

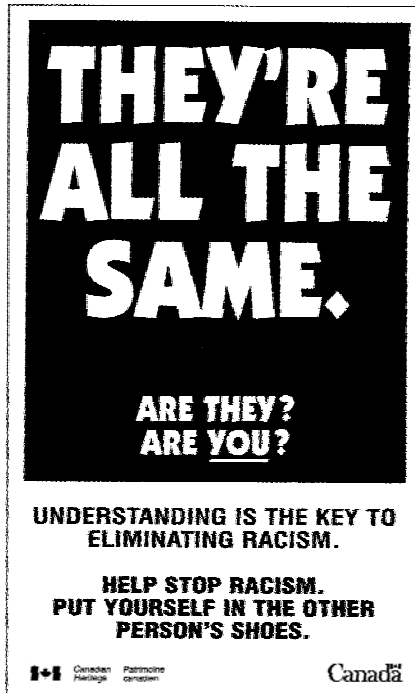
SECTION A - SIGHT PASSAGES (60%)

Suggested Time: 90 minutes

PART I (VISUAL)

(Value: 13%)

Examine the visual and answer the questions that follow.



Source: Department of Canadian Heritage

Selected Response

Shade the letter of the correct or best response on the machine-scorable answer sheet.

1. What is the form of this visual?
 - (A) advertisement
 - (B) brochure
 - (C) collage
 - (D) poster
2. What is the purpose of underlining “you” in the visual?
 - (A) establish mood
 - (B) promote awareness
 - (C) prompt action
 - (D) speak to the viewer
3. Which visual element is most dominant?
 - (A) balance
 - (B) contrast
 - (C) proportion
 - (D) scale
4. Which literary device is contained in the excerpt: “Put yourself in the other person’s shoes”?
 - (A) cliché
 - (B) hyperbole
 - (C) oxymoron
 - (D) pun

- (A) appeal to a very broad audience
(B) appeal to a very small audience
(C) generate controversy
(D) generate feedback

Constructed Response Item

Value

- 6% 8. What is the message of this visual? Using two visual elements to support your answer, explain how each element is effective in supporting this message.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Read the prose and answer the questions that follow.

Slave Castles and a Chosen Land

by Audrey Thomas

- 1 In 1959, we immigrated to Canada from England, my English husband, my infant daughter and I. Five years later, we were in Ghana with two daughters, on a two year contract at Kwame Nkrumah University of Science and Technology.
- 2 Everywhere we went, people asked, "Please. Where are you from?" When we replied, "Canada," the comment was always: "Oh. Canada. Fine country." Before the "oh," there was a little "tsk," something Ghanaians use when they want to be emphatic.
- 3 But was five years enough to make us "Canadian," to make Canada "home"? My husband was granted Canadian citizenship a few days before we left, and I still held an American passport. I felt uneasy laying claim to Canada, and I was at a loss to say what being Canadian meant. I noticed many who were born in Canada had the same problem; they seemed to define "Canadian" as "not American."
- 4 After we had been in Ghana for eight months, we went down to the coast. We stayed in pink chalets the colour of coconut ice, the sea practically at our door. Each day with the help of their artist father, our daughters made elaborate sandcastles. When the tide came roaring in, the castles were gone.
- 5 Nearby were real castles and forts, built hundreds of years ago, somehow surviving the humidity and salt air. These were not the castles of fairy tales, but forts built as trading posts and later used as slave holds. One day, we drove to Cape Coast to see the most famous of these places.
- 6 From a distance, it was beautiful, glittering in the sun like a wedding cake. You can't imagine a lovelier scene; surf crashing against the shore; coconut palms; fishermen in their dugout canoes (each bore a painted eye and the words, *in Fanti*, "God never sleeps"); women walking along the road in brightly coloured cloth, babies wrapped against their backs, baskets of fish or bananas on their heads. Yet when I look at the castle, a phrase from the Bible came back to me: "Whited sepulchres¹."
- 7 The lure of gold, then slaves, brought many European nations to this coast; there's a legend that Columbus visited here. The Portugese, who started it all in the 15th century, were followed by the Dutch, the Danes, and the British. Slave trading was abolished by the mid-19th century, but even then, unsanctioned² traffic continued along the coast.
- 8 The place was still redolent³ with sorrow and fear. We stood in the claustrophobic antechamber⁴ where the traders used to stand, peering through an eyehole in the wall, sizing up the men, women, and children gathered in the huge central courtyard. "I'll take that one. And those two young women, yes." Year after year after year. We stood in dungeons where the slaves were packed in so tightly that they could never lie down. How many terrified Africans were led out, still in fetters⁵, to the waiting coffin ships? Thousands from this place alone, millions altogether.
- 9 Then high up on the ramparts⁶, looking out to sea, came the inevitable question from our guide: "Please, Where are you from?" "Canada," I said, and Sarah, just six, said, "We're from Canada."
- 10 "Oh. Canada. Fine country."
- 11 My husband asked me later whether I had said "Canada" because I couldn't say "United States" in such a place.

- 12 “No,” I said. “I realized today how lucky we were to have the option of choosing such a good place, such a ‘fine country.’ The people locked up in those slave castles had no choice at all. They might as well have been logs or coconuts, just goods on which to make a profit.” Then I added, “You didn’t say England.”
- 13 After we returned to Canada, I thought about the moral burden that is – or should be – placed on anyone who lives a comfortable life in North America. On our second day back, I went into the Super Value, checking things off my enormous list. Suddenly I burst into tears, abandoned my shopping and fled. There were too many choices; I was overwhelmed. (I would, alas, get used to it all too soon.)
- 14 Canada is a far-from-perfect country. At times, I get so discouraged about the racism, the waste, the gutless politicians, the greed. Yet every July 1st, at the jamboree at the north end of Galiano Island, I belt out our national anthem with the best of them. Only I change the words slightly: I sing, “Our home and chosen land.”

whited sepulchres¹ - burial vaults that have been made to look outwardly beautiful

unsanctioned² - without permission

redolent³ - having or emitting a strong smell

antechamber⁴ - a smaller room serving as an entryway to a larger room

fetters⁵ - shackles or chains

ramparts⁶ - a wall built for defensive purposes

Selected Response

Shade the letter of the correct or best response on the machine-scorable answer sheet.

9. What literary form is this selection?
- (A) biography
 - (B) dialogue
 - (C) memoir
 - (D) monologue
10. What does the line: “each bore a painted eye and words, *in Fanti*, ‘God never sleeps ,’” reveal about the native people of Ghana? (Paragraph 6)
- (A) inability to speak English
 - (B) innocence
 - (C) simplicity of their lives
 - (D) spirituality
11. What is being compared to a wedding cake in: “From a distance, it was beautiful, glittering in the sun like a wedding cake”? (Paragraph 6)
- (A) dugout canoe
 - (B) fairy castle
 - (C) pink chalet
 - (D) slave dungeon
12. What is the purpose of the fragment: “Year after year after year”? (Paragraph 8)
- (A) achieve coherence
 - (B) achieve emphasis
 - (C) create imagery
 - (D) create mood

13. What emotion is expressed by the word “alas” in the line: “I would, alas, get used to it all too soon”? (Paragraph 13)
- (A) acceptance
 - (B) confusion
 - (C) pride
 - (D) regret
14. What language device is used in the last paragraph: “At times, I get so discouraged about the racism, the waste, the gutless politicians, the greed”? (Paragraph 14)
- (A) comparison/contrast
 - (B) parallel structure
 - (C) repetition
 - (D) transitions
15. What is the overall tone of the selection?
- (A) acceptance
 - (B) appreciation
 - (C) depression
 - (D) discouragement
16. What best describes how the speaker felt immediately upon returning to Canada?
- (A) anger
 - (B) guilt
 - (C) indifference
 - (D) sadness

Constructed Response Item

Value

6%

17.

With references to the selection, explain two ways in which the writer achieved coherence in the selection.

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Value

6%

18.

Using two references to the selection, explain why the narrator is proud to sing, “Our home and chosen land” on Canada Day.

[illegible]

PART III (CONNECTIONS) (Value: 10%)

(Value: 10%)

Value

10%

19.

In two well-developed paragraphs, compare and contrast how the prose selection “Slave Castles and a Chosen Land” and the visual “They’re All The Same,” illustrate how choices affect our lives and the lives of others. Support your answer with one reference to “Slave Castles and a Chosen Land” and one reference to the visual “They’re All The Same”.

[illegible]

Read the poem and answer the questions that follow.

Geography Lesson
by Zulfiker Ghose

When the jet sprang into the sky,
it was clear why the city
had developed the way it had,
seeing it scaled six inches to the mile.
5 There seemed an inevitability
about what on ground had looked haphazard¹,
unplanned and without style
when the jet sprang into the sky.

When the jet reached ten thousand feet,
10 it was clear why the country
had cities where rivers ran
and why the valleys were populated.
The logic of geography -
15 that the land and water attract man -
was clearly delineated²
when the jet reached ten thousand feet.

When the jet rose six miles high,
it was clear that the earth was round
and that it had more sea than land.
20 But it was difficult to understand
that the men on the earth found
causes to hate each other, to build
walls across cities and to kill.
From that height, it was not clear why.

haphazard¹ - hasty and in a disorderly way
delineated² - portrayed

Selected Response

Shade the letter of the correct or best response on the machine-scorable answer sheet.

20. What literary device is used in line 4, “seeing it scaled six inches to the mile”?
- (A) alliteration
(B) assonance
(C) hyperbole
(D) onomatopoeia
21. What is the purpose of the line between the dashes in stanza two? (Lines 13-15)
- (A) define
(B) dismay
(C) inspire
(D) overstate

22. What does the speaker feel at the end of the poem?
- (A) anger
 - (B) hate
 - (C) thoughtfulness
 - (D) puzzlement
23. What is the purpose of line 20: “But it was difficult to understand”?
- (A) create rhythm
 - (B) develop parallel structure
 - (C) promote repetition
 - (D) provide contrast
24. What element is most effective in helping the speaker arrive at his conclusion?
- (A) changing of experience
 - (B) changing of perspective
 - (C) repetition of experience
 - (D) repetition of perspective

Constructed Response Items

Value

- 6% 25. With two references to the text, explain why “Geography Lesson” is an effective title for this poem.

[illegible]

6%

26.

With two references to the text, explain how repetition is used effectively in the poem.

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SECTION B - COMPARATIVE STUDY (25%)
(Suggested Time: 60 minutes)

Responses are marked on the basis of the arguments presented, the specific references to works (content), the organization of the ideas as well as conventions, voice, sentence fluency, and word choice. Students should use the provided space for written responses only as a rough guideline for the length.

27. “Characters often encounter difficulties when their desires come into conflict with their responsibilities.” With reference to one longer play and one prescribed text from the list below, explain this statement in a well-developed multi-paragraph essay.

Longer Plays

Macbeth	Othello	The Theban Plays
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Prescribed Texts

Waiting for Time	The Stone Angel
Huckleberry Finn	The Fellowship of the Ring
Away	A Separate Peace
Catcher in the Rye	In the Hands of the Living God
A Matter of Honour	Dracula
Schindler’s List	Baltimore’s Mansion

PLANNING SPACE
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[illegible]

Lined area for writing, consisting of multiple horizontal lines.

SECTION C - PERSONAL RESPONSE WRITING (15%)
(Suggested Time: 30 minutes)

Responses are marked on the basis of the organization of the ideas as well as conventions, voice, sentence fluency, and word choice. Students should use the provided space for written responses only as a rough guideline for the length.

28. Write an expository essay addressing the effects of stereotyping on your life or the life of someone you know

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[illegible]

[illegible]