

# English 10 First Peoples

## 2010/11 Released Exam

### August 2011 — 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.	C	W	1	3	—	MC
2.	D	X	1	3	—	MC
3.	B	W	1	3	—	MC
4.	A	Y	1	3	—	MC
5.	B	W	1	3	—	MC
6.	B	Y	1	3	—	MC
7.	B	Y	1	3	—	MC
8.	D	X	1	3	—	MC
9.	B	X	1	3	—	MC
10.	B	W	1	2	—	MC
11.	A	X	1	2	—	MC
12.	C	W	1	2	—	MC
13.	B	X	1	2	—	MC
14.	A	Y	1	2	—	MC
15.	C	X	1	2	—	MC
16.	B	Y	1	2	—	MC
17.	A	W	1	2	—	MC
18.	B	Y	1	2	—	MC
19.	D	W	1	1	—	MC
20.	D	X	1	1	—	MC
21.	B	Y	1	1	—	MC
22.	A	Y	1	1	—	MC
23.	A	X	1	1	—	MC
24.	D	W	1	1	—	MC
25.	C	Y	1	1	—	MC
26.	D	W	1	1	—	MC
27.	B	X	1	1	—	MC
28.	C	Z	1	4	—	MC
29.	B	Z	1	4	—	MC
30.	—	C	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. Compare and contrast the importance of nature in “Elder’s Waltz” and “The Night Chanter.”  
In your response, you **must** discuss **both** passages. **(12 marks)**

**Both “Elder’s Waltz” and “The Night Chanter” depict the beauty of nature through vivid imagery. In both pieces, nature provides a stunning backdrop for traditional activities. In “Elder’s Waltz” natural objects and scenes are seamlessly integrated into the ceremony, while in “The Night Chanter” the landscape provides a sense of place and belonging for the characters.**

“Elder’s Waltz”	“The Night Chanter”
<ul style="list-style-type: none"> <li>• Tobacco is offered as part of the prayer before dancing (lines 3–6)</li> <li>• The flower pattern on <i>Nōhkom’s</i> dress suggests the importance of nature (line 8)</li> <li>• The muskeg tea and smoked meat drying reveal the importance of nature as well as traditional ways of using natural resources (lines 11–14)</li> <li>• In the poem the characters use everything from nature as part of their preparation for the dance, for the regalia, and so on:               <ul style="list-style-type: none"> <li>—deer-skin moccasins soaked in tea (line 18)</li> <li>—leathered legs and rawhide thongs (lines 22–26)</li> <li>—chokecherry leather pemmican pouch (line 27–28)</li> <li>—briar pipe (line 30)</li> <li>—bear fat grease and porcupine brush (lines 32–34)</li> <li>—et al (lines throughout)</li> </ul> </li> <li>• The natural world is the setting for the dance—“People laughing / skynight / sparkling” (lines 41–43)</li> <li>• The offerings to the ancestors reveal the importance of nature to their culture (“the departed spirits / will feast on the bone’s marrow” (lines 49–50)) and a connection to the spirit world</li> <li>• “The white-skinned drum” (line 56) used at the dance demonstrates how natural objects are used during the ceremony to connect characters to their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of the horse to elements of nature—“... that black horse loping along like the wind” (par 1)</li> <li>• The perfection of the scene, combined with the narrator’s return, inspires the grandfather’s song (par 1)</li> <li>• The familiarity of the land and environment to the narrator brings him a powerful sense of peace—“It was that way on the day you were born, and it would be that way on the day you died.” (par 2)</li> <li>• The narrator is completely at peace with the land, and concludes with the statement that, “There was nothing to say.” (par 2)</li> <li>• The beauty of the scene inspires a sense of spirituality in the narrator and makes him want to pray (par 3)               <ul style="list-style-type: none"> <li>—the prayer itself uses strong natural imagery and is a prayer of thanks for the bounty of the natural world (poem)</li> <li>—the objects that he compares his horse to are all natural things (stars, water, corn, etc.)</li> </ul> </li> <li>• The narrator feels so at peace with the natural world during his ride to the dance, that he wishes the journey would continue (par 5)</li> <li>• The narrator’s initial description of Pony illustrates her as inseparable from nature—“The firelight shone on the blue velveteen of her blouse and the pale new moon najahe of the corn blossom” (par 6)</li> <li>• The dance/ceremony is an extension of</li> </ul>

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<b>nature—“... the drums, going on like the beat of your heart.” (par 10)</b>
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- 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.*