



BRITISH
COLUMBIA
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English 10

Sample B Examination

Student Booklet

Student Instructions

1. Ensure that in addition to this **Student Booklet**, you have a **Response Form** and a **Written-Response Booklet**.
2. **Disqualification** from the examination will result if you bring books (including dictionaries), paper, notes, or unauthorized electronic devices into the examination room.
3. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*
4. At the end of the examination, return this **Student Booklet**, the **Response Form** and the **Written-Response Booklet** to the supervisor.

ENGLISH 10 PROVINCIAL EXAMINATION

	Value	Suggested Time
This examination consists of three parts:		
PART A: Reading—Comprehending Texts	27 marks	35 minutes
PART B: Reading—Making Connections	14 marks	35 minutes
PART C: Writing	24 marks	50 minutes
Total:	65 marks	120 minutes

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 to get 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.

Read each **context statement**, **passage** and **question** carefully.

Multiple-Choice Questions

- Decide the **best** answer for each question.
- All answers must be entered on the **Response Form**.
- Use a pencil to fill in the bubble for the answer you think is correct.
- Only work on the **Response Form** will be marked.
- If you decide to change an answer, completely erase your first answer.

Written-Response and Writing Questions

- Use a blue or black pen.
- Write your answers clearly in the space provided in the **Written-Response Booklet**.
- Only work in the **Written-Response Booklet** will be marked.
- If you use unacceptable language or content, you may be given a zero for your answer.

PART A
Reading—Comprehending Texts

Value: 27 marks

Suggested Time: 35 minutes

Theme

***How do family, friends and community
help us overcome challenges,
and achieve our goals?***

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

Read the poem to learn about the effects of a winter storm on a city and its people.

The Blizzard

by Phillis Levin

Now that the worst is over, they predict
Something messy and difficult, though not
Life-threatening. Clearly we needed

To stock up on water and candles, making
5 Tureens of soup and things that keep
When electricity fails and phone lines fall,

Igloos rise on air conditioners, gargoyles
Fly and icicles shatter. Frozen runways,
Lines in markets, and paralyzed avenues

10 Verify every fear. But there is warmth
In this sudden desire to sleep,
To surrender to our common condition

With joy, watching hours of news
Devoted to weather. People finally stop
15 To talk to each other—the neighbors

We didn't know we were always here.
Today they are ready for business,
Armed with a new vocabulary,

Casting their saga in phrases as severe
20 As last night's snow: *damage assessment,*
Evacuation, emergency management.

The shift of the wind matters again,
And we are so simple, so happy to hear
The scrape of a shovel next door.

1. Which statement **best** describes the effect created by separating the phrase “Clearly we needed” (line 3) from the rest of the sentence?
 - A. It indicates a shift in viewpoint.
 - B. It maintains the poem’s rhyme pattern.
 - C. It highlights how unprepared the people were for the storm.
 - D. It emphasizes how quickly the people recovered from the storm.

2. What is suggested by “warmth” (line 10)?
 - A. a need to escape
 - B. a feeling of comfort
 - C. a change in the weather
 - D. an increase in temperature

3. Which line contains the **main** shift in the poem’s mood?
 - A. line 10
 - B. line 14
 - C. line 17
 - D. line 21

4. What does the poet’s use of italics indicate?
 - A. a foreign language
 - B. the severity of the storm
 - C. terms used by the media
 - D. incorrectly used vocabulary

5. Which literary device is used in the lines “so happy to hear/The scrape of a shovel next door” (lines 23–24)?
 - A. rhyme
 - B. metaphor
 - C. alliteration
 - D. personification

6. What was one precaution the people should have taken?
- A. conserving electricity
 - B. stocking up on emergency supplies
 - C. maintaining communication systems
 - D. paying closer attention to the television news
7. What does the poet suggest people did during the storm?
- A. slept in
 - B. shopped at the markets
 - C. went about their business
 - D. existed without electricity
8. Which of the following **best** describes the effect the storm has had on people's lives?
- A. It has caused inconveniences.
 - B. It has brought people closer together.
 - C. It has made people grateful for their daily routines.
 - D. It has made people aware of the hazards of extreme weather.
9. Which statement **best** describes an important lesson that was learned following the blizzard?
- A. Enjoy life's everyday pleasures.
 - B. Think carefully before you speak.
 - C. Remember the value of friendship.
 - D. Consider your neighbour before yourself.

When Jordin Tootoo played his first game for the Nashville Predators, he made history by becoming the first person of Inuit descent to play in the National Hockey League (NHL).

Skating Across Cultural Gap

by Kevin Allen



RANKIN INLET, Nunavut—It is mid-July, and Jordin Tootoo is doing what a top NHL prospect should be doing. He is training. But there are no weight machines or stationary bikes.

Tootoo, 20, is on the Canadian tundra, just below the Arctic Circle—“on the land,” as he would put it. Hudson Bay is at his back. Pockets of snow are visible over his right shoulder. He is using nature’s Stairmaster—a 100-foot¹ hill lacking a single yard² of even terrain. To work his legs, he climbs the rocky incline with a series of powerful standing jumps—18 leaps and he’s on top. To work on his upper body, he transports his 102-pound³ cousin Kelli Hickes on his back. To work his forearms, he switches to two full 5-gallon⁴ jugs.

“Forget protein shakes,” he says, ripping off a piece of sun-dried arctic char, a fish, to enjoy after his workout. “How much protein do you think is in this?”

This isn’t a standard workout for an NHL player, but there is nothing standard about Jordin Tootoo.

- 5 Even in a league as culturally diverse as the NHL, whose rosters read like United Nations roll calls, Tootoo’s story is unique. He hails from the Canadian territory of Nunavut, where youngsters learn to hunt caribou, whale and seal long before they master slap shots. He had played only two seasons of

organized hockey before joining the Brandon (Manitoba) Wheat Kings junior team at 16.

All his close friends turn out to watch his games. The Inuit are accustomed to saving \$1300 just to fly to Winnipeg to go shopping; they won’t balk at paying a few extra dollars to make the 2000-mile⁵ trip to see aboriginal history, an Inuit playing in the NHL.

Drafted 98th overall in the 2001 draft, Tootoo has generated more attention than a first-round draft pick, and not just because of his cultural background. He scored 35 goals last season. When he skates up ice, he’s like a lightning flash across an open sky.

“He’s been the most popular player on every team he plays on,” Nashville GM David Poile says. “Fans were chanting his name when he played for Canada” at the world junior championships in Halifax, Nova Scotia.

He is short and light by NHL standards—but the Predators expect him to be a punishing body checker. His Inuit name is Kudluk, which translates as “thunder.” “He’s a torpedo on the ice,” Poile says.

- 10 Other talented players have come from Nunavut; none has reached Tootoo’s level of accomplishment.

“Think about it,” longtime family friend Jim Ramsey says. “You are asking them to give up four or five things they value most,

¹100-foot: about 30 metres

²single yard: just under a metre

³102-pound: 46 kilos

⁴5-gallon: 19 litres

⁵2000-mile: 3200 kilometres

including family, culture, the people and the land. You are setting them up for failure.”

Inuits have lived in this area for about 5000 years and moving away never has been easy, especially now when cultural pride may be at its highest. After two decades of activism, Nunavut was created from land in the Northwest Territories and became a new Canadian territory April 1, 1999. According to the Nunavut Tourism Commission, the area covers more than 2.1 million square miles⁶. Roughly, it’s about five times the size of Texas, and yet its population is about 28 000. Rankin Inlet is one of Nunavut’s largest settlements with 2000 inhabitants.

According to Tootoo’s friend Jackson Lindell, when Tootoo represented Canada at the world junior hockey tournaments, many in Rankin Inlet held parties “like it was the Super Bowl.”⁷

“If you walked around Rankin Inlet, you wouldn’t have seen anyone because they were all watching the games on TV,” Rankin Inlet’s mayor, Quasa Kusugak, says.

- 15 Jordin Tootoo embodies the merging of Inuit culture with a modern perspective. He has a scar on his hand from a harpoon accident he had while seal hunting four years ago. He also has his own Web site—teamtootoo.com—to market his hats and jerseys once he hits the NHL.

To appreciate Tootoo’s cultural heritage and lifestyle, consider his grandmother, Jenny Tootoo, was born in an igloo. His uncle Johnny Hickes, is a successful businessman, yet raises sled dogs. The Tootoo family has found harmony between cultural values and modern lifestyle. In the morning, Jordin’s mother, Rose pulls 2-foot-long⁸ arctic char, cleaning them and hanging them to dry in

the sun. In the afternoon, she surfs the Internet to see whether the Predators have signed any new players.

In Inuit tradition, family is among the highest priorities. Jordin is young, but he has the cultural understanding of an older man. And he appreciates and honors Inuit tradition.

“Jordin is the dream son,” Mayor Kusugak of Marble Island says. “He was like that before he became a superstar. If Jordin saw you with an extra bag of groceries, he would carry it for you.”

This is a close-knit community. Nobody knocks before entering. Even when a friend from another community arrives with three boys, she walks right into the Tootoo home. Jordin greets each boy warmly, and their dad tells them to go upstairs to look at Jordin’s awards and jerseys, which have been placed in one room like a museum. “I want to open doors for other aboriginal kids,” Tootoo says. “I try to make time for everyone.”

- 20 Everyone makes time for him. After he signed his first NHL contract this spring in Nunavut’s capital of Iqaluit, about 500 Rankin Inlet residents were at the airport when he returned.

Tootoo misses Rankin Inlet when he is away playing, but he has survived homesickness by “just not thinking about it.” When he is “down south” in Manitoba, his mother sends him beluga whale, arctic char, seal and caribou. He struggled to adjust his diet while away from home but finally has settled on frequent meals of steak.

He was better prepared to leave than other Inuit players because his parents—although they could barely afford it—paid for him to

⁶2.1 million square miles: 3.37 million square kilometres

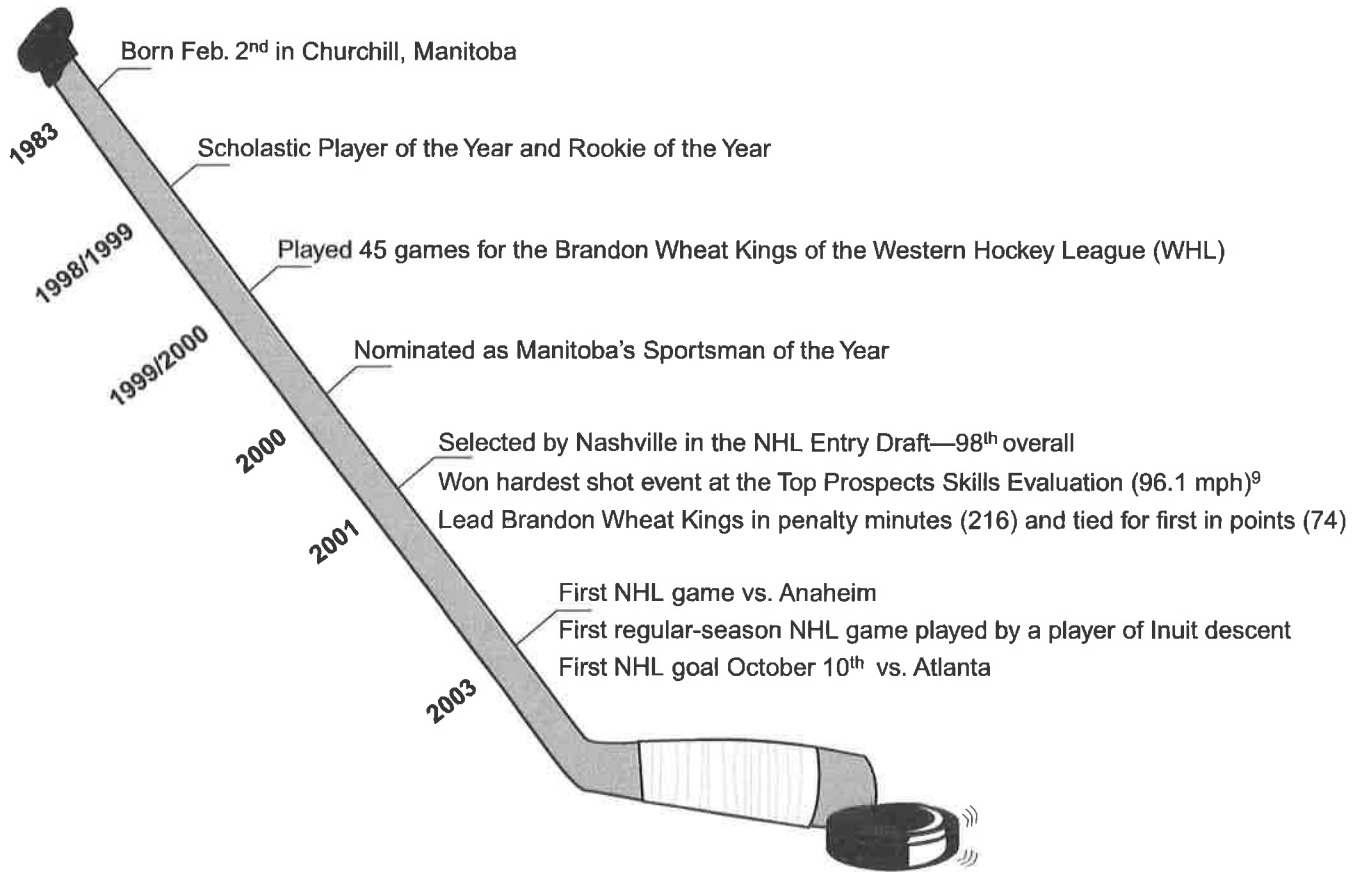
⁷Super Bowl: National Football League’s championship game

⁸2-foot-long: 60 centimetres

go to hockey schools in Winnipeg, Alberta and British Columbia. His father had played senior hockey in Manitoba and understood the value of training and learning to live in another culture. When a junior team from Edmonton finally spotted Tootoo in an aboriginal tournament and asked him to come there to play for them at 14, his father knew he should go and begin facing the mental challenge of being so far from home. The physical part already had been taken care of.

Tootoo developed as a leader in Rankin Inlet. “He was a good motivational speaker,” remembers Charlie Karetak, who used to play with him. “Everything he said we tried to do.” His cultural pride was showing then, as it does now.

His goal is to win the Stanley Cup and bring it to Rankin Inlet. He wants to bring it to the inuksuk, a towering stone monument at Rankin Inlet’s highest point. “Then,” he says, “I want to take it out on the land.”



⁹96.1 mph: 155 kilometres per hour

10. The article shows the importance of which of the following?
- A. understanding the wisdom of elders
 - B. recognizing those who are “real” friends
 - C. finding a compromise between work and leisure
 - D. finding a balance between northern values and southern lifestyles
11. Which literary device is used in “nature’s Stairmaster” (paragraph 2)?
- A. irony
 - B. jargon
 - C. metaphor
 - D. symbolism
12. According to the passage, what is Jordin Tootoo’s current age?
- A. 14
 - B. 16
 - C. 18
 - D. 20
13. Which statement **best** describes Jordin Tootoo’s training methods?
- A. He lifts weights and drinks protein shakes.
 - B. He does not use acceptable training methods.
 - C. He uses objects in the world around him in his workout.
 - D. He does not need to work out because he is naturally strong and fast.
14. What is remarkable about Jordin Tootoo’s hockey career before he joined a junior team?
- A. He had no formal hockey training.
 - B. His friends turned out to watch all his games.
 - C. He played only two seasons of organized hockey.
 - D. He was the most popular player on every team for which he played.

15. According to the article, what is the **most significant** challenge Jordin Tootoo had to overcome?
- A. adjusting to a different diet
 - B. learning to live in a new culture
 - C. overcoming the limitations of his physical size
 - D. adapting his traditional training to a standard workout
16. Which phrase **best** symbolizes the contradictory aspects of Jordan Tootoo's life?
- A. a harpoon scar and his Web site
 - B. an arctic char and his family values
 - D. an inuksuk and his powerful slap shot
 - C. a torpedo and his distinctive skating style
17. Based on the timeline, when was Jordin Tootoo chosen in the NHL Entry Draft?
- A. 1998/1999
 - B. 1999/2000
 - C. 2000
 - D. 2001
18. Which explanation would Jordin Tootoo **most likely** give if he won the Stanley Cup and brought it back to Rankin Inlet?
- A. I wanted to put Rankin Inlet on the map.
 - B. I wanted to show southerners that northerners are better hockey players.
 - C. I wanted to bring the greatest cup on earth to the greatest place on earth.
 - D. I wanted to repay my friends for the money they spent coming to my games.

In this passage, a storm brings two young people together in an unusual circumstance.

The Kayak

by Debbie Spring

The choppy waves rise and fall. I ride the wave. My kayak bobs like a cork in the swirling waters of Georgian Bay. I love it. I feel wild and free. The wind blows my hair into my eyes. I concentrate on my balance. *It's more difficult now.* I stop stroking with my double-bladed paddle and push my bangs from my face.

This is my special place. Out here, I feel safe and secure. My parents watch from the shore. I have on my life jacket and emergency whistle. I am one with the kayak. The blue boat is an extension of my legs. I can do anything; I can go anywhere. Totally independent. Totally in control of my life. It's so different back on shore.

I approach Cousin Island, where I have to steer around the submerged rocks. In the shallows, a school of large-mouth bass darts between the weeds. A wave pushes me towards the rocks. I push off with my paddle and I head out towards the middle of Kilcoursie Bay. Powerful swirls of wind and current toss me about.

The clouds move in, warning signs. I turn the kayak and head back to shore. The waves peak wildly as the storm picks up. My arms ache.

- 5 I don't want to go back to shore. Nobody lets me grow up. My parents treat me like a baby. I'm sixteen, too old to be pampered. I'm already a woman.

Just off my bow, a loon preens its black mottled feathers. It sounds its piercing cry and disappears under the water. I hold my breath, waiting for it to resurface. Time slows. Finally, it reappears in the distance. I exhale.

I notice a windsurfer with a flashy neon green and purple sail, gaining on me. My stomach does flip flops as he races, dangerously close. "Look out," I yell. I quickly steer out of the way. He just misses me. *Stupid kid, he's not even wearing a life jacket.* I shake my head. The boy is out of control. He's heading straight for the rocks at Cousin Island. "Drop the sail!" I call.

He does and not a second too soon. He just misses a jagged rock. I slice through the waves and grab onto his white surfboard.

"Can you get back to shore?" I ask.

- 10 "The windsurfer belongs to my buddy. It's my first time. I don't know how." His voice trembles. Is it from the cold?

The windsurfer looks around eighteen. I take a quick glance at his tanned muscles and sandy, blond hair. He seems vulnerable and afraid. His blue eyes narrow. "Now what?" he asks.

I reach into the cockpit and take out a rope. "Hold on." I toss the rope. He misses. I throw it again and he catches it. "Paddle to my stern with your hands." His board moves directly behind me. "Tie the other end through that yellow loop." I point.

He fumbles for what seems like several painful minutes. "Got it."

I stroke hard, straining to move us.

15 “Hit it,” the boy calls.

“What?”

“That’s what you shout, in water skiing, when you’re ready to take off.”

I smile. Slowly, we make our way. My paddle dips into the water, first to the right, then to the left. Beads of sweat form on my forehead. Suddenly, I surge ahead. I turn around.

“You let go.” I circle and give him back the rope. “Wrap it around your waist.”

“Sorry.”

20 “It’s okay. What’s your name?”

“Jamie.” His teeth chatter. The water churns around his board. He is soaked. I don’t like the blue colour of his lips.

“I’m Teresa. Don’t worry, Jamie. It will be slow because we’re going against the current. I promise to get you back in one piece.” It takes too much energy to talk. Instead, I get him chatting. “Tell me about yourself.”

“I thought I was good at all water sports, but windsurfing sure isn’t one of them,” he laughs.

I don’t mean to answer. It just comes out. “Maybe with practice.”

25 “Dumb to go out so far. I don’t know what I’m doing.” He changes the rope to the other hand, flexing his stiff hand.

The wind changes. A big wave hits Jamie sideways, knocking him into the dark, chilly water. He shoots to the top for air and tangles in my slack rescue rope.

He is trapped underneath the sail.

“Jamie!” I scream. The wind swallows my voice. Quickly, I position my boat perpendicular to his board, like a *T*. I drop my paddle, grabbing the tip of his sail at the mast. I tug. Nothing. The water on top of the sail makes it heavy. I drop it. I try again. One, two, three, heave. I grunt, as I break the air pocket and lift the sail a couple of inches¹. It’s enough to let Jamie wriggle out. He explodes to the surface, gulping in air. He pulls himself safely onto the surf board. I reach over to help untangle the rope from around his foot. I can see an ugly rope burn.

My kayak starts to tip. I throw my weight to the opposite side to keep from flipping. My heart beats fast. “Keep hold of the rope.”

30 “Got it.”

“Where’s my paddle?” My throat tightens. I search the water. “There it is, I sigh with relief. It’s floating a few feet² away. My hands pull through the water, acting like paddles. I reach out and grab the shaft of my paddle.

¹*a couple of inches*: about 5 centimetres

²*a few feet*: about a metre

“Hang on, Jamie.” The waves swell. The current changes and we ride the waves like a bucking bronco.

I have to keep away from shore or the waves will crash us against the granite, splitting us in half. Just as we clear the rocks, a cross-current hits me. My kayak flips. I’m sitting upside down in the water. *Don’t panic. Do the roll.* I get my paddle in the ready position. Then I swing the blade away from the boat’s side. I arch my back around and through, keeping my head low. I sweep my blade through the water, pulling hard. I right the kayak and gasp for breath.

“You gave me a heart attack.” Jamie looks white.

- 35 “Caught me by surprise.” We drift, while I catch my breath. The clouds turn black. The water becomes dead calm. “For now, it will be easy going. It’s going to storm any minute.” I paddle fast and hard. The rain comes down in buckets.

“I’m already wet, so it doesn’t matter,” Jamie jokes.

I like his sense of humour, but I’m not used to talking to a guy. I’ve never had a boyfriend. Who would be interested in me?

“You don’t know what it’s like being so helpless,” Jamie says.

I bite my lip. The kayak drifts. I see my parents waving from shore.

- 40 My father runs into the water to help. Everything happens real fast. He takes control. Before I know it, Jamie and I are safely back. My mother runs over with towels. Jamie wraps the towel around himself and pulls the windsurfer onto the sand. I stay in my kayak. Half the kayak is on land. The rest is in the water. I feel trapped, like a beached whale.

A turkey vulture circles above me, decides I’m not dead and flies away. I feel dead inside.

Jamie comes back and stands over me. “Do you need help?” he asks.

I shake my head, no. *Go away!* I scream in my head. *Go away, everybody!*

“Thanks for saving my skin,” Jamie says.

- 45 “Next time, wear a life jacket.”

Jamie doesn’t flinch. “You’re right. That was dumb.” It is pouring even harder. Jamie hugs the wet towel around him. “Aren’t you getting out?” he asks.

“Yes.” Tears sting my eyes, mixed with the rain. My mother pushes a wheelchair over. My father lifts me. A blanket is wrapped around my shivering shoulders. I motion for my parents to leave me alone. Surprised, they move away, but stay close by. Jamie stares.

“Say something.” My voice quavers. A fat bullfrog croaks and jumps into the water. I want to jump in after him and swim away somewhere safe. I say nothing more.

“Teresa,” he clears his throat. “I didn’t know.”

- 50 I watch his discomfort. I’ve seen it all before. Awkwardness. Forced conversation. A feeble excuse and a fast getaway. My closer friends tried a little harder. They lasted two or three visits. Then, they stopped coming around.

The silence drags on. A mosquito buzzes around my head. So annoying. Why can't they both leave? It lands on my arm and I smack it.

"Do you like roasting marshmallows?" asks Jamie.

"Huh?"

"I like mine burnt to a crisp."

- 55 I hate small talk. My hands turn white, as I clutch the armrests of my wheelchair. "What you really want to know is how long I've been crippled."

Jamie winces. He doesn't say anything. I wish he would leave. The air feels heavy and suffocating. I decide to make it easy for him. I'll go first. I push on the wheels with my hands. The sand is wet. The wheels bury, instead of thrusting the wheelchair forward. I stop pushing. Another helpless moment. My parents are watching, waiting for my signal to look after me.

Jamie puts his hand on my shoulder. "Would you like to join me and my friends at a campfire tonight?"

"I don't need pity," I retort.

Jamie smiles. "Actually, I need a date. Everybody is a couple, except me. Where's your campsite?"

- 60 "Granite Saddle number 1026." *Why do I tell him? What's the matter with me?* I stare at my wheelchair and then at my kayak. My eyes water. Through tears, I see two images of me: the helpless child on land and the independent woman on water. I blink and the land and water merge. I become one.

I smile back at him.

Jamie pushes me past my parents. They stare at me, in confusion. "It's okay. I'll take Teresa to your campsite." My parents walk behind at a safe distance, moving slowly, despite the rain. We stop at my tent. I smell the fragrance of wet pine needles.

"I'll pick you up at nine." An ember flickers in the wet fireplace, catching our eyes. Sparks rise up into the sky. Jamie takes my hand. "One other thing."

"Yes?" I choke out.

- 65 "Bring the marshmallows."



19. Throughout the passage, what does Teresa most desire?
- A. to find a boyfriend
 - B. a sense of independence
 - C. a recognition of her talents
 - D. to improve her kayaking skills
20. Toward the beginning of the passage, why did Teresa start to head for shore?
- A. Her parents called her.
 - B. Her arms were aching.
 - C. She forgot her life jacket.
 - D. The storm was picking up.
21. What does Teresa tell Jamie to do when he's headed for the rocks at Cousin Island?
- A. to drop the sail
 - B. to get her paddle
 - C. to go back to shore
 - D. to watch out for the jagged rocks
22. What does the author's use of italics indicate?
- A. dialogue
 - B. emphasis
 - C. Teresa's actions
 - D. Teresa's thoughts
23. Which literary device is used in "You don't know what it's like being so helpless" (paragraph 38)?
- A. irony
 - B. satire
 - C. parody
 - D. sarcasm

24. Which adjective **best** describes how Teresa felt when she landed the kayak after the rescue?
- A. fearful
 - B. trapped
 - C. relieved
 - D. independent
25. What does the word “quavers” (paragraph 48) suggest about Teresa?
- A. She is cold.
 - B. She is angry.
 - C. She is anxious.
 - D. She is emotional.
26. What is suggested by the sparks in the fire at the end of the story?
- A. The anger Teresa feels at her helpless state.
 - B. The embarrassment Jamie feels after he is rescued.
 - C. The attraction Teresa and Jamie feel for each other.
 - D. The promise of a new relationship between Jamie and her parents.
27. What does Jamie’s remark “Bring the marshmallows” suggest about the way he thinks of Teresa (paragraph 65)?
- A. as an equal
 - B. as immature
 - C. as a loyal friend
 - D. as an object of pity

PART B
Reading—Making Connections

Value: 14 marks

Suggested Time: 35 minutes

Questions 28, 29 and 30 are based on **both** “Skating Across Cultural Gap” **and** “The Kayak.”

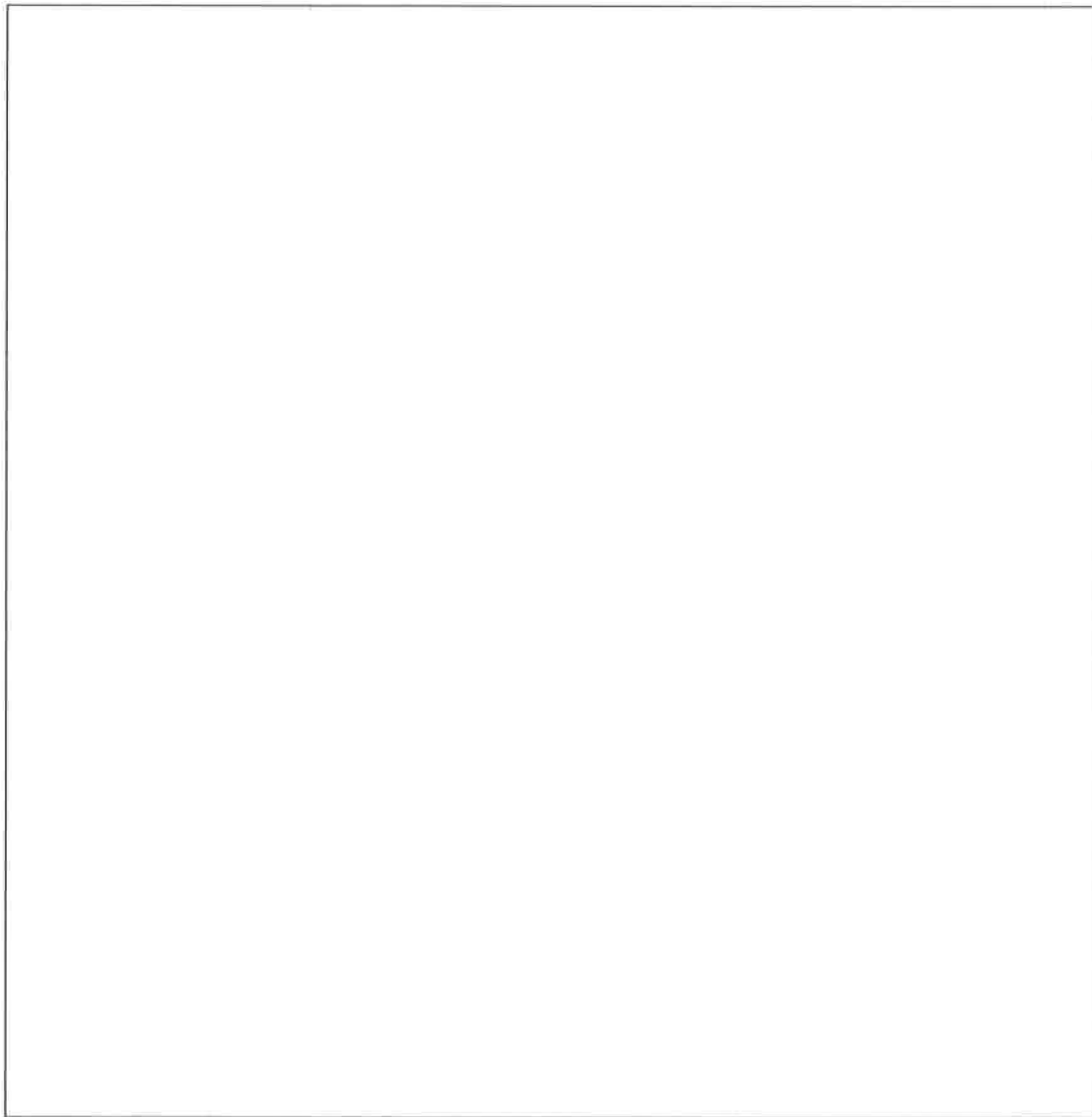
28. Which statement best describes a main idea of **both** “Skating Across Cultural Gap” and “The Kayak”?
- A. Realistic goals are necessary for success.
 - B. Friends can always be relied on for support.
 - C. Strong individuals build strong communities.
 - D. Our greatest challenges are not always physical.
29. After reading **both** “Skating Across Cultural Gap” and “The Kayak,” how would readers most likely feel?
- A. anxious
 - B. inspired
 - C. hopeless
 - D. ambitious

30. Explain to what extent family, friends and community do or do not help Jordin Tootoo in “Skating Across Cultural Gap” and Teresa in “The Kayak” to overcome challenges and achieve their goals. (12 marks)

- Support your response with specific reference to **both** passages.
- Your response should be approximately **one page** in length.
- You may choose to use the planning guide provided.
- Write your response in the **Written-Response Booklet**.

Planning

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

A large, empty rectangular box with a thin black border, intended for students to write their planning notes before the final response.

PART C

Writing

Value: 24 marks

Suggested Time: 50 minutes

- Write a composition on the topic below.
- You may agree or disagree with the topic.
- You may include persuasion, narration and/or description in your writing.
- You may use ideas based on your own experience, the experience of others, or from any aspect of your life.
- You may also draw ideas from your reading, or your imagination.
- Plan your ideas in the space provided on the following page.
- Your response should be approximately **three to five** paragraphs in length.
- Write your response in the **Written-Response Booklet**.

Getting Ready to Write

Think about the challenges we face in everyday life, both as individuals and as a society. Challenges can be large or small. In order to meet these challenges we often need to draw strength and support from other people.

Topic

31. How do family, friends and community help us overcome challenges, and achieve our goals? **(24 marks)**

Topic: *How do family, friends and community help us overcome challenges, and achieve our goals?*

Planning

Use this space to plan your ideas before writing in the **Written-Response Booklet**. Organize your ideas using a web, a list or an outline.

A large, empty rectangular box with a thin black border, intended for students to plan their ideas before writing. The box is currently blank.

Acknowledgments

“House on the Rocks,” by Peter J. Marchand. From the nature journal *Orion*. Summer 2001.

“The Blizzard,” by Phillis Levin. *Mercury*. Penguin Books. New York. ©2001.

“Skating Across Cultural Gap,” by Kevin Allen. ©*USA Today*.

Photograph of Jordin Tootoo by Jack Gruber. ©*USA Today*.

“The Kayak,” by Debbie Spring. *Takes*. Saskatoon: Thistledown Press. ©1996.

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