

English 10
August 2005 Provincial Examination

ANSWER KEY / SCORING GUIDE

Multiple Choice = 29 marks

Q	K	RC	Q	K	RC
1.	C	RM	19.	C	RI
2.	C	RI	20.	B	RM
3.	D	RI	21.	D	RI
4.	C	RM	22.	D	IT
5.	D	IT	23.	A	RM
6.	A	RI	24.	B	IT
7.	C	RM	25.	D	RM
8.	A	IT	26.	B	RI
9.	C	IT	27.	B	IT
10.	B	RI	28.	B	AT
11.	A	RM	29.	C	AT
12.	B	RM			
13.	C	RI			
14.	D	RM			
15.	C	RI			
16.	D	IT			
17.	B	IT			
18.	C	IT			

Written Response = 36 marks

Q	RC	Score
30.	AT	12
31.	WR	24

Reading Categories:

Analyze Texts — **AT** Interpret Texts — **IT** Retrieve Information — **RI** Recognize Meaning — **RM**
Writing — **WR**

30. Compare and contrast the role surprise plays in **both** “The Gift: How One Act of Kindness Changed a Life” and “The Game.” (12 marks)

Both Eric and the young man learn a surprising lesson about people. Eric learns that the famous celebrity Johnny Bower has an unexpected appearance and is the owner of a “greasy spoon” café. The young man (Monty Hall) learns that complete strangers can be unexpectedly generous. Furthermore, Johnny Bower does not belittle Eric’s admiration of the Canadiens’ goalie. Similarly, Max Freed has no expectation of recognition for his unexpectedly generous gift to the young man.

Students may make direct or indirect reference to these points for textual support.

The Gift: How One Act of Kindness Changed a Life	The Game
<ul style="list-style-type: none"> • A stranger offers to finance the young man’s education. • The ending of the passage is surprising to the reader (Monty Hall is the butcher’s son). • The surprise is life-changing. 	<ul style="list-style-type: none"> • Eric is surprised by the simplicity of Johnny’s café. • Eric is surprised by Johnny Bower’s height and age. • Eric is amazed by Johnny Bower’s appearance. • Eric does not expect Johnny Bower to laugh when he reveals his favourite team. • The surprises are not necessarily life-changing.

Note: Other answers are possible.

Reading—Making Connections

Written-Response Rubric

6

Demonstrates an insightful understanding of the texts at an interpretive level. May make inferences. May show understanding of literary techniques appropriate to genre. Support, explicit or implicit, is thoughtful and well-integrated. Despite its clarity, response need not be flawless.

5

Demonstrates a clear understanding of the texts at an interpretive level. May show understanding of literary techniques appropriate to genre. Support, explicit or implicit, is convincing and relevant to the task.

4

Demonstrates some understanding of the texts at an interpretive level. Response addresses the task in an organized, straightforward manner, but may miss subtle or complex ideas. Supported by relevant details from the texts.

3

Demonstrates some understanding of the texts at a literal level. Response may be unclear, incomplete or lack detail, but still addresses the task. Ideas are often listed or developed unevenly. Support may consist of long references to the texts which are not clearly connected to the central idea.

2

Demonstrates a misreading or significant misunderstanding of the texts and/or task. Response may be incomplete or restatements of texts. Support is absent or flawed, with little evidence of relationships or connections.

1

Demonstrates a misreading or significant misunderstanding of the texts and/or task. Response may be irrelevant. No evidence of support or connections between ideas. May be too short to meet the requirements of the task.

0

Makes no attempt to address the topic or simply restates the question.

Note: This is a first-draft response and should be assessed as such.

The response is to be assessed holistically for reading comprehension.

Writing conventions are to be considered only to the extent that they impede meaning.

A variety of types of responses such as graphic representations, tables or lists are acceptable and shall be assessed according to the rubric.

This scoring rubric is derived from the BC Performance Standards for Reading.

Writing Rubric

6

Ideas are fully developed and supported. Accomplishes the purpose with some originality, individuality or maturity. Effective word choice and sentence variety. Voice and tone engage the audience throughout. Structure is logical and the writing as a whole may appear effortless. Errors are not distracting.

5

Ideas are well-developed and supported. Has a clear sense of purpose. Appropriate word choice and sentence variety. Voice and tone generally engage the audience. Structure is logical and the writing demonstrates control. Errors are not distracting.

4

Ideas are generally straightforward and clear, with some support and sense of purpose. Basic vocabulary, some sentence variety. Attempts to engage the audience, but lacks a consistent voice. Structure may be formulaic. Errors generally do not impede meaning.

3

Ideas are often listed or developed unevenly, with little support or sense of purpose. Limited vocabulary and sentence variety. Lacks a sense of audience and voice. Structure may be weak. Errors may distract and impede meaning.

2

Ideas are often broad generalizations with little support, and no clear purpose. Colloquial vocabulary, weak sentence structure. Writing reflects little understanding of language conventions. Inappropriate tone or language for audience. Structure may seem illogical. Frequent noticeable errors interfere with meaning.

1

Ideas are not developed. Has no discernible purpose. May be too brief to accomplish the task. Lacks structure. Frequent serious errors.

0

No attempt to address the topic or is a restatement of the topic.

Note: This is a first-draft response and should be assessed as such.

The use of paragraph structure should be assessed holistically with reference to the clarity of organization and expression.

This scoring rubric is derived from the BC Performance Standards for Impromptu Writing.