BRITISH COLUMBIA
The Best Place on Earth

Communications 12

Examination Booklet
2010/11 Released Exam
August 2011

Form A

DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.

FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.

Contents: 18 pages
16 multiple-choice questions
4 written-response questions

Examination: 2 hours
Additional Time Permitted: 60 minutes
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PART A: LITERARY TEXT

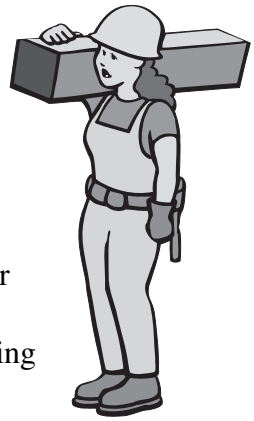
8 multiple-choice questions **Suggested Time: 20 minutes**
Value: 15%

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 speaker in this poem describes the difficulties she experiences on the first day of a new job at a construction site.

Think Like a Weightlifter, Think Like a Woman

by Kate Braid



First day on the job and the foreman orders
in a voice like a chainsaw,
Hoist those timbers
by hand to the second floor.
Crane's broken down.

I keep my mouth shut
with difficulty, knowing
how much a six by six timber
twelve feet[1] long and fresh
from the Fraser River, knowing
how much it weighs.

Lorne, my partner, says nothing,
addresses the modest mountain of timbers
towering over our heads, smelling
sweetly nostalgic for forest.

Weighing in with the wood he faces,
with a belly like a great swelling bole[2],
he shakes off my motion to help and
bends as if to pick up a penny,
scoops up the timber and packs it, 50 feet[3],
to lean against the damp grey sides
of the concrete core.
When he doesn't look back,
it's my turn.

And now, because I need this job, and
because it's the first day and because
every eye is watching The Girl,
I bend my knees as the book says,
think like a weightlifter, take the beam
by its middle and order my body
to lift.

Reluctantly, the great tree, sweating pitch,
parts with its peers with a sucking sound,
and the beam and I sway to the designated spot,
I drop it. Repeat.

Alone, I carry beams to Lorne
who alone heaves them with the slightest grunt
to the labourer who bends from the second floor
with a hurry-up call,
Faster! Faster!

No. I will never be a carpenter, I think, *never able to work like these men.* Then
Lorne falters.
Without thinking I reach up my two arms beside him
and push with all my might.
The beam flies to the second floor and mindless,
I turn to fetch him another.

Without a word
Lorne follows me back to the pile,
lifts one end and helps me
carry the next timber to the wall.
Without a word we both push it up,
continue this path together
find a rhythm, a pace
that feels more like dancing.

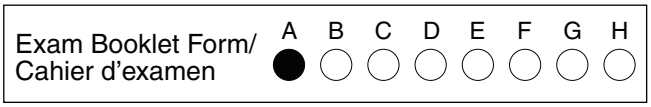
Lorne says, *You walk different.* Yes.
For on this day I am suddenly
much, much stronger, a woman with the strength
of two.

[1] twelve feet: *approximately 3.6 metres*

[2] bole: *tree trunk*

[3] 50 feet: *approximately 15 metres*

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



1. Why do Lorne and the speaker do the work by hand?

   A. The equipment is not working.
   B. The foreman is testing the speaker.
   C. The speaker needs to prove herself.
   D. It is quicker to hoist timbers by hand.

2. What is the **most likely** reason why the speaker repeats the word "knowing" in stanza 2 (lines 6 to 11)?

   A. to show her understanding of weightlifting
   B. to indicate that she knows she should not speak
   C. to emphasize her anxiety about the weight of the timber
   D. to demonstrate her experience of working on construction sites

3. What does the comparison of Lorne to a tree trunk suggest (line 17)?

   A. his silent nature
   B. his physical size
   C. his awkwardness
   D. his stiff movements

4. What does the use of capitals in "The Girl" (line 27) suggest about the speaker?

   A. She is needy.
   B. She is young.
   C. She is different.
   D. She is attractive.

5. Which literary device is used in these lines?

> "Reluctantly, the great tree, sweating pitch,
> parts with its peers with a sucking sound" (lines 32–33)

A. pun
B. simile
C. repetition
D. alliteration

6. What do the words "*Faster! Faster!*" (line 40) indicate?

A. the speaker's cry
B. the labourer's call
C. Lorne's command
D. the foreman's order

7. Which line signals a turning point in the events described in the poem?

A. "When he doesn't look back, / it's my turn" (lines 23–24)
B. "Alone, I carry beams to Lorne" (line 36)
C. "*No. I will never be a carpenter*" (line 41)
D. "Then / Lorne falters" (lines 42–43)

8. What does Lorne come to realize by the end of the poem?

A. He needs to work faster.
B. He has learned to value working alone.
C. He needs to develop a rhythm in his work.
D. He can accomplish more work with a partner.

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PART B: INFORMATIONAL TEXT

8 multiple-choice questions **Suggested Time: 30 minutes**
1 written-response question
Value: 30%

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.

Rick Hansen keeps his dream alive with ambitious goals.

Perpetual motion

by Grania Litwin
(adapted)

1 When Rick Hansen rolled across the Vancouver finish line of his epic Man in Motion tour in 1987, he looked up and saw a sign overhead that read: "The end is just the beginning."

2 The three-time world champion wheelchair racer groaned. He had just pushed his chair 40 000 kilometres around the globe, through 34 countries, up mountain ranges, through freezing blizzards and along the Great Wall of China.

3 But he soon realized the profound truth of that statement.

4 For 20 years he has carried the torch for spinal cord injury research, inspired others, argued that disabilities are in people's minds, not in their bodies, showed the world the power of his dream—and now he is on a roll again.

5 "This journey isn't just about someone in a chair, permanently paralyzed," said Hansen, 47.

6 "It's also about an increasing number of people who have partial recovery or even full recovery, who are still dealing with fairly debilitating issues that need to be addressed," said Hansen, who is president and CEO of the Rick Hansen Man in Motion Foundation.

7 "There has been an amazing amount of progress in the years since I finished the tour. When I was injured in 1973, only about 30 per cent of people with spinal cord injuries had a chance of any level of recovery at all," he said. "Today it's 70 per cent.

May 23, 1987: A hero's welcome at BC Place in Vancouver, after he pushed his chair 40 000 kilometres through 34 countries

Figure 1

8 "People like former BC premier Mike Harcourt are walking again thanks to huge advances in how people are treated at the site of injury, the speed of evacuation, new drug therapy to reduce swelling, specialized treatment centres, getting rehab[1] more rapidly, new imaging technology, and exceptional neural and spinal surgeons."

9 The credit for much of that progress belongs to Hansen, whose consciousness-raising efforts helped raise funding of $158 million, said neuroscientist Dr. Paul Steeves, director

[1] rehab: *rehabilitation treatment*

of the International Collaboration on Repair Discoveries (ICORD). Based at the University of BC, ICORD is the world's largest spinal research centre, with members from Singapore to St. Petersburg, and 25 locations in BC alone.

10 Steeves said Hansen's role model is as important as the money he has provided to organizations around the globe, including the Paraplegic Association and BC Wheelchair Sports.

11 Hansen said the core of this thinking today is: "What can we do to accelerate the translation of discoveries into things that help people, to bridge the gap between hope and reality? We want to get surgeons in the lab, researchers into the operating room, have faster innovation and application."

12 And, he outlined some of his objectives: "We want to measure best practices and have a registry that links every centre around the world, so we have a common patient pool and can assess what treatment strategies make a difference. Canada is among the top five in the world giving attention to spinal cord injury, but we have a long way to go," said Hansen.

13 Hansen was born in Port Alberni, grew up in Williams Lake, and now lives in Richmond, B.C. He married his tour physiotherapist, Amanda, and has three children.

14 In 1973, he was a carefree 15-year-old who lived and breathed sports. Then one day, after hitching home to Williams Lake from a fishing trip, the truck he was riding in spun out of control and crashed.

15 Hansen would never walk again.

16 He waited three long months in hospital for rehabilitation, strapped onto a hard bed that was rotated, face up, face down, every few hours. He was so weak he could hardly lift a glass of water. One day while facing the floor, he felt ill and buzzed for a nurse, but no one came. He vomited and hung there looking at the mess, wondering if this was to be his future.

17 At that point he made a choice and, with every ounce of his physical strength and emotional brawn, he began working his way out of the depression, hopelessness and pain, toward an active, meaningful, passionate life. "I had to focus on something I could do, set goals. It was a great victory when I just sat up," he said with a grin.

18 Always an adventurer, he became a pioneer, a visionary who realized the biggest challenge is surmounting attitudes about ourselves—and fear.

19 "I had to open up, accept help," Hansen said, and that included embracing his new circumstances by focusing on potential, not loss. He became a wheelchair athlete, joined a basketball team, started racing, and then concocted the extraordinary goal of wheeling round the world, a journey partly inspired by his friend Terry Fox.

March 31, 1987: At the Terry Fox Monument near Thunder Bay, Ont.

Figure 2

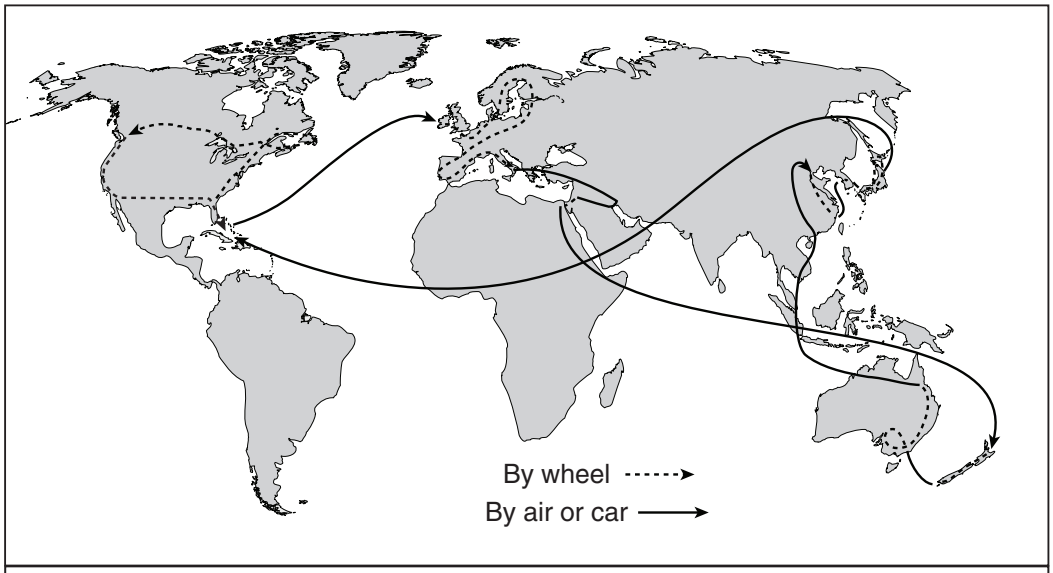
20 At the end of the first day of his legendary trip his muscles were screaming. "I had ice packs on my wrists, my arms and thought, 'What the heck am I doing?' " Hansen said.

21 "I was injured already and had 25 000 miles[2] to go. I had to find the motivation inside, to take just one more stroke, and another, and another."

22 The tour lasted two years, two months, two days, and during that grueling time he discovered "there are no frontiers that can't be crossed—and life has to be based on a sense of meaning and purpose, not legs."

23 "Never be a victim," advised Hansen who said he wouldn't trade his life as it is now for the use of his legs. "You don't have to be cured to be whole and the only thing that stops people reaching for their dreams is fear of failure. Failure is not having the courage to try. Focus on what you can do. Always challenge yourself, nurture your body and soul. I want to raise $10 million in the next five years and not stop until we see a wheelchair in a museum."

[2] mile: *1.6 kilometres*



Global journey: March 31, 1985 – May 22, 1987

Figure 3

9. What does “The end is just the beginning” (paragraph 1) suggest about the end of Hansen’s world tour?

   A. It was the beginning of a new fundraising tour.
   B. It was the beginning of Hansen’s reliance on others.
   C. It was the beginning of Hansen’s making safer choices.
   D. It was the beginning of new awareness of spinal cord research.

10. What is one of Hansen’s personal achievements?

   A. director of ICORD
   B. world champion wheelchair racer
   C. director of the Paraplegic Association
   D. champion wheelchair basketball player

11. Which represents an important change in Hansen’s acceptance of his injury?

   A. “showed the world the power of his dream” (paragraph 4)
   B. “He married his tour physiotherapist” (paragraph 13)
   C. “ ‘I had to focus on something I could do’ ” (paragraph 17)
   D. “ ‘What the heck am I doing?’ ” (paragraph 20)

12. Which device is used in “The tour lasted two years, two months, two days…” (paragraph 22)?

   A. parallelism
   B. understatement
   C. run-on sentence
   D. informal language

13. Based on the article, what advice would Hansen most likely give?

   A. Be open to accepting fame.
   B. Be willing to let others make decisions for you.
   C. Be aware that the only limitations are those you set for yourself.
   D. Be the first to congratulate yourself for accomplishing your goals.

14. What does the title “Perpetual motion” suggest about Hansen?

A. He has unlimited amounts of energy.
B. He may always require a wheelchair.
C. He has endless dedication to his cause.
D. He may have to work forever to reach his goal.

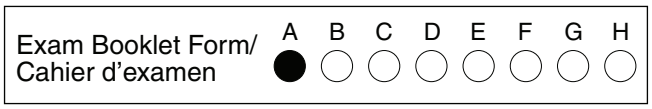
15. What effect is intended by the photograph of Rick Hansen at the Terry Fox Monument (Figure 2)?

A. to suggest that Hansen is following Fox’s example
B. to compare Hansen’s success with the success of Fox
C. to show that Hansen and Fox suffered from the same injury
D. to show that Hansen and Fox chose the same starting point for their journeys

16. How does the map (Figure 3) support the information in the text?

A. It encourages other people to follow Hansen’s route.
B. It illustrates Hansen’s goal of becoming a world traveller.
C. It shows the scope of Hansen’s efforts and achievements.
D. It shows the global links among Hansen’s spinal cord research centres.

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



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PART 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 **Perpetual motion** on pages 5 to 7.

   Why is Rick Hansen a powerful role model? Support your answer with references to the article.

Organization and Planning

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

WRITING ON THIS PAGE **WILL NOT** BE MARKED

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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*
- (circle) words to indicate **bold**
-

use a box to indicate the look and placement of a graphic

2. **Scenario:**

You are **Jo Tessem**, a grade 12 student at Fraserview Secondary School and a member of the Fine Arts Club. You are meeting to plan a Variety Show to help raise money for your local Food Bank.

Task:

Read the information below. Create an appealing poster that advertises the upcoming Variety Show, indicating the key information. This poster will be displayed throughout your school and in the community.

Information:

You and two classmates, Matt and Erica, are discussing details of the upcoming Variety Show.

Jo: "Okay, we need to start advertising this fundraiser. What kinds of performances should we have? What would people like to see?"

Matt: "Well, we've got some good bands here at the school. There are some guys in my history class who played at the pep rally last year."

Erica: "Those guys are good. My drama class has been working on some comedy sketches. And Mr. Chan is pretty funny. I'm sure he'd love to be the MC."

Matt: "Hadn't thought of him. Good idea. We should have more than just music and acting, though. Who else is talented in our school?"

Jo: "Hey, my sister's friend is a magician. She does card tricks. She's pretty good. I'll ask her."

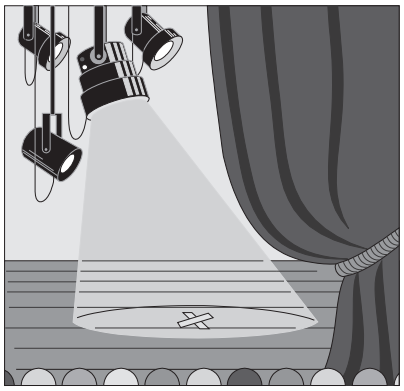
Erica: "We should get some more teachers involved. How about Mr. Hillard? Remember when he rode his unicycle? I hear he can juggle too."

Matt: "Now we need to get some other details sorted out. When should we have this Variety Show?"

Jo: "How about before Easter? The Food Bank is always looking for donations before a holiday like Easter. March 15th is a Wednesday. We could have an evening show, around 7:00 pm."

Matt: "Fine with me. What about using the Arbutus Theatre? We could get lots of people to attend, and raise more money. I bet we could get the theatre manager to allow us to use the building for free. It's a good cause."

Erica: "I like that idea. They've got a good lighting and sound system, and dressing rooms. We'll put posters around the community and get local people to show up as well."



Jo: "What about a price? I think $5.00 per person is fair, plus a non-perishable food item."

Matt: "This is really coming together."

Erica: "Once people hear about the show and why we're having it, I bet we'll get an awesome turnout."

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: 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 **Jo Tessem**, a grade 12 student at Fraserview Secondary School.
Your address is 22015 Riverstone Court, New Westminster, BC V2T 5R2.

The Arbutus Theatre has sent you a bill for some minor damage to a dressing room that was said to have happened on the night of the Variety Show. You are certain all was left in good order and free from damage when you left the theatre. You feel the bill was sent in error, and you would like to resolve the situation.

Write a formal letter of request to the theatre manager, Mrs. Audrey Fleming. Her address is 149 Third Avenue, New Westminster, BC V3N 8W7.

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. We can achieve success in different ways.

OR

5. Everything turned out all right in the end.

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

Braid, Kate. "Think Like a Weightlifter, Think Like a Woman." *Covering Rough Ground.* Vancouver, British Columbia: Polestar, an imprint of Raincoast Books, 1991. pp. 18–19.

Litwin, Grania. "Perpetual motion." *Times Colonist.* June 12, 2005, p. D6.

MINISTRY USE ONLY

Place Personal Education Number (PEN) here.

Course Code = COM 12
2010/11 Released Exam
AUGUST 2011

Exam Booklet Form/ Cahier d'examen A ○ B ○ C ○ D ○ E ○ F ○ G ○ H ○

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.

MINISTRY USE ONLY

Question 1

0	1	2	3	4	5	6	NR
☐	☐	☐	☐	☐	☐	☐	☐

Question 2

Marker 1

0	1	2	3	4	5	6	NR
☐	☐	☐	☐	☐	☐	☐	☐

Marker 2

0	1	2	3	4	5	6	NR
☐	☐	☐	☐	☐	☐	☐	☐

Question 3

0	1	2	3	4	5	6	NR
☐	☐	☐	☐	☐	☐	☐	☐

Question

4	5
☐	☐

Marker 1

0	1	2	3	4	5	6	NR
☐	☐	☐	☐	☐	☐	☐	☐

Marker 2

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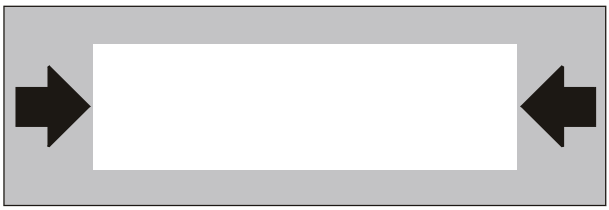

Course Code = COM 12

Communications 12

2010/11 Released Exam

AUGUST 2011

Response Booklet

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The Best Place on Earth

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WRITTEN-RESPONSE QUESTION

PART B: INFORMATIONAL TEXT

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

Question 1:

PART B: INFORMATIONAL TEXT
WRITTEN RESPONSE

PART C: VISUAL DESIGN

Checklist

Remember to include:
- an appropriate title
- appropriate graphics
- an effective layout
- all necessary details
- a variety of text and visuals

Question 2:

1st		2nd	

PART C: BUSINESS LETTER

Question 3:

PART C: BUSINESS LETTER

PART D: COMPOSITION

Checklist

BEFORE you write, remember to	AFTER you write, remember to
• think of ideas on the topic • support your ideas with examples • organize your ideas into paragraphs	• reread your composition • check for length • check paragraph structure • check that sentences are complete • check word choice • check spelling and punctuation

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 ☐:

PART D: COMPOSITION

PART D: COMPOSITION

1st	
2nd	

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.