

## BUNKA SUGINAMI CANADIAN INTERNATIONAL SCHOOL

**ENTRANCE EXAM - PART 1**  
**SAMPLE****Today's Date** \_\_\_\_\_**Family Name:** \_\_\_\_\_**First Name:** \_\_\_\_\_**Date of Birth:** \_\_\_\_\_**Current School:** \_\_\_\_\_**Overview:**

- The Bunka Suginami Canadian International Grade 10 English Entrance Examination includes the following sections: Part 1 (Listening, Reading, Writing) and Part 2 (a separate Oral section).
- Part 1 of the exam is designed to take 90 minutes to complete. You will have an extra 30 minutes to complete Part 1, if necessary.
- If you finish the exam within 60 minutes, you must stay in the exam room.
- After 60 minutes, if you are finished, hand-in your written exam and wait quietly for your oral interview outside of the exam room.
- If you are not finished, you can continue writing the exam until the end of the time allotted.
- You will be interviewed individually for Part 2.

**Expectations:**

- No reference materials or tools are allowed during any of the testing sessions.
- You may have on your desk pens, pencils, and erasers.
- If there's anything else you need on your desk, please ask the invigilator first.
- Absolutely no talking or looking at others' exams.
- Once you leave the room, your exam session will end (if there is a problem, talk to the invigilator first).

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### Part A: Reading Comprehension

Read the excerpt below and answer the questions

#### The surprising source of Tokyo 2020 Olympic medals

Adapted in part from BBC.com/future, November 27th, 2018



**In an act of 21st century alchemy, Japan is turning obsolete electronics into Olympic and Paralympic medals. Can their ambition show us how to deal with e-waste?**

What goes into an Olympic medal? Typically, one would think of gold, silver, and bronze. However, what if the medal contained a past or a history? For example, it could be a photo of a young girl who was happy to win her first gymnastic competition. Or, the alarm that helped wake up a man very early every morning to train for a marathon before going to work. And, maybe a text message from a mother to her son, just to say, “Good luck at your tennis match”! For champions at the Tokyo Olympic and Paralympic Games in 2020, the memories stored in their medals will not only be their own.

The medals will be made from metals found in mobile phones used by millions of Japanese, as part of the host country’s program to use only recycled materials in the minting process. The Tokyo organising committee aims to produce their 5,000 medals with gold, silver and bronze retrieved from electronic waste.

This way, the spirit of the past will be united with the present. For example, the tennis player who wins the bronze medal might be sharing the excitement with the nine-year old gymnast. The marathon silver medalist might have around his neck the dream of the 30 year-old runner. And the gold medal tennis champion might feel the encouragement of the mother who hopes to see her son in the Olympic Games one day. All these memories, once stored in smartphones and other handheld devices, would take the round glossy shape of an Olympic medal, one of the most coveted prizes in sport.

The project also provides hope in our struggle with e-waste. Our addiction to electronics risks drowning our societies in discarded gadgets. UN data says that the world generated 44.7 million tonnes of e-waste in 2016, a figure that grows between 3 and 4% yearly.

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If you load all that waste into 18-wheel 40-tonne trucks, you could fill around 1.23 million of them, enough to pack a two-lane street between Paris and Singapore. By 2021, that figure could be more than 52 million tonnes.

Most of this waste never reaches collection centres, either in Japan or elsewhere. A UN report estimates that only 20% of discarded electronics is recycled; the rest is either dumped in landfills, passed along country lines to be reused (usually from richer countries to those less developed) or forgotten in our drawers.

This is not only foolish from an ecological standpoint, as toxic materials found in electronics pollute our soil and water if they are not treated properly, but it looks like a missed chance for countries with few mines of their own.

“Japan is a resource-poor country and they have no other opportunity to retrieve valuable and scarce resources than by harvesting from their waste,” says Ruediger Kuehr, an e-waste expert at the UN University and co-author of the UN report. In some occasions, the value of one tonne of materials extracted from urban mining is one hundred times higher than the same tonne from traditional ore extraction, says Maria Holuszko, assistant professor at the University of British Columbia (UBC).

“I’m quite happy to see that Japan is providing proof that urban mining is feasible,” says Holuszko.

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**Section 1 - Multiple Choice (1 mark for each question)****Suggested Time: 20 minutes      Circle the best answer.**

- 1- Why will “the memories stored in their (2020 Olympic) medals not only be their own”?
- A- The medals will be made by melting metals extracted from mining.
  - B- Many people will participate in the Olympic Games to get medals.
  - C- The metal used will come from obsolete mobile phones.
  - D- The world generated 44.7 million tonnes of e-waste in 2016
- 2- Which best describes the article’s description of e-waste?
- A- It is a growing problem in the world.
  - B- It will be solved with the 2020 Olympics.
  - C- 20% of e-waste will be used for medals.
  - D- Olympic athletes are concerned about e-waste.
- 3- Why does the writer use the example of how many trucks the world’s e-waste could fill?
- A- Trucks are the easiest and most practical way to move most e-waste.
  - B- 52 million tonnes of e-waste would be produced in 2021.
  - C- Trucks are regularly used to carry e-waste from Paris to Singapore.
  - D- To express the large amount of waste currently being generated.
- 4- Why is Maria Holuszko, “quite happy to see that Japan is providing proof that urban mining is feasible”?
- A- Other countries and organizations may follow Japan’s lead.
  - B- Japan is a resource-poor country.
  - C- We should take care of the environment.
  - D- All of the above.
- 5- Which word best describes the tone of the article regarding the future?
- A- Pessimistic.
  - B- Optimistic.
  - C- Skeptical.
  - D- None of the above.

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**Short Answers** - Answer the following in complete sentences. 2 marks for each question for a total of 6 marks.

6- What currently happens to a lot of e-waste, and why is it a problem?

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7- How are the previous owners of the e-device connected to the possible Olympic champions in this reading? Provide an example.

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8- Why is it important for Japan to recycle e-waste?

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**C. Written Composition** - The following Writing Rubric is how your Composition will be marked on a scale 0~6. The mark is multiplied by 4 = possible maximum score of 24.

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**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.

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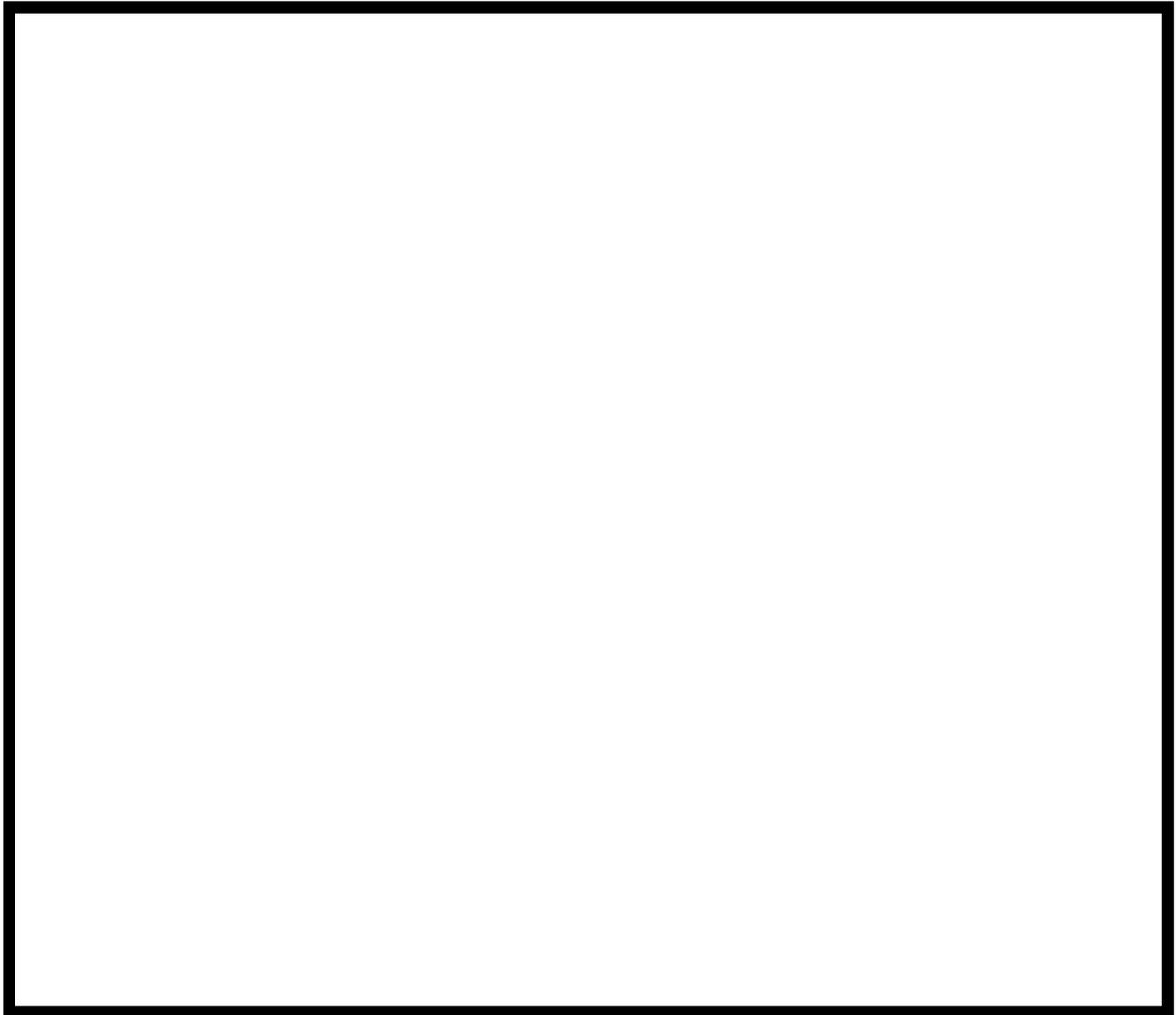
**Composition** - Choose one topic and write a response:

→ **The article talks about the importance of taking care of the environment. Why do you think a healthy environment is important? Provide examples.**

OR

→ **New or different ways of thinking can solve problems. What is one time you thought differently from others? Describe the results.**

Planning Space







## BUNKA SUGINAMI CANADIAN INTERNATIONAL SCHOOL



## ORAL ENTRANCE EXA

Invigilator Scoring Sheet (Invigilator: \_\_\_\_\_)

**SAMPLE**

FAMILY NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_ I.D.#: \_\_\_\_\_

**Section A: READING ABILITY** - The student will read the paragraph below out loud. Note below any problems with accuracy (A), pronunciation (P), and flow (F). Check against the rubric for the mark. This paragraph is at a grade 8 reading level. (out of 6)

Say: "Please read Paragraph "A" out loud to me. Please make sure that I can hear you."

**Paragraph A:**

Justin was always prepared. His motto was, "Never throw anything out; you never know when it might come in handy." His bedroom was so full of flat bicycle tires, bent tennis rackets, deflated basketballs, and games with missing pieces. You could barely get in the door. His parents pleaded with him to clean out his room.

Accuracy in Reading: 12 divided by 2 = /6

Skills	4	3	2	1
Accuracy	Everything read accurately	< 3 errors	< 5 errors	>= 5 errors
Pronunciation	All words pronounced well	< 3 mispronounced	< 5 mispronounced	>= 5 mispronounced
Flow	Flow determined by punctuation	< 3 interruptions	< 5 interruptions	>= 5 interruptions

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**Section B: READING COMPREHENSION** - The student should understand the questions and answer with reasons. Place an X in the part of the box that best describes the student's output as on a continuum. (out of 6)

**Say: "I will ask you some questions about what you have just read. Please say everything you can, including your own ideas, to fully answer each question."**

**Question B-1:**

**Why are Justin's parents concerned about his room?**

Question B-1: 6 divided by 2 = /3

Skills	3	2	1
Comprehension	No prompting required	Some prompting required	Extra prompting required
Communication	Provided extended reason	Provided simple reason	Answer did not match question

**Question B-2:**

**Do you agree or disagree with the motto, "Never throw anything out", and why?**

Question B-2: 6 divided by 2 = /3

Skills	3	2	1
Comprehension	No prompting required	Some prompting required	Extra prompting required
Communication	Provided extended reason	Provided simple reason	Answer did not match question

**Simple reason - Reasons in the Paragraph.**

**Extended reason - Reasons beyond the Paragraph.**

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**Section C: RESPONDING** - The student should provide detailed answers. (out of 9)

Say: “Please tell me everything you can for each of the following questions.”

**Question C-1:**

**Please describe the chair that you are sitting on right now.**

Question C-1: 6 divided by 2 = /3

Skills	3	2	1
Comprehension	No prompting required	Some prompting required	Extra prompting required
Communication	Provided extended description	Provided simple description	Answer did not match question

**Question C-2:**

**Please tell me how you can be a successful student in school?**

Question C-2: 6 divided by 2 = /3

Skills	3	2	1
Comprehension	No prompting required	Some prompting required	Extra prompting required
Communication	Provided extended description	Provided simple description	Answer did not match question

**BUNKA SUGINAMI CANADIAN INTERNATIONAL SCHOOL****Question C-3:****Why do you hope to get accepted into this school?**

Question C-3: 6 divided by 2 = 3 /3

Skills	3	2	1
Comprehension	No prompting required	Some prompting required	Extra prompting required
Communication	Provided extended description	Provided simple description	Answer did not match question

**END**