



**English 12**  
Examination Booklet  
2012/13 Released Exam  
August 2013  
**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.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
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**PART A: STAND-ALONE TEXT**

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

**Suggested Time: 25 minutes**

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

**In this poem, the speaker recollects his childhood experiences in the countryside. He remembers how he played around wells—shafts dug into the ground to obtain water.**

**Personal Helicon<sup>1</sup>**

by Seamus Heaney

As a child, they could not keep me from wells  
And old pumps with buckets and windlasses<sup>2</sup>.  
I loved the dark drop, the trapped sky, the smells  
Of waterweed, fungus and dank moss.

5 One, in a brickyard, with a rotted board top.  
I savoured the rich crash when a bucket  
Plummeted down at the end of a rope.  
So deep you saw no reflection of it.

A shallow one under a dry stone ditch  
10 Fructified<sup>3</sup> like any aquarium.  
When you dragged out long roots from the soft mulch  
A white face hovered over the bottom.

Others had echoes, gave back your own call  
With a clean new music in it. And one  
15 Was scaresome, for there, out of ferns and tall  
Foxgloves, a rat slapped across my reflection.

Now to pry into roots, to finger slime,  
To stare, big-eyed Narcissus<sup>4</sup>, into some spring  
Is beneath all adult dignity. I rhyme  
20 To see myself, to set the darkness echoing.

<sup>1</sup> helicon: *Mount Helicon was a site in Ancient Greece where the Muses were worshipped. The Muses were believed to inspire all artists, especially poets.*

<sup>2</sup> windlass: *the handle used to raise the bucket from the bottom of a well*

<sup>3</sup> fructified: *productive, full of life*

<sup>4</sup> Narcissus: *a young man in Greek mythology so enchanted by his own image reflected in a pool of water that he was unable to remove himself and gradually wasted away*

1. Which literary device is used in “trapped sky” (line 3)?
  - A. allusion
  - B. analogy
  - C. metaphor
  - D. foreshadowing
  
2. What is the predominant form of imagery in “I savoured the rich crash when a bucket / Plummeted down at the end of a rope” (lines 6 and 7)?
  - A. taste
  - B. sight
  - C. smell
  - D. sound
  
3. “A shallow one under a dry stone ditch  
Fructified like any aquarium.  
When you dragged out long roots from the soft mulch  
A white face hovered over the bottom.”

In the above lines (lines 9–12), what did the speaker have to do before he could see his reflection?

- A. fill in the ditch
  - B. drain the mulch
  - C. dig the well deeper
  - D. clear the vegetation
- 
4. Which word best describes how the wells appeared to the speaker as a child?
    - A. beautiful
    - B. revolting
    - C. fearsome
    - D. captivating

5. “Now to pry into roots, to finger slime,  
To stare, big-eyed Narcissus, into some spring  
Is beneath all adult dignity. I rhyme  
To see myself, to set the darkness echoing.”

What do the above lines (lines 17–20) suggest about the change in the speaker’s awareness of himself?

- A. He now regrets the past.
  - B. He recognizes his maturity.
  - C. He realizes a need for danger.
  - D. He now appreciates mythology.
6. In the context of the poem as a whole, what does “echoing” (line 20) suggest?
- A. fear
  - B. egotism
  - C. inspiration
  - D. anticipation
7. Which word describes the tone at the end of the poem?
- A. joyful
  - B. hopeful
  - C. whimsical
  - D. philosophical

## PART A: STAND-ALONE TEXT

**INSTRUCTIONS:** In **paragraph form** and in at least **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. Discuss the importance of the wells to the speaker in the poem “Personal Helicon.” Use paragraph form and support your response with specific references to the text.

### **Organization and Planning**

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

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## PART B: SYNTHESIS TEXT 1

14 multiple-choice questions

Value: 17%

Suggested Time: 25 minutes

**INSTRUCTIONS:** Read the following selection, “Breaking Through Uncertainty—Welcoming Adversity,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

### Breaking Through Uncertainty—Welcoming Adversity

by Jim McCormick

- 1 We all question our ability at times. Uncertainty plagues us. It is even more intense if the ability we are questioning relates to something we have never tried or not succeeded at in the past.
- 2 Setbacks are common, but we rarely welcome them. We are inclined to respond negatively to adversity. It may be time to revisit that reflexive response.
- 3 I had an experience recently that caused me to reconsider whether a negative response to adversity is always justified when I was confronted with a life-threatening situation.
- 4 It was mid-morning on a warm and pleasant Saturday. I was in the midst of my first skydive of the day. It was my 2123<sup>rd</sup> jump since having taken up the sport fifteen years ago.
- 5 After about one minute of freefall and 5000 feet<sup>1</sup> above the ground, I parted ways with my fellow jumpers to get far enough away from them to open my parachute safely. I initiated opening around 3000 feet above the earth.
- 6 My parachute opened with some twists in the lines between the parachute and me. This is not that uncommon. What was different this time was that I was not able to clear the twists.
- 7 The twists in the lines caused my parachute to take on an asymmetrical shape. Receiving asymmetrical inputs, the canopy did what it is designed to do and initiated a turn—that’s how it’s steered. The problem occurred when the turn quickly became a rapid, diving downward spiral that was spinning me a full 360 degrees about once every second. This was a problem.
- 8 I looked up to assess my canopy and saw something I don’t often see—the horizon clearly visible ABOVE the trailing edge of my canopy. This meant my canopy and I were now on roughly the same horizontal plane. In that I could see the horizon behind it, I was actually above my parachute and it was leading our fast spinning parade rapidly towards mother earth.
- 9 My first need was to acknowledge that I was not going to be able to solve this problem. This is not as easy as it seems. Having successfully completed over 2100 jumps without having to resort to my second parachute, it was hard for me to believe I had really encountered a problem I could not solve. I had a natural inclination to assume I could fix this problem as I had all those in the past.
- 10 Sound familiar? It’s always easy to lapse into denial when confronted with a problem. Until we acknowledge the problem and our possible inability to solve it—or to use the methods we have used in the past—we don’t have a chance of making things better.
- 11 Fortunately, the urgency of this situation caused my hard-headed nature to yield much more

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<sup>1</sup> feet: 1 foot = *approximately 0.3 metre*



quickly than usual. That decision probably took a second or two. The next step, having accepted the need to follow a different course than in the past, was to determine the course. Fortunately fifteen years of training and practice before every day of jumping took hold.

- 12 I looked straight down at the two handles on either side of my chest—one to release me from my malfunctioning canopy and one for deploying my reserve parachute—and realized I needed to get them in my hands quickly. I could not help but notice when I made eye contact with them, as had been ingrained in me during my First Jump Course way back in 1988, that by now the rapid spins had turned me back to earth and there beyond my toes was once again the horizon. This was bad!
- 13 Time was of the essence at this point not only because I was now rapidly progressing toward the horse pasture below me, but also because the centrifugal force I was starting to experience would soon make it impossible to get my hands to those two handles.
- 14 With my hands now securely on the handles, I was confronted with a bothersome question, “Now, which one goes first?” The wrong order could cause my reserve parachute to deploy into my spinning main parachute which would result in an incurable entanglement.
- 15 Fortunately, ingrained training once again took over and I pulled them in the right order. First the handle on the right side which released me from my spinning main parachute followed by the handle on the left side to deploy my reserve parachute.

- 16 This brought on a wonderful experience. My malfunctioning black, teal and magenta canopy was replaced with a bright, yellow never before used reserve parachute. What a lovely sight! And all this by 1700 feet—plenty of time to spare.
- 17 Many years ago, I read a book about the challenges and responsibilities of Secret Service agents. One of the sad aspects of that profession is that agents who never have the chance to validate their years of training by responding to a threat sometimes struggle severely in retirement. They are faced with not knowing—with certainty—how they would respond when faced with the paramount challenge their career can deliver. For this reason, agents who have faced such a challenge successfully are admired within the culture of the Service.
- 18 That Saturday morning, I had the privilege of facing a similar, life-threatening and I now realize life-defining challenge. I faced what Secret Service agents call “the dragon.”
- 19 For all of us the greater dragon is not the external threat, whether it be an assassin’s bullet, the unforgiving and fast approaching earth or another challenge. The real dragon is the self-doubt we carry within us.
- 20 For those few splendid moments after landing safely, I was able to put my foot firmly on the neck of the dragon...and it felt great. Keep this in mind the next time you are confronted with adversity. On the far side of the experiences the adversity presents, there could be a valuable gift—a renewed confidence and certainty.

**Freefall Speed Versus Altitude (factored for air density)**

Altitude (feet)	0	2 000	4 000	6 000	8 000	10 000	12 000	14 000	16 000	18 000
Freefall speed (MPH) <sup>2</sup>	100.0	103.0	106.1	109.3	112.8	116.3	120.1	124.0	128.1	132.4

**Figure 1**

<sup>2</sup> MPH: miles per hour; 1 mile = approximately 1.6 kilometre

8. Which is an example of understatement?
- A. “Setbacks are common” (paragraph 2)
  - B. “This was a problem” (paragraph 7)
  - C. “This meant my canopy and I were now on roughly the same horizontal plane” (paragraph 8)
  - D. “I had really encountered a problem I could not solve” (paragraph 9)
9. What is the “wonderful experience” referred to in paragraph 16?
- A. The end of his panic.
  - B. The thrill of the moment.
  - C. The reserve parachute opening.
  - D. The main parachute drifting away.
10. Which term best describes “dragon” as it is used in paragraph 18?
- A. pun
  - B. jargon
  - C. archaic
  - D. colloquial
11. Which phrase best describes the writer’s purpose in the last paragraph?
- A. to instruct
  - B. to criticize
  - C. to entertain
  - D. to summarize
12. Which method of development is most often used in the article?
- A. cause and effect
  - B. chronological order
  - C. question and answer
  - D. pro and con argument

13. What does the writer learn about dealing with adversity from his “life-threatening” experience?
- A. Maintaining a sense of humour is essential.
  - B. Success can be achieved through collaboration.
  - C. Problems must be recognized in order to be solved.
  - D. Understanding the risks of dangerous activities is critical.
14. According to Figure 1, at what range of speed is the narrator travelling when he deploys his first parachute (paragraph 5)?
- A. 100.0 – 103.0 MPH
  - B. 103.0 – 106.1 MPH
  - C. 106.1 – 109.3 MPH
  - D. 116.3 – 120.1 MPH

## PART B: SYNTHESIS TEXT 2

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

### Neighbours

by Lien Chao

- 1 Sally is not a Canadian, but she hopes one day she will be, because she has begun to like this country and its people. A notice on the library’s bulletin board says that on Canada Day there will be an outdoor concert in Eglinton Square. So here comes Sally, wearing a cool white cotton dress with red birds flying, their wings spread out wide. The colours of Canada Day. In front of the Grand and Toy store there is a crowd. Rows of chairs in the sun, some seats still waiting occupancy. Three wheelchairs are parked in the back. Sitting down, Sally smiles at the old couple next to her.
- 2 “I’m Elizabeth, and this is my husband, Joe,” smiles the old woman. “Go get yourself a free drink, Miss.” Elizabeth motions towards the front.
- 3 “Don’t be shy,” adds Joe encouragingly.
- 4 Sally feels inadequate; but after watching others drinking from identical plastic cups, she goes up to the front and picks up a cup of ginger ale on the table. The Salvation Army Band is here: middle-aged and senior men and women dressed in out-of-date uniforms, looking both funny and serious. They play a good selection of music that seems to resonate around the entire neighbourhood. “Do you want to come to our building tonight? We can watch fireworks on the roof,” Elizabeth says to Sally at the end of the concert.
- 5 After dinner Sally rings the buzzer to the old couple’s apartment. She doesn’t know exactly why she has come to visit them, strangers she has met only today. Perhaps they remind her of her own parents in China, or the old couple she met in Beijing who collected empty bottles and tin cans for a living, or perhaps it’s because she wants to buy a vacuum cleaner and she needs advice. The buzzer rings like the hoarse voice of an old man. Then from the speaker comes a woman’s soft voice. “Is that Sally?”
- 6 “Yes, Elizabeth, it’s me,” she answers delightedly.
- 7 “Come up, 903.” The door hisses, opens slowly.
- 8 Inside the one-bedroom apartment, Sally feels disoriented, thinks perhaps she’s having an illusion that she is inside a country farmhouse. The furniture is old and heavy with carvings on the back of the chairs and on the legs of the table. It reminds her of the furniture her family owned before the Cultural Revolution<sup>1</sup>. Later the Red Guards threw it into a bonfire. On the walls, there are framed photos in light brown or dark gray. There is a large balcony outside the sitting room, but from where she stands, Sally thinks it looks like a workshop.

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<sup>1</sup> Cultural Revolution: *a time of political unrest in China. The Red Guards were a force meant to stop any opposition to Communism.*

- 9 Joe tells Sally to make herself at home, Elizabeth offers a choice of tea or coffee. “Because I was born on April 21 and have the same birthday as Queen Elizabeth II, my parents gave me my name,” she smiles, “but my husband is not Phillip, Duke of Edinburgh.” She laughs. “So, would you like to have a cup of English tea?”
- 10 “I’d love to have a cup of English tea, Madam,” Sally puts on a mock British accent. They all laugh.
- 11 Over a cup of Red Rose tea, Sally takes out the latest flyer from Future Shop, the store a few blocks north. She asks the couple what kind of vacuum cleaner is more effective and less expensive.
- 12 Putting on his reading glasses, Joe starts reading the advertisement. He mumbles and grumbles to himself, shaking his head. “Too expensive, too much money,” he continues to shake his head as he speaks.
- 13 “That’s what I think,” echoes Sally, “but we can do nothing about their prices.”
- 14 “Yes, of course you can.” Joe puts down the ad on the coffee table.
- 15 “Like what?” Sally asks suspiciously.
- 16 “If you don’t mind a refurbished model, I have one for you,” says Joe.
- 17 Sally doesn’t understand the word “refurbished,” but she understands the second part of the sentence. Joe has a vacuum cleaner for her. Is he a salesperson? Her eyes quickly sweep over his face. She cautions herself that she shouldn’t buy anything before first doing her own research. Meanwhile Joe has stepped out onto the balcony. Shortly he brings in a red vacuum cleaner. “Here it is, refurbished, this baby is like new,” he beams at Sally and Elizabeth, patting the body of the vacuum cleaner affectionately. Plugging it into a power outlet, Joe rolls the roaring machine on the floor like a dancer.
- 18 Sally doesn’t know what to say. After Joe has turned the appliance on and off and returned to the sofa to finish his tea, she asks him timidly, “So, how much is it?” She had no idea that this old man, a neighbour she met this morning, sells secondhand vacuum cleaners in his apartment.
- 19 “\$200, no taxes,” Joe says seriously. Then he bursts out laughing. “A real deal, young lady.”
- 20 “No, Joe, please don’t joke with her,” his wife interrupts.
- 21 “OK.” Joe stops laughing. “Sally, didn’t I make myself understood? You can *have* it, I mean have it, take it home, if you don’t mind a refurbished model.”
- 22 “It’s yours if you need it,” Elizabeth repeats.
- 23 “Really, free for me?” Sally asks, not quite believing. “Thank you very much, I would be delighted to take it home. But what are you going to use?”
- 24 “Oh, don’t worry, we have our own. You see, Joe picks up stuff from the dump behind the building,” Elizabeth says, “you know, residents throw things away, when they are not working.”

- 25 “But a lot of the times, there is nothing seriously wrong with the machines,” Joe says, raising his voice for emphasis. “It’s just dust, dirt, you know. People dispose of just about anything nowadays.” He starts to shake his head again. His wife nods.
- 26 “So you repair them?” Sally can figure out what happens next.
- 27 “Yes, he spends time cleaning them up and making them work again,” Elizabeth says. “Then he gives them away to people who need them. Over there, on the balcony, go have a look.”
- 28 Getting up from the sofa, Joe motions to her. “Come, come with me, I’ll show you.”
- 29 Sally follows him.
- 30 This is not exactly what a balcony is supposed to be, Sally thinks. It’s a workshop. A large toolbox, a work bench, and a tabletop. On the shelves, built against one of the walls, Sally recognizes various objects: a manual sewing machine, a coffee grinder, a food processor, an electrical wok, a few bicycle wheels and inner tubes.
- 31 “All the appliances here are refurbished and in good working condition,” says Joe proudly. Sally smiles, her vocabulary has been enriched today with a new word, “refurbished”; she doesn’t even have to look it up in the dictionary.
- 32 When they hear the noise of fireworks, Joe, Elizabeth, and Sally rush to the elevator and up on to the rooftop. Under the starry summer night sky, a cool breeze clarifies Sally’s mind. Young children and teenagers have brought their music, drinks, laughter, and noise to the rooftop. Young mothers scream at their kids every now and then. Suddenly, fireworks shoot up in the distant sky; everybody exclaims.
- 33 Sally asks Joe and Elizabeth why they chose to live in a mixed building instead of one for seniors. “Wouldn’t that be quieter?”
- 34 “Oh yes, it would be,” Elizabeth answers, “but Joe and I like to live where things are happening, we like excitement.”
- 35 “So do I,” says Sally, feeling closer to the old couple than before.
- 36 “However, having said that,” Joe inserts, “there are problems. In the last few years, some single mothers have moved into the building with their kids. What do kids do, eh? So, now you see graffiti inside the elevator and laundry room, you see empty pop cans in the common areas.”
- 37 “We pick them up, wherever we see them,” Elizabeth says.
- 38 “But what about their mothers?” Joe adds. “Do they know it’s their responsibility to educate their kids? Especially, some of them don’t even go to work, they live on welfare. On taxpayers’ money.” Joe hasn’t stopped shaking his head. Sally regrets having started the topic. Now their conversation is heading towards a dead end.
- 39 Another splash of fireworks in the sky. Another interval. Sally decides to take a chance. “So, I guess you won’t like me either,” she looks at Joe and Elizabeth anxiously.

- 40 They don't understand. "Why? What makes you say that?" They look puzzled.
- 41 "Because, because I'm divorced and I'm a single mother," Sally says quietly. "But I'm not on welfare. Back at home, I had wished that the state had some welfare schemes to help single mothers with kids. And there weren't any. I went through a very difficult period after my divorce. Sometimes, in order to save money for food, I walked three hours to get home instead of taking a bus." Sally doesn't know why she tells this to the old couple. It's not relevant. This is Canada. People here don't understand.
- 42 But for some reason she wants to share her experiences with them, wants them to understand. So she continues, "Perhaps the single mothers in your building have circumstances you don't know about. Perhaps they are struggling against their personal crises. Perhaps they need advice, just as I did with the vacuum cleaner."
- 43 In the open sky there goes the loudest explosion of the night. Hundreds of rockets shooting up and exploding, tens and thousands of colourful flowers flashing and glittering in the sky. Sally, Joe and Elizabeth clap their hands like kids.
- 44 It's around midnight when Sally bids good night. Joe and Elizabeth give her big hugs and kisses on the cheeks.
- 45 Sally walks down Yonge Street carrying the refurbished red vacuum cleaner in her hands. At the intersection, waiting for the traffic lights to change, she recognizes familiar faces from the neighbourhood. Tall Kelly is at the northwest corner, selling *Outreach*, a newspaper sold by the unemployed and the homeless. At the southeast corner, George, a self-proclaimed Hollywood agent, sits on the granite steps outside the CIBC branch<sup>2</sup>. George usually asks people who pass by if they want to go to Hollywood. On the southwest corner, Dave's hotdog cart is still surrounded by a large crowd. Sally smiles broadly at her neighbours.

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<sup>2</sup> CIBC branch: *a bank*

15. Which sentence contains figurative language?
- A. “The buzzer rings like the hoarse voice of an old man” (paragraph 5)
  - B. “Sally thinks it looks like a workshop” (paragraph 8)
  - C. “there goes the loudest explosion of the night” (paragraph 43)
  - D. “the granite steps outside the CIBC branch” (paragraph 45)
16. What is Sally’s impression of the furnishings in the apartment (paragraph 8)?
- A. They are shabby.
  - B. They are uninviting.
  - C. They are unexpected.
  - D. They are commonplace.
17. For what reason does Joe refurbish discarded items?
- A. He is a collector.
  - B. He is a salesperson.
  - C. He has a social conscience.
  - D. He mistrusts modern technology.
18. What do the fireworks symbolize?
- A. a promise of prosperity and success
  - B. the growing excitement of the crowd
  - C. a celebration of acceptance and tolerance
  - D. the explosiveness of Sally’s disagreement with her neighbours
19. Why is Sally anxious during her conversation with Elizabeth and Joe (paragraphs 38–42)?
- A. She is afraid they will judge her.
  - B. She is embarrassed about her divorce.
  - C. She does not want to hurt their feelings.
  - D. She does not want to relive the sadness of her past.



20. What is the effect of the parallel structure in paragraph 42?

- A. It builds Sally's argument.
- B. It reveals Sally's lack of confidence.
- C. It shows the intensity of Sally's anger.
- D. It implies that Sally is still learning English.

21. What do the references to Sally's past suggest about her?

- A. She is in denial.
- B. She is homesick.
- C. She is becoming nostalgic.
- D. She is adjusting to a new context.

**PART C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2**

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

**Suggested Time: 35 minutes**

Multiple-choice questions 22 and 23 and written-response question 2 are based on “Breaking Through Uncertainty—Welcoming Adversity” and “Neighbours.”

22. Which word best expresses the feelings of Jim McCormick in “Breaking Through Uncertainty—Welcoming Adversity” and Sally in “Neighbours” in the final paragraph of both passages?
- A. grateful
  - B. cheerful
  - C. reassured
  - D. acknowledged
23. What change do both Jim McCormick in “Breaking Through Uncertainty—Welcoming Adversity” and Sally in “Neighbours” undergo as a result of their experiences?
- A. They accept life’s limitations.
  - B. They increase in self-confidence.
  - C. They gain greater respect for others.
  - D. They learn to tolerate individual differences.

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 C: ANALYSIS OF SYNTHESIS TEXTS 1 AND 2

**INSTRUCTIONS:** In a multi-paragraph (**3 or more paragraphs**) expository essay of at least **300 words**, answer question 2 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.

2. Assess which passage, “Breaking Through Uncertainty—Welcoming Adversity” or “Neighbours,” demonstrates the greater benefit derived from taking risks. You must discuss **both** passages in your essay.

### 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: 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 at least **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.

3. 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. You do not have to accept the basic premise of the topic.

**Topic:**

**Our experiences can influence behaviour.**

**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

Chao, Lien. “Neighbours.” *Strike the Wok*. Coach House Printing. 2003.

Heaney, Seamus. “Personal Helicon.” *Selected Poems 1966–1987*. The Noonday Press. 1991; 1966.

McCormick, Jim. “Breaking Through Uncertainty—Welcoming Adversity.”  
[www.takerisks.com/pdf.Cut-Awayv3.pdf](http://www.takerisks.com/pdf/Cut-Awayv3.pdf)

*Jim McCormick is an expert in performance improvement through intelligent risk-taking and creating a culture of innovation and the author of The Power of Risk. He is an MBA, former corporate Chief Operating Officer, holds five skydiving World Records and was a member of a successful North Pole skydiving expedition. More information is available at <http://www.takerisks.com/> or 970.577.8700.*



Place Personal Education Number (PEN) here.

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**Course Code = EN 12**  
**2012/13 Released Exam**  
**AUGUST 2013**

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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. Read the Examination Rules on the back of this Booklet.

Question 1

**Marker 1**

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**Marker 2**

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Question 2

**Marker 1**

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**Marker 2**

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 3

**Marker 1**

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"/>

**Marker 2**

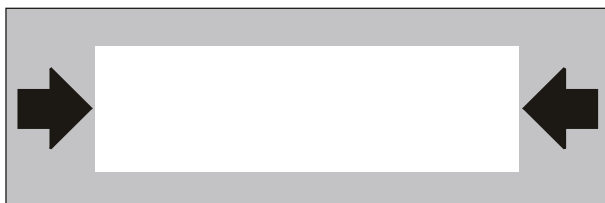
0	1	2	3	4	5	6	NR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**MINISTRY USE ONLY**



Place Personal Education Number (PEN) here.



**Course Code = EN 12**

**English 12**

**2012/13 Released Exam**

**AUGUST 2013**

**Response Booklet**















**PART D: COMPOSITION**

**You may wish to copy the question here to refresh your memory.**

**Question 3:**

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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.