

English 10  
 August 2006 — Form A  
 Provincial Examination — Answer Key / Scoring Guide

**Cognitive Processes**

W = Retrieve Information  
 X = Recognize Meaning  
 Y = Interpret Texts  
 Z = Analyze Texts  
 C = Writing

**Weightings**

14%  
 14%  
 14%  
 21%  
 37%

**Question Types**

29 = Multiple Choice (MC)  
 2 = Written Response (WR)

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

English 10  
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30. Who presents a more realistic view of life, the sister in “Boy with His Hair Cut Short” or Mr. DuPont in “Furniture Art”? In your response, you **must** discuss **both** passages. (12 marks)

Students may see the sister in “Boy with His Hair Cut Short” as realistic because she continues supporting him in his job search. They may also see her as realistic because she realizes there is little chance of his getting a job.

Students may see the sister as unrealistic because of her false optimism.

Students may see Mr. DuPont as realistic because he questions the underlying assumptions of our culture. He is open-minded and willing to listen to a teenager’s point of view.

Students may see Mr. DuPont as unrealistic because he lives in isolation and does not have regular employment. They may also see him as unrealistic because he believes that appearances do not matter.

Students may make direct or indirect reference to these points for textual support.

The sister in “Boy with His Hair Cut Short”	Mr. DuPont in “Furniture Art”
<ul style="list-style-type: none"> <li>• She makes every attempt to help him find a job.               <ul style="list-style-type: none"> <li>- She cuts his hair.</li> <li>- She worries about his appearance.</li> <li>- She provides him with a clean suit.</li> </ul> </li> <li>• She hasn’t given up. She keeps encouraging him.               <ul style="list-style-type: none"> <li>- “they can’t keep turning you down” (line 18)</li> <li>- “the finest gentleman’s not so trim as you” (line 19)</li> </ul> </li> <li>• She does realize that there is little possibility of finding a job.               <ul style="list-style-type: none"> <li>- “Erasing the failure of weeks” (line 16)</li> <li>- “her earnest hopeless look” (line 23)</li> <li>- “the blue vein, bright on her temple, pitifully beating” (line 25)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• He does not accept the status quo.               <ul style="list-style-type: none"> <li>- He asks the girl to question the “happiness quotient.”</li> <li>- He suggests that the girl’s teachers are “full of bull.”</li> <li>- He questions the purpose of school and the assignment.</li> <li>- He questions the assumption that a strong economy and quality of life are the same thing.</li> </ul> </li> <li>• He stresses the importance of being your own person.               <ul style="list-style-type: none"> <li>- He arranges his apartment as he pleases rather than as expected.</li> <li>- He listens to the girl before expressing his own viewpoint.</li> </ul> </li> </ul>

**Note:** Response may state that either character is the more realistic if the argument is supported.

**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 listed or 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.*