

ENGLISH 12

TABLE OF SPECIFICATIONS AND DESCRIPTION OF EXAMINATION

TABLE OF SPECIFICATIONS

CURRICULUM ORGANIZER	EXAMINATION PART	READING CATEGORIES				QUESTION TOTALS	WEIGHTING
		RI	RM	IT	AT		
Reading and Viewing	Part A: Stand-Alone Text	1 multiple choice	2 multiple choice	3 multiple choice 1 written response	1 multiple choice	7 multiple choice 1 written response	23%
	Part B: Synthesis Texts 1 and 2	2 multiple choice	4 multiple choice	8 multiple choice	—	14 multiple choice	17%
	Part C: Analysis of Synthesis Texts 1 and 2	—	—	—	2 multiple choice 1 written response	2 multiple choice 1 written response	30%
		4%	7%	27%	32%	Weighting of examination for reading: 70%	
Writing and Representing	Part D: Composition	WRITING				1 written response	30%
		1 written response					
						Weighting of examination for writing: 30%	
TOTALS						23 multiple choice 3 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 reading categories and for writing.

DESCRIPTION OF THE PROVINCIAL EXAMINATION

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

Part A: Stand-Alone Text

Students will read one text and respond to multiple-choice questions and one written-response question. The text may be informational, poetry or literary prose. In answering the written-response question, students should develop a unified and coherent expository paragraph of at least 150 words. Personal or narrative responses are not an appropriate format. Responses should be constructed using complete and effective sentences and adhere to the conventions of standard written English. Students will be provided with **one** question for response.

Part B: Synthesis Texts 1 and 2

Students will read two texts and respond to multiple-choice questions on both. The texts may be informational, poetry or literary prose.

Part C: Analysis of Synthesis Texts 1 and 2

Students will respond to two multiple-choice questions and one written-response question based on Synthesis Texts 1 and 2. The texts may be informational, poetry or literary prose.

In answering the written-response synthesis question, students must use the format of a multi-paragraph expository essay of at least 300 words. The command term and the wording of the question itself will shape the most appropriate form of response. The quality of that response, not its format is paramount. Personal or narrative responses are not an appropriate format. Students should be able to write on-topic and present a well-organized response. Students should note that lengthier responses are not necessarily superior to shorter, more focussed responses.

Students should be able to support a position or interpretation by citing specific details, features and information from the texts. They should be able to generate and shape their ideas using varied sentences and 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 will be provided with **one** question.

In interpreting informational text, students will be expected to demonstrate comprehension at the literal, inferential and critical levels. 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.

In interpreting poetry and literary prose, students will be expected to comprehend 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 discussion of the work and be able to support a position or interpretation by citing specific details, features and information from the poem or passage.

At least one graphic will be included to support texts in Part A, Part B or Part C of the examination. The graphic may be placed with any of the three genres: informational, poetry or literary prose. At least one question will be asked on the graphic.

A brief context statement may be provided above reading passages where appropriate to 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.

TYPES OF READING PASSAGES

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

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 the topic, decide on their purpose and audience and present a thesis statement or controlling idea as appropriate. Students should be able to maintain a focus on the topic while developing ideas to support their thesis or controlling idea. They should present a well-organized response. Students should note that lengthier responses are not necessarily superior to shorter, more focussed responses.

Students should be able to generate and shape their ideas using varied sentences and 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 will be provided with **one** topic for response.

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 and reflective writing, including descriptions of characters, places, situations, events, etc., real or imaginary.

Students may argue against the basic premise of the topic.

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 reading passages included in the examination.

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.

Acknowledgement

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