

English 10  
**2014/15 Released Exam**  
**August 2015 — 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.	B	W	1	3	—	MC
2.	C	W	1	3	—	MC
3.	C	X	1	3	—	MC
4.	B	X	1	3	—	MC
5.	D	W	1	3	—	MC
6.	C	Y	1	3	—	MC
7.	D	Y	1	3	—	MC
8.	A	Y	1	3	—	MC
9.	D	X	1	3	—	MC
10.	D	W	1	2	—	MC
11.	A	X	1	2	—	MC
12.	C	X	1	2	—	MC
13.	B	X	1	2	—	MC
14.	D	W	1	2	—	MC
15.	B	Y	1	2	—	MC
16.	D	Y	1	2	—	MC
17.	C	W	1	2	—	MC
18.	A	Y	1	2	—	MC
19.	D	X	1	1	—	MC
20.	C	Y	1	1	—	MC
21.	B	X	1	1	—	MC
22.	C	W	1	1	—	MC
23.	A	W	1	1	—	MC
24.	A	W	1	1	—	MC
25.	B	X	1	1	—	MC
26.	A	Y	1	1	—	MC
27.	B	Y	1	1	—	MC
28.	C	Z	1	4	—	MC
29.	B	Z	1	4	—	MC

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
30.	–	Z	12 M(6) x 2	4	–	WR
31.	–	C	24 M(6) x 4	5	–	WR

Multiple Choice = 29 (29 questions)  
 Written Response = 36 (2 questions)  
**EXAMINATION TOTAL = 65 marks**

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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 how the competitors are affected by the presence of an audience in “ballplayer” and “Spelling Bee.” In your response, you **must** discuss **both** passages. (12 marks)

**Both competitors react in a positive way to the presence of someone they care about in the audience. Unlike Ellen, who is consistently aware of the absence of her mother from the audience, the ballplayer, at the beginning of the poem, seems totally absorbed in the game and unaffected by his audience. However, ultimately it is his friend’s presence and admiration which rewards the player.**

“ballplayer”	“Spelling Bee”
<ul style="list-style-type: none"> <li>• Despite the “low-stakes” nature of the game at the community centre court, the player is still showing off for his audience</li> <li>• The ballplayer “spread [his] skills out before [her]” (line 17)</li> <li>• The ballplayer is a “peacock / among pigeons, as if to say ‘all eyes on me’ ” (lines 17–18)</li> <li>• The player’s absorption in the game ends with the final basket and “earth returns to view” (line 30)</li> <li>• At the end of the game, the ballplayer jogs over to slap the hand of his audience in victory (lines 30–31)</li> <li>• The trophy the player receives is the grin from his audience (line 32)</li> </ul>	<ul style="list-style-type: none"> <li>• As soon as she gets to the competition, Ellen is painfully aware of her mother’s absence— “feeling a little bit sad” (par 6)</li> <li>• Ellen counts the participants and audience members (par 6)</li> <li>• Even though Ellen’s brother is in the audience, and he is the head of the family, it is not enough (par 6)</li> <li>• During the spelling bee Ellen relates the words in the competition to her family members, especially her mother (par 9–10)</li> <li>• Ellen deliberately tries to lose the competition due to the absence of her mother (par 12–17)</li> <li>• Ellen feels she has betrayed Henry and Mrs. Dillard (par 17)</li> <li>• Ellen admits that she’ll quit the competition because her mother would not go to Washington with her (par 23)</li> <li>• Ellen compares her mother to the other mothers in the audience who had come from “34 neighbouring counties” (par 28)</li> <li>• Ellen’s mother’s arrival gives her the courage to win the competition and go to Washington (par 33–34)</li> <li>• Ellen feels an increased sense of pride and confidence as a result of her mother’s arrival (par 33–34)</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.*