

SECTION B - SIGHT PASSAGES (50%)

Suggested Time: 60 minutes

PART 1 - VISUAL

(Value: 10%)

In this part of the examination, there are four selected response questions, each with a value of one mark, and one constructed response question with a value of six marks. Using the visual, answer the questions that follow. For each selected response question, decide which of the choices is the correct or best answer. On the machine-scorable answer sheet provided, shade the letter which corresponds to your choice. For the constructed response question, write your answer in the space provided using complete sentences.



Dive into Books

Selected Response Questions

Value: 4%

7. Considering all aspects of the visual, what form best describes this visual?
 - (A) cartoon
 - (B) comic strip
 - (C) editorial cartoon
 - (D) painting

8. 'Dive into Books' is an example of what device?
 - (A) alliteration
 - (B) hyperbole
 - (C) paradox
 - (D) pun

In this part of the examination, there are six selected response questions, each with a value of one mark, and two constructed response questions with a combined value of nine marks. There is also a linking question with a value of ten marks. Read the prose and answer the questions that follow. For each selected response question, decide which of the choices is the correct or best answer. On the machine-scorable answer sheet provided, shade the letter which corresponds to your choice. For the constructed response questions, write your answers in the space provided using complete sentences.

My Mother, My Rival
an edited excerpt
by **Mariah Burton Nelson**

“What better way to get to know someone than to test your abilities together, to be daring and sweaty and exhausted together?”

- 1 The first time my mother and I competed against each other she was 37; I was five. We swam one lap of our neighbor’s pool. She won.
- 2 As a five-year-old I didn’t realize – and I don’t think my mother realized – that she was teaching me about love. We thought we were just fooling around.
- 3 Later we had diving competitions, which she also won, though I would argue, and she would concede, that I deserved higher marks for versatility. For my jackknife, I would *boing* into the air, desperately grab my toes, then splash down on all fours. For my back dive, I would reach my hands meekly overhead, then fall into the water as if I’d been shot. Mom had only one dive – the swan dive – but if you do only one dive you can learn to do it well. She’d fly skyward, arch like a ship’s proud figurehead, then streamline toward the water and quietly, tapered toes last, disappear.
- 4 Eventually I gave up diving – pointing my toes always seemed so unnatural – but I joined a swim team, and by the time I was 10, I could outswim Mom. (“Oh, I don’t know about that,” responds my mother now. “I think you were eleven.”)
- 5 Mom was my fan, too, when I would race against Betty and Letty Landers, the indomitable twins at Cedarbrook Country Club in our minitown of Blue Bell, Pennsylvania. Betty has skinny arms as sharp and swift as Osterizer¹ blades; Letty had furious legs that started kicking mid-dive, like a windup bathtub toy. I didn’t stand a chance.
- 6 But Mom would root for me anyway, yelling from the sidelines as if I could hear her underwater. She’d transport my friends and me to swimming meets all over the country (she liked to drive fast over the hilly, back-country roads so we’d fly up out of our seats and scream), and she even arranged practice time for me during family vacations to the New Jersey shore. It made me feel important to skip deep-sea fishing trips with my dad and siblings to work out at a pool.
- 7 Mom was also my teammate; the two of us ganged up on the Landers twins in the mother-daughter relay races at Cedarbrook’s year-end championships. Mrs. Landers, a lounge lizard of sorts, had a great tan but no speed, so Mom and I were undefeated for six years until adolescence caught up with me and I left swimming for more important things, like basketball.
- 8 So when I think about competition I also remember the Lander twins, who would join me in the showers after the meets. I think about Gordon, whom I later met on a basketball court. I remember six-foot-three-inch Heidi, my teammate, who would rebound the ball viciously, sharp elbows out. When I think about competition I realize that beginning with my fiercely, playfully competitive mother—who at 55 took up tennis and at 60 tried downhill skiing—athletes have taught me most of what I know about love.

- 9 Competition is about passion for perfection, and passion for other people who join in this impossible quest. What better way to get to know someone than to test your abilities together, to be daring and sweaty and exhausted together? Through competition, I have learned to acknowledge my failures and make allowances for the failures of others. Isn't that what intimacy is about?
- 10 But competition is not all fun and games. Like families, competitors can bring out the worst as well as the best in each other. Like romance, competition has many faces, some of them ugly. In addition to showing me my grace and graciousness, the mirror of sports has reflected back to me my jealousy, pettiness, and arrogance.
- 11 Believing that "competitive" was a dirty word, I used to say, "I'm not competitive, I just happen to be the best." My teammate Heidi and I had a tearful yelling match one night after a basketball game, and I accused her of not passing me the ball. "How am I supposed to score more than 19 points if you won't even look in my direction?" I screamed. "Why are you so competitive with me?"
- 12 "Look who's being competitive!" she countered. "Since when is 19 points something to be ashamed of? Only when it's compared to my 29, right?"
- 13 But despite such humiliations, Heidi and I are good friends, and because we have played basketball together, she knows me better than friends who only chat with me over lunch. I am never more naked than in the heat of competition. I never feel more vulnerable than after flubbing a catch in the ninth inning, or rolling a bowling ball into the gutter.
- 14 In sports, as in love, one can never pretend.
- 15 It is for this reason that some women avoid sports altogether; they choose not to unveil themselves in that way. In a society in which woman's attractiveness is of utmost importance, why get muddy and sweaty and exhausted? Why risk anger, frustration, aggression, and other unseemly emotions? It is far safer to stay seated demurely in a café.
- 16 "I hate competition!" some friends have said to me. These are the women who were never taught how to throw or catch a ball and I don't blame them. Who enjoys doing things poorly?
- 17 A third reason many women have an ambivalent, if not downright hostile attitude towards sports – and why others embrace sports – is that team sports are an intense, physical activity. To play sports with women is to love women, to be passionate about women, to be intimate with women. How scary. Or, depending on your point of view, how thrilling.
- 18 So competition is about love, I noticed early, and I noticed later, about fear. That's why I like to remember my childhood, when the love part was relatively pure, untainted by fear or failure, fear of looking like a fool, or fear of loving women. I feel blessed to have had a big brother who taught me how to throw, and a mother who never let me win. Even today, when I compete at water polo, bad-knee tennis, Nerf basketball, Ping-Pong, billiards—whatever I can persuade someone else to play with me—my favourite competitor is my mom. She is 63 now, I am 31, and when I visit her in Phoenix, we still race. "Give me a head start," she'll suggest, "or better yet, I'll do freestyle and you swim backstroke, just kicking, okay?" If she wins, she smacks her hand against the wall, jerks her head up, and yells, "Ha! Beat you!"
- 19 I complain that she must have cheated. She splashes me. I dunk her. We laugh a lot. And I think, yes, this must be love.

¹ Osterizer - a type of blender

Selected Response Questions

Value: 6%

12. What dominant method of paragraph development is used in paragraph 10?
- (A) allegory
 - (B) analogy
 - (C) cause and effect
 - (D) process analysis
13. What type of sentence structure is used in the lines, “How scary. Or, depending on your point of view, how thrilling”?
- (A) complex
 - (B) compound
 - (C) fragment
 - (D) simple
14. What literary devices are evident in, “Mrs. Landers, a lounge lizard of sorts, had a good tan”?
- (A) alliteration and metaphor
 - (B) consonance and alliteration
 - (C) personification and simile
 - (D) symbolism and personification
15. What literary device is “*boing*”? (paragraph 3)
- (A) irony
 - (B) metaphor
 - (C) onomatopoeia
 - (D) oxymoron
16. Why is the use of the word “quest” (paragraph 9) effective diction?
- (A) It comes at the end of a sentence.
 - (B) It implies that the goal is significant.
 - (C) It is emphatic.
 - (D) It is ironic.
17. Which of the following statements best expresses the major theme of this selection?
- (A) Challenging children is also a way to nurture them.
 - (B) Some parents push children into athletics against the child’s wishes.
 - (C) Sports appeals to people of all ages.
 - (D) Winning, for athletes, is the most important thing.

In this part of the examination, there are five selected response questions, each with a value of one mark, and one constructed response questions with a value of seven marks. Read the poem and answer the questions that follow. For each selected response question, decide which of the choices is the correct or best answer. On the machine-scorable answer sheet provided, shade the letter which corresponds to your choice. For the constructed response question, write your answer in the space provided using complete sentences.

The Tables Turned

by
William Wordsworth

- Up! Up! my friend, and quit your books;
Or surely you'll grow double:
Up! Up! my friend, and clear your looks; -
Why all this toil and trouble?
- 5 The sun, above the mountain's head,
A freshening lustre mellow
Through all the long, green fields has spread,
His first sweet evening yellow.
- 10 Books! 'tis a dull and endless strife:
Come, hear the woodland linnet¹,
How sweet his music! on my life,
There's more of wisdom in it.
- 15 And hark! how blithe² the throstle³ sings!
He, too, is no mean preacher:
Come forth into the light of things,
Let Nature be your teacher.
- 20 She has a world of ready wealth,
Our minds and hearts to bless, -
Spontaneous wisdom breathed by health,
Truth breathed by cheerfulness.
- 25 One impulse from a vernal⁴ wood
May teach you more of man,
Of moral evil and of good,
Than all the sages⁵ can.
- 30 Sweet is the lore which Nature brings;
Our meddling intellect
Misshapes the beauteous forms of things,
We murder to dissect.
- Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

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1. linnet: a songbird
 2. blithe: cheerful
 3. throstle: a literary word for the song thrush
 4. vernal: springtime
 5. sages: wise men

Selected Response Questions

Value: 5%

20. On what does the “you” referred to in the poem spend too much time?

- (A) appearance
- (B) play
- (C) study
- (D) work

21. To what does "barren leaves" (line 30) refer?

- (A) books
- (B) grass
- (C) table
- (D) trees

22. What words best describe the tone of "The Tables Turned"?

- (A) excited and thoughtful
- (B) light hearted and curious
- (C) serious and commanding
- (D) unsure and uneasy

23. What is emphasized in line 4, "Why all this toil and trouble" ?

- (A) appearance of the friend
- (B) beauty of nature
- (C) disbelief of the speaker
- (D) evil of the sages

24. What is meant by the phrase, "We murder to dissect" (line 28)?

- (A) People are killed for the purpose of causing pain.
- (B) People enjoy destroying and polluting nature.
- (C) People hurt themselves by choosing books over nature.
- (D) People tear things apart in the name of study or research.

SECTION C - 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 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. In literature, conflict is often used to contribute to the development of theme. With reference to one dramatic play and another text from the prescribed novels, write a multi-paragraph essay supporting this statement.

Dramatic Play Options

<i>Macbeth</i>	<i>Othello</i>	<i>The Theban Plays</i>
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Prescribed Novels

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

PLANNING SPACE

For Planning and Organization Only - Will Not Be Evaluated

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

Responses are marked on the basis of the organization of 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. *“Experience is a hard teacher because she gives the test first, the lessons afterwards.”*
Write a narrative account of a personal experience from which you learned a valuable lesson. Make reference to the quote in your account.

PLANNING SPACE

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