



**English 10**  
Examination Booklet  
2014/15 Released Exam  
August 2015  
**Form A**

**DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.**  
**FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.**



# ENGLISH 10 PROVINCIAL EXAMINATION

## INSTRUCTIONS:

- You will read some passages connected by a theme. Each passage provides a perspective on the theme. You will answer questions to show your understanding of each passage, as well as questions that ask you to make connections between passages.
- Read the short context statement before each passage for useful information.
- The numbers in the left margin next to passages tell you where to find information. Every fifth paragraph is numbered 5, 10, 15 and so on. For poetry, every fifth line is numbered 5, 10, 15 and so on.

## Multiple-Choice Questions

- Decide the best answer for each question.
- All answers must be entered on the **Answer Sheet** on the front of the **Response Booklet**.
- If you decide to change an answer, completely erase your first answer.

## Written-Response and Writing Questions

- Write your answers clearly in the space provided in the **Response Booklet**.

**THIS PAGE INTENTIONALLY BLANK**

**PART A**

**Reading—Comprehending Texts**

**27 multiple-choice questions**

**Value: 42%**

**Suggested Time: 35 minutes**

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Theme**

***Competition is an important part  
of people's lives.***

Before you begin to read, take a moment to think about what this theme means to you.

◀ ▶ http://www.uschess.org/beginners/schwartzman/articles.php

WHAT'S NEW | JOIN/RENEW | SHOP | NEWS | MEMBERS ONLY | TD/AFFILIATE | RATINGS | MSA



# U.S. CHESS ONLINE

Tournaments | Top Players | Clubs | Scholastics | Correspondence Chess | Links | Governance | Contact Us

## Articles From the Internet Chess Academy Provided by GM Schwartzman

### Stop...and Play Chess

“How can you make kids think?” One way to do it is to post red stop traffic signs with the inscription “Stop and Think” everywhere, as a local school recently did. But, coming from a communist country where we were fed slogans with the hour, I have strong doubts about this method.

The other alternative is to use a game that children play and enjoy, and that teaches them to think without even noticing. After all, isn't this what you do every single move in a game of chess: stop and think? More than 200 years ago, Benjamin Franklin observed that “several very valuable qualities of the mind are to be acquired or strengthened by chess, so as to become habits, ready on all occasions.” Why not listen to him, and give more kids the opportunity to learn this wonderful game, raising a generation of people who think before they act?

Maybe, instead of posting scary red signs on all their benches, we should give children chess boards and tell them to stop and play chess!

### The First Chess Club

You must know that chess is one of the oldest games around, but do you know where it was played, let's say, 250 years ago? There were no chess clubs at that time, but there were plenty of cafés instead. Only one of these cafés, however, is credited as being the world's first chess club: Café de la Régence in Paris.

5 The well known French philosopher Diderot wrote as early as 1762 that “Paris is that certain place in the world, and Café de la Régence is that certain place in Paris, where one can find at anytime the best chess players in the world.” And, truly, such famous chess names like Philidor, Capablanca, Morphy, Lasker, Steinitz, Alekhine, were regular customers of the café—an attraction good enough for some very well known spectators: Voltaire, Rousseau, Franklin, Napoleon, Danton, and many others.

The atmosphere inside the café was definitely favorable to chess: the ceiling was built like a chess board, all the walls were covered with paintings of chess pieces, and the names of the best players were inscribed with golden letters. The owner of the café, a chess enthusiast himself, worked hard to make it a real home, and a necessary stopover for any self-respecting chess player passing through the French capital.

Scholastic Chess

FAQ's

Beginners

Services

Free Materials

Featured Coaches and Players

Home

Section Descriptions



As the years went by, the café also became an important tourist attraction, and not only for chess lovers. Visitors could even see the table at which Napoleon played, and often lost, before becoming the French emperor.

As you can imagine with such important customers, there are many interesting stories related to this café, and I promise to share them with you in my next week's column. Meanwhile, you are probably wondering what has become of the Café de la Régence. Well, after two devastating world wars, it has lost all its chess artifacts, and has become a small restaurant with very little to distinguish it from the dozens of other Parisian restaurants. Nevertheless, it will always remain an important part of chess history, and a name that chess players everywhere will remember as the world's first chess club.

### **Chess Can Even Save Lives**

After writing about the world's first chess club, Café de la Régence, I would like to share with you one of the many interesting stories related to this important piece of chess history.

- 10 It was the end of the 18th century and Paris was going through the tumultuous<sup>1</sup> times of the French Revolution. Maximilien Robespierre, the leader of the Jacobins, and one of the Revolution's most important figures, had already instituted the so-called Terror regime, eliminating most of his political adversaries in a series of cruel executions. Nevertheless, between politics, he still found time to enjoy an occasional game of chess at the Café de la Régence.

During one of his café visits, he lost a game against a young opponent he had never seen before. According to the usual procedure of those years, a procedure that unfortunately did not survive the passing of the centuries, Robespierre reached for his wallet and asked his opponent, how much he owed him for the defeat.

The young adversary stood up and in a scared, but firm voice told him, "Yes, you lost the game, but all I claim is the life of an innocent man." With these words he handed Robespierre a release note for the Marquis de Merin, who had recently been condemned to death. "All I ask you is to sign it," he continued. The incredible courage of his opponent made Robespierre curious, so he asked him who he really was. The answer was just as amazing: "I am his wife." Having said that, she took off her wig, letting the hair float out.

Without saying another word, Robespierre signed the release note and left in a hurry. It was a long time before he returned to the café.

Is there a moral to this story? The moral I like is that when you beat someone at chess you can ask him for anything.

- 15 Unfortunately, that is not true, so let's just consider it a fascinating story in the long history of the world's first chess club.

---

<sup>1</sup>*tumultuous*: chaotic



## Chess Will Not Disappear

The recent match between world chess champion Garry Kasparov and “the king of the computers,” Deep Blue, has once again brought some old discussion topics to the spotlight: “Can the computer rule the chess world?”; “How long before a computer beats everybody?”; and even more radical questions such as, “Will computers enslave human kind?”

To me, the last question doesn’t seem that radical. After all, I feel a little bit too dependent on these machines every time I call to make a reservation, pay my bills, or renew my driver’s license and the sarcastic reply I hear is, “Call back, our computers are down.” I am sure that many readers have been through these shocking experiences before.

Nonetheless, having a computer beat us at our most revered game of intelligence seems even scarier. Some people thought that computers, with their incredible processing capacities, should have beaten us a long time ago. Facts, however, prove that things are not so clear. Chess is such a complex game, even a computer has trouble calculating everything, which shouldn’t be so surprising since there are more possibilities in a forty-move game than electrons in the universe...

Another fact is that computers waste a lot of their time calculating very bad moves that humans wouldn’t even take into consideration. Intuition remains our important strength. And, as the recent match proved, it will continue to do so for some time.

- 20 On the other hand, I disagree with those people who believe that computers will never become better than humans at chess. The constant advances in technology will sooner or later create a new generation of computers, for which even calculating possibilities equal to the number of electrons in the universe won’t be a problem.

Does this mean that the technological advances will eliminate chess? I can only reply with another question, “Did the invention of the bicycle eliminate running?”

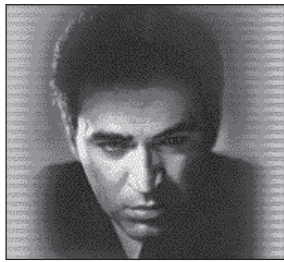


Return to the [ICA Feature Section](#) for an index to sample lectures and articles.

Internet Chess Academy™ is a trademark of Caissa International Corporation.  
Copyright © 1998 Gabriel Schwartzman. All rights reserved.



Figure 1

GARRY **KASPAROV** VS. IBM's **DEEP BLUE**


May 3 to May 11, 1997


5' 10"	<b>Height</b>	6' 5"
176 lbs	<b>Weight</b>	1.4 tons
34 years	<b>Age</b>	4 years
Azerbaijan	<b>Birthplace</b>	Yorktown, NY
50 B Neurons	<b>No. of processors</b>	32 PSSC Processors
2	<b>Board positions/Second</b>	200,000,000
electrical/chemical	<b>Power Source</b>	electrical
World Chess Champion	<b>Future duties</b>	Pharmaceutical design


**A Contrast in Styles**  
**Dissimilar processes yield similar conclusions**


Although Garry Kasparov and Deep Blue are considered to be two of the greatest chess “players” in the world, each has a distinct manner of playing the game. Both have the ability to look at a chessboard, analyze positions, then make the most optimal move. But the way Deep Blue arrives at the decision to move a particular piece is very different from Kasparov's method of analysis.


The following is a top five listing of the dissimilarities between the way Garry Kasparov and Deep Blue play chess:

- 

Garry Kasparov can examine and evaluate up to three chess positions per second.  
*Deep Blue can examine and evaluate up to 200,000,000 chess positions per second.*
- 

Garry Kasparov uses his tremendous sense of feeling and intuition to play world champion-calibre chess.  
*Deep Blue is a machine that is incapable of feeling or intuition.*
- 

Garry Kasparov is able to learn and adapt very quickly from his own successes and mistakes.  
*Deep Blue, as it stands today, is not a "learning system." It is therefore not capable of utilizing artificial intelligence to either learn from its opponent or "think" about the current position of the chessboard.*
- 

Garry Kasparov is an intense competitor, but he is still susceptible to human frailties such as fatigue, boredom and loss of concentration.  
*Deep Blue can never forget, be distracted or feel intimidated by external forces (such as Kasparov's infamous "stare").*
- 

Garry Kasparov is able to determine his next move by selectively searching through the possible positions.  
*Deep Blue must conduct a very thorough search into the possible positions to determine the most optimal move (which isn't so bad when you can search up to 200 million positions per second).*

Deep Blue won the match against Kasparov 3.5 to 2.5, and then was retired from competition despite Kasparov's request for a rematch. In 2006, current World Champion Vladimir Kramnik was defeated by Deep Fritz, a chess program running on a standard IBM Intel computer.

1. How does the author feel about inspirational posters in schools?
  - A. He is indifferent in his reaction to them.
  - B. He is skeptical of their benefits to children.
  - C. He is concerned about their negative impact on chess players.
  - D. He is convinced they will make chess players more philosophical.
  
2. What has replaced the café for modern chess players?
  - A. homes
  - B. schools
  - C. organized groups
  - D. computer software
  
3. Which word best describes the owner of the Café de la Régence?
  - A. gifted
  - B. thrifty
  - C. passionate
  - D. meticulous
  
4. Which ironic aspect of the history of chess is revealed in the passage?
  - A. The world's first chess club has now banned chess.
  - B. Napoleon, a great military strategist, often lost at chess.
  - C. Benjamin Franklin, a famous inventor, was an unoriginal chess player.
  - D. The only remaining chess board in the Café de la Régence is on the ceiling.
  
5. Why does the author describe the wife of the Marquis de Merin as courageous?
  - A. She entered a café that was only for men.
  - B. She insisted that her opponent give up playing chess.
  - C. She had no money to pay the winner if she lost the game.
  - D. She dared to challenge Robespierre who was a powerful man.

6. How does the author feel about the issue of technology affecting the game of chess?
- A. He mourns the loss of traditional strategies.
  - B. He predicts the game will become more complex.
  - C. He believes the issue is ultimately of little consequence.
  - D. He worries technology will eventually compromise the game.
7. Based on information contained in Figure 1, what is the most likely reason the game of chess continues to appeal to players?
- A. Chess teaches players important mathematical skills.
  - B. Winning at chess increases the players' social status.
  - C. The game of chess will be marketed by big computer companies.
  - D. Chess games present players with a virtually unlimited number of challenges.
8. Based on information contained in Figure 1, which of Garry Kasparov's advantages could also be viewed as a disadvantage?
- A. his ability to feel emotions
  - B. his superior analytical skills
  - C. his vast knowledge of chess
  - D. his ability to learn from his mistakes
9. What main idea is communicated by the information and the design of the layout in Figure 1?
- A. Every chess game develops through a different series of moves.
  - B. Computers have absolute superiority over human chess players.
  - C. The processing power of computers is no match for human intuition in the game of chess.
  - D. Humans and machines are worthy adversaries despite their different approaches to playing chess.

## ballplayer

*Evie Shockley*

i cop a squat on a squared-off log,  
to watch you ball on the community center court.  
butt numb, i shift my weight

and shake mosquitos from my ankles,  
5 but never take my eyes off the game.  
yours follow the orange orb, your pupils  
twin, brown moons reflecting its light.

your play is wild efficiency,  
you are a four-pronged magic wand,  
10 waving, as if agentless, in all directions at once.  
an opponent dribbles the ball—now he sees it,  
now he don't, it's gone, flown,  
and you've given it its wings.  
you are one-eighth of the shrieking rubber,

15 one-eighth of the growls and calls. you are  
the delicious assist, the unerring pass.  
you spread your skills out before me, a peacock  
among pigeons, as if to say “all eyes on me,”  
and make it worth my while.

20 a chill trails the sun west like a long, clammy train,  
crawls over me and my makeshift bench,  
over the emptying playground,  
but stops at the edge of the concrete,  
where eight men burning keep it at bay,  
25 the way torches smoking around a patio  
ward off insects. twilight rises like dark steam  
from the dewy grass, but you don't see it.  
the ball still lights the court  
until the winning jumper sinks and puts it out.

30 then earth returns to view, and you jog over  
to slap my palm and beam,  
and receive the grin i give you like a trophy.

10. How does the speaker show her devotion to the player?
- A. by ignoring the other players
  - B. by applauding his final victory
  - C. by cheering him on from the sidelines
  - D. by continuing to watch despite discomfort
11. Which term best describes the language used in “i cop a squat” (line 1)?
- A. slang
  - B. allusion
  - C. dialogue
  - D. hyperbole
12. Which literary device is used in the phrase “wild efficiency” (line 8)?
- A. simile
  - B. jargon
  - C. oxymoron
  - D. onomatopoeia
13. What aspect of the player’s game is described in the lines “you are a four-pronged magic wand/waving, as if agentless, in all directions at once” (lines 9–10)?
- A. his speed
  - B. his agility
  - C. his passing
  - D. his dribbling
14. What has happened to the ball in lines 11–16?
- A. It has been thrown out of sight.
  - B. It has been bounced out of bounds.
  - C. It has been dropped by an opponent.
  - D. It has been taken by the speaker’s friend.

**THIS PAGE INTENTIONALLY BLANK**

15. What is suggested about the player by the phrase “a peacock/among pigeons” (lines 17–18)?
- A. He is unaware of his talent.
  - B. He enjoys attracting attention.
  - C. He moves with the ease of a bird.
  - D. He is taller than the other players.
16. Which of the following emphasizes the players’ focus on the game?
- A. the speaker’s grin
  - B. the feel of the concrete
  - C. the sound of the pigeons
  - D. the emptying playground
17. What does the victorious player receive from the speaker?
- A. a trophy
  - B. her gratitude
  - C. her admiration
  - D. a slap on the back
18. What is suggested by the poet’s use of imagery associated with light?
- A. the players’ passion for the game
  - B. the indifference of the competitors
  - C. the superior talent of the speaker’s friend
  - D. the speaker’s impatience for the game to be finished

## Spelling Bee

by Laurene Chambers Chinn



With the closing of the door, Ellen left one of her lives behind and entered upon the other. She moved slowly down the long flight of stairs that flanked the restaurant, and turned left toward the hotel.

“No use eating dinner there,” Mama had protested. “You can eat at home and go later.”

“We are supposed to have dinner at the hotel, Mama.” Ellen spoke the word “Mama” in the Cantonese way, as if it were two words, with a quick, light stress on the second half. “When you are American, you do as Americans do.”

“No harm being Chinese,” Mama said.

- 5 Mama wasn't going to the high school with her tonight. Mama never went with her. On the street, Ellen shut out the world of home. This is easy when you speak Cantonese in one world and American in the other. Still, when you have won the county spelling bee, you can't help wanting your mother to watch you in the regional match...

A big bus carried the thirty-five county champions from the dinner at the hotel to the high school. At eight o'clock the curtains parted revealing the audience to the boys and girls on stage. Thirty-five boys and girls on stage, thought Ellen, feeling a little bit sad, and thirty-four mothers in the audience. Henry was there, with his girlfriend, Dorothy. Now that Father was gone, Henry was head of the family. It ought to be enough that her brother was in the audience.

The teacher said, “*Botany*,” and smiled at Ellen. They had finished with the sixth-grade spelling books and were starting on the seventh. Twenty-eight girls and boys were still on stage.

“*Physician*,” said the teacher. Henry was a physician. Less than a year ago he had been an intern. He worked hard. It isn't easy to establish confidence when you wear an alien face.

“*Intense*,” Miss Kinsman said. If Mama had learned to speak English, maybe she wouldn't be so intensely shy. Mama had wrapped herself in her black sateen Chinese coat and trousers, wrapped herself also in her cloak of language, and refused to leave her kitchen even to buy groceries or a hat. Did Mama own a hat? Yes, Henry had bought one for her to wear at Father's funeral.

- 10 “*Tragedy*,” said Ellen, smiling at Miss Kinsman. “*T-r-a-g-e-d-y*.”

Mrs. Dillard had begun helping her after school when she became school champion, and they redoubled their labor after she won the county spelling bee. Mrs. Dillard had said, “Barring accidents, you might even win and represent our region at the national spelling bee in Washington.”

Now, after an hour in the eighth-grade speller, with fewer than a dozen champions still on stage, Ellen was beginning to think Mrs. Dillard might be right. Ellen might win. Only a nitwit would want not to win. Well, then, she was a nitwit.



One of the judges rose. “Perhaps it is time to go into the old Blueback,” he suggested.

A sigh rippled up among the contestants. Mrs. Dillard had taken Ellen all the way through the Blueback. “Trust your hunches,” Mrs. Dillard had said, and her eyes had grown dreamy. “My goodness, I’d be proud to see a pupil of mine win the national spelling bee!”

15 But Ellen didn’t want to go to Washington!

The teacher was smiling at Ellen. “*Deign.*”

The girl next to Ellen had just spelled *reign*. Ellen recalled the section, a group of words with silent *g*’s. Ellen spelled, “*D-a-n-e.*” She turned blindly to leave the stage. She had betrayed her talent for spelling, and she had betrayed Mrs. Dillard, and she had betrayed Henry.

“Just a minute,” said Miss Kinsman. “I wanted you to spell *d-e-i-g-n*, meaning ‘condescend,’ but you have correctly spelled its homonym, and capital letters aren’t necessary by the rules of the contest.”

“O-o-oh,” wailed Ellen. It’s a fine thing when you try to miss a word and can’t. “Could I—could I have a drink, please?” she gulped.

20 The judge said, “We will have intermission until the bell rings.”

With a whoop the champions scattered. Ellen hurried down the aisle toward Henry and Dorothy. Dorothy hugged her. “I had no idea you were so smart, little genius.”

Henry said, “I’d be very proud to see you win, Ellen.”

“I don’t want to win.” Suddenly she knew why. She put the knowledge into a rush of words, speaking in Cantonese. “To go to Washington without my mother would advertise that she is old-fashioned and very shy and goes nowhere—not even here—with me.”

Henry’s face paled. His eyes turned from Ellen’s and met Dorothy’s. Ellen rushed into the hall. She wished the tears would quit coming in her eyes. She knew what she would do. She wouldn’t win, but she would stay as long as she could without winning.

25 After three rounds in the Blueback, six contestants remained. Miss Kinsman turned to the “Words Difficult to Spell” section at the back. “*Abeyance,*” she said.

*Acerbity. Ache. Acquiesce. Amateur.* Queer spellings remind you of other peoples in other times who have used these words in other ways. Language is a highway, linking all peoples and all ages. Mama was wrong to use language as a wall.

*Caprice. Carouse. Catastrophe...*

Three contestants remained. Miss Kinsman turned to a page of words of seven and eight syllables. Henry was alone at the back now. Maybe Dorothy had got bored and gone home. Ellen thought of her mother. Thirty-four mothers had driven in from thirty-four neighboring counties, and Mama hadn’t come six blocks to see the contest.

“*Incomprehensibility,*” said Miss Kinsman. It was a lonely word. Things build up inside a person that other people don’t comprehend. And people can’t comprehend the shyness of a foreign-born mother unless they’ve had a foreign-born mother.

30 “*Indestructibility,*” said Miss Kinsman. Ellen had risen, but she wasn’t listening. Two people had come in at the back. One was Dorothy. The other was utterly familiar, yet, in the hat and dress, utterly strange. They went to sit beside Henry, and Mama was smiling at Ellen on the stage. Ellen had lived all her life with that loving smile.

“I’m sorry. I didn’t hear the word.” Turning to Miss Kinsman, Ellen raised her voice for the proud announcement, “My mother just came in.”

“*Indestructibility*,” said Miss Kinsman.

Ellen spelled the word clearly. Mama wouldn’t understand, but this was a beginning. Mama would find future courage—enough to become American. She had to win, now, and take Mama with her to the nation’s capital. She and Mama would look at the buildings and the memorials. After such a trip, Mama would never hide away again.

If Mama could do what she had done tonight, Ellen could keep her wits about her for as long as it might take to be the winner.

19. What is implied by the line “Ellen left one of her lives behind and entered upon the other” (paragraph 1)?
- A. Ellen is embarrassed about where she lives.
  - B. Ellen seems happier at school than she does at home.
  - C. Ellen is deceiving her mother about where she is going.
  - D. Ellen behaves differently at home than she does at school.
20. Which conflict is introduced into the story by Ellen and her mother’s conversation about eating dinner at the hotel?
- A. traditional meals versus fast food
  - B. wise spending versus modern luxuries
  - C. new practices versus cultural traditions
  - D. youthful excitement versus mature cautiousness
21. What do the numbers Ellen thinks about in paragraph 6 emphasize?
- A. the nervousness she feels
  - B. her sense of disappointment
  - C. her pride in her accomplishment
  - D. the large scale of the competition
22. What is the similarity between clothing and language in paragraph 9?
- A. Both highlight a personal ambition.
  - B. Both suggest someone’s hidden strengths.
  - C. Both provide a sense of personal security.
  - D. Both indicate someone’s intellectual abilities.
23. How does Mrs. Dillard feel about Ellen’s participation in the spelling bee?
- A. She longs to share in Ellen’s victory.
  - B. She is pleased with Ellen’s positive attitude.
  - C. She hopes to go along on Ellen’s trip to Washington.
  - D. She is resigned to the role chance plays in Ellen’s success.

**THIS PAGE INTENTIONALLY BLANK**

24. Why does Ellen feel she has betrayed Henry and Mrs. Dillard?
- A. She tried to lose the contest.
  - B. She has not studied hard enough.
  - C. She could not spell an easy word.
  - D. She quit the competition too soon.
25. Which literary device does the author use to describe language in paragraph 26?
- A. allusion
  - B. metaphor
  - C. personification
  - D. understatement
26. How does Ellen react to the words the contestants must spell?
- A. She makes personal connections to some of the words.
  - B. She is unable to concentrate on the meanings of the words.
  - C. She is relieved that she is not expected to spell all of the words.
  - D. She becomes anxious about the complexity of some of the words.
27. Which statement best expresses an essential theme of the story?
- A. Learning a new language often poses impossible challenges.
  - B. Adapting to new situations often involves taking personal risks.
  - C. Adjusting to life in a new country is often most difficult for young people.
  - D. Understanding the behaviour of children is often difficult for members of the older generation.

**PART B**

**Making Connections Through Reading**

**2 multiple-choice questions**

**1 written-response question**

**Value: 21%**

**Suggested Time: 35 minutes**

Questions 28, 29 and 30 are based on **both** “ballplayer” **and** “Spelling Bee.”

28. Which characteristic describes both the basketball player in “ballplayer” and Ellen in “Spelling Bee”?
- A. patient
  - B. arrogant
  - C. self-confident
  - D. quick-tempered
29. Which statement is true of both the speaker in “ballplayer” and Ellen’s mother in “Spelling Bee”?
- A. Both undergo a significant change in outlook.
  - B. Both provide quiet support for those they care about.
  - C. Both worry about others performing their best during competition.
  - D. Both endure physical hardship in order to see their loved ones compete.

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, ensure that you have filled in the bubble as follows.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Compare and contrast how the competitors are affected by the presence of an audience in “ballplayer” and “Spelling Bee.” In your response, you **must** discuss **both** passages.

### **Guidelines For Your Response**

- Show your understanding of **both** passages.
- If you do not discuss **both** passages, you will not receive full marks.
- Write approximately **one to two pages**.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Organization and Planning**

Use this space to plan your ideas before writing in the **Response Booklet**.

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## **PART C**

### **Writing**

#### **1 written-response question**

**Value: 37%**

**Suggested Time: 50 minutes**

- Write a multi-paragraph composition on the writing prompt below.
- Your writing may be persuasive, narrative and/or descriptive.
- You may agree or disagree with the writing prompt.
- You may use ideas based on your own experience, the experience of others, your reading, your imagination, or from any aspect of your life.
- Plan your ideas in the space provided on the following page.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Getting Ready to Write**

People enjoy a variety of competitions. These may be friendly matches or high-stakes tournaments. Whether they are spectators or participants, people are affected by competition in a number of ways.

### **Writing Prompt**

31. Competition is an important part of people's lives.



Writing Prompt: *Competition is an important part of people's lives.*

**Organization and Planning**

Use this space to plan your ideas before writing in the **Response Booklet**.  
Organize your ideas using a web, a list or an outline.

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## Acknowledgements

“Ballplayer,” by Evie Shockley. From *Poetry 180: A Turning Back to Poetry*. Random House Trade Paperbacks, USA. ©2003. p. 210.

“Spelling Bee,” by Laurene Chambers Chinn. From *Conflicts: 15 Masterpieces of Struggle and Conflict*. Jamestown Publishers, USA. © 1993. pp. 150–152.

“Internet Chess Academy,” by Gabriel Schwartzman.  
<http://www.uschess.org/beginners/schwartzman/articles.php>

“The IBM Chess Challenge Rematch” graphic adapted from information on the website:  
<http://chess.ibm.com>

Place Personal Education Number (PEN) here.

Input field for Personal Education Number (PEN) with arrows indicating the direction of entry.

**Course Code = EN 10**

**2014/2015 Released Exam  
AUGUST 2015**

Exam Booklet Form/  
Cahier d'examen

Response bubbles for options A, B, C, D, E, F, G, H.

Response bubbles for questions 1-5 with options A-F.

Response bubbles for questions 21-25 with options A-F.

Response bubbles for questions 6-10 with options A-F.

Response bubbles for questions 26-29 with options A-F.

Response bubbles for questions 11-15 with options A-F.

Response bubbles for questions 16-20 with options A-F.

Question 30

Response bubbles for Question 30 with options 0-6 and NR.

Question 31

Response bubbles for Question 31 with options 0-6 and NR.



Place Personal Education Number (PEN) here.

**Course Code = EN 10**  
**English 10**  
**2014/2015 Released Exam**  
**AUGUST 2015**  
**Response Booklet**

Exam Booklet Form/ Cahier d'examens    A   B   C   D   E   F   G   H  
                    

### Student Instructions

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) in both areas that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on the front of this Booklet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. Read the Examination Rules on the back of this Booklet.
5. Do not tear off the Answer Sheet.



















## Examination Rules

1. The time allotted for this examination is two hours.  
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if students break any of the following rules:
  - Students must not be in possession of or have used any secure examination materials prior to the examination session.
  - Students must not communicate with other students during the examination.
  - Students must not give or receive assistance of any kind in answering an examination question during an examination, including allowing their papers to be viewed by others or copying answers from another student's paper.
  - Students must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
  - Students must not copy, plagiarize or present as their own, work done by any other person.
  - Students must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
  - Students must not remove any piece of the examination materials from the examination room, including work pages.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.

**Please note:** A selection of students' written answers may be posted as samples on the Ministry website. Please be assured that the identity of individual students and schools will be held strictly confidential.