

COMMUNICATIONS 12

TABLE OF SPECIFICATIONS AND DESCRIPTION OF EXAMINATION

TABLE OF SPECIFICATIONS

CURRICULUM ORGANIZERS	EXAMINATION PART	READING CATEGORIES				QUESTION TOTALS	WEIGHTING
Comprehend and Respond	Part A: Literary Text (prose or poetry)	RI	RM	IT	AT	16 multiple choice 4 written response	15%
	Part B: Informational Text	1	2	4	1		30%
	Part C: Communication Products	1	2	5	1 Written Response		25%
Communicate Ideas and Information	Part D: Composition	1 Visual Design 1 Business Letter				30%	30%
TOTALS		2 MC	4 MC	9 MC	1 MC 1 WR	16 multiple choice 4 written response	100%

The number of questions given for each reading category is approximate. Actual numbers may fluctuate.

The Table of Specifications provides weightings for the parts of the examination.

Minor revisions have been made to the formats that may be required in the Visual Design section. Schedules and agendas have been removed.

DESCRIPTION OF THE PROVINCIAL EXAMINATION

The provincial examination is divided into **four** parts:

Part A: Literary Text

The literary text may be either a poem or literary prose. The multiple-choice questions may include identification of literary devices. (See list of Terms and Devices.)

Part B: Informational Text

The text may be continuous or discontinuous, and may include information presented in various forms; e.g., visuals, graphics, tables, charts. The multiple-choice and written-response questions in Part B are based on comprehension of the reading passage and supporting visuals.

Part C: Communication Products

There is a visual design (representational) task on a topic related to a given scenario. The intent of the Visual Design question is to assess students' ability to identify key information in a given situation, and to create an effective communication in relation to medium, audience, and purpose. Communication Products may include, but are not limited to, the following: posters, advertisements and handouts. Also based on the scenario is a business letter.

Part D: Composition

There is a choice of two writing topics. Students choose one. Students may apply any effective and appropriate method of development, which includes any combination of exposition, persuasion, description, and narration. The topics for the original composition have a subtle thematic connection to the passages and scenarios in the examination.

A brief context statement may be provided in Parts A and B where appropriate. Context statements may give relevant information about the passage, source, or author, including historical background and setting. As excerpts from longer works are sometimes used, context statements may explain the action or events that preceded the passage. For these reasons, students should be encouraged to read context statements.

Acknowledgment

The Assessment Branch wishes to acknowledge the contribution of British Columbia teachers in the preparation and review of this document.