

English 10
Sample B 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.	C	Y	1	–	–	MC	EN10 Sample B
2.	B	X	1	–	–	MC	EN10 Sample B
3.	A	X	1	–	–	MC	EN10 Sample B
4.	C	W	1	–	–	MC	EN10 Sample B
5.	C	X	1	–	–	MC	EN10 Sample B
6.	B	W	1	–	–	MC	EN10 Sample B
7.	D	W	1	–	–	MC	EN10 Sample B
8.	B	Y	1	–	–	MC	EN10 Sample B
9.	A	Y	1	–	–	MC	EN10 Sample B
10.	D	Y	1	–	–	MC	EN10 Sample B
11.	C	X	1	–	–	MC	EN10 Sample B
12.	D	W	1	–	–	MC	EN10 Sample B
13.	C	X	1	–	–	MC	EN10 Sample B
14.	C	W	1	–	–	MC	EN10 Sample B
15.	B	X	1	–	–	MC	EN10 Sample B
16.	A	Y	1	–	–	MC	EN10 Sample B
17.	D	W	1	–	–	MC	EN10 Sample B
18.	C	Y	1	–	–	MC	EN10 Sample B
19.	B	Y	1	–	–	MC	EN10 Sample B
20.	D	W	1	–	–	MC	EN10 Sample B
21.	A	W	1	–	–	MC	EN10 Sample B
22.	D	X	1	–	–	MC	EN10 Sample B
23.	A	X	1	–	–	MC	EN10 Sample B
24.	B	W	1	–	–	MC	EN10 Sample B
25.	C	X	1	–	–	MC	EN10 Sample B
26.	C	Y	1	–	–	MC	EN10 Sample B
27.	A	Y	1	–	–	MC	EN10 Sample B
28.	D	Z	1	–	–	MC	EN10 Sample B
29.	B	Z	1	–	–	MC	EN10 Sample B
30.	–	Z	12	–	–	WR	EN10 Sample B
31.	–	C	24	–	–	WR	EN10 Sample B

English 10
Sample B Provincial Exam

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. In writing your explanation, you **must** discuss **both** passages. **(12 marks)**

Both Teresa and Jordin receive strong support from their family; however, Teresa often feels frustrated by her parents’ concern for her. While Jordin’s friends and community remain loyal, Teresa’s friends have drifted away.

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

“Skating Across Cultural Gap”	“The Kayak”
<p><u>Jordin Tootoo’s friends, family and community are very supportive.</u></p> <ul style="list-style-type: none"> • He receives support in his training, diet, learning and living away from home. • His mother sends him food he is used to. • His father recognizes that he must leave Rankin Inlet to experience other cultures. • His parents send him to hockey training camps elsewhere. • His friends travel to see his games despite cost and distance. • The community comes to the airport to greet him when he is first signed to the NHL. 	<p><u>Teresa receives support from her friends, family and others.</u></p> <ul style="list-style-type: none"> • Her parents are supportive. They allow her to kayak and stand back to watch and wrap her in a towel. • Jamie treats her with respect due to her skill with a kayak. • He sees her as a young woman he can ask on a date. <p><u>Teresa also feels a lack of support.</u></p> <ul style="list-style-type: none"> • Her friends have drifted away, some more quickly than others. • She feels her parents are overprotective. • People have presumably made her feel uncomfortable as she assumes everyone will see her as limited.

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.