

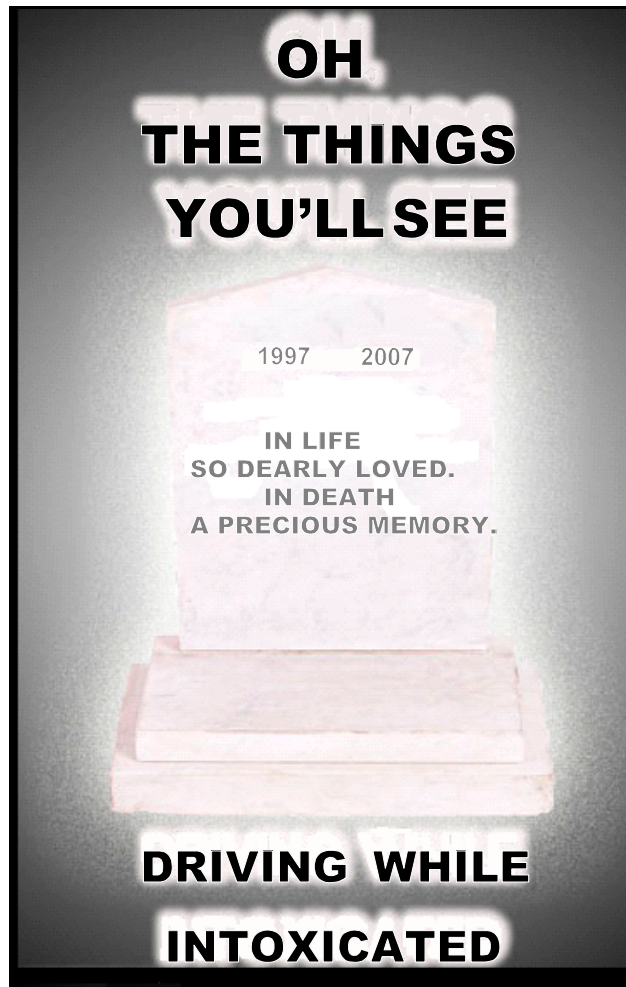
**SECTION A - SIGHT PASSAGES (70%)**

**Suggested Time: 90 minutes**

**PART I (VISUAL LITERACY: MEDIA STRATEGIES)**

**(Value: 9%)**

Examine the visual and answer the questions that follow.



**On average, a drunk driver kills every 40 minutes.**

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

1. What is the form of this visual?
  - (A) brochure
  - (B) cartoon
  - (C) poster
  - (D) web page
2. What best describes the purpose of the visual?
  - (A) to advertise
  - (B) to entertain
  - (C) to inform
  - (D) to inspire
3. What is the caption of the visual?
  - (A) Driving While Intoxicated
  - (B) In Life So Dearly Loved. In Death A Precious Memory.
  - (C) Oh The Things You'll See
  - (D) On average, a drunk driver kills every 40 minutes.

Value		
6%	4.	Explain how the media strategies of shock appeal and emotional appeal are used in the visual. Support your answer with one example for each strategy.

Note: This question is testing knowledge of media strategies rather than visual elements. Refer to revised Table of Specifications. Students are cautioned that while there are media strategies beyond those listed in the Table of Specifications, reference to such strategies may require particular justification.

PART I (VISUAL LITERACY: ARTISTIC )

(Value: 6%)

Examine the visual and answer the question that follows.



Value		
6%	5.	State a theme for this visual and support your answer with reference to two specific visual elements.
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		

Read the prose and answer the questions that follow.

### College Friends

by Jennifer Crichton

- 1 As far as I'm concerned, the first semester away at college is possibly the single worst time to make friends. You'll make them, but you'll probably get it all wrong, through no fault of your own, for these are desperate hours.
- 2 Here's desperation: standing in a stadium-like cafeteria, I became convinced that a thousand students busy demolishing the contents of their trays were indifferent to me, and studying me with ill-disguised disdain at the same time. The ability to mentally grasp two opposing concepts is often thought of as the hallmark of genius. But I credit my mind's crazed elasticity to panic. Sitting alone at a table, I see the girl I'd met that morning in the showers. I was thrilled to see her. The need for a friend had become violent. Back at the dorm, I told her more about my family's peculiarities and my cataclysmic <sup>1</sup> summer fling than I'd ever let slip before. All the right sympathetic looks crossed her face at all the right moments, whereupon I deduced that through the good graces of the housing department, I'd stumbled upon a soulmate. But what seemed like two minds mixing and matching on a cosmic plane was actually two lonely freshmen under the influence of unprecedented amounts of caffeine and emotional upheaval. This wasn't a meeting of souls. This was a talking jag <sup>2</sup> of monumental proportions.
- 3 By February, my first friend and I passed each other in the hall with lame, bored smiles, and now I can't remember her name for the life of me. But that doesn't make me sad in the least.
- 4 Loneliness and the erosion of high school friendships through change and distance leave yawning gaps that beg to be filled. Yet, I never made a real friend by directly applying for the position of confidante or soulmate. I made my best friendships by accident, with instant intimacy marking none of them - it wasn't mutual loneliness that drew us together.
- 5 I met my best friend Jean in a film class when she said Alfred Hitchcock was overrated. I disagreed and we argued out of the building and into a lifelong friendship where we argue still. We became friends without meaning to, and took our intimacy step by step. Deliberate choice, not desperate need, moved us closer. Our friendship is so much a part of us now that it seems unavoidable that we should have become friends. But there was nothing inevitable about it. It's easy to imagine Jean saying to me in the classroom, "Hitchcock's a hack, you're a fool, and that's all I have to say." But that was not all she had to say. Which is why we're friends today. We always have more to say.
- 6 Friendship's value wasn't always clear to me. In the back of my mind, I believed that platonic friendships were a way of marking time until I struck the pay dirt of serious romance. I'd managed to digest many romantic notions by my first year of college, and chief among them was the idea that I'd meet the perfect lover who would be everything to me and make me complete. I saw plunging into a relationship as an advanced form of friendship, friendship plus sex. Lacking sex, platonic friendships seemed like a lower standard of living. As long as my boyfriend offered me so much in one convenient package, women friends were superfluous <sup>3</sup>. I thought I was the girl who had everything.
- 7 But what made that relationship more - the sex - made it a bad replacement for friendship. Sexual tension changed the lines of communication between us. White noise crackled on the wire as desire and jealousy, fear of loss, and the need to be loved conspired to cloud and distort expression. Influenced by these powerful forces, I didn't always tell the truth. And on the most practical level, when my boyfriend and I broke up, I had lost more than a lover, I lost my best friend.

- 8 “You can't keep doing this,” Suzanne told me later the same year.
- 9 “What?”
- 10 “Start up our friendship every time your relationship falls apart.”
- 11 “I don't do that,” I said. It was exactly what I did.
- 12 “Yes, you do, and I'm sick of it. I'm not second best. I'm something entirely different.”
- 13 Once you see that relationships and friendships are different beasts, you'll never think of the two things as interchangeable again, with friendships as the inferior version . . .
- 14 Friendships made in college set a standard for intimacy other friendships are hard-pressed to ever approach. “I've become a narrow specialist in my friendships since graduation,” says Pam. “With one friend I'll talk about work. With another, we're fitness fanatics together. But I don't really know much about them - how they live their lives, what they eat for breakfast, or if they eat breakfast at all, who their favourite uncle is, or when they got contact lenses. I don't even know who they vote for President. There will be a close connection in spots, but in general I feel as if I'm dealing with fractions of people. With my college friends, I feel I know them whole.”
- 15 In college, there's time to reach that degree of intimacy. One night, my best friend and I spent hours describing how our respective families celebrated Christmas. My family waited until everyone was awake and caffeinated before opening presents; hers charged out of bed to rip open the boxes before they could wipe the sleep out of their eyes. We were as self-righteous as religious fanatics, each convinced our own family was the only one that did Christmas right. Did we really spend an entire night on a subject like that? Did we really have that much time?
- 16 Operating on college time, my social life was unplanned and spontaneous. Keeping a light on in our rooms was a way of extending an invitation. We had time to hang out, to learn to tell the difference between ordinary crankiness and serious depressions in each other, and to follow the digressions <sup>4</sup> that were at the heart of our friendships. But after college, we had to change, and in scheduling our free-form friendships we felt, at first, self-conscious and artificial.
- 17 When I had my first full-time job, I called my best friend to make a dinner date a week in advance. She was still in graduate school, and thought my planning was dire evidence that I'd tumbled into the pit of adult convention. “Why don't you have your girl call my girl and we'll set something up?” she asked. Heavy sarcasm. While the terms of the friendship have shifted from digressive, spontaneous socializing to a directed, scheduled style, and we all feel a certain sense of loss, the value of friendship has, if anything, increased.
- 18 If my college journals were ever published in the newspaper, the headline would most likely read, “[FAMILY FUN MAGAZINE] WRITER PENS GOO,” but I did find something genuinely moving while reading through my hyper-perceptions the other day. Freshman year I'd written: “I am interested in everything. Nothing bores me. I hope I don't die before I can read everything, visit every place, and feel all there is to feel.”

- 19 The sentiment would be a lot more poignant <sup>5</sup> if I'd actually gone ahead and died young, but I find it moving anyway because it exemplifies what's good about being young: that you exist as the wide-eyed adventurer, fuelled by the belief that you might amount to something and anything, and that your possibilities are endless. When I feel this way now, I'm usually half-dreaming in bed on a breezy Saturday morning. Or I'm with a college friend - someone with whom I'd pictured the future, back when the future was a dizzying haze viewed in my mind's eye from the vantage point of a smoky dorm room. Together we carved out life with words and hopes. When I'm with her now, I remember that feeling, that experience, all over again, because there's still a lot of hazy future to imagine and life to carve. With my best friend, I can look to my future and through my past and remember who I am.

cataclysmic <sup>1</sup> - refers to an enormous disaster

jag <sup>2</sup> - a period of time in which something is done excessively

superfluous <sup>3</sup> - beyond what is required or sufficient

digressions <sup>4</sup> - talk or action that gets away from the main point

poignant <sup>5</sup> - extremely touching

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

6. What is the point of view of “College Friends”?
- (A) first person
  - (B) second person
  - (C) third person limited
  - (D) third person omniscient
7. Whose perspective is represented by the narrator?
- (A) college graduate beginning her career
  - (B) elderly woman reflecting on her life
  - (C) mature woman still imagining her future
  - (D) student beginning university
8. Which is evident regarding the narrator’s character based on paragraph 2?
- (A) genius
  - (B) indifference
  - (C) loneliness
  - (D) sympathy
9. What is the purpose of the emphatic device used in the first sentence of paragraph 2?
- (A) to create satire
  - (B) to make a comparison
  - (C) to set the scene
  - (D) to signify a list
10. Which is used in the phrase “By February, my first friend and I ...”? (Paragraph 3)
- (A) hyperbole
  - (B) paradox
  - (C) spatial transition
  - (D) temporal transition

11. Which sentence best represents the meaning of paragraph 4?
- (A) Friendships are the remedy for loneliness.
  - (B) There's no predicting how friendships will end.
  - (C) True friendships are found by chance rather than by choice.
  - (D) You never forget your high school friends.
12. What is meant by platonic friendships in paragraph 6?
- (A) friendships between people of the same gender
  - (B) friendships from which sex is excluded
  - (C) friendships that are most important in a student's life
  - (D) friendships that last only a short time
13. Which literary device is used in the sentence that begins, "White noise crackled . . ." (Paragraph 7)?
- (A) juxtaposition
  - (B) metaphor
  - (C) motif
  - (D) simile
14. Which device is used by the author in paragraph 13?
- (A) allusion
  - (B) cliché
  - (C) ellipsis
  - (D) pun
15. Which method of coherence is demonstrated in the sentence that begins, "We had time to hang out ..."? (Paragraph 16)
- (A) definition
  - (B) parallel structure
  - (C) repetition
  - (D) transitions
16. What is meant by the expression "... the pit of adult convention"? (Paragraph 17)
- (A) a habit of wasting money
  - (B) a need of advice from an adult
  - (C) a restriction by routine and schedules
  - (D) a tendency to overreact
17. Based on paragraph 17, what does the narrator believe about friendship?
- (A) It is less significant in adulthood.
  - (B) It is less spontaneous in college.
  - (C) Its demands increase in college.
  - (D) Its worth increases in adulthood.
18. In paragraph 19, which phrase best suggests that the author is uncertain but optimistic about the future?
- (A) "... I can look to my future and through my past and remember who I am.""
  - (B) "... my mind's eye from the vantage point of a smoky dorm room."
  - (C) "The sentiment would have been more poignant ..."
  - (D) "... there's still a lot of hazy future to imagine and life to carve."

Value  
6%

19. Identify and explain how two methods of essay development are used by the writer to achieve her purpose. Use one specific reference for each method.

Value  
6%

20. What is the tone for this selection? Support your answer with two specific references from “College Friends”.



**PART IV (POETIC LITERACY)**

**(Value: 20%)**

Read the poem and answer the questions that follow.

**“Do You Have Any Advice For Those of Us Just Starting Out?”**

by Ron Koertge

Give up sitting dutifully at your desk. Leave  
your house or apartment. Go out into the world.

5 It's all right to carry a notebook but a cheap  
one is best, with pages the color of weak tea  
and on the front a kitten or a space ship.

Avoid any enclosed space where more than  
three people are wearing turtlenecks. Beware  
any snow-covered chalet with deer tracks  
across the muffled tennis courts.

10 Not surprisingly, libraries are a good place to write.  
And the perfect place in a library is near an aisle  
where a child a year or two old is playing as his  
mother browses the ranks of the dead.

15 Often he will pull books from the bottom shelf.  
The title, the author's name, the brooding photo  
on the flap mean nothing. Red book on black, gray  
book on brown, he builds a tower. And the higher  
it gets, the wider he grins.

20 You who asked for advice, listen: When the tower  
falls, be like that child. Laugh so loud everybody  
in the world frowns and says, "Shhhh."

Then start again.

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

21. What type of poem is "Do You Have Any Advice For Those of Us Just Starting Out?"
- (A) free verse
  - (B) lyric
  - (C) ode
  - (D) sonnet
22. What is implied by the word ‘dutifully’ in the context of stanza 1?
- (A) something you hate to do
  - (B) something you have to do
  - (C) something you plan to do
  - (D) something you want to do

23. What is symbolized by the kitten and the spaceship in stanza 2?
- (A) childishness and immaturity
  - (B) freedom and control
  - (C) innocence and imagination
  - (D) reality and fantasy
24. In the context of the poem, what message does the child's actions reveal?
- (A) Children do not always obey their parents.
  - (B) Children explore life without limitations.
  - (C) Parents often ignore their children's actions.
  - (D) Parents worry about their children conforming.
25. Which best describes the character of the speaker?
- (A) bitter
  - (B) courageous
  - (C) passionate
  - (D) unaware
26. Which statement best reflects the irony in stanza 4?
- (A) Libraries are not always the quiet places they are supposed to be.
  - (B) The library is a good place to write, but not for the reasons you think.
  - (C) There are children in the library instead of in the playground.
  - (D) You don't always find the books you're looking for in the library.
27. Which literary device is evident in "Laugh so loud everybody in the world frowns?" (Lines 20-21)
- (A) cacophony
  - (B) hyperbole
  - (C) onomatopoeia
  - (D) pun
28. What sound device is used in line 21?
- (A) assonance
  - (B) cacophony
  - (C) consonance
  - (D) euphony

6%

29.

[illegible]

6%

30.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

**PART V (CONTEMPORARY MEDIA DECONSTRUCTION)**

**(Value: 10%)**

Examine the excerpts from contemporary media and answer the questions that follow.

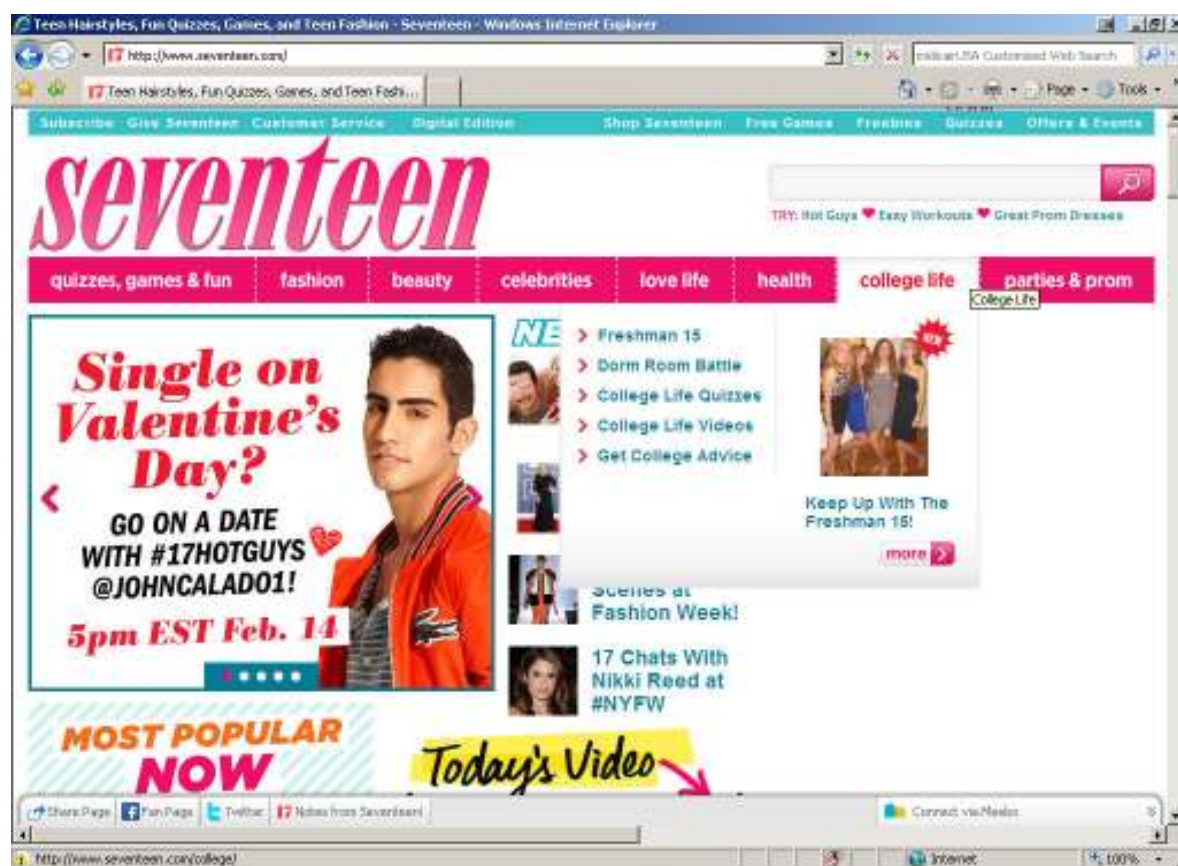
**Shade the letter of the correct or best response on the machine scorable answer sheet.**

**Media Deconstruction # 1**



31. In the context of this visual, what do the objects in the police line-up represent to women?
- (A) acceptance of violence
  - (B) freedom of choice
  - (C) lack of judgement
  - (D) prevention of crime
32. Based on the image, why are women sometimes blamed for being raped?
- (A) appearance
  - (B) criminal behaviour
  - (C) justice system
  - (D) organizations
33. What is the effect of personifying the items as suspects?
- (A) to diminish the seriousness of the issue
  - (B) to distance men from their crimes
  - (C) to emphasize gender equality
  - (D) to portray women as objects

## Media Deconstruction # 2



34. To which aspect of its demographic does this magazine appeal?

- (A) global conscience
- (B) physical fitness
- (C) political awareness
- (D) self interest

35. Based on this web page, why is this magazine popular?

- (A) gives dating tips
- (B) offers quality products
- (C) presents controversial issues
- (D) provides escape from daily life

36. What is the subtext of “Single on Valentine’s Day?”

- (A) Attractive people make the best dates.
- (B) Being single on Valentine’s Day is undesirable.
- (C) Valentine’s Day is a meaningless event.
- (D) Valentine’s Day is all about love.

### Media Deconstruction # 3



37. Why is there an asterisk after the statement “May Reduce the Risk of Heart Disease\*”?  
(A) emphasize the benefits of chocolate  
(B) justify the company’s claim  
(C) promote the brand name  
(D) reduce quantity of large text
38. What is the connotation of the checkmark in General Mills’ Whole Grain Guaranteed logo?  
(A) best seller  
(B) healthy choice  
(C) improved flavour  
(D) updated packaging
39. Based on the visual, which statement is true of the heart as a symbol?  
(A) A balanced breakfast will improve health.  
(B) Chocolate is universally loved.  
(C) Consumers are in love with this new product.  
(D) Heart disease is an emotional topic.
40. What is suggested by the phrase ‘Real Cocoa’?  
(A) cholesterol free  
(B) high in fibre  
(C) low fat  
(D) natural product

Visual terms can be used to develop level two and three questions for this section.

**SECTION B - COMPARATIVE STUDY (20%)**  
**(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.

41. With reference to one longer play and one work from the authorized texts below, compare the effect minor characters have on major characters.

**Longer Plays**

<b>Macbeth</b>	<b>Othello</b>	<b>The Theban Plays</b>
----------------	----------------	-------------------------

**Authorized Texts**

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

**PLANNING SPACE**  
**For Planning and Organization Only - Will Not Be Evaluated**

**Note:** An effort is being made to emphasize the comparative nature of this essay. Comparison requires a demonstration of similarities. Discussion of differences, if applicable, should be limited to those of particular significance.

[illegible]



[illegible]

**SECTION C - PERSONAL RESPONSE WRITING (10%)**  
**(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.

42. Using the image below as a prompt, write an essay about your high school experience and how it will shape the direction your future will take. **You can use any form of essay development (narration, description or exposition).**



**PLANNING SPACE**  
**For Planning and Organization Only - Will Not Be Evaluated**

[illegible]