

English 10
2007/08 Released Exam
August 2008 — Form A
 Provincial Examination — Answer Key

Cognitive Processes	Weightings	Topics	Question Types
W = Retrieve Information	14%	1 = Literary Prose	29 = Multiple Choice (MC)
X = Recognize Meaning	14%	2 = Poetry	2 = Written Response (WR)
Y = Interpret Texts	14%	3 = Informational	
Z = Analyze Texts	21%	4 = Synthesis	
C = Writing	37%	5 = Composition	

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

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
30.	–	Z	12	4	–	WR
31.	–	C	24	5	–	WR

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Provincial Examination — List of Possible Responses

This is a guideline only. Students may make direct or indirect reference to some of these ideas in their response. Use the holistic rubric to assess the student response.

30. Who learns more from participating in competitive sports, Larry in “Lawrence (Larry) Lemieux Lifesaver,” or Hazel in “Raymond’s Run”? In your response, you **must** discuss **both** passages. (12 marks)

Both Larry and Hazel learn from participating in sports. They both realize that helping others is more important than personal victory. They both come to understand that life is more precious than competition. Larry physically saves a fellow competitor, whereas Hazel comes to realize that Raymond deserves to feel the sense of satisfaction she herself has experienced. Larry is awarded the porcelain jar while Hazel is overjoyed thinking about helping Raymond.

Students may argue that either character learns more from participating in sports. They may also argue that both characters learn an equal amount.

Larry in “Lawrence (Larry) Lemieux Lifesaver”	Hazel in “Raymond’s Run”
<ul style="list-style-type: none"> • Larry learns the joy of sailing from his brothers. (par 1) • Larry learns the value of hard work in achieving his goal. (par 2) • Larry learns the value of training and knowledge. <ul style="list-style-type: none"> – He succeeds in his early sailing competitions. (par 1) – He is able to successfully judge the weather and ocean conditions as well as apply sophisticated sailing skills. (par 4–5) • Larry learns the importance of helping others when he saves the stranded sailors. (par 6–7) • Larry learns to stand up for himself when he challenges the decisions of the Olympic Committee. (par 7) • Larry learns the value of perseverance both in his early successes and later as an Olympic athlete. (par all) 	<ul style="list-style-type: none"> • It is implied that Hazel learns the value of training and hard work. (par 10) • Hazel learns how to focus her mind before competition and this allows her to escape the confines of her environment. (par 10) • Hazel learns more about the needs of her brother while watching him run. (par 13) • Hazel learns to look beyond her preconceptions about both Gretchen and Raymond. (par 13–14) • Hazel learns the value of friendship with a respect for competitors through her competition with Gretchen. (par 14)

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

The six response is **superior** in its depth of discussion and synthesis of ideas. 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

The five response is **proficient** in its depth of discussion and synthesis of ideas. 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

The four response is **competent** in its discussion of ideas. 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

The three response is **barely adequate** in its discussion of ideas. Demonstrates some understanding of the texts at a literal level. Response may be unclear, incomplete or lack detail. Assertions are often simplistic or unevenly developed. Support may consist of long references to the texts which are not clearly connected to the central idea.

2

The two response is **inadequate**. Demonstrates a misreading or significant misunderstanding of the texts or task. Response may be incomplete or restatements of texts, or consists of underdeveloped, limited ideas. Support is absent or flawed, with little evidence of relationships or connections. Does not meet the expectations of the task.

1

The one response is **unacceptable**. Demonstrates a misreading or significant misunderstanding of the texts, or task. 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.

The students are writing to a PROMPT and considerable leeway can be given before a paper should be deemed “off-topic.”

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