

English Language Arts 30–1 January 2007—Key

1.	D	36.	B
2.	A	37.	A
3.	A	38.	D
4.	C	39.	B
5.	C	40.	A
6.	D	41.	D
7.	B	42.	C
8.	C	43.	A
9.	B	44.	D
10.	C	45.	A
11.	B	46.	C
12.	C	47.	B
13.	A	48.	D
14.	B	49.	B
15.	C	50.	D
16.	C	51.	D
17.	D	52.	A
18.	A	53.	B
19.	B	54.	C
20.	A	55.	A
21.	B	56.	B
22.	A	57.	A
23.	C	58.	D
24.	B	59.	D
25.	D	60.	B
26.	D	61.	A
27.	D	62.	B
28.	C	63.	C
29.	B	64.	B
30.	C	65.	C
31.	D	66.	D
32.	C	67.	D
33.	D	68.	D
34.	C	69.	C
35.	A	70.	B

English Language Arts 30–1 Diploma Examination Part B: Reading Blueprint

January 2007

<i>Reporting Category*</i>	A. Form Literal Understandings	B. Infer, Apply, and Analyze	C. Assess and Form Generalizations	Total Items***
1. Construct meaning from content and context, and engage contextual knowledge (2.1)**	6, 8, 9, 10, 13, 20, 35, 36, 39, 42	2, 3, 7, 21, 23, 41, 46, 50, 51, 52, 54, 55, 61, 63, 64, 66	11, 19, 25, 28, 29, 37, 43, 44, 48, 56, 62, 70	38 items
2. Relate textual forms, elements, and techniques to content, purpose, and effect (2.2, 2.3.3)	15, 57, 34	1, 4, 12, 24, 26, 27, 30, 31, 32, 33, 40, 49, 58, 59, 60, 65, 67, 69	14, 16, 38, 45	25 items
3. Connect self, culture, and milieu to text and text creators (2.3.1, 2.3.2)	22	47	5, 17, 18, 53, 68	7 items
Total Items	14 items	35 items	21 items	70 items (50%)

* Texts used to assess learner outcomes are chosen for their literary merit and represent the reading standard expected of English Language Arts 30–1 graduates. Text selections will reflect the minimum one-third Canadian texts requirement in the *Program of Studies for Senior High School 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 Shakespearean drama—and shorter texts—poetry (may include song), short story, visual texts (including photographs, advertisements, posters, 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**; that is, they will ask students to consider two or more readings connected by context and/or theme.

** Numbers in parentheses refer to headings from the Program of Studies for Senior High School 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 30–1 diploma examination mark.

January 2007 Item Descriptions and Provincial Results

Item Num	Key	Item Description	% Correct Provincial
1	D	Identify the idea revealed by an image in a specified line in a poem.	79
2	A	Consider context to identify an aspect of character emphasized by the meaning of specified words in specified lines in a poem.	80.3
3	A	Identify the idea suggested by one person's recollections described in a poem.	81.9
4	C	Identify the attitude implicit in a poet's approach to the subject of a poem.	67.8
5	C	Consider context to identify the main sentiment conveyed by the image of a person described in a poem.	32
6	D	Consider specified lines in a commentary to identify the source of information a writer believes might illuminate a specified aspect of a poet's work.	87.1
7	B	Consider specified lines in a commentary to identify the two attributes of a poet's style that a writer implies account for a specified poem's perfection.	51.4
8	C	Identify the reference made in a specified phrase in a commentary.	53.8
9	B	Consider context to determine the meaning of a specified statement in a commentary.	43.6
10	C	Identify the idea explained in a specified line of a commentary.	36.7
11	B	Consider a series of words from a commentary to identify the word that best reflects the response of one person to a specified context in a poem.	65
12	C	Identify the purpose served by specified lines in an essay.	60.5
13	A	Identify the reason for a person's actions described in specified lines in an essay.	88.8
14	B	Identify the quotation that most strongly supports a writer's revelation described in specified lines from an essay.	80.8
15	C	Identify the figure of speech exemplified by a statement in an essay.	83.7
16	C	Identify the argument being made by a writer of an essay through the use of a specified contrast.	48
17	D	Consider a series of statements to determine which one most directly supports a specified claim made by the writer in an essay.	63.5
18	A	Identify the perspective held by the writer regarding the cause of a specified predicament involving a diverse cultural group.	66.5
19	B	Identify the quotation that expresses the controlling idea of an essay.	73.5
20	A	Identify the meaning of a phrase in a news article.	84.9
21	B	Identify the idea implicit in three specified statements quoted in a news article.	66.3
22	A	Consider the perspective of a specified cultural group to identify the cultural characteristic resulting from a historical period described in a news article.	87.1
23	C	Identify the sensibility the writer refers to in a specified line in a news article.	76.8
24	B	Determine what idea is reinforced by a specified reference in a news article.	59
25	D	Identify the statement that best expresses an idea common to two specified quotations from two readings.	71.5
26	D	Identify the idea reinforced by a specified feature in the background and foreground of a collage.	79.1
27	D	Identify the idea captured by the headline imbedded in a collage.	55.8

Item Num	Key	Item Description	% Correct Provincial
28	C	Consider a series of search listings generated by a specified Internet query to identify which one would provide the most relevant background information on the topic represented by a collage.	78.6
29	B	Consider a series of research questions to identify which one addresses the topic of three readings.	58.5
30	C	Identify the dramatic function in specified lines in an excerpt from a Shakespearean play.	65.9
31	D	Identify the attribute of one character suggested by the contrasting way in which two characters use a specified word in an excerpt from a Shakespearean play.	55.3
32	C	Identify the effect created by the use of imagery in specified lines in an excerpt from a Shakespearean play.	50.2
33	D	Identify the figure of speech and the idea emphasized by a specified line in an excerpt from a Shakespearean play.	76
34	C	Consider a series of lines of dialogue in an excerpt from a Shakespearean play to identify which one uses a specified literary technique.	76.2
35	A	Determine the meaning of a word in a specified line in an excerpt from a Shakespearean play.	71.2
36	B	Identify the sentiment a character appeals to in a persuasive speech in an excerpt from a Shakespearean play.	56.3
37	A	Identify the main purpose of one character's reference to another in a specified line in an excerpt from a Shakespearean play.	71.6
38	D	Consider a series of lines in an excerpt from a Shakespearean play to determine which one is the most chilling threat one character makes to the citizens of a specified country.	66.6
39	B	Identify the purpose a specified detail serves in an excerpt from a novel.	74.7
40	A	Identify the attribute of a character conveyed through the writer's use of a specified literary technique in specified lines in an excerpt from a novel.	57.6
41	D	Identify the relationship between two characters reinforced by the details in specified lines in an excerpt from a novel.	82.2
42	C	Identify the attribute one character reveals in his response to a question in specified lines in an excerpt from a novel.	70.9
43	A	Consider a specified character's behaviour in an excerpt from a novel to identify the best understanding of that behaviour.	83.2
44	D	Identify the attribute of a character reflected in a series of three specified statements in an excerpt from a novel.	81
45	A	Identify the writer's primary purpose for the use of a reference to a specified poet and quotation from a poem in an excerpt from a novel.	51
46	C	Identify the implicit reference to a specified character's attribute in a metaphor used in a specified line in an excerpt from a novel.	36.9
47	B	Identify the quotation that emphasizes the possible consequences of a specified type of behaviour in an excerpt from a novel.	66.7
48	D	Consider a series of assumptions and observations to identify which one expresses the dominant irony in an excerpt from a novel.	65.2
49	B	Identify the main reason for the irony of a specified statement made by a character in an excerpt from a play.	58.3

Item Num	Key	Item Description	% Correct Provincial
50	D	Identify the attribute of a character revealed by actions described in specified lines in an excerpt from a play.	65.5
51	D	Identify the sentiment revealed by one character's response to another character's reproof in an excerpt from a play.	45.6
52	A	Consider specified lines in an excerpt from a play to determine the reason for a character's behaviour.	85.5
53	B	Consider one character's assertion in a specified statement in an excerpt from a play to determine the main reason for his behaviour.	80.4
54	C	Consider specified lines in an excerpt from a play to determine the basis for one character's belief that her demands on another character should be met.	66.4
55	A	Identify the attribute revealed by two contradictory statements by a character in an excerpt from a play.	47.9
56	B	Assess the meaning of a character's assertion in a specified line in an excerpt from a play to form a generalization.	79.9
57	A	Identify the meaning of two words in a specified stage direction in an excerpt from a play.	24.7
58	D	Identify the dramatic purpose of one character's affecting interest in another character in an excerpt from a play.	82.6
59	D	Identify the dramatic irony created by one character's use of an expression in a specified line in an excerpt from a play.	46.9
60	B	Consider context to identify the created effect of specified stage directions and lines in an excerpt from a play.	45.6
61	A	Identify the implication of a specified statement made by one character regarding another character in an excerpt from a play.	47.2
62	B	Determine the central irony in an excerpt from a play.	59.4
63	C	Consider a series of phrases from a poem to identify which one conveys a specified idea about a relationship.	58
64	B	Identify the effect of a specified human behaviour on another person as implied by details in a poem.	60.5
65	C	Identify the lines of a poem that figuratively convey the contrasting responses of two people.	69.2
66	D	Identify the reason for one person's response to a specified aspect of another person's behaviour as described in a poem.	82
67	D	Identify the idea reinforced by the poet's use of alliteration in specified lines in a poem.	73.8
68	D	Consider a selection of phrases from a poem to identify the quotation that most directly reveals a specified aspect of a person's character.	65
69	C	Consider a selection of phrases from a poem to determine which one captures the complexity of one person's attitude toward another.	73
70	B	Identify the idea reflected in specified lines of a poem.	62.1