



ENTRANCE EXAM

2022 4A



Today's Date
Family Name
First Name
Date of Birth
Current School
Current Grade

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 60 minutes to complete. You will have an extra 60 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.
- Where you see a scoring guide rubric, it tells you what you need to do to obtain the score.

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).

PART 1

A. Listening Comprehension - You will be given 2 minutes to look over the questions in this section "A" before a short paragraph is read to you. The invigilator will read the paragraph two times, first at a slightly slower speed, and the second at normal speed. You may write down notes for yourself on the next page. Then circle the letter of the best answer for each of the following questions. 1 point for each question/answer for a total of 6 points.

1. How often does the water level of the oceans rise and fall?

- a. 2 times per day
- b. every other day
- c. 2 times per week
- d. only during the summer

2. The passage says that the rising and falling of the oceans' water level...

- a. affects the moon
- b. disturbs the ocean bottom
- c. changes Earth's surface
- d. is called a tide

3. What causes tides?

- a. the heat of the sun
- b. the pull of the sun and the moon
- c. the shape of the moon
- d. light from the moon.

4. What is the moon's effect on the tides?

- a. less than the sun's
- b. more than the sun's
- c. the same as the sun's
- d. combined with the sun's

5. What happens when the moon is directly overhead?

- a.** calms the water below it
- b.** pulls the water below it
- c.** pushes the water below it
- d.** does not affect the water below it

6. What best describes a low tide?

- a.** water level is at its lowest point
- b.** water starts to fall
- c.** water level is at its highest point
- d.** moon is directly overhead

B. Reading Comprehension - Read the text below and answer the questions.

The history of women at NASA



Adapted from National Geographic

In 1958, the United States government created NASA. Women have always been an important part of NASA. But for many years, women were not allowed as astronauts. Most women there worked behind the scenes.

Today, people realize the important roles women have played during NASA's history.

Human Computers

During the early days of NASA, the agency hired many women as human computers. Back then, the term computer referred to a job title for someone who performed difficult mathematical calculations. Human computers made sense of data, or information, for experiments and, eventually, spaceflights. They carried out these calculations by hand.

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All of NASA's human computers were women. Many of them were Black women. Mary Jackson, Katherine Johnson, and Dorothy Vaughan were especially influential Black women computers. Their work helped one of the first American astronauts, John Glenn, orbit, or travel around, Earth in 1962.

Once NASA began using electronic computers, it no longer needed human computers. Instead, NASA needed computer programmers. These are people who write code, which is a set of instructions that tells a computer what to do. Many of these early programmers were women.



Women Go To Space

In 1961, NASA launched its first astronaut, Alan Shepard, into space. Three weeks later, President John F. Kennedy challenged the U.S. to a very large goal of "landing a man on the Moon." But Kennedy's statement only meant "men." Even in the 1960s, NASA did not allow women astronauts.

The Soviet Union was the first to send a woman into space. In 1963, Valentina Tereshkova orbited Earth on a Soviet mission. Finally, in 1983, NASA sent the first American woman into space. Her name was Sally Ride. She flew on the space shuttle Challenger. A space shuttle is a vehicle that travels into space, launched by a rocket.

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Since Sally Ride's first mission, at least 50 women have now flown on NASA space missions. In 1992, Mae Jemison became the first Black woman to fly in space. In 1999, NASA astronaut Eileen Collins became the first woman to command a space shuttle mission.

Breaking Barriers

In 2018, NASA named Holly Ridings as its first female flight director in mission control. A mission control center is a facility that manages space flights.

In 2019, astronauts Christina Koch and Jessica Meir made history. They became the first two women to do a spacewalk with only women. A spacewalk is an event where the astronauts leave their vehicle and go out into space.

NASA kept women in the background during its early years. But today, NASA says it hopes to keep improving its opportunities for women in space.

Multiple Choice - Circle the best answer (the alphabet letter). 1 mark for each question for a total of 5 marks.

1. What was the main role that women played in NASA during its' early days?

- a. Women worked as secretaries
- b. Women built computers capable of doing complex math.
- c. Women acted as human calculators.
- d. Women promoted NASA to school children.

2. According to the last paragraph of the section "Human Computers" which answer best explains the changes that happened for women at NASA?

- a. Electronic computers replaced the human computers.
- b. Computer programmers wrote instructions for astronauts in space.
- c. NASA saved money by using electronic computers.
- d. Women started writing computer programming code.

3. How did Christina Koch and Jessica Meir make history at NASA?

- a. NASA says it hopes to continue improving opportunities for women.
- b. They became the first two women to do a women only spacewalk.
- c. A spacewalk is an event where the astronauts leave their vehicles.
- d. They became the first female flight directors at NASA.

4. According to the section “Human Computers” how did women support NASA sending astronauts to space?

- a.** They prepared astronauts for space experiments.
- b.** They taught computer programmers how to write code.
- c.** They worked with data connected to NASA’s missions.
- d.** They encouraged NASA to switch to computers.

5. What effect did Sally Ride have on NASA space missions?

- a.** NASA started sending more women into space after her flight.
- b.** Her spaceflight brought attention to space shuttle missions.
- c.** Space missions created new training programs based on her work.
- d.** The space shuttle became a site for several new experiments.

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

6. Why is it important that women acted as human computers at NASA?

7. What role does a flight director play at NASA?

8. What do President John F. Kennedy's words say about the role of women in society during that time?

BONUS QUESTION

Do the following question if you think you have time. Your answer will be considered in the event of a borderline exam mark. Up to 2 points, if needed.

*** Throughout the article, and its' images, Black women are highlighted.**

What is the connection that Women and Black Americans share?

	2	1.5	1	0
Bonus Effort	Makes clear reference to the reading. Adds own insight.	Makes clear reference to the reading.	Refers somewhat to the reading.	Attempts to answer the question, but does not refer to the reading.

C. Written Composition

Composition Scoring Guide

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general, but completes the basic task; may be flawed by errors.</i>	<i>The writing is clear, with some insight and development.</i>	<i>The writing is expressive, with some sophistication or complexity.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • purpose or point of view unclear • relies on retelling or listing • ideas are not developed; information may be misinterpreted 	<ul style="list-style-type: none"> • relevant reactions and ideas • straightforward and direct • uses details and examples; some may be inaccurate 	<ul style="list-style-type: none"> • reactions and ideas with some insight • may speculate, generalize • accurate details, examples; logical explanations 	<ul style="list-style-type: none"> • some insight and originality • often uses humour or comparisons • details, examples, and explanations develop analysis or arguments
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple, repetitive language • short, simple sentences 	<ul style="list-style-type: none"> • some descriptive or expressive language • variety of sentence lengths; repeats simple patterns 	<ul style="list-style-type: none"> • clear and varied language • variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is varied for effect; some precision • flows smoothly; variety of sentence structures
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • weak introduction; abrupt conclusion • sequence may be confusing 	<ul style="list-style-type: none"> • introduction is often effective; middle and end undeveloped • "stream of consciousness" 	<ul style="list-style-type: none"> • often starts strong, then develops in predictable ways • logical sequence and connections 	<ul style="list-style-type: none"> • strong opening; well-defined middle and end • logical sequence and connections; effective paragraphing
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> • frequent errors in simple words and structures • no control of sentence structure; often runs on 	<ul style="list-style-type: none"> • some errors in spelling, punctuation, and grammar that do not interfere with meaning • may include some run-on sentences 	<ul style="list-style-type: none"> • may include errors in complex language, but these do not interfere with meaning • most sentences are correctly constructed 	<ul style="list-style-type: none"> • may include occasional errors in complex language, but these do not affect meaning • sentences are correctly constructed

Composition - Choose one topic and write a response:

→ In the article, we learned about how the roles of women have improved at NASA have over time. How have the roles of women in Japan changed since the 1950s? Explain.

OR

→ What is your greatest accomplishment? Explain why you feel that way.

Planning Space. This page will not be marked.

Write your composition here; this will be marked.

