

English 10
August 2007 — 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.	C	W	1	2	—	MC
3.	B	X	1	2	—	MC
4.	C	W	1	2	—	MC
5.	C	X	1	2	—	MC
6.	D	Y	1	2	—	MC
7.	B	X	1	2	—	MC
8.	B	Y	1	2	—	MC
9.	D	Y	1	2	—	MC
10.	D	X	1	1	—	MC
11.	D	W	1	1	—	MC
12.	D	W	1	1	—	MC
13.	A	X	1	1	—	MC
14.	A	W	1	1	—	MC
15.	B	Y	1	1	—	MC
16.	B	X	1	1	—	MC
17.	C	Y	1	1	—	MC
18.	A	Y	1	1	—	MC
19.	A	X	1	3	—	MC
20.	A	X	1	3	—	MC
21.	C	W	1	3	—	MC
22.	A	W	1	3	—	MC
23.	C	Y	1	3	—	MC
24.	D	Y	1	3	—	MC
25.	D	Y	1	3	—	MC
26.	A	X	1	3	—	MC
27.	D	W	1	3	—	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

English 10
August 2007 — Form A
 Provincial Examination — List of Possible Responses

30. Who would be the better role model, Marilyn Bell Di Lascio or Sharon Wood?
 In making your argument, you **must** discuss **both** passages. **(12 marks)**

Both women serve as role models in a number of ways. Although they are particular role models to women and athletes, their accomplishments reveal aspects of their character, which are equally inspirational to anyone. Students may present that either one or both may make effective role models. Students may also choose to present an argument that neither is an effective role model.

Students may make direct or indirect reference to these points for textual support. These points are a guideline only. Use the holistic rubric to assess the student response.

Marilyn Bell Di Lascio	Sharon Wood
<p>Positive role model:</p> <ul style="list-style-type: none"> • overcame fear (par 1, 2, 9, 14) • trusted others “Gus just looked me in the eye and said...‘I will find you’” (par 2) • determined (par 3 and 5) • realistic (par 6) • patriotic (par 13) • appreciative of the support of others (par 21 and 26) • acknowledges influences/values of others (par 24) • modest about her fame (par 22) • Marilyn did something no other woman had done before. • Marilyn’s victory is a triumph for her country. <p>Negative role model:</p> <ul style="list-style-type: none"> • fearful (par 2 and 5) • lacks confidence (par 9) • dependent on others 	<p>Positive role model:</p> <ul style="list-style-type: none"> • overcame fear (par 1 and 2) • strong physically (par 3 and 4) • appreciative of the support of others (par 8) • conscientious (par 14) • caring (par 19) • uses her fame to create the school and help others • determined—she forced herself to keep going when she was delirious (par 11 to 13) • perseverance (par 16) • self-discipline (par 16) • strength of emotions (par 11) • acknowledges her own limitations and faults (par 19) <p>Negative role model:</p> <ul style="list-style-type: none"> • abandons her partner (par 11) • had doubts

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 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.