done, so huge and so well-engineered and they were repeated over and over again.”
- 19 With the financial help of the Hamatla Treaty Society and permission of the provincial archeology branch, Greene excavated and carbon-dated 11 stakes.

<sup>5</sup> chevron-shaped: *v-shaped*



- 20 Greene discovered an interesting phenomenon—two different patterns, from two different time periods. Those organized in heart-shaped traps are between 1 000 and 1 300 years old; those arranged in the chevron pattern are between 250 and 600 years old.
- 21 “Greene’s work is very significant,” says Al Mackie, a provincial archeologist with the Ministry of Sustainable Resource Management.
- 22 Like Greene, Mackie believes a massive number of fish, probably herring and salmon, were being caught in the bay. And like Greene, he believes the fish trap complexes will contribute to an understanding of First Nations social organization.
- 23 “This is by far the largest concentration of fish traps anywhere on the northwest coast. There are small patches of stakes here and there, but they’re usually found in stream beds. This one is different because the shapes of the traps are not recorded anywhere else.”
- 24 “If the hundreds of traps were in use at one time, they were probably drawing people to the area,” says Mackie. “This is definitely new and exciting information.”
- 25 Dan Smith, chief negotiator of the Hamatla Treaty Society, says Greene’s research reinforces First Nations’ right to submerged lands and marine resources and will have political implications at the negotiating table.
- 

9. What purpose is served by the photograph (Figure 1)?

- A. to show how the fish were caught
- B. to show how badly the traps have deteriorated
- C. to show how Nancy Greene discovered the stakes
- D. to show how Comox Harbour is a popular fishing location

10. What surprised Nancy Greene about the whorls of wood in the mud flats?

- A. No one had ever seen them before.
- B. They could be seen only at low tide.
- C. They looked like groups of pyramids.
- D. They were grouped in recognizable patterns.

11. Why have the stakes been well-preserved over time?

- A. They were covered in bark.
- B. They were several metres long.
- C. They were made of a solid material.
- D. They were deeply embedded in the sand.

12. Which word best describes Nancy Greene as a scientist?
- A. biased
  - B. cautious
  - C. enthusiastic
  - D. experienced
13. According to the article, what is Nancy Greene’s opinion of the ancient First Nations fishers?
- A. She thinks they were highly skilled.
  - B. She believes they were a happy people.
  - C. She thinks their method was old-fashioned.
  - D. She believes their technology was inefficient.
14. How did Nancy Greene document the location of the stakes?
- A. She used a laser surveying tool.
  - B. She used carbon-dating equipment.
  - C. She relied on First Nations knowledge.
  - D. She relied on previous archeological research.
15. What method does Nancy Greene primarily use to obtain her information?
- A. personal stories
  - B. hands-on research
  - C. published research
  - D. First Nations oral history
16. How does Nancy Greene’s discovery in Comox Harbour support First Nations’ treaty claims?
- A. It shows how advanced First Nations fishing methods were.
  - B. It suggests the massive number of fish that were caught by First Nations.
  - C. It provides historical evidence of First Nations’ use of the marine resources.
  - D. It shows that First Nations traditions were passed down through the centuries.

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

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
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**PART B: INFORMATIONAL TEXT**  
**WRITTEN RESPONSE**

**INSTRUCTIONS:** In paragraph form and in at least **125 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. Refer to the article **Tide reveals an ancient fishing culture** on pages 5 to 7.

What does the discovery of the ancient fishing traps reveal about the First Nations people? Support your answer with references to the article.

**Organization and Planning**

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

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## PART C: COMMUNICATION PRODUCTS

2 written-response questions

Suggested Time: 35 minutes


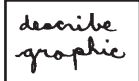
Value: 25%

### VISUAL DESIGN

**INSTRUCTIONS:** Answer question 2 in the **Response Booklet**. Use the **Organization and Planning** space to plan your work.

Read the situation below and create an appropriate visual design (complete with title). Use a variety of text, visuals, and graphics to support the message.

You may use some of the following symbols in your visual design.

- underline words to indicate *italics*
-  words to indicate **bold**
-  use a box to indicate the look and placement of a graphic

#### 2. Scenario:

You are **Kris Lindahl**, president of the grad council at Pleasant View Secondary School. You are working with the parent liaison, Ms. Pargova, and last year's grad president, Fynn Cuccioni, to raise money for Dry Grad.

#### Task:

**Read the information below. Create an effective poster that highlights the upcoming fund-raising events. Include all the necessary details and encourage students to volunteer.**

#### Information:

*You are discussing ideas for the fund-raising events with Ms. Pargova and Fynn.*

Ms. Pargova: "Thanks for coming back to school for this meeting, Fynn."

Fynn: "You're welcome. It's nice to be back."

Ms. Pargova: "We need to decide the best ways to raise money for Dry Grad. Kris, have you and Fynn made a list of which events were successful last year?"

Kris: "Yes. The big money-makers were the bottle drives, the fashion show, and the silent auction at the Spring Carnival."

Ms. Pargova: "Great. Well then, let's focus on those three."

Kris: "I think the bottle drives should take place after the holidays, like Thanksgiving, New Year's, and Spring Break, when families may have more recycling to get rid of."

Ms. Pargova: "Okay, so we can plan the bottle drives for October 12, January 2, and March 31. The Carnival is already planned for March 11, so why don't we have the fashion show on April 19?"

Fynn: “That way the events are spread out evenly throughout the year and grads won’t feel too stressed.”

Kris: “I already feel stressed!”

Fynn: “If I survived, so will you. Last year, the meeting place for all the events was at the school. Why don’t you do that again? We usually started the bottle drives at 9:30 to allow for families and grads to wake up a bit. You’ll need at least 20 grads to help with each of the three bottle drives and another 20 to participate in the fashion show. Also, you’ll need as many grads as you can get to ask businesses for silent auction donations.”



Ms. Pargova: “Kris, now all you have to do is create a poster to advertise the fund-raising events. Volunteers can sign up in the office.”

Kris: “I can do that.”

### **Organization and Planning**

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

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## PART C: BUSINESS LETTER

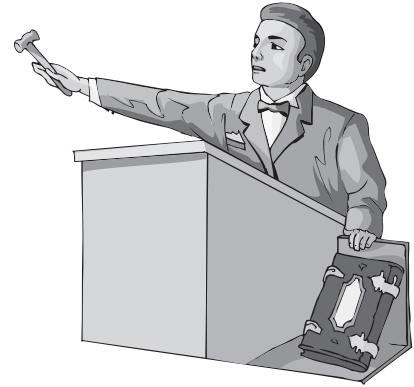
**INSTRUCTIONS:** Answer question 3 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work.

Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences.

3. You are **Kris Lindahl**, the grad president at Pleasant View Secondary School. Your address is 2620 Foxtail Avenue, Armstrong, BC V2E 1Z0.

Write to the president of the local Chamber of Commerce. Ask him to inform local business owners that, over the next four weeks, grads will be looking for donated items to be sold by silent auction at the Spring Carnival on March 11.

Write a formal letter of request to Jack Taylor, President, Armstrong Chamber of Commerce, 2 – 1716 Main Street, Armstrong, BC V2E 1Z0.



### Organization and Planning

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

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## PART D: COMPOSITION

1 written-response question

Suggested Time: 35 minutes

Value: 30%

**INSTRUCTIONS:** Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** space to plan your work.

Write a multi-paragraph composition of at least **250** words based on **one** of the following topics, using standard English. In your composition, you may use any appropriate method of development. You may explain, persuade, or describe, or you may tell a story.

If you write on more than one topic, only the **first** will be marked.

4. Everyone should have a pet. Agree or disagree.

**OR**

5. A backup plan certainly was useful.

### **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

Portwood, Johnny Ray. "Confessions of a Hockey Dad." ©2002 by the Reader's Digest Magazines Limited. Reprinted by permission from the February 2002 issue of *Reader's Digest*.

Dickson, Louise. "Tide reveals an ancient fishing culture." *Times Colonist*, Victoria, British Columbia, November 14, 2004. Section C, p. 1.

Place Personal Education Number (PEN) here.

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**Course Code = COM 12**  
**2011/12 Released Exam**  
**AUGUST 2012**

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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. Indicate in the space below which question you have selected:  
 Composition Question: 4  or 5
5. Read the Examination Rules on the back of this Booklet.

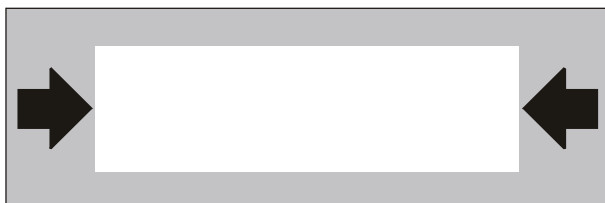
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**MINISTRY USE ONLY**



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**Course Code = COM 12**

**Communications 12**

**2011/12 Released Exam**

**AUGUST 2012**

**Response Booklet**













**PART D: COMPOSITION**

**Checklist**

<p>BEFORE you write, remember to</p> <ul style="list-style-type: none"><li>• think of ideas on the topic</li><li>• support your ideas with examples</li><li>• organize your ideas into paragraphs</li></ul>	<p>AFTER you write, remember to</p> <ul style="list-style-type: none"><li>• reread your composition</li><li>• check for length</li><li>• check paragraph structure</li><li>• check that sentences are complete</li><li>• check word choice</li><li>• check spelling and punctuation</li></ul>
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**You may wish to copy the question here to refresh your memory.**

Indicate your choice by placing a checkmark ✓ in one box below and in one box in **Instruction 4** on the front cover of this booklet.

**Question 4**  or **Question 5** :

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## 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.

**Please note:** A selection of students' written answers may be posted as samples on the Ministry website. Please be assured that the identity of individual students and schools will be held strictly confidential.