

ENGLISH 10 FIRST PEOPLES

TABLE OF SPECIFICATIONS

CURRICULUM ORGANIZERS	DOMAINS	READING CATEGORIES	LITERARY PROSE	POETRY	INFORMATIONAL	MULTI-GENRE	WEIGHTINGS
READING AND VIEWING	Reading	Retrieve Information (RI)	3 MC	3 MC	3 MC	–	14%
		Recognize Meaning (RM)	3 MC	3 MC	3 MC	–	14%
		Interpret Texts (IT)	3 MC	3 MC	3 MC	–	14%
		Analyze Texts (AT)	–	–	–	2 MC 1 WR	21%
WRITING AND REPRESENTING	Writing	1 WT					37%
MC = Multiple-choice question / WR = Written-response question / WT = Writing							

Examination Configuration: Multiple-choice format — 29 questions
Written-response format — 2 questions

The time allotted for the provincial examination is **two hours**. *Students may, however, take up to 60 minutes of additional time to finish.*

While the overall number of items in each reading category will remain constant, their distribution among the genres may vary.

Acknowledgement

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ENGLISH 10 FIRST PEOPLES

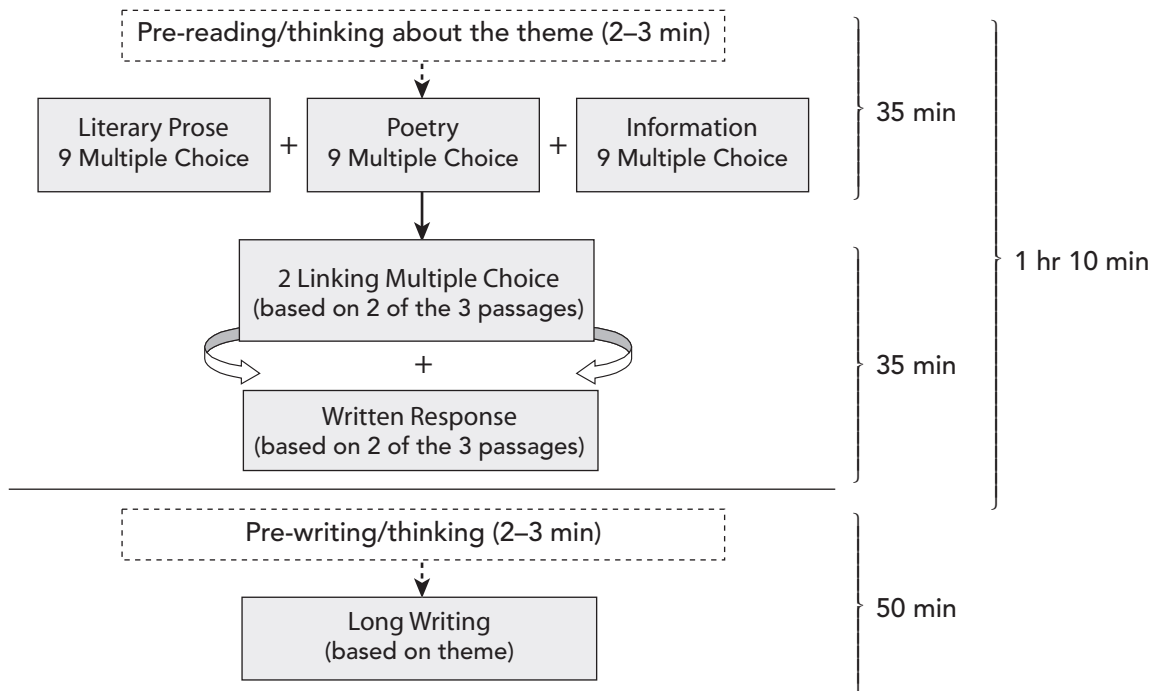
DESCRIPTION OF THE PROVINCIAL EXAMINATION

The English 10 First Peoples examination is a provincial large-scale assessment which is based on the English First Peoples curriculum. It includes computer-marked and written-response questions. While the curriculum addresses many aspects of English 10 First Peoples, the examination addresses only reading and writing. The other aspects of the curriculum are better served through classroom assessment.

The English 10 First Peoples examination passages include informational texts dealing with a range of First Peoples topics and authentic First Peoples literary texts, both prose and poetry. The informational passages may contain discontinuous text (e.g., timetables, recipes) and material presented in visual or graphical formats (e.g., charts, maps, diagrams, schedules, numerical data, cartoons, web pages).

Test Design

The examination design includes some “process” aspects of both reading and writing, and reading/writing connections. The examination booklet is based on a broad theme. In Part A, students are introduced to the theme. Students read three passages and answer nine multiple-choice questions on each passage. In Part B, students answer two multiple-choice questions based on two of the passages and a “synthesis” written-response question. In Part C, students read a short section “Getting Ready to Write” and a writing prompt based on the broad theme. Students do not need to refer to the reading passages when writing the composition.



Connections Among the Four Reading Categories

The following diagram (Figure 1) illustrates the connections among the four categories in the reading component of the Table of Specifications. Subsequent categories subsume the preceding categories. For example, although closely related, “retrieving information” is generally a prerequisite to “recognizing meaning.” The diagram serves to illustrate that the categories are interconnected and overlapping, rather than discrete constructs.

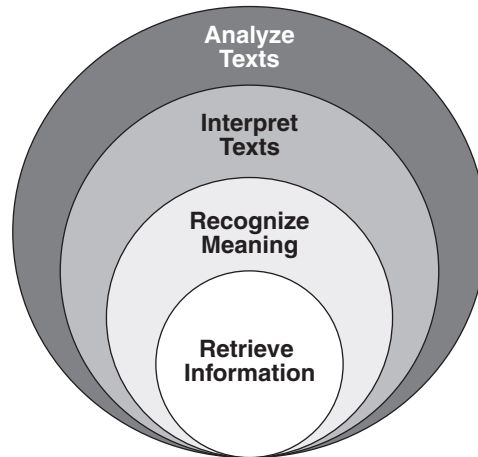


Figure 1

Examinable Terms and Devices

A

Alliteration
Allusion
Antagonist
Aside
Atmosphere
Audience

B

Ballad
Bias
Blank verse

C

Character
Chronological order
Cliché
Climax
Colloquial
Comedy
Compare
Conflict (internal, external)
Connotation
Contrast

D

Denotation
Description
Dialogue
Direct presentation
Drama
Dynamic character

E

Exposition; expository

F

Falling action
Figurative language
First person point of view
Flashback
Flat character
Foil

Foreshadowing
Free verse

G

Genre

H

Hyperbole

I

Image
Imagery
Indirect presentation
Irony

J

Jargon

L

Legend
Limited omniscient
point of view
Lyric

M

Metaphor
Mood
Myth

N

Narration
Narrative
Narrator

O

Objective point of view
Omniscient point of view
Onomatopoeia
Oxymoron
Oral history
Oral tradition

P

Paradox
Personification
Persuasion; persuasive
Plot
Point of view
Propaganda
Protagonist

R

Refrain
Resolution
Rhyme
Rhyme scheme
Rhythm
Rising action
Round character

S

Sarcasm
Satire
Setting
Simile
Slang
Sonnet
Speaker
Stanza
Static character
Stereotyped character
Style
Suspense
Symbol; symbolism

T

Theme
Tone
Tragedy
Trickster

U

Understatement

Types of Reading Passages or Excerpt Sources

- essays (formal or informal style)
- discontinuous texts (e.g., tables, charts, graphs, web pages, maps, timelines)
- non-fiction prose (diaries, journals, letters, newspaper columns, magazine articles)
- plays
- poetry
- novels
- short fiction