Information Bulletin
English Language
Arts 30–2
Diploma Examinations Program 2019–2020
This document was written primarily for:

<table>
<thead>
<tr>
<th>Student</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Parents</th>
<th>General Audience</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
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<td></td>
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</tr>
</tbody>
</table>

Alberta Education, Government of Alberta

2019–2020

*English Language Arts 30–2 Information Bulletin*

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Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the Alberta Education website.
Introduction

The *English Language Arts 30–2 Diploma Examination* is designed to reflect the [Programs of Study for Grades 10–12 English Language Arts](https://www.education.alberta.ca/Resources/Programs-of-Study/English.aspx), which outlines a variety of specific learning outcomes organized under five general outcomes in six language arts: listening, speaking, reading, writing, viewing, and representing. Because of the interconnected nature of the five general outcomes, both Part A and Part B of the diploma examination will assess, at least indirectly, all the general outcomes. The specific outcomes that will be assessed are indicated on the blueprints and scoring guides.
**Examination Security**

All *English Language Arts 30–2 Diploma Examinations* will be held secure until they are released to the public by the Minister. No secure diploma examination is to be previewed, discussed, copied, or removed from the room in which the examination is being written. However, for the January and June examinations, teachers will be allowed access to a teacher perusal copy for review purposes one hour after the examination has started. All diploma examination booklets must be kept secure, with the exception of Part A: *Written Response* in the January and June administrations of humanities examinations after they have been written. **Unused copies of all secure examination booklets must be returned to Alberta Education.**

For more information about teacher perusal copies and examination security, please refer to the [General Information Bulletin](#).

**Time Limits on Diploma Examinations**

All students may use extra time to write diploma examinations. This means that all students have up to 6 hours to complete the *English Language Arts 30–2 Diploma Examination*, if they need it. **The examination is nevertheless designed so that the majority of students can complete it within 3 hours.** The examination instructions state both the designed time and the total time available.

Extra time is available for diploma examinations in all subjects, but the total time allowed is not the same in all subjects. For more information about accommodations and provisions for students, please refer to the [General Information Bulletin](#).
Maintaining Consistent Standards over Time on Diploma Examinations

A goal of Alberta Education is to make scores achieved on examinations within the same subject directly comparable from session to session, to ensure fairness to students across administrations.

To achieve this goal, the examination has a number of questions in common with a previous examination. Common items are used to find out if the student population writing in one administration differs in achievement from the student population writing in another administration. Common items are also used to find out if the unique items (questions that have never appeared in a previous examination) differ in difficulty from the unique items on the baseline examination that sets the standard to which all students are held.

A statistical process called equating adjusts for differences in difficulty between examinations. Examination marks may be adjusted depending upon the difficulty of the examination written relative to the baseline examination. Therefore, the resulting equated examination scores have the same meaning regardless of when and to whom the examination was administered. Equated diploma examination marks are reported to students. More information about equating is available here.

Because of the security required to ensure fair and appropriate assessment of student achievement over time, English Language Arts 30–2 Diploma Examinations will be fully secured and will not be released at the time of writing.
Diploma Examinations: Multiple Forms

As part of Alberta Education’s commitment to fairness to students and flexibility in the writing of diploma examinations, there are two distinct forms (versions) of diploma examinations in some subjects during major administrations (January and June). The two forms are equated to baseline examinations to ensure that the same standard applies to both forms. Both forms adhere to the established blueprint specifications and are reviewed by a technical review committee.

To facilitate the analysis of school-level results, each school receives only one examination form per subject. In subjects offering a translated French-language examination, both forms are administered in English and in French.

For more information, contact

Deanna Shostak
Director, Diploma Programs
780-422-5160 or Deanna.Shostak@gov.ab.ca

or

Pascal Couture
Director, Exam Administration
780-643-9157 or Pascal.Couture@gov.ab.ca
Field Testing

Field testing is an essential stage in the development of fair, valid, and reliable provincial examinations. Field testing is a process of collecting data on questions before they become part of a diploma examination. Potential diploma examination questions are administered to students in diploma courses throughout the province to determine their difficulty level and appropriateness. Each field test requires a large student sample to provide the examination developers with reliable information (statistical data and written validation comments from teachers and students).

How do field tests help teachers and students?

Teachers obtain each student’s score promptly, gaining useful information about their students’ performance. Students benefit from writing a test that duplicates some of the experience of writing a diploma examination. Field tests provide students and teachers with examples of the format and content of questions that may appear on diploma examinations. Finally, because of field testing, students, teachers, and parents can be reassured that the questions on diploma examinations have undergone a rigorous process of development, improvement, and validation.

How are field-test data used?

The data received from field tests indicate the validity, reliability, and fairness of each question. Questions that meet specific standards are selected for use on future diploma examinations.

Some questions or sets of questions may not initially perform as well as we require. These questions may be revised and field tested again. Revisions are influenced by the written comments of students and teachers, who provide valuable advice about the appropriateness of the questions, adequacy of writing-time limits, test length, text readability, artwork/graphics clarity and suitability, and question difficulty.

Humanities field tests

While most field tests in humanities subjects are in conventional paper form, some field tests are partially online (“hybrids”). Hybrid field tests combine a paper copy of sources or readings with questions read and answered online using Alberta Education’s Quest A+ system.

Effective September 1, 2019, paper field tests that were previously only administered by an Alberta Education-contracted employee may now be administered at the school level, if requested by the classroom teacher or the principal.

Teachers have a 24-hour period to peruse hybrid field tests and are provided with data on how their students performed. These data include the proportion of students who chose each alternative. Test items are blueprinted to program of studies outcomes, which allows teachers to use field-test results to learn more about their students’ strengths and weaknesses.

Once logged into the hybrid field test on the online delivery system, teachers have the same length of time to peruse the test as their students did to write it. Teachers might choose to log into the field test, submit the confidentiality form, and then log out of the test, so that they can finish perusing the test after receiving their students’ data.
It is important to note that the security of field-test items remains vital to the administration of diploma examinations. Participating teachers must commit to maintaining the security of field-test items. In the case of hybrid field tests, paper copies of sources or readings are mailed to schools. Prior to the test, the paper copies must be kept secure by the school principal, and after the administration of the test, all paper copies must be mailed back to Alberta Education.

More information about field-test administration and security is available here.

**How can teachers request field tests?**

Teachers requesting field tests must have a Public Authentication System (PAS) account. All requests are made through the Field Test Request System. Further information, including the closing dates to request a field test, may be obtained here, or by contacting Field.Test@gov.ab.ca. Practice tests are available online.

**For more information, contact**

Deanna Shostak  
Director, Diploma Programs  
780-422-5160 or Deanna.Shostak@gov.ab.ca

or

Pascal Couture  
Director, Exam Administration  
780-643-9157 or Pascal.Couture@gov.ab.ca
Special-format Practice Tests

To give students an opportunity to practise diploma examination-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a diploma examination. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding diploma examination. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

For more information or to place an order, contact

Laura LaFramboise
Distribution Coordinator, Examination Administration
780-492-1644
Laura.LaFramboise@gov.ab.ca
How to Get Involved

High-quality diploma examinations are the product of close collaboration between classroom teachers and Alberta Education. Classroom teachers from across Alberta are involved in many aspects of diploma examination development, including the development of items; the building, reviewing, administering, and marking of field tests; the reviewing and validating of diploma examinations; and the marking of diploma examinations.

The development of test items from when they are written until when they appear on an examination takes at least one year. All items on \textit{English Language Arts 30–2 Diploma Examinations} are written by English Language Arts 30–2 teachers from across Alberta. After the first year of provincial implementation of the program of studies, items are field tested to ensure their reliability and validity. Diploma examinations are reviewed by editors and validated by working groups that consist of classroom teachers and curriculum staff.

Alberta Education values the involvement of the teachers and annually asks school jurisdictions for the names of teachers who are interested in being involved in any of the development processes for diploma examinations. Teachers who are interested in developing items, constructing field tests, or reviewing and validating examinations are encouraged to talk to their principals about how they can submit their names for approval to be involved in these processes. Although the call for submissions occurs each fall, teachers are welcome to have their names submitted at any time.

Teachers may also be nominated by their school authority to mark written-response assignments for Humanities and Mathematics Diploma Examinations. The call for nominations occurs in early September (for January and April marking) and again in February (for June, August and November marking). Teachers who would like to be nominated to mark diploma exams are encouraged to talk to their principals.

Periodically, we send out information to those English Language Arts 30–2 teachers who are on our contact list. If you are not on that list and would like to receive updates related to English Language Arts 30–2 assessment activities, please contact either Philip Taranger, English Language Arts 30–2 Exam Manager, at Philip.Taranger@gov.ab.ca or Denise Kissel, English Language Arts 30–2 Examiner, at Denise.Kissel@gov.ab.ca.
## Assessment Standards and Practices for English Language Arts 30–2

<table>
<thead>
<tr>
<th>Weightings</th>
<th>The diploma examination mark constitutes 30% of a student’s final mark while the school-awarded mark constitutes 70% of a student’s final mark in English Language Arts 30-2.</th>
</tr>
</thead>
</table>
| Examination Format and Weightings | The English Language Arts 30–2 Diploma Examination is made up of two parts:  
**Part A: Written Response (50%)** and **Part B: Multiple Choice (50%).** |

### Part A: Written Response Assignments, Scoring Categories, and Weightings

<table>
<thead>
<tr>
<th>Visual Reflection (10%)</th>
<th>Literary Exploration (25%)</th>
<th>Persuasive Writing in Context (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ideas and Impressions 10%</td>
<td>- Thought and Understanding 10%</td>
<td>- Thought and Support 10%</td>
</tr>
<tr>
<td>- Presentation 10%</td>
<td>- Form and Structure 10%</td>
<td>- Writing Skills 5%</td>
</tr>
<tr>
<td></td>
<td>- Matters of Choice 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Matters of Correctness 5%</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Readings

The Part B: Reading component is an assessment of students’ abilities to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone, figurative language, and rhetorical devices; understanding of the purposes and effects of writers’ choices; and appreciation of human experience and values reflected in literature will be assessed. **Text types** include excerpts from **extended texts**—novels, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays)—and **shorter texts**—poetry (may include songs), short stories, visual texts (including photographs, advertisements, posters, cartoons, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, technical writing). Some questions will be linked to more than one reading selection; that is, they will ask students to consider two or more readings connected by technique, context, and/or theme.
Suggested word count range

All Part A Humanities written-response assignments contain a suggested word count range. Students can use the suggested word count range, along with the suggested time limit, as a guideline when responding to the assignment. The range is not a cap, and students who handwrite will not be expected to hand-count their words.

The suggested word count ranges below are based on various sources, including the student exemplars chosen for the Examples of the Standards for Students’ Writing (available at https://www.alberta.ca/writing-diploma-exams.aspx#toc-2), and on discussions with psychometricians and curriculum staff. They also reflect discussions with teachers during exam development regarding the expectations for each written-response assignment.

**Written-response Assignment Suggested Word Count Range**

- English Language Arts 30–2 Assignment 1: 300–700 words
- English Language Arts 30–2 Assignment 2: 400–900 words
- English Language Arts 30–2 Assignment 3: 300–600 words

**Note:** There are approximately 300 words per page, depending on the font size used and other factors. The expectations for student responses, including written responses, are unchanged.

Release of examination materials

For the January 2004 diploma examination administration only, both parts of the English Language Arts 30–2 Diploma Examination were released for teacher and student use following administration. Releasing this diploma examination in its entirety was the best way to demonstrate how these examinations have been designed to support the new Programs of Study for Grades 10–12 English Language Arts.

*Part A: Written Response* of both the January 2019 and June 2019 English Language Arts 30–2 Diploma Examinations will be released following administration; however, *Part B: Reading* will be fully secured for both the January and June administrations.
Classroom assessment

Because many types of assessment are suited to classroom situations only, teachers should ensure that their assessment of student progress reflects the full Programs of Study for Grades 10–12 English Language Arts.

Other support documents

A Guide for Students Preparing to Write the English Language Arts 30–2 Diploma Examination and Examples of the Standards for Students’ Writing from recent English Language Arts 30–2 Diploma Examinations are posted on the Alberta Education website.

Blueprints

The blueprints for Part A and Part B of the English Language Arts 30–2 Diploma Examination are on pages 15 and 38, respectively.
Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of three assignments:

• Visual Reflection
• Literary Exploration
• Persuasive Writing in Context

Part A: Written Response allows students to demonstrate reading, thinking, and writing skills in response to these three distinct writing tasks. See pages 20 and 21, 24 to 26, and 32 to 34 for sample assignments.

Lined pages

Lined pages for handwritten student responses are not included in Part A diploma examination booklets. A template lined page (Written-Response Bilingual Lined Page) can be downloaded for printing from the Alberta Education website.

Authorized reference

Students writing Part A: Written Response are allowed to use the following print references:

• an English and/or bilingual dictionary
• a thesaurus
• an authorized writing handbook

Seven writing handbooks are authorized by Provincial Assessment Sector at this time for use during the administration of Part A:

• A Canadian Writer’s Guide (J. Finnbogason and A. Valleau), second edition only
• A Canadian Writer’s Reference (D. Hacker)
• Checkmate: A Writing Reference for Canadians (J. Buckley)
• English Language Arts Handbook for Secondary Students (Alberta Education)
• Fit to Print: The Canadian Student’s Guide to Essay Writing (J. Buckley)
• The St. Martin’s Handbook for Canadians (A. Lunsford et al.)
• The Writing Process (Q. Gehle et al.)

With the exception of A Canadian Writer’s Guide, any edition of these texts is acceptable for use. Students and supervising examiners must remove any extraneous material from print references.
Assignment I: Visual Reflection

This assignment requires students to read visual text(s) and then respond to the question, “What ideas and impressions does the visual text suggest to you?”

Students are required to choose a prose form that enables them to clearly communicate and effectively develop their ideas and impressions.

Value: 10% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

- Ideas and Impressions 5%
- Presentation 5%

Assignment II: Literary Exploration

This assignment directs students to read a text selection and respond to a given thematic topic. Students are required to discuss a character from a literary text studied in class.

Students should write well-supported, carefully constructed compositions. They must develop their responses by exploring how the experiences of the chosen character relate to their ideas regarding the assigned topic. Students should reflect upon their own prior knowledge and/or experience and/or the reading selection provided in the examination.

*The Personal Reflection on Choice of Character(s) from Literary Text(s)* provides students the opportunity to explore their reasons for choosing to discuss a particular character (or characters) in order to clarify their ideas prior to beginning the Literary Exploration Assignment.

Value: 25% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

- Thought and Support 10%
- Form and Structure 5%
- Matters of Choice 5%
- Matters of Correctness 5%
Assignment III: Persuasive Writing in Context

This assignment requires students to write a letter or speech in order to persuade a given audience to accept or reject a hypothetical proposal.

As students have the choice to write either a letter or a speech in each administration, the first page for written work does not include an inside address or salutation. Students are expected to provide the introduction appropriate to their use of form.

This complex assignment tests students’ skills in choosing relevant data, synthesizing information, organizing effectively, and adjusting tone and diction to fit a specific purpose, audience, and situation.

Value: 15% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

- Thought and Support: 10%
- Writing Skills: 5%

Blueprint purpose

The English Language Arts 30–2 Diploma Examinations are designed to reflect the Programs of Study for Grades 10–12 English Language Arts. The blueprint on the following page outlines the design of Part A. It presents the relationship between the requirements of the writing assignment and the scoring of assignments as well as the headings and subheadings that are used to organize specific learning outcomes in the program of studies.

As well, the blueprint delineates the categories that will be used to report summary data to school authorities and high schools and the percentage that each section contributes to the total examination mark.
## Visual Reflection
The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and Impressions</td>
<td>2.1, 2.2, 2.3, 4.1</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation</td>
<td>3.1, 3.2, 4.1, 4.2</td>
<td>5%</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Exploration</td>
<td>Thought and Support</td>
<td>2.1, 2.2, 2.3, 3.2, 4.1, 4.2</td>
<td>10% 25%</td>
</tr>
<tr>
<td></td>
<td>The student is required to develop relevant and supported ideas by reflecting upon prior knowledge and/or experience in order to explore the choices and motives of a character (or characters) in literature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form and Structure</td>
<td>2.2, 3.1, 4.1, 4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to develop a coherent, unified composition by choosing an appropriate method and shaping the discussion to create a unifying effect. A controlling idea may be presented either implicitly or explicitly within the composition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matters of Choice</td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matters of Correctness</td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.</td>
<td></td>
<td></td>
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</tbody>
</table>

(Continued on the next page)
<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Writing in Context</td>
<td>Thought and Support</td>
<td>2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2</td>
<td>10% 15%</td>
</tr>
<tr>
<td></td>
<td>The student is required to adopt and defend a position on a specific issue. The student is required to identify the audience and purpose for writing and to identify which sources support the position chosen. The student is expected to form generalizations and synthesize ideas by integrating provided information with prior knowledge and to support the position that has been adopted with relevant and consistent detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Skills</td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to communicate clearly, effectively, and correctly in writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Total Examination Mark</td>
<td></td>
<td>50% 50%</td>
<td></td>
</tr>
</tbody>
</table>
Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

• Assignment I: Visual Reflection
  Value 10% of total examination mark

• Assignment II: Literary Exploration
  Value 25% of total examination mark

• Assignment III: Persuasive Writing in Context
  Value 15% of total examination mark

Instructions

• Complete all three assignments.

• You may use the following print references:
  – an English and/or bilingual dictionary
  – a thesaurus
  – an authorized writing handbook

Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response.

Additional Instructions for Students Who Are Using a Word Processor

• Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who Are Handwriting

• Use the paper provided by your school for handwritten work. Note that there is no paper provided in this booklet for final written work.

• Use blue or black ink for handwritten work.
ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes
Suggested word count range: 300 to 700 words
ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must:

• Select a prose form that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader.

• Consider how you can create a strong unifying effect.

Initial Planning
Scoring categories and criteria for 2019–2020
Assignment I: Visual Reflection

Ideas and Impressions
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 2.1, 2.2, 2.3, 4.1

When marking Ideas and Impressions, the marker should consider

- the quality of the ideas generated by the student to explore the visual text(s) and the impressions that the student has formed to reflect upon the visual text(s)
- the effectiveness and consistency of the support provided
- the appropriateness of development and unifying effect to prose form

<table>
<thead>
<tr>
<th>Excellent</th>
<th>The student’s perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. The response is skillfully developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pf</td>
<td>The student’s perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. The response is coherently developed.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>The student’s perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student’s ideas and impressions. The response is generally clearly developed.</td>
</tr>
<tr>
<td>Limited</td>
<td>The student’s perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student’s ideas and impressions. The response is unclearly or ineffectively developed.</td>
</tr>
<tr>
<td>Poor</td>
<td>The student’s perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student’s ideas and impressions. The response is underdeveloped and/or incoherent.</td>
</tr>
</tbody>
</table>
| Insufficient  | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
- the marker can discern no evidence of an attempt to fulfill the assignment OR
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions |

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
- the marker can discern no evidence of an attempt to fulfill the assignment OR
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions
Presentation
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 3.1, 3.2, 4.1, 4.2

When marking Presentation, the marker should consider

• the **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen

• the quality of language and expression

Consider the proportion of error in terms of the complexity and length of the response.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>The student’s voice is engaging and confident. Stylistic choices are precise and effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>The student’s voice is distinct and well considered. Stylistic choices are specific and frequently effective.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>The student’s voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective.</td>
</tr>
<tr>
<td>Limited</td>
<td>The student’s voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.</td>
</tr>
<tr>
<td>Poor</td>
<td>The student’s voice is ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.</td>
</tr>
</tbody>
</table>
ASSIGNMENT II: LITERARY EXPLORATION
Suggested time: 70 to 80 minutes
Suggested word count range: 400 to 900 words

Read the following excerpt from an essay and complete the assignment that follows.

Jalal Barzanji was born in northern Iraq and is a contemporary Kurdish poet and writer. He spent two years in prison before escaping the war in Kurdistan in 1997 and immigrating to Edmonton.

from HOME AFTER HOME

I was born in an innocent village outside the city of Arbil, Kurdistan, Iraq, and almost since that very day the story of my life has revolved around journeys. They are not all exclusively literal, although many are. Most of them, however, are accompanied by journeys of the mind seeking improvement, revelation, consolation and peace—in other words, a home. A sovereign, democratic country, I believe, is the accumulation of millions of journeys undertaken by those inhabiting it. My story, to that extent, is as much a Canadian journey as any other. It is Canada’s acceptance that has given it more meaning. It is important to enlighten people about how difficult it can be to make these journeys of self-discovery without the freedom of a country such as Canada to support them. I want to show how Canada helped accept my journey, and how through this acceptance helped to reaffirm my identity as a writer, father, and human being.

The inherent meaning of journey is that of travel (a concept that has also played a great part in my life), but the deeper meaning of journey has to do with the changes in one’s life, or in my case surviving great distances of feelings and beliefs. Changes in geographical locations are significant, most of all in our souls. Our minds and our hearts journey from despair to joy, from freedom of belief to physically forced restraints against expressing one’s opinion. So, no matter what implications can be assumed, I will limit myself to what is so fascinating to me about the journeys I have taken. Our journeys may not be perfect, they may be filled with difficult moments and times when we may not wish to continue, but our ability to take these emotional journeys is in itself beautiful. They give us the opportunity to change, to expand, to see new things, and to consider new ideas. All of my journeys were unique, but all ended in one common factor—the person taking them changed. …

The definition of home continues to change as migration increases and cities expand. It has all led to a splintering in the definition of exactly what and where home is. Perhaps it’s about creating a combination of homes and cultures. When I first moved to Canada, I sorely missed the place I was born, the place of my mother—Kurdistan. Now, many years later, Canada has also become home. This has created an irreconcilable personal dilemma, because when I am in Canada I miss my home in Kurdistan, and when I am in Kurdistan I miss my home in Canada. Perhaps home is not necessarily the place you were born and created your first memories and began your life journey; perhaps it is the place that encourages you to be the best version of yourself.

Jalal Barzanji
The Assignment

In this excerpt, the narrator develops the idea that his life experiences have influenced his perspectives and attitudes.

**What is your opinion of the idea that life experiences shape an individual’s attitude?**

You **must:**

- Discuss a character from literature or film that you have studied in English Language Arts 30–2. You may choose to discuss more than one character.

- Ensure that the details you select support your opinion of the idea that life experiences shape an individual’s attitude.

- Present your ideas in *prose*.

You **should:**

- Reflect upon your own knowledge and/or experience and/or the reading selection provided.

- Use the *Initial Planning* section on page 9 to help you plan your response. Carefully consider your *controlling idea* or how you will create a *strong unifying* effect.

- Select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30–2.

- Organize your discussion so that your ideas are clearly and effectively presented.
Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen ________________________________________________________

Literary Text(s) and Author(s) _____________________________________________

________________________________________________________________________

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.
Scoring categories and criteria for 2019–2020
Assignment II: Literary Exploration

Because students’ responses to the Literary Exploration Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Literary Exploration Assignment on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

… the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s “correct” answer.

Thought and Support
(10% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking Thought and Support, the marker should consider how effectively

• the student’s ideas reflect an understanding of the topic
• the literary example relates to the student’s ideas
• the support explains and/or clarifies the response

Consider ideas presented in the Personal Reflection on Choice of Character(s) from Literary Text(s).

<table>
<thead>
<tr>
<th>Excellent</th>
<th>An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>A well-considered understanding of the topic is demonstrated. The student’s ideas are thoughtfully explored. The literary example is related competently to the student’s ideas. Support is specific and relevant.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>A defensible understanding of the topic is demonstrated. The student’s ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student’s ideas. Support is relevant but tends to be general.</td>
</tr>
<tr>
<td>Limited</td>
<td>An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student’s ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student’s ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.</td>
</tr>
<tr>
<td>Poor</td>
<td>A minimal understanding of the topic is demonstrated. The student’s ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student’s ideas and/or to the topic. Support is deficient and/or irrelevant.</td>
</tr>
</tbody>
</table>

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when

• the marker can discern no evidence of an attempt to address the topic OR
• the writing is so deficient in length that it is not possible to assess Thought and Support

Insufficient
Form and Structure
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 2.2, 3.1, 4.1, 4.2

When marking Form and Structure, the marker should consider how effectively the student’s organizational choices result in

- the development and maintenance of a controlling idea or unifying effect
- the creation of a coherent, shaped, and concluded discussion in response to the assignment

| Excellent (E) | A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent. |
| Proficient (Pf) | A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent. |
| Satisfactory (S) | A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent. |
| Limited (L) | A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear. |
| Poor (P) | A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent. |
Matters of Choice
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 4.2

When marking Matters of Choice, the marker should consider how effectively the student’s choices enhance communication. The marker should consider

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of voice

| Excellent E | Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice. |
| Proficient Pf | Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice. |
| Satisfactory S | Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice. |
| Limited L | Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice. |
| Poor P | Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice. |
Matters of Correctness
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 4.2

When marking Matters of Correctness, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.</td>
</tr>
<tr>
<td><strong>Limited</strong></td>
<td>This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.</td>
</tr>
</tbody>
</table>
ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT
Suggested time: 40 to 50 minutes
Suggested word count range: 300 to 600 words

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper School Board is considering requiring all schools to implement a mandatory first aid course in the upcoming school year. All students will be required to complete the course before graduation. Supporters point to the fact that many students are unaware of the basic life-saving skills that first aid courses teach. Those opposed believe that schools do not have the right to require students to take this course and mandatory first aid may require students to assume responsibilities that they are not ready for.

In deciding whether to accept or reject the proposal, the Prosper School Board has invited concerned individuals to make their views known. You are Samir Merali, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper School Board either to ACCEPT or to REJECT the proposal to implement mandatory first aid courses at Prosper High.

In preparing your persuasive speech or letter, BE SURE TO

• study the information on pages 14 and 15
• consider your purpose and audience
• present a clear argument that explains the reasons behind your decision
• use an appropriate tone

Remember that you must clearly and directly choose either to accept or to reject the proposal.
Prosper High School
Staff Minutes

5.0 New Business
Mandatory First Aid Courses

- In an effort to address health and safety in schools, we should be providing first aid training to our staff and our students.

- Our current first aid strategy is limited to having only five staff members who are trained in first aid while our student population is more than 800.

- Extending first aid training to students teaches them to care for others, be more responsible, and equips them with the skills to save a life, at school and beyond.

CITIZEN LINK

What is your opinion of the proposed mandatory first aid course?

Anna Wozir: I really don’t have time to fit another course into my already packed timetable! And what happens if I don’t get 75% on the written test? I have to take it again? I definitely don’t have time for that!

Sasha Nassour: When we completed first aid training at work, it turned into a great team-building exercise and now I feel more connected with my co-workers. This could be a great opportunity for our teens to come together.

Mehmet Singh: How much is all this costing? Buying the AED for the gym last year cleaned out the School Council’s remaining budget. Who is paying for the training and materials for this course? What are we losing in order to pay for this?

---

PROSPER NEWS

Postal Worker Suspended for Refusing to Administer First Aid

A local postal worker trained in first aid who refused to perform CPR on a woman who he feared might have overdosed on fentanyl has been suspended with pay while an investigation into duty of care is conducted. When contacted, a local first aid response instructor stressed that the safety of the person offering assistance has always come first. First responders are equipped with gloves and artificial respiration masks for such instances. Some critics of the postal worker point to the legal obligation an individual has to provide care and that refusing to do so can result in negligence, leaving the individual liable.

Percentage of groups polled who want to learn how to resuscitate someone and give first aid

- 50% Adults
- 73% Elementary students
- 59% High school students
What to do if someone is having a seizure:

1. Stay calm.
2. Look around—make sure the casualty is not in a dangerous place.
3. Note the time that the seizure starts.
4. Stay with the casualty.
5. Cushion the casualty’s head, if the casualty has collapsed.
6. Don’t hold the casualty down.
7. Don’t put anything in the casualty’s mouth.
8. Check the time again—if a convulsive seizure doesn’t stop after 5 minutes, call 911.
9. After the seizure has stopped, place the casualty in the recovery position.
10. Stay with the casualty until the casualty has fully recovered.

Course Outline
Standard First Aid and CPR

Hours: 14 Hours Teaching Time

Requirements:
Ability to successfully demonstrate all compulsory skills
- 100% attendance and participation
- 75% minimum passing grade on a written, closed-book test

Certification:
3-year certification in Standard First Aid, CPR Level A, and AED

Click link for more information
Two Million Lives Saved With CPR
At the Annual Emergency Cardiovascular Care Conference, attendees were delighted to hear that more than 300 million people have been trained in resuscitation techniques globally, and over two million lives have been saved using CPR.

Number of Canadians Trained in First Aid at Dangerous Low
Recent polls by the Red Cross show that nearly 40% of Canadians say they have been in an emergency where they had to perform first aid; however, only 18% are currently certified.

Should You Have a Defibrillator on Your Premises?
The use of AEDs (Automated External Defibrillators) has proved to be so successful fears have been expressed that a business that does not have an AED may be found negligent should a member of the public suffer a cardiac arrest while on their premises.
Scoring categories and criteria for 2019–2020
Assignment III: Persuasive Writing in Context

Thought and Support
(10% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 2.1, 2.2, 2.3, 4.1, 4.2

When marking Thought and Support, the marker should consider

• how effectively the student has addressed the significance and complexity of the issue
• the persuasiveness and consistency of the argument(s) presented
• how well the supporting evidence is integrated, synthesized, and/or developed to support the student’s arguments
• awareness of audience and effectiveness of voice

| Excellent | E | A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. The voice is confident. |
| Proficient | Pf | A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. The voice is competent. |
| Satisfactory | S | A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear. |
| Limited | L | A superficial and/or incomplete and/or confused understanding of the issue is demonstrated. The student’s arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear. |
| Poor | P | An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate. |
| Insufficient | INS | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
• the marker can discern no evidence of an attempt to fulfill the assignment OR
• the writing is so deficient in length that it is not possible to assess Ideas and Impressions |

Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
• the marker can discern no evidence of an attempt to fulfill the assignment OR
• the writing is so deficient in length that it is not possible to assess Ideas and Impressions
Writing Skills
(5% of total examination mark)

Cross-reference to the Programs of Study for English Language Arts 30–2 4.2

When marking Writing Skills, the marker should consider the extent to which the writing demonstrates control of

- syntax
- diction
- grammar
- mechanics

Consider the proportion of error in terms of the complexity and length of the response.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Limited</td>
<td>The selection and use of words and structures are generally ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Poor</td>
<td>The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
</tbody>
</table>
Part B: Reading

Description

Part B: Reading is worth 50% of the total diploma examination mark and consists of 70 machine-scored questions based on short texts and excerpts from extended texts.

Part B: Reading is an assessment of students’ ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers’ choices; and appreciation of human experience and values reflected in literature will be assessed at the level of challenge appropriate for graduating English Language Arts 30–2 students.

Reading

Texts will include:

- Modern drama—may include television or radio scripts or screenplays
- Poetry—may include song
- Nonfiction and response to nonfiction
- Fiction and nonfiction readings representing a broad selection of literary texts, which includes persuasive, personal, expository, biographical and autobiographical essays, and visual texts

Reading selections will reflect the minimum one-third Canadian texts requirement in the Programs of Study for Grades 10–12 English Language Arts and will also reflect a variety of cultural perspectives.

Often, at least one reading will be linked to one or more, usually different, types of text.

One set of questions is based on a draft composition written by a hypothetical student. The passage that precedes the student’s composition inspires the student’s writing topic.

Questions

The questions require the English Language Arts 30–2 student to make decisions about revisions and corrections to the draft relative to topic, purpose, audience, and presentation.

The questions on Part B: Reading progress through each selection in a manner intended to assist students with their reading. For this reason, and with the inclusion of linked readings and items, students should read the passages and answer the questions in the order in which they appear in the booklets.

Visual texts may be presented within a text to enhance the students’ reading or may be presented independently as a reading selection with questions. Students will be asked to identify how elements of a photographic composition, photograph, cartoon, poster, advertisement, or work of art convey meaning, relate to the purpose of the text, or contribute to the total effect of the text.
Linked passages and questions

Each examination typically contains one linked passage set. A linked passage set consists of two or more texts, one of which may be a visual text. The texts within the set are thematically linked, and the connection between the texts creates a specific reading context. Each text is accompanied by its own set of questions.

Following the questions on the final text in the set are several questions that require students to consider one or more of the texts in relation to the others. These questions may ask students to identify the significance of a quotation from one text in the context of another or to identify similarities or contrasts between the texts.

Sample readings

The January 2004 Part B: Reading examination was released for teachers to use in preparing their students for the Part B: Reading examination.

Blueprint

Part B: Reading is designed to reflect the Programs of Study for Grades 10–12 English Language Arts. The blueprint for Part B is on the following page.
English Language Arts 30–2 Diploma Examination
Part B: Reading Blueprint

<table>
<thead>
<tr>
<th>Reporting Category*</th>
<th>A. Form Literal Understandings</th>
<th>B. Infer, Apply, and Analyze</th>
<th>C. Assess and Form Generalizations</th>
<th>Total Items***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construct meaning from content and context, and engage contextual knowledge (2.1)**</td>
<td></td>
<td></td>
<td></td>
<td>30–40 items</td>
</tr>
<tr>
<td>2. Relate textual forms, elements, and techniques to content, purpose, and effect (2.2, 2.3.3)</td>
<td></td>
<td></td>
<td></td>
<td>20–25 items</td>
</tr>
<tr>
<td>3. Connect self, culture, and milieu to text and text creators (2.3.1, 2.3.2)</td>
<td></td>
<td></td>
<td></td>
<td>10–15 items</td>
</tr>
<tr>
<td>Total Items</td>
<td>15–25 items</td>
<td>30–40 items</td>
<td>10–20 items</td>
<td>70 items (50%)</td>
</tr>
</tbody>
</table>

* Texts used to assess learner outcomes are chosen for their literary merit and represent the reading standard expected of English Language Arts 30–2 graduates.

Text selections will reflect the minimum one-third Canadian texts requirement in the Programs of Study for Grades 10–12 English Language Arts. Text types include excerpts from extended texts—novel, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays), and shorter texts—poetry (may include song), short story, visual texts (including photographs, advertisements, cartoons, posters, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, and technical writing). Some questions may be linked to more than one reading selection; that is, the questions will ask students to consider two or more readings connected by context and/or theme.

** Numbers in parentheses refer to headings and subheadings from the Programs of Study for Grades 10–12 English Language Arts to which the reporting categories are cross-referenced.

*** Numbers of items and percentages are approximate and will vary depending on the readings chosen. Part B is worth 50% of the total English Language Arts 30–2 Diploma Examination mark.
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Inquiries about special cases, diploma examination accommodations, and special-format materials can be sent by email to special.cases@gov.ab.ca

Inquiries about field testing can be sent by email to field.test@gov.ab.ca

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