A Guide for Students Preparing to Write the Diploma Examination

English Language Arts 30–1

Alberta

This document was written primarily for	
Students	✓
Teachers	
Administrators	
Parents	✓
General Audience	

A Guide for Students Preparing to Write the Diploma Examination
English Language Arts 30–1

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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 and Childcare website.

This guide has been prepared by Provincial Assessment staff at Alberta Education and Childcare. We develop the diploma exams and are involved in the assessment of thousands of high school students each year. The purpose of this guide is to provide students with information that will increase their likelihood of success on the diploma exams in English Language Arts 30–1.

Guides for Students for diploma-exam subjects other than English Language Arts 30–1, as well as additional materials on how to prepare for diploma exams, can be found on the Alberta Education and Childcare website.

This guide and all other diploma examination-related materials produced by Provincial Assessment staff are identified with the following logo:

Understanding the *English Language Arts 30–1 Diploma Examination*

Your **school-awarded mark** is worth 70% of your final course mark, and the **diploma examination mark** is worth the other 30% of your final course mark.

The *English Language Arts 30–1 Diploma Examination* has **two parts**, each worth 50% of your total examination mark. *Part A: Written Response* allows you to demonstrate reading, thinking, and writing skills in response to three distinct writing tasks. *Part B: Readings and Questions* consists of multiple-choice questions, also referred to as machine-scored questions, based on reading selections. You will write these two parts on different days.

Part A: Written Response

Part A: Written Response consists of two assignments worth 50% of the total *English Language Arts 30–1 Diploma Examination* mark.

Assignment I:
Personal Response to Texts

Value 20% of total examination mark

Assignment II:
Critical/Analytical Response to Literary Texts

Value 30% of total examination mark

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.

Part B: Readings and Questions

Part B: Readings and Questions contributes 50% of the total *English Language Arts 30–1 Diploma Examination* mark. The examination contains a number of reading selections and 70 corresponding machine-scored questions in the examination. Machine-scored questions provide students with response alternatives, of which only one is correct.

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.

Special accommodations are available to students. For more information, contact your school administration or counselling department.

Preparing for the *English Language Arts 30–1 Diploma Examination*

The most effective way to prepare for your diploma examination is to be actively involved in all aspects of your English Language Arts 30–1 classroom experience. Use every opportunity in your coursework to develop effective reading, writing, and communication skills.

Diversity

In addition to the literary texts you are studying in your English Language Arts 30–1 course, **explore and enjoy a variety of other texts**, such as novels, nonfiction books, articles, essays, poems, songs, films, theatrical productions, and visual texts. Exposure to diverse reading experiences increases your competence and confidence when responding to reading selections that you will see for the first time in both parts of the diploma examination. Reading challenging material regularly is also one of the most effective ways to increase your vocabulary. As well, hearing, seeing, and experiencing literary texts presented in a variety of contexts, such as audio books or online materials, can enhance your comprehension. Reading a poem out loud to hear the ideas within it may also help you to appreciate its meaning. Viewing live stage productions will help you to become familiar with the conventions, techniques, and devices of the theatre.

Interpretation

Develop your own interpretation of a literary text. When you are reading, viewing, or listening to a literary text, ask yourself **what ideas the writer or text creator intended to communicate**? Ask yourself how textual elements, such as character, motivation, conflict, irony, point of view, setting, and stylistic techniques, are used to create a particular effect and to convey meaning. Pay attention to details that communicate thoughts or feelings, and consider how specific details contribute to the theme and provide insight into the choices and motives of the characters. The habit of forming your own interpretations and positions on issues that arise from text study will prepare you to explore a topic presented in an examination. Having the confidence to express your ideas about the theme of a literary text, for example, will help you to create a strong controlling idea or unifying effect for your written responses as well as improve your ability to analyze and assess controlling ideas in *Part B* of the diploma examination.

References

Develop the habit of using reference material, such as a dictionary, a thesaurus, and a writing handbook. As you extend your vocabulary, you extend your capacity to recognize nuance and to communicate your understanding. Before looking up a word in a **dictionary**, see if you can define it through context clues and your knowledge of prefixes, suffixes, roots, and derivatives. After looking up a word, ensure that you understand its meaning before you use it in your writing. In addition to a dictionary, a **thesaurus** can offer you a wide range of word choices. Using an authorized **writing handbook** as a resource throughout the year can also assist you with your writing.

Seven writing handbooks are authorized for use during the administration of *Part A* of the diploma examination:

- *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 during *Part A*. The *St. Martin's Handbook for Canadians* and *The Writing Process* are out of print but may be available in some high schools.

A dictionary and a thesaurus are available in the *Part A: Written Response* examination on the digital assessment platform for students to use during the administration of *Part A*.

You may also use all three of these **print** references—an English and/or a bilingual dictionary, a thesaurus, and an authorized writing handbook—during the administration of *Part A*. However, you must develop the skills necessary to use these reference tools effectively and efficiently; otherwise, they may be of little assistance to you during the examination.

You may **not** use any reference materials during the administration of *Part B*.

Reviewing

Become familiar with the format of the *English Language Arts 30–1 Diploma Examination* by reviewing the *English Language Arts 30–1 Information Bulletin*, which is available on the Writing diploma exams web page. Practising the sample assignments will give you confidence and help you to manage your time during the examination. Active involvement in your English language arts class is the most effective exam preparation. Documents such as *Examples of the Standards for Students' Writing* from previous examinations provide valuable resources. They demonstrate the standards for first-draft writing expected of you by the end of your English Language Arts 30–1 course. Note that the sample responses in these documents have been provided for **illustrative purposes only**. If you use sections from these responses when writing *Part A* of the diploma examination, you will be guilty of plagiarism and will be in breach of examination regulations.

Released Items from *Part B* of the diploma examination are available on the Alberta Education and Childcare website.

Practice tests for both *Part A: Written Response* and *Part B: Readings and Questions* are available on the Practice Tests web page.

Writing on the digital assessment platform

Do not rely on the word processor to correct your mistakes. For example, on a recent examination, a student wrote "I believe that the poet's ability to be extinct gives the poem an everlasting quality," when the student intended to say "I believe that the poet's ability to be **distinct** gives the poem an everlasting quality." Because *extinct* was on the digital assessment platform's list of possible words, the spell-check tool did not help the student to avoid this unfortunate error.

Requirements of *Part A: Written Response*

Understanding the writing requirements for *Part A* of the diploma examination is an essential part of your preparation. As well, make sure that you are familiar with the **scoring categories and scoring criteria** listed in the *English Language Arts 30–1 Information Bulletin*, which is available on the Writing diploma exams web page. An understanding of the scoring criteria may help you to fulfill the writing tasks. Experienced English Language Arts 30–1 teachers use the scoring criteria to mark your examination.

Teacher-markers are familiar with both the texts provided in the examination and the literary texts chosen by students in the Critical/Analytical Response to Literary Texts Assignment. They expect you to write thoughtfully about the assignment topic and one or more of the texts in the Personal Response to Texts Assignment and the literature you use to support your ideas in the Critical/Analytical Response to Literary Texts Assignment. Express your thoughts clearly, and support them with relevant references and examples. Avoid merely repeating—without any focus, discussion, or direction—the topic, details, or quotations from a text. Try to communicate ideas that are meaningful to you.

Each assignment has a suggested time limit, as well as a suggested word count range. You may use each of these as a guideline when responding to each written-response assignment. The suggested word count range is not a cap.

To improve your writing, use all the time available to

- **read** the assignments carefully
- **identify** the ideas and/or impressions that are meaningful to you and that are relevant to the assignment
- **plan** your response thoughtfully before beginning to write
- **consider** carefully whether or not you are clearly and effectively communicating your ideas to the reader, and make any necessary revisions

The Personal Response to Texts Assignment

The Personal Response to Texts Assignment requires you to explore a given thematic topic in response to texts provided. Texts will include visual text(s) and any combination of poetry, fiction, and/or nonfiction. A brief comment relating the texts to the thematic topic will be provided. The assignment is to write about what these texts suggest to you about *the topic presented*.

Select a prose form that is appropriate to the ideas you want to express and that will enable you to effectively communicate your ideas to the reader. Do **not** use a poetic form. Support and develop your response with reference to *one or more of the texts* and to your previous knowledge and/or experience. You may respond from a personal, creative, and/or analytical perspective. Make a careful and purposeful choice when selecting a prose form and a perspective, because your choices determine the set of expectations that the markers will have as they assess the success of your presentation. Choose a prose form from the ones that you have practised and mastered in your English Language Arts 30–1 course.

The time suggested to complete the Personal Response to Texts Assignment is **approximately 45 to 60 minutes, and the suggested word count range is 600 to 1200 words**. Be sure to give yourself an appropriate amount of time for planning and revision.

The Personal Response to Texts Assignment is worth 20% of the total examination mark (*Parts A* and *B* combined) and is assessed according to two scoring categories: **Ideas and Impressions** and **Presentation**, each worth 10% of the total examination mark. This assignment also introduces you to the thematic context of the Critical/Analytical Response to Literary Texts Assignment.

Suggestions for writing the Personal Response to Texts Assignment

Because the Personal Response to Texts Assignment is thematically connected to the Critical/Analytical Response to Literary Texts Assignment, read and reflect upon both assignments before you begin the first assignment.

As you read the texts provided, consider all titles, captions, commentary, and footnotes. This information may help you to understand the texts and their contexts. Choose a planning strategy that is effective for the ideas that you want to communicate. Space for planning is provided in the student response area of the examination.

You are expected to reflect upon and explore ideas and impressions prompted by texts provided in the examination and the assignment topic.

When considering which of the provided prompting texts to explore, select the text that is most relevant to your own ideas about the topic. Your composition will be assessed on the basis of your ability to relate the topic to your ideas and impressions formed by the reading of a text or texts and to your previous knowledge and/or experience. Compositions that do not demonstrate a connection to one or more of the texts provided in the examination OR that do not address the topic presented in the assignment are assessed as **Insufficient**. A response assigned an **Insufficient**, for any reason, receives a score of zero in all scoring categories.

There is no prescribed answer or approach to the Personal Response to Texts Assignment.

As you read and reflect upon each text, ask yourself the following questions:

- What ideas, feelings, or impressions does the text communicate to me about the topic?
- What details in the text create and convey these ideas, feelings, or impressions?
- What have I experienced or learned that is relevant to my ideas, feelings, or impressions of the topic and/or the text?
- What ideas and support will allow me to compose the most effective response to the topic?
- How might these texts relate to one another, my ideas, and the topic?

Because students' responses to the Personal Response to Texts Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—you will be asked to identify the connection between the texts, the topic, and your response in the planning section of the assignment. You also will be asked to identify what controlling idea you intend to explore and how it addresses the topic.

Having confidence in what you are writing about will enhance the creation of your writing voice. Trust your ideas. Use your time effectively. Use the planning section to identify your connections to the prompting text(s) and to indicate how your response will address the question.

If your response is clear, focused, organized, on topic, and supported with reference to the text or texts provided and to your previous knowledge and/or experience, you have done all that you can to be successful. **Remember**, you need respond only to one text, but the connection to the text must be clear to your audience.

When considering the prose form that will best communicate your ideas, ask yourself the following questions:

- What prose form will allow me to communicate my ideas and impressions most effectively?
- What prose forms have allowed me to communicate successfully in my English Language Arts 30–1 course? Have I mastered a creative approach? Or, are my skills better suited to a personal or analytical composition in the context of a timed test?
- What prose form will best suit the ideas I want to present to the audience?
- How can I use language and develop my ideas effectively?

INSUFFICIENT Personal Response to Texts Assignment

Compositions that provide no evidence of an attempt to fulfill the task presented in the assignment are assessed as Insufficient. Insufficient is a special category. It is not an indicator of quality.

Compositions are assigned an **Insufficient** when

- the student has responded using a form other than prose OR
- the student has written so little that it is not possible to assess Ideas and Impressions OR
- there is no evidence that the topic presented in the assignment has been addressed OR
- there is no connection between the text(s) provided in the assignment and the student's response OR
- there is no evidence of an attempt to fulfill the task as presented in the assignment

A composition will also be assessed as **Insufficient** if the student uses a poetic form. Being assessed as **Insufficient** means your response will receive a score of zero for Ideas and Impressions and for Presentation.

The Critical/Analytical Response to Literary Texts Assignment

The Critical/Analytical Response to Literary Texts Assignment asks you to demonstrate your understanding of a literary text (or texts) that you have studied in detail in your English Language Arts 30–1 course. The assignment is a further exploration of the topic introduced in the Personal Response to Texts Assignment. Pay close attention to the wording of the topic for the Critical/Analytical Response to Literary Texts Assignment. Because it is **not identical** to that of the personal response, you need to consider the way(s) in which the thematic context has been reframed for a more specific focus. **You are expected to write about how the assigned topic is reflected in the ideas developed by the text creator.** You are expected to write a thoughtful, well-developed essay in which you synthesize your thinking about both the assigned topic and your interpretation of your chosen text. Your essay will be assessed on the basis of your ability to express your understanding of the literary text, to relate that understanding of the text to the assigned topic, and to support your ideas with evidence from your chosen text.

In this assignment, you must focus your essay on a text or texts *other than* those provided in the examination. Compositions that refer only to the texts provided in the examination or that make no reference to literature studied are assessed as **Insufficient**. An essay will also be assessed as **Insufficient** when so little has been written that it is not possible to assess Thought and Understanding and/or Supporting Evidence or the marker can discern no evidence of an attempt to address the assigned topic or to fulfill the writing task presented in the assignment.

When considering which text to discuss, **select a literary text that you have studied thoroughly, that you know well, that is meaningful to you, and that is relevant to the assigned topic.** Texts that have literary merit and complexity of theme and style provide you with the opportunity to produce a persuasive critical/analytical response that contains insight and substance. If you choose a text that has not been studied in-depth in the classroom or that lacks literary merit and complexity, you reduce your chances of producing a critical/analytical response that will meet the standard for the *English Language Arts 30–1 Diploma Examination.*

The time suggested for you to complete the Critical/Analytical Response to Literary Texts Assignment, including time for "Personal Reflection on Choice of Literary Text(s)," is **approximately 1½ to 2 hours and the suggested word count range is 800 to 1600 words**.

The Critical/Analytical Response to Literary Texts Assignment is worth 30% of your total examination mark (*Parts A* and *B* combined) and is assessed according to five scoring categories: **Thought and Understanding** and **Supporting Evidence** (each worth 7.5% of your total examination mark) and **Form and Structure**, **Matters of Choice**, and **Matters of Correctness** (each worth 5% of your total examination mark). A response assigned an **Insufficient**, for any reason, receives a score of zero in all categories.

INSUFFICIENT Critical/Analytical Response to Texts Assignment

Essays are assigned an **Insufficient** when

- the student has written so little that it is not possible to assess Thought and Understanding and/or Supporting Evidence OR
- no reference has been made to literature studied OR
- there is no evidence that the topic presented in the assignment has been addressed OR
- the only literary reference present is to the text(s) provided in the first assignment OR
- there is no evidence of an attempt to address the assigned topic or to fulfill the task presented in the assignment

Suggestions for writing the Critical/Analytical Response to Literary Texts Assignment

Be sure that your selection and treatment of the literary text reflect and develop the assigned topic in enough detail to sustain a thorough discussion of both the topic and the text at the English Language Arts 30–1 level. You must be able to provide sufficient significant and relevant supporting evidence from your chosen text to illustrate your ideas logically and persuasively. Your discussion must demonstrate the depth of your understanding of the literature as well as your response to it.

If you choose to support your ideas with more than one text, make sure that each text purposefully supports and develops the unifying or controlling idea in your response. As well, state clearly your reasons for using more than one text in the Initial Planning section and/or in your response itself. A general guideline is to provide equal treatment of each text that you reference. **Consider carefully why you are examining a second text before you make it part of your response**.

In the planning section, identify the text that you will discuss in your response. Use the planning section to clarify your reasons for choosing the literature you have identified. Markers will consider the ideas presented in the planning section when considering the effectiveness of your ideas and supporting evidence.

Planning is intended to help you to clarify the ways in which the topic is addressed by the text you select. As you reflect, you may become more confident, or you may decide your initial choice restricts your ability to discuss the topic or does not provide sufficient supporting evidence for an effective discussion. Use your time efficiently to allow for time both to plan and to write a **prose composition** using supporting evidence from a literary text that addresses the topic and demonstrates your detailed understanding.

When planning, carefully consider your controlling idea or how you will create a strong unifying effect in your response. Develop your ideas in a manner that will effectively communicate your literary interpretation and understanding to the reader. Your supporting evidence must relate clearly to the topic and support your literary interpretation. Use only those events, circumstances, or details that support or enhance your discussion.

Supporting evidence

Do not merely retell the sequence of events in the text. Show that you have deliberately chosen support to reinforce your ideas. Make sure that your evidence accurately represents the literary text. Carefully integrated supporting evidence, such as quotations or paraphrases, will demonstrate that you appreciated the significance of the literary text you have chosen. However, supporting evidence—while it is a significant requirement of the assignment—does not speak for itself. The function of evidence is to illustrate or illuminate an idea that you have expressed in your own words and to provide opportunity for further analysis or discussion.

Generally, it is best not to quote from a text unless (1) the quotation lends greater authority to an idea than a paraphrase would; or (2) the quotation is so significant or so emphatically stated that a paraphrase would not capture the eloquence of the text. Paraphrase whenever the exact words are not as important as the details they present. Practise the skillful integration of supporting evidence, and refer to your English language arts handbooks for guidance regarding embedding quotations and avoiding plagiarism when you summarize or paraphrase.

You should be cautious about embedding lengthy quotations, footnotes, or references into first-draft writing because they often impede the unifying effect and the creation of an authentic voice. Providing bibliographic information or page references for your supporting evidence is not required in your response and may consume time you might use better in other aspects of your preparation for and writing of the examination.

Requirements of *Part B: Readings and Questions*

Being able to demonstrate reading comprehension skills without the use of a dictionary or a thesaurus is essential for the *Part B: Readings and Questions* portion of the diploma examination. *Part B* requires you to draw on the understanding, knowledge, and skills that you have developed as a reader. Your critical reading and thinking skills—understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of a text creator's choices; and appreciation of the human experience and values reflected in the texts—will be assessed at the level of challenge appropriate for graduating English Language Arts 30–1 students.

In *Part B: Readings and Questions*, you will read selections from a variety of texts, such as fiction, nonfiction, poetry or song, visual texts, Shakespearean drama, and modern drama (including television or radio scripts or screenplays). The **reading selections are *not* taken from the reading list for your course of studies.** Visual texts may be included within a written text to enhance the reading and to help you to establish context and/or may be presented independently as a reading selection with questions. You may be asked to identify how elements of the visual text convey meaning, relate to the purpose of the text, or contribute to the total effect of the text.

You will read and answer machine-scored questions about each reading selection. The questions ask you to assess and analyze thought, idea, tone, form, and technique in each selection and to discern how these elements, devices, and techniques communicate to the reader. A header will alert you when questions require you to consider more than one reading selection. If **linked readings and questions** have been included, you should read the passages and **answer the questions in the order in which they appear.**

Machine-scored questions

Machine-scored questions provide students with response alternatives, of which only one is correct. Questions for each reading relate to content, context, the writer's craft, and the characteristic features of a genre. For example, the set of questions on a poem will acknowledge the poetic aspects of that poem through the use of carefully chosen quotations that reflect effective patterns of sound, image, and meaning. Each set of machine-scored questions is designed to move you through the reading selection in a sequential and helpful way.

The **initial questions** in a set will usually address the beginning of the reading and should alert you to important ideas or details that will help you to understand the whole text. For example, these questions could ask about a character's emotions or the impact of the setting or atmosphere.

The **middle questions** within a set address specific elements of the selection. For example, there could be questions regarding word meanings, figures of speech, the writer's tone, the effect of the writer's choices on the reader's impression, or details about characters, such as their motivation, behaviour, relationships, attitudes, traits, or conflicts.

The **final questions** in a set often require you to consider the reading selection as a whole. For example, they could be about the main idea, context, theme, controlling idea, writer's purpose, or intended audience.

Linking questions require you to consider specific elements of various reading selections, to consider several reading selections thematically, or to manage ideas and information from different reading selections collectively. For example, questions might ask you to focus on purpose and presentation, to identify similar or contradictory ideas, to assess sources for bias, or to assess the appropriateness of forming generalizations or inquiry/research questions. With multiple texts in combination or in sequence, you must maintain a critical awareness as you read.

Evaluation questions have words in **bold type**, such as **most accurately**, **most strongly**, or **most clearly**. Bold type is used within a question to emphasize what you must do to select an answer. All of the alternatives may be, to some degree, correct. However, the correct alternative is determined by considering the specific context of the reading selection and the writer's purpose. Always return to the text(s) to consider the specific details in context before you answer an evaluation question.

Suggestions for writing *Part B: Readings and Questions*

Read the selections in order. The sequential placement of passages is intended to help you. For example, an essay may describe the context in which the poem that follows it was created. In effect, reading one selection may inform your reading of another. Reading the selections in sequence will help you to understand what you must consider to answer the question.

Read the entire selection before attempting the questions. When you read each selection, consider the title, as well as any introductory comments, footnotes, and brief notes about the writer. This information will help you to understand the reading selection and may also be required to answer one or more questions correctly. For example, the title of a selection may represent its main idea or theme. Introductory comments for a selection, written specifically for the examination, provide information about the context of the excerpt, the plot, or the relationships among characters. Footnotes or biographical notes can provide significant contextual information, clarification, or definitions that you need to understand the reading selection.

As you answer the questions, be sure that you understand what is being asked. Try to understand the meaning and tone of a selection before you examine the specific details of the questions. You may want to underline or highlight important aspects of the reading or of the questions to help you to stay focused. Questions may require you to **focus on a key or directing word** to select the correct answer. For example, the question "What is the irony of John's humorous comment?" focuses on *irony*, not humour. As well, a question that asks the meaning of a word, such as irresolute, may require you to derive the meaning of the word from the context, where clues to the meaning will be found. For example, reconsidering the context of *irresolute* may reveal that the character in question was uncertain about what to do about his mother's request. This would lead you to choose the correct response *undecided* as the meaning of *irresolute*.

Pay particular attention to factors in each question that will lead you to the correct answer. When **direct quotations** are included in a question, use the line references provided and reread the quotation within its context in the reading. Make sure that you understand the significance of quotations in the context of both the question and the entire text. In each question, vocabulary is specifically chosen to guide you. Carefully consider key words that direct the question, such as verbs and terminology, and key words that identify characters' emotions and behaviours.

Review the overall development of ideas in the reading and the content and progression of the questions. Remember, the questions are designed to lead you through the selection and to highlight both specific and general characteristics of its content, style, tone, and structure. **Do not let yourself be intimidated** by selections that you think might be difficult.

Try to save enough time to go back to questions that you found difficult or were uncertain about. Use all of your acquired reading skills to reconsider the question, its context, and the "answer." However, if you cannot think of a *valid* reason why you should change an answer, do not do so. Trust your instincts and your reading comprehension skills.

Reminders

You can practise answering questions similar to those used on diploma examinations by accessing practice tests using Alberta Education and Childcare's digital assessment platform.

When writing *Part A: Written Response*,

- you **may** use the dictionary and thesaurus and other tools available in the examination on the digital assessment platform
- you **may** also use the following **print references**: an English and/or a bilingual dictionary, a thesaurus, and an authorized writing handbook
- you must **identify the text(s) you will be discussing in the planning section** of the Critical/Analytical Response to Literary Texts Assignment. As well, write the title of your chosen literary text in the space provided in the examination.
- you may make **revisions** or corrections directly in your written work

When writing *Part B: Readings and Questions*,

- you may **not** use any dictionaries or reference materials
- read the passages and answer the questions **in the order presented**.
- read each passage in its entirety before answering the questions

Be sure that you know the **date**, **time**, and **writing location** of your examination and that you bring with you the **materials** that you will need. You must provide your own pen, HB pencil, eraser, and highlighter. As well, if you want to use **authorized print reference materials** (see p. 4) during *Part A*, you must provide your own copy.

You may wish to use tools available in *Part B* examinations administered on the digital assessment platform (e.g., Highlighter, Draw Line, Arrow, Sticky Note, and Freehand tools) to underline, highlight, or make notes on what you are reading if helpful to do so.

Rescore Provisions

You may request a **rescoring** of your examination. Before you apply for a rescore, be sure to check your *Diploma Examination Results Statement* on myPass to see what marks you have been awarded on **both** parts of the examination. For the written component, all assignments are remarked. The machine-scored component will not be rescored. **Keep in mind that if you do request a rescore, your new mark, even if it decreases, will be your final mark.** Follow the procedures included with your *Diploma Examination Results Statement* to apply for a rescore.

Mature Students

If you are a mature student, you may write a diploma exam without taking the course. You may write the exam in any writing session, but you must register online with myPass before the deadline. The registration deadline varies depending on the writing session you select. You should also decide where you will write the exam. Then, speak to the principal of the high school or exam-writing centre to reserve a space and make sure that an exam is available for you.

Contacts

If you have questions about the examination that your teacher cannot answer, or if you are a student without a regular classroom teacher, contact Philip Taranger at Philip.Taranger@gov.ab.ca; Nathalie Langstaedtler at Nathalie.Langstaedtler@gov.ab.ca; or Corey Baker at Corey.Baker@gov.ab.ca.