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| **DO NOT OPEN THE EXAMINATION PAPER UNTIL YOU ARE TOLD BY THE SUPERVISOR TO BEGIN** |



English 3201

Public Examination

June 13th, 2017

***General Instructions***

1. Students must complete **ALL** items in **ALL** sections. Use the scoring sheet for selected response.
2. The provincial examination is divided into FOUR sections:

**Section A: Listening *(completed May 30th)*** Value: 10%

**Section B: Reading and Viewing**

Part 1: Viewing – Media (9 marks)

Part 2: Viewing – Artistic (6 marks)

Part 3: Poetic Study (20 marks)

Part 4: Prose Study (25 marks) Value: 60%

**Section C: Writing (Analytical Essay)** Value: 20%

**Section D: Writing (Personal Response)** Value: 10%

3. You may work at your own pace, but you are encouraged to consider the suggested times given for each task. Budget your time carefully.

4. Planning space is provided in the examination booklet for each writing task, if you wish to use it.

5. If at all possible, please write your exam in either blue or black ink.

***Do Not Write Your Name on the Exam – Place Your Exam Number in the Appropriate Space.***

***English 3201 – Exam Review and Study Guide***

* The examination will begin promptly at 9:00. Please ensure you are on time and ready to start. Extra time will not be given to those arriving late. Please see the examination schedule and the list of exam rules and regulations.
* The exam will be held in the gymnasium.
* Please ensure that you write your exam in *blue or black ink.* Pencil should be avoided.

Students should study all notes, handouts and information distributed online and/or in class. You should also reflect on any feedback or advice given by your teacher. You will not be asked to define particular literary terms. However, you may be expected to identify certain terms, or to answer a certain question based on prior knowledge of the term. Every student should access a list of examinable terms as part of their review. Terms have been and will be covered in class prior to the examination. A thorough list of examinable terms may be found at

<http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201/english3201_new_exam_specifications_2013.pdf>

Students should also examine the complete English 3201 Public Exam document for 2016, published by the Department of Education. It can be found, along with various other information and study materials, at:

<http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201.html#public>

Also, please see your teacher’s site for a suitable terms glossary.

**Section B – Reading and Viewing (60%)** A selected response question may read:

1. What literary device is used in “picture perfect?” (line 5)
   1. alliteration
   2. cacophony
   3. pun
   4. simile

A 6% constructed response question might read:

1. Identify two elements used by the essayist to create coherence in paragraph 4. Support your answer with one specific reference for each element.

For the above question, the 6% would be distributed as follows:

* + 2% - reference *and* explanation of the first method
  + 2% - reference *and* explanation of the second method
  + 2% - structure and mechanics

The marking for a six point question may vary slightly, so it is a good idea for students to “break down” the question in order to determine where the 6 marks will go. Remember to always:

* Start with a topic sentence (with the name of the work and author, if applicable)
* use complete sentences
* use correct grammar and spelling
* make *direct* references when explaining your ideas completely
* end with a concluding sentence

**Part 1 – Viewing (Media):** This sub-section is designed to assess students’ ability to read and view media texts and to apply their understanding of media terms and strategies. It will consist of a visual, three selected response questions (three marks), and one constructed response question (six marks). Students are cautioned that while there may be media strategies beyond those listed in the curriculum guide, reference to such strategies in a response would require particular justification.

**Part 2 – Viewing (Artistic):** This sub-section is designed to assess students’ ability to read and view visual texts and to apply their understanding of visual forms and elements. The subsection will consist of a visual and one constructed response question (six marks). Students are encouraged to pay particular attention to the visual forms and elements as identified in the curriculum guide.

**Part 3 – Poetic Study:** This sub-section is designed to assess students’ ability to respond critically to poetic texts, applying their understanding of language, form and technique. The sub-section will consist of a poem, eight selected response questions (eight marks), and two constructed response questions (12 marks).

**Part 4 – Prose Study:** This sub-section is designed to assess students’ ability to respond critically to a range of texts, applying their understanding of language, form, and genre. It will consist of a prose piece, 13 selected response questions (13 marks), and two constructed response questions (12 marks). The prose piece may be an essay, short story, an excerpt from drama or a longer work, and may be fiction or non-fiction.

**Section C – Writing (Analytical Essay):** This section is designed to assess students’ ability to use a range of strategies to develop formalized writing and to enhance their clarity, precision, and effectiveness. Students will be required to write one well-developed, multi-paragraph essay analyzing a given prompt as it applies to a text given on the exam form (i.e. prose or poetic text separate from those in Section B). Prompts may address universal themes, characterization, or literary elements such as those identified in the curriculum guide. The Analytical Essay Scoring Scale will be used to assess this writing. Please note: A statement providing context may appear above the passage to be read if relevant information about the passage is deemed necessary. Where excerpts from longer works are used, context may offer some information regarding action or events that preceded the passage. Students should therefore read the context statement carefully, if it appears. The level of complexity of the piece to be analyzed will be deemed appropriate for English 3201 students by item writers. The scoring of the essay will be equally weighted between content and composition. The question will be explicit in nature and therefore allow all students the opportunity to respond, no matter what their level of comprehension of the text may be. Prompts in this section will contain the phrase “you may consider”. The intention of this phrase is to allow students choice in how they decide to develop a thesis.

**Section D – Writing (Personal Response):** Students will respond personally as they explore in writing their own thoughts, feelings, experiences, and learning in relation to a given prompt. The following categories will be assessed through a holistic rubric: *content with support, diction, mechanics, organization and voice*. This should be an organized, detailed response, but not necessarily multi-paragraph. The Personal Response Scoring Scale will be used to assess this writing.

* ***From “English 3201 Public Exam (Full Document), Dept. of Education and Early Childhood Development***

**Other Information:**

You are not expected to memorize everything we have done this past year, but you must be aware of the significant elements. In English, *comprehension and critical thinking* are the focus of evaluation.

Study any pertinent notes, handouts, assignments, or web content for ideas as to the type of questions that will be asked, and also how to answer particular types of questions.

Read your exam carefully. Answer all questions. Be aware of the structure before you begin. Skim the entire exam before starting. You do not have to do it in order.

Be sure to make specific, direct references when completing all writing tasks. Quotes are always a bonus.

Pay attention to the time recommendations for each section.