

# ENGLISH 12 FIRST PEOPLES

## TABLE OF SPECIFICATIONS AND DESCRIPTION OF EXAMINATION

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CURRICULUM ORGANIZER	EXAMINATION PART	READING CATEGORIES				QUESTION TOTALS	WEIGHTING
Reading and Viewing	<b>Part A:</b> Sight Texts	<b>RI</b>	<b>RM</b>	<b>IT</b>	<b>AT</b>		20%
	<ul style="list-style-type: none"> <li>• Informational</li> <li>• Poetry</li> <li>• Prose</li> </ul>	3 multiple choice	4 multiple choice	7 multiple choice	1 multiple choice		
	<b>Part B:</b> Synthesis of Texts				1 written response		20%
	<b>Part C:</b> Response to Texts				1 written response		30%
		<b>4%</b>	<b>6%</b>	<b>10%</b>	<b>50%</b>	<b>Weighting of examination for reading: 70%</b>	
Writing and Representing	<b>Part D:</b> Composition	<b>WRITING</b>					30%
		1 written response					
						<b>Weighting of examination for writing: 30%</b>	
<b>TOTALS</b>						<b>15 multiple choice</b>	<b>100%</b>
						<b>3 written response</b>	

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

## DESCRIPTION OF THE PROVINCIAL EXAMINATION

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

### **Part A: Sight Texts**

In interpreting informational text, students will be expected to demonstrate comprehension at the literal, inferential and critical levels. Students should be able to recognize bias, interpret purpose and determine tone. In addition, students should be able to identify and analyze ways of manipulating language to create a desired effect, such as presenting information, developing an argument and supporting a thesis. Students will be asked to identify stylistic and persuasive techniques used by writers to achieve their purpose. Students will be expected to differentiate between subjective and objective language, and between fact and opinion. The informational text will include supporting graphics and discontinuous text. Questions will be asked on the graphics and discontinuous text.

In interpreting poetry and literary prose, students will be expected to demonstrate comprehension at the literal, inferential and critical levels. As well, they should be able to demonstrate an understanding of the terms and devices relevant to the work.

### **Part B: Synthesis of Texts**

In answering the written-response synthesis question, students should be able to develop a unified and coherent paragraph of at least 150 words based on two of the sight texts: Informational, Poetry or Literary Prose. Students should be able to support a position, interpretation or response by citing specific details, features and information from the texts. Responses should be constructed with complete and effective sentences, and adhere to the conventions of standard written English. Students will be provided with only **one** question for response.

### **Part C: Response to Texts**

In answering the written-response question, students should be able to develop a multi-paragraph answer of at least 300 words.

Students should demonstrate their understanding of works from the List of Examinable Texts. Students may also refer to other appropriate works. In their responses to Part C, students must not refer to the Sight Texts given in Part A of their Examination Booklet. Students should be able to support a position, interpretation or response by citing specific details, features and information from the poem, passage or film. Responses should be constructed with complete and effective sentences and adhere to the conventions of standard written English. Students will be provided with only one question for response.

### **Part D: Composition**

Students should be able to demonstrate the skills of written expression, such as organizing ideas, using effective transitions within and between sentences and paragraphs, constructing effective sentences and using conventions of standard written English.

In writing a multi-paragraph original composition of at least 300 words, students should be able to limit a topic, decide on their purpose and audience and present a thesis statement (if appropriate). They should be able to generate and shape their ideas using varied sentences at an appropriate level of diction. They should also demonstrate an understanding of the conventions of standard written English by monitoring their spelling, grammar, punctuation and syntax. Students should be able to maintain a focus on the topic while developing ideas to support their thesis.

In addressing the topic, students may apply any effective and appropriate method of development, including:

- expository, informative, persuasive and argumentative styles;
- narrative, including use of first, second and third person;
- descriptive, personal, reflective writing, including descriptions of characters, places, situations, events, etc., real or imaginary.

Students will be provided with one topic for response. Students may draw support from the experiences of others or from any aspect of their lives, their reading (including reading passages in the examination) and their experiences. There may be a subtle thematic connection of the writing topic with the Sight Texts included in the examination.

A brief context statement may be provided above sight texts where appropriate. The context statements may give relevant information about the text, 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.

**Note to Teachers:** Students' written responses are scored holistically. Holistic impressions do not place undue emphasis on any one writing error; i.e., paragraph structure, misspellings, fragments, run-ons, misplaced modifiers, poor transitions, etc.

**Remind students to use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in the paper being awarded a zero.**

## TYPES OF SIGHT TEXTS

- poems
- short stories or excerpts
- novel excerpts
- newspaper and magazine articles, web pages, time lines, maps, charts, graphics, cartoons
- non-fiction prose (such as essays, journals, dramas, interviews, biographies)

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