

# English 10 First Peoples

## Sample Exam

### Provincial Examination — Answer Key

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

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

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| <b>Question Number</b> | <b>Keyed Response</b> | <b>Cognitive Process</b> | <b>Mark</b> | <b>Topic</b> | <b>PLO</b> | <b>Question Type</b> |
|------------------------|-----------------------|--------------------------|-------------|--------------|------------|----------------------|
| 30.                    | –                     | C                        | 12          | 4            | –          | WR                   |
| 31.                    | –                     | C                        | 24          | 5            | –          | WR                   |

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English 10 First Peoples  
Sample Exam

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. Compare and contrast the courage displayed by **both** Tommy in “Tommy Prince, Canadian Hero” and Angela in “Solar Storms”. In your response, you **must** discuss **both** passages. (12 marks)

**Both Tommy Prince and Angela display courage in different ways. Tommy is outwardly brave in the face of life-threatening danger and shows courage by enlisting in the army. Angela takes considerable emotional risk in going to meet her great-grandmother in a strange community. Both characters risk what they are familiar with and go into the unknown in order to improve their lives.**

| Tommy—“Tommy Prince, Canadian Hero”  | Angela—“Solar Storms”   |
|--|---|
| <ul style="list-style-type: none"> <li>• He disguises himself in order to get information with German soldiers right next to him (par 1–2)</li> <li>• Although Aboriginal soldiers were routinely rejected, he persists even after being turned down several times and gets accepted into the army (par 3)</li> <li>• He is an excellent soldier who accepts every challenge that comes his way (par 3)</li> <li>• He volunteers for dangerous missions (par 5)</li> <li>• He is awarded a medal for “exceptional bravery” in the field (par 6)</li> <li>• He hikes 70 kms behind enemy lines without food or water resulting in the capture of 1000 German soldiers (par 7)</li> <li>• He earns a silver star for gallantry, as well as six service medals (par 7)</li> <li>• Upon facing unemployment, discrimination and a failing business, he re-enlists in the army fighting two tours in Korea (par 8)</li> <li>• He is wounded and honourably discharged (par 8)</li> <li>• He is described as “a brave and remarkable man” who beat his own demons (par 9)</li> </ul> | <ul style="list-style-type: none"> <li>• The act of writing the letter in the first place and re-writing it several times shows courage and risk-taking (par 1)</li> <li>• In spite of her fears, she puts her nervous hands in her pockets and waits for Agnes to arrive (par 2)</li> <li>• Despite the gloomy setting, Angela waits for the “fog to rise” so she can meet Agnes (par 2)</li> <li>• Her heart recognizes Agnes despite the shabby outward appearance of her great-grandmother (par 3)</li> <li>• She is afraid, her “legs refused to move” but she does not give up hope and persists (par 4)</li> <li>• She wants to turn back but she allows Agnes to hug her (par 5)</li> <li>• She acknowledges she has entered a strange “foreign world” (par 7)</li> <li>• Although Adam’s Rib is clearly not what Angela had hoped for, she claims “I was sorry I’d come,” she bravely goes ahead with Agnes to an uncertain future (par 7–9)</li> <li>• She frequently notes the harsh environment she finds herself in but continues in her search for a sense of belonging (par 9–11)</li> <li>• She has difficulty in knowing what to say to Agnes yet she carries on (par 12)</li> </ul> |

- 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. Students should not be penalized if they only provide comparisons or only provide contrasts.
- 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 from texts, explicit or implicit, is thoughtful and well-integrated. Despite its clarity, response need not be error-free.

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 from texts, 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. Support from texts is relevant.

3

The three response is **adequate**. 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**. May demonstrate a misreading or misunderstanding of the texts or task. Response may be incomplete or restatements of texts, or consist 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 task.

0

Makes no attempt to address the task 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.*