



**English 10**  
Examination Booklet  
2009/10 Released Exam  
August 2010  
**Form A**

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



# ENGLISH 10 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**

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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**Theme**

***People learn from  
a variety of sources.***

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

Handwriting is used to help identify thieves, spies, and murderers. But even if you don't have a criminal tendency, your penmanship can say a lot about you.

SATURDAY, JULY 3, 1993

# TORONTO STAR

thestar.com

## The Writing's on the Wall

by Janice Dineen

Do you write your letter Y with a little open curl at the bottom, the one handwriting analysts call "the felon's claw"? It's a writing trait you share with 80 percent of convicted criminals.

Do you make wide loops in the stems of your T's and small D's? A graphologist would suspect you are terribly sensitive to criticism.

Perhaps you form your letter E in the Greek way, with one half-circle on top of another. That may show your literary talent and creative tendencies.

People who study the subject say your handwriting reveals a vast amount of information about you, your strengths and weaknesses, your lifestyle, your level of honesty and your habits.

5 When three houses being guarded by an American security company were burglarized in six months, the firm hired handwriting analyst Andrea McNichol to examine samples of handwriting from several of their employees. McNichol asked the employees to write about what they were doing during the time the third house was robbed.

In the sample provided by one man, she noticed a curious change of slant when he wrote certain words denying he was anywhere in the area of the burglary at the time. McNichol alerted the head of the company, who kept an eye on the man. A few months later, he was caught breaking into another house.

Your handwriting, she says, is an X-ray of your mind.

"We should really call it brain-writing because it doesn't come from your hand," she says. "It's a wonderful, wonderful tool. No two people on Earth have ever had exactly the same handwriting."

The study of handwriting is as old as writing itself. Aristotle was interested in it. Freud and Jung both wrote about it. When someone was doing cave drawings, there was probably another cave man right behind him analyzing his style.

10 Today handwriting analysis is widely used by employers in Europe to assess employees and job applicants. Some North American corporations use it

and many law enforcement agencies do.

"I've trained FBI agents and police officers of all kinds," observes McNichol, who was hired as an FBI expert in the case of the disputed hand-written Howard Hughes will. Pinpointing the will as a fraud was a snap, she says. It was dated at a time when Hughes had an illness that caused his hands to shake. The will was written by a steady hand.

The study of handwriting gives insight into a person's personality, McNichol claims. Some of the things she teaches in her handwriting analysis course at UCLA<sup>1</sup> are:

- A left slant shows someone who holds feelings back. A right slant shows someone who expresses emotions easily. An extreme right slant shows emotions out of control.
- Writing with heavy pressure indicates vitality, mental intensity, assertiveness, or frustration. Light pressure suggests illness, tiredness, intoxication, or spirituality.

<sup>1</sup> UCLA: The University of California at Los Angeles

- An uneven left margin on the page suggests a writer who dislikes discipline and can't stick to the rules. Someone who leaves no margins at the left or right won't recognize other people's rights and opinions.
- Open ovals show frankness or a talkative tendency. Loops in the ovals indicate a secretive nature. Little stabbing marks into the ovals suggest chronic lying.

Much of handwriting analysis is based on common sense, McNichol maintains, and sometimes children have a natural ability in it. You can figure out that someone with large handwriting is more extroverted and people-oriented, and someone with tiny, cramped writing more introverted and task-oriented. You might suspect that someone who writes with uneven pressure and a varying slant, size, and baseline is unstable.

But she and other graphologists have refined it all to an incredible level of detail. They read the strength of your work drive in the length and strength of the line you use to cross your T. They decide you are generous because you finish your words with a big, swirling end stroke.

15 And they have studied so many samples of handwriting from prison inmates compared to the general public that they have identified 18 writing characteristics they believe suggest dishonesty. Such writing traits as a lot of retracing, letters broken into segments, or forming the letters "a" and "o" just like each other are a few suspicious signs.

McNichol says a sample of your handwriting gives away

more about you than a lie detector test. She claims she can see who is violent versus who is merely devious, and who has planned a crime or who has done it spontaneously, just by looking at handwriting samples.

Does your handwriting look as if a chicken walked across the page? Messy writing

isn't necessarily a bad sign, graphologists say. If it is totally illegible to anyone else, it may mean that you're not interested in communicating to others or that you have a certain thoughtless abandon in your nature.

But overly precise, perfectly formed letters flowing in a highly controlled way in exactly straight

1. Who is the felon, A or B?

A. *I am*

B. *I am*

The answer is A, who writes with a "felon's claw," a curved hook coming off a straight downstroke. Over 80 percent of convicted felons write with this claw shape.

2. Who would make a better salesperson, A or B?

A. *Who would make the better salesman?*

B. *I would like to go into sales. I think I could be very good.*

The answer is A. Large writing indicated an extrovert who wants to go out into his or her environment, a good trait for a salesperson. Small writing indicates introversion and self-involvement.

3. Can you tell when U.S. President Richard Nixon was forced to resign?

A. *Richard Nixon*  
1969

B. *[Signature]*  
Late 1974

Your signature represents your public self-image. By the time the disgraced Nixon was forced out of office in late 1974, his signature was nothing but a line with an X through it.

4. Who is more "crooked," A or B?

A. *Who is more crooked do you think?*

B. *Who is more crooked do you think*

The answer is B, whose writing is wedged like bent teeth on a saw blade. That indicates someone who is dangerously dishonest, criminalistic, and crooked, like the writing.

lines is much more worrying according to McNichol. This is the writing of someone so repressed that she suspects the person is dangerous.

Someone with very tidy, conventional writing is likely to be a conventional person, says Elaine Charal, a Toronto graphologist whose Don Mills firm is called Positive Strokes.

20 “Your writing is like a paper mirror,” she says. “You’ll see your writing change as the experiences of your life change you. Your slant can shift three or four times a day, depending on your mood.”

When Charal first had her own handwriting analyzed almost 20 years ago, the graphologist told her she had a tendency to be clingy, but she could do handwriting exercises called graphotherapy to help her change. She worked on it and noticed a difference over time.

“You can’t change your T-bars and become a perfect person,” Charal says. “You have to change your behaviour with your handwriting, but the changes can come hand in hand.”

Handwriting is such a potent reflection of your personal characteristics, Charal says, that people who lose the use of one hand and end up writing with

the other, or people who lose the use of both hands and end up writing with their mouth, have the same basic characteristics reflected in their writing no matter what they write with.

Charal says that pointed N’s and M’s indicate someone who is quick thinking. A straight, stick-like stem on the letters Y and Q suggests someone who is a bit of a loner, and may prefer to work on his own authority.

25 A signature smaller than the rest of the writing can show that the writer is feeling diminished. If the last letters in your words continue to flow into a line or swoop, it reflects what a generous person you are. Dotted your I’s with a little circle indicates your desire for attention.

When people are interested in learning more about the implications of handwriting, one of the few books Charal recommends is one co-written by McNichol. It’s called *Handwriting Analysis: Putting It to Work for You* (Contemporary Books, Chicago), written with Jeffrey A. Nelson.

Charal says there are few qualified people doing handwriting analysis in Canada. But qualifications aren’t always clear-cut in the field. There are no formal educational credentials

and no licensing or regulation. Clients have to use their own judgment of the training and experience a handwriting analyst has and must beware of unrealistic promises.

“I can’t tell you your future from your handwriting, but I can tell you how you’re going to handle your future,” Charal suggests.

While some handwriting analysts are competent, reliable, and experienced, McNichol says, there are others who work fairs with crystal balls and claim to be able to tell the future.

30 “I’d like to see licensing and education credentials,” she says.

McNichol has been working in handwriting analysis for 30 years, but says most North Americans are still completely in the dark about the subject.

“The sad part is that the public is missing out on a wonderful tool because they don’t know anything about it,” she says. “The scientific data is plentiful and still no one wants to believe it.”

“I can’t tell you how many evaluations I’ve written for the government, then I see them say, ‘Our behavioural sciences department rendered a profile.’ Really that was me, but they’d rather even admit to using a psychic than a graphologist.”



1. What is the effect of the questions in the first paragraph?
  - A. They personalize the topic for the reader.
  - B. They dramatize the conflicting viewpoints given.
  - C. They symbolize the unreliability of handwriting analysis.
  - D. They cause the reader to doubt the information presented.
  
2. Why does McNichol prefer the term “brain-writing” (paragraph 8) to describe handwriting?
  - A. Handwriting suggests people’s inner nature.
  - B. Handwriting predicts people’s future success.
  - C. Handwriting reflects people’s diverse viewpoints.
  - D. Handwriting reveals people’s intellectual capacity.
  
3. Which literary technique is used in the author’s reference to cave drawings (paragraph 9)?
  - A. simile
  - B. hyperbole
  - C. alliteration
  - D. onomatopoeia
  
4. According to paragraph 13 in the article, why might most people have some skill in handwriting analysis?
  - A. It is easy to learn.
  - B. It is based on instinct.
  - C. It is common in business.
  - D. It is practised in childhood.
  
5. What evidence from the passage best supports the theory that a connection exists between handwriting and life experiences?
  - A. People who lose the ability to write undergo an identity crisis.
  - B. Conventional people always develop overly precise, perfect handwriting.
  - C. Signatures vary according to writers’ reactions to events they experience.
  - D. Graphotherapy shows that changing writing style prevents a change in personality.

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6. Based on the graphic of handwriting samples in the article, which signature most likely belongs to an outgoing person?

A.



B.



C.



D.



7. What is the greatest challenge facing people who want to become handwriting analysts?

- A. a lack of job opportunities
- B. a lack of established training
- C. too much competition in the field
- D. unrealistic expectations from clients

8. Which word best reflects the author's presentation of handwriting analysis?

- A. biased
- B. skeptical
- C. scientific
- D. confrontational

9. Which statement best expresses the author's purpose?

- A. to assist people in identifying potential criminals
- B. to teach people how to become expert handwriting analysts
- C. to persuade readers to take handwriting analysis more seriously
- D. to inform the public about the dangers of overanalyzing handwriting

The poet relates his experiences teaching a college English class.

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## Students

by Tom Wayman

The freshman<sup>1</sup> class first printouts  
showed birthdates so recent  
Wayman was sure the computer was in error.  
One young man, however, was curious  
5 about Wayman's mention near the start of term  
of his old college newspaper:  
"You were an editor when? Wow,  
that's before I was born."

The wisdom of the students  
10 hadn't altered, though.  
Wayman observed many clung to  
The Vaccination Theory of Education  
he remembered: once you have had a subject  
you are immune  
15 and never have to consider it again.  
Other students continued to endorse  
The Dipstick Theory of Education:  
as with a car engine, where as long as the oil level  
is above the add line  
20 there is no need to put in more oil,  
so if you receive a pass or higher  
why put any more into learning?

At the front of the room, Wayman sweated  
to reveal his alternative.  
25 "Adopt The Kung Fu Theory of Education,"  
he begged.  
"Learning as self-defence. The more you understand  
about what's occurring around you  
the better prepared you are to deal with difficulties."

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<sup>1</sup> *freshman*: first-year students

30 The students remained skeptical.  
A young woman was a pioneer  
of The Easy Listening Theory of Learning:  
spending her hours in class  
with her tape recorder earphones on,  
35 silently enjoying a pleasanter world.  
“Don’t worry, I can hear you,”  
she reassured Wayman  
when after some days he was moved to inquire.

Finally at term’s end  
40 Wayman inscribed after each now-familiar name on the list  
the traditional single letter.  
And whatever pedagogical<sup>2</sup> approach  
he or the students espoused<sup>3</sup>,  
Wayman knew this notation would be pored over  
45 with more intensity than  
anything else Wayman taught.

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<sup>2</sup> *pedagogical*: relating to teaching and learning

<sup>3</sup> *espoused*: adopt or support

10. What is the main source of conflict in the first stanza?
- A. lack of ability
  - B. differences in age
  - C. frustrations with technology
  - D. inappropriateness of questions
11. What is suggested by Wayman's thoughts about "The wisdom of the students" (line 9)?
- A. Wayman doubts his abilities as a teacher.
  - B. Wayman ignores the needs and wants of his students.
  - C. Wayman feels that the intellectual capacities of the students are impressive.
  - D. Wayman believes that each generation of students share the same attitudes and values.
12. According to "The Vaccination Theory of Education," what does it mean to be immune?
- A. never having to take that subject again
  - B. being exempted from writing the final exam
  - C. understanding a subject to the point of mastery
  - D. finally realizing that not all course content will be tested
13. How do the students react to Wayman's theory of teaching?
- A. with intensity
  - B. with enjoyment
  - C. with indifference
  - D. with inquisitiveness
14. What is implied about the young woman who pioneers "The Easy Listening Theory of Learning" (lines 31 and 32)?
- A. She is deliberately defying Wayman.
  - B. She is convinced that Wayman's ideas are outdated.
  - C. She does not value the lesson the way that Wayman does.
  - D. She does not understand the subject despite Wayman's efforts.

15. Which technique does the poet employ throughout the poem in order to help explain each theory of education?
- A. rhyme
  - B. allusion
  - C. metaphor
  - D. oxymoron
16. Which statement best expresses the students' attitudes towards education?
- A. A positive attitude is more important than good grades.
  - B. The mark you receive matters more than what you learn.
  - C. The effort you put into learning determines your level of satisfaction.
  - D. A good teacher is more inspirational than interesting subject material.
17. Which statement best expresses the central message of the poem?
- A. All educational theories are equally valid.
  - B. Students often fail to recognize the true value of learning.
  - C. Real learning cannot take place without an effective philosophical approach.
  - D. Education will not improve until educators work harder at understanding their students.
18. Which word best captures the overall tone of the poem?
- A. passionate
  - B. lighthearted
  - C. argumentative
  - D. condescending

In this passage, the narrator recalls a childhood experience with her brother Matt.

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## Crow Lake

by Mary Lawson

My job—assistant professor, invertebrate ecology—has a number of components: carrying out research, analyzing and writing up my findings, writing papers for publication, giving papers at conferences, supervising graduate students, teaching undergraduates, plus a ridiculous amount of administration.

The research I love. It calls for patience, precision, and a methodical approach, and all of those I have. That makes it sound dull, but it is far from dull. On a pure level, it allows you to feel that you have added your own tiny piece to the jigsaw of scientific knowledge. On a more basic level, an understanding of the environment is essential if we are to avoid destroying it. Research is the most important part of my job, and I never have enough time for it.

The writing of papers and articles I don't mind. The exchange of ideas is vital, and I'm prepared to do my bit.

I don't much care for giving papers at conferences because I know I don't speak terribly well. I'm clear enough, I can present a well-structured paper, but my delivery lacks zip.

- 5 Teaching I don't enjoy at all. This is primarily a research university, and I only have four hours a week in front of a class, but it takes me almost a week to prepare each lecture and it eats great chunks out of my research time. Also, I find it hard to relate to the students. Daniel<sup>1</sup> enjoys them. He pretends not to, in the same way that he pretends not to work—he works all the time, he just calls it something else. Secretly, he finds the students interesting and stimulating. Secretly, I do not. I don't understand them. They don't seem to take anything seriously.

Anyway, this “crisis,” if that isn't too dramatic a name for it, came in the middle of a lecture. It started as a minor hiccup. I'd been explaining the hydrophobic<sup>2</sup> nature of the hair piles of specific arthropods to a lecture hall filled with third-years, and I suddenly had such a vivid flashback that I completely lost my train of thought. What I remembered was Matt and me, in our usual pose, flat on our bellies beside the pond, our heads hanging out over the water. We'd been watching damselflies performing their delicate iridescent<sup>3</sup> dances over the water when our attention had been caught by a very small beetle crawling down the stem of a

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<sup>1</sup> *Daniel*: the narrator's husband

<sup>2</sup> *hydrophobic*: water repellent

<sup>3</sup> *iridescent*: glowing rainbow colours that appear to change



bulrush. He was about six inches<sup>4</sup> above the surface when we spotted him, trotting purposefully downward. Where did he think he was going, we wondered, and what would he do when he reached the water? Did he realize it was there? Matt said insects don't have noses as we do but they can smell and detect damp with their antennae, so probably he did.

In which case, what was he after? A drink? Matt said he'd thought insects got all the liquid they needed from the plants they ate or the blood they sucked, but maybe he was wrong about that. I said maybe the beetle was a she and was going to lay her eggs in the water as the damselflies did. Matt said he didn't think beetles did that, but he could be wrong about that too. I said maybe the beetle was just thinking of other things, like what to have for dinner, and wasn't looking where he was going, and Matt said in that case he was in for a surprise.

But we were the ones who got the surprise. When he reached the water the beetle didn't so much as pause. He just kept on walking. The surface of the water dimpled for a moment as his head butted into it, and then it wrapped itself around him and swallowed him up.

I was alarmed, I thought he'd drown, but Matt said, "No—look! Look what he's done!"

- 10 I peered down into the water and saw that our beetle, still marching steadily downward, was surrounded by a glistening silver bubble.

"It's air," Matt said, craning forward, shading the surface of the pond with his hands to cut down on the reflection. "He's got his own submarine, Katie. Isn't that something? I wonder how long he can stay down."

I know how the beetle did it now of course—there's no mystery about it. Many of the creatures who live on the water–air boundary carry down an air bubble with them when they submerge. The air is trapped in a velvety pile of hairs, so densely packed that they are completely waterproof. As oxygen is used up, more diffuses in from the surrounding water. As to the length of time our beetle could stay down, that would depend on the amount of oxygen dissolved in the water and how rapidly he was using up his supply. Generally, the more active the insect and the warmer the water, the less time he can remain submerged.

It was the composition of the hair pile that I was explaining to my third-year students when the memory of that day suddenly floated across my mind, momentarily dispersing my thoughts and causing me to stumble and come to a halt. I pretended to study my notes while I got myself together and carried on with the lecture. The third-years, who had roused themselves briefly in the hope that something interesting was going to happen, settled back in their seats. In the front row a girl yawned so massively that she seemed in danger of dislocating her jaw.

It was the yawn that got me. I'd been yawning at before—all students are chronically short of sleep and most lecturers have had the experience of looking out over a sea of snoring bodies—but for some reason I suddenly found I couldn't go on.

- 15 I stood speechless, staring out over my audience. Inside my head, my inner ear played back to me the sound of my voice. The drone of it. The flat, monotonal delivery. And overlaid on top of the drone, like a film joined up with the wrong soundtrack, I kept seeing my own introduction to this subject: Matt and I, side by side, with the sun beating down on our backs. The beetle sauntering along under the water, safe in his tiny submarine. Matt's amazement and delight.

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<sup>4</sup> *inch*: 2.54 centimetres

Matt thought it was miraculous—no, there is more to it than that. Matt *saw that it was miraculous*. Without him I would not have seen that. I would never have realized that the lives which played themselves out in front of us every day were wonderful, in the original sense of the word. I would have *observed*, but I would not have *wondered*.

And now I was putting an entire class to sleep. How many of the students reclining in front of me would have had the opportunity to see what I had seen, let alone in the company of someone like Matt? Most of them were city kids; some had never seen a real pond in their lives until they went on one of our field trips. This lecture was their first introduction to this particular subject. And they were more unfortunate than they knew, because if things had turned out differently, it would have been Matt standing in front of them instead of me. If that had been the case, not one of them would have been yawning. I am not exaggerating this. I am not glorifying him. It's a fact. If Matt had been speaking to them, they would have been riveted.

They had roused themselves again, curious now, aware that something was wrong. I looked down at my lecture notes, moved the pages around, looked up at them again.

I said, "I'm sorry. I've been boring you."

20 I packed up my notes and left the room.

19. At which task would the narrator most likely excel?
- A. acting as a college or university advisor
  - B. conducting a long-term investigation of insect life cycles
  - C. organizing academic conferences on invertebrate ecology
  - D. speaking to high school students about careers in science
20. What is it about the narrator's personality that makes aspects of her job difficult?
- A. She is easily bored.
  - B. She is awkward at communicating.
  - C. She is unwilling to accept criticism.
  - D. She is overconfident in her abilities.
21. How is the narrator affected by her childhood memory?
- A. She is distracted from her lecture.
  - B. She changes her teaching methods.
  - C. She becomes angry with her students.
  - D. She is able to convey her point more vividly.
22. What effect is created by the description of the beetle in paragraphs 6 through 11?
- A. It emphasizes the objectivity of the narrator's scientific mind.
  - B. It expresses the sense of awe felt by the narrator and her brother.
  - C. It reveals the narrator's extensive knowledge of aquatic insect life.
  - D. It symbolizes the love the narrator and her brother felt for their childhood home.
23. According to the passage, under which condition could a beetle remain submerged the longest?

	Water Temperature	Swimming Speed under Water
A.	11°C	3 centimetres per second
B.	14°C	7 centimetres per second
C.	17°C	5 centimetres per second
D.	20°C	8 centimetres per second

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24. Which literary device is contained in the quotation “In the front row a girl yawned so massively she seemed in danger of dislocating her jaw” (paragraph 13)?
- A. irony
  - B. cliché
  - C. flashback
  - D. hyperbole
25. What is suggested by the comparison of the narrator’s voice to “a film joined up with the wrong soundtrack” (paragraph 15)?
- A. the remoteness of the past and the vividness of the present
  - B. the joys of the narrator’s childhood and her present unhappiness
  - C. the contradiction between the drone of her voice and the faces of the students
  - D. the difference between her remembered experience and the lesson she delivers
26. Compared to the narrator, why would her brother Matt have been a better lecturer?
- A. He was more intelligent.
  - B. He was more passionate.
  - C. He was more skilled in research.
  - D. He was more experienced at teaching.
27. Which statement best reflects an important message in the passage?
- A. Childhood memories can be misleading.
  - B. Our perceptions of others can be inaccurate.
  - C. Confronting our limitations can lead to self-awareness.
  - D. Overanalyzing situations can cause us to make poor choices.

**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** “Students” **and** “Crow Lake.”

28. Which statement is true of teachers in both “Students” and “Crow Lake”?
- A. Good instruction is necessary for positive change.
  - B. The ability to inspire others can be learned by anyone.
  - C. Teachers often draw upon the inspiration of their own mentors.
  - D. Teachers are more effective when they can connect with their students.
29. To which of Wayman’s educational theories do the students in the narrator’s class from “Crow Lake” most likely subscribe?
- A. The Easy Listening Theory: the class is dull, but at least we are listening.
  - B. The Dipstick Theory: the professor gives us just the right amount of information.
  - C. The Vaccination Theory: once we get through this course, we will be immune to it.
  - D. The Kung Fu Theory: we are gaining knowledge in order to defend ourselves from future difficulties.

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

Exam Booklet Form/ Cahier d’examen	A	B	C	D	E	F	G	H
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Compare and contrast the relationships between the students and their teacher in “Students” and “Crow Lake.” 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**

People are constantly learning. Sometimes they learn in formal ways, through classes or courses; sometimes they learn from other people or personal experiences.

### **Writing Prompt**

31. People learn from a variety of sources.



Writing Prompt: *People learn from a variety of sources.*

**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

“Crow Lake,” by Mary Lawson. Alfred A. Knopf Canada (a division of Random House). Toronto, ON. ©2002. pp. 197–200.

“The Writing’s on the Wall,” by Janice Dineen. From *Coast to Coast Canadian Stories, Poetry, Non-Fiction and Drama*. James Barry, editor. Nelson Canada. ©1995. pp. 107–111.

“Students,” by Tom Wayman. Excerpt of *The Face of Jack Munro* by Tom Wayman. Harbour Publishing.

Place Personal Education Number (PEN) here.

Input field for Personal Education Number (PEN) with arrows indicating the direction of entry.

**Course Code = EN 10**

**2009/2010 Released Exam**

**AUGUST 2010**

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

Questions 1-5 with answer options A-F.

Questions 21-25 with answer options A-F.

Questions 6-10 with answer options A-F.

Questions 26-29 with answer options A-F.

Questions 11-15 with answer options A-F.

Questions 16-20 with answer options A-F.

Question 30

Question 30 response grid with options 0-6 and NR.

Question 31

Question 31 response grid with options 0-6 and NR.



Place Personal Education Number (PEN) here.

**Course Code = EN 10**

**English 10**

**2009/2010 Released Exam**

**AUGUST 2010**

**Response Booklet**

Exam Booklet Form/ Cahier d'examens    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) in both areas that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on the front of this Booklet.
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.
5. Do not tear off the Answer Sheet.





















## 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.