

English 10
Sample A Provincial Exam
 Provincial Examination — Answer Key / Scoring Guide

Cognitive Process	Weightings	Question Types
W = Retrieve Information	14%	29 = Multiple Choice (MC)
X = Recognize Meaning	14%	2 = Written Response (WR)
Y = Interpret Texts	14%	
Z = Analyze Texts	21%	
C = Writing	37%	

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type	Question Source
1.	B	Y	1	–	–	MC	EN10 Sample A
2.	D	X	1	–	–	MC	EN10 Sample A
3.	D	X	1	–	–	MC	EN10 Sample A
4.	D	Y	1	–	–	MC	EN10 Sample A
5.	B	Y	1	–	–	MC	EN10 Sample A
6.	B	W	1	–	–	MC	EN10 Sample A
7.	B	X	1	–	–	MC	EN10 Sample A
8.	C	W	1	–	–	MC	EN10 Sample A
9.	B	W	1	–	–	MC	EN10 Sample A
10.	D	W	1	–	–	MC	EN10 Sample A
11.	A	W	1	–	–	MC	EN10 Sample A
12.	B	Y	1	–	–	MC	EN10 Sample A
13.	A	X	1	–	–	MC	EN10 Sample A
14.	C	W	1	–	–	MC	EN10 Sample A
15.	D	Y	1	–	–	MC	EN10 Sample A
16.	D	X	1	–	–	MC	EN10 Sample A
17.	A	Y	1	–	–	MC	EN10 Sample A
18.	D	X	1	–	–	MC	EN10 Sample A
19.	D	X	1	–	–	MC	EN10 Sample A
20.	B	Y	1	–	–	MC	EN10 Sample A
21.	B	Y	1	–	–	MC	EN10 Sample A
22.	D	W	1	–	–	MC	EN10 Sample A
23.	D	X	1	–	–	MC	EN10 Sample A
24.	B	W	1	–	–	MC	EN10 Sample A
25.	D	X	1	–	–	MC	EN10 Sample A
26.	A	W	1	–	–	MC	EN10 Sample A
27.	C	Y	1	–	–	MC	EN10 Sample A
28.	D	Z	1	–	–	MC	EN10 Sample A
29.	A	Z	1	–	–	MC	EN10 Sample A
30.	–	Z	12	–	–	WR	EN10 Sample A
31.	–	C	24	–	–	WR	EN10 Sample A

English 10
Sample A Provincial Exam

30. Explain how the authors of **both** “The Lonely Land” and “Girl Who Loved Her Horses” use language to create clear pictures in the reader’s mind. In writing your explanation, you **must** discuss **both** passages. **(12 marks)**

In both passages the authors use descriptive language and imagery to affect the reader’s emotions. In “The Lonely Land” the landscape is beautiful but forbidding. In “Girl Who Loved Her Horses” the reader is surprised by the strength and maturity of her drawing. Students may make direct or indirect reference to these points for textual support.

The Lonely Land	Girl Who Loved Her Horses
<p><u>Descriptive Words</u> (adjectives) e.g., “jagged,” “sharp” to describe the tree; “whirling” to describe the sky; “passionate” to describe the duck’s cry</p> <p><u>Figurative language</u> metaphor—“the wind...curdles the sky” simile—“like a broken /and wind-battered branch”</p> <p><u>Strong visual images</u> “sharp barbs/against the gray/and cloud-piled sky”</p> <p><u>Appeal to the senses</u> (e.g., sound) “ragged/ and passionate tones/stagger and fall”</p> <p><u>Attention to detail</u> “blown spume and windrift/and thin, bitter spray”</p>	<p><u>Descriptive Words</u> (adjectives) e.g., “tiny,” “frightened” to describe Danielle; “solid,” “muscular” to describe the horse’s neck</p> <p><u>Figurative language</u> metaphor—“The mane flowed in the breeze” simile—“like flames from a bonfire”</p> <p><u>Strong visual images</u> “those eyes flashed freedom and exhilaration”</p> <p><u>Appeal to the senses</u> (e.g., sound) “Her voice sounded like someone had stepped on a mouse.”</p> <p><u>Attention to detail</u> “one of those characters you see in the comics with a little cloud over her head”</p>

Note: Students who do not discuss both passages will receive a maximum scale point of 4; however, students should not be penalized for focusing predominantly on one passage.

Note: Other answers are possible.

Making Connections Through Reading

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.

4

Demonstrates some understanding of the texts at an interpretive level. Response is organized and straightforward, 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. 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. 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. Response may be irrelevant. No evidence of support or connections between ideas. May be too short to meet the requirements of the question.

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.

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.

Students who do not discuss both passages will receive a maximum scale point of 4.

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.

The connection to the topic may be explicit or implicit.

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