

Examples of Descriptions Used in Audio Versions of Humanities Diploma Exams



English Language Arts 30–1
English Language Arts 30–2
Social Studies 30–1
Social Studies 30–2

This document was written primarily for:

Students	✓
Teachers	✓ of diploma humanities
Administrators	✓
Parents	
General Audience	
Others	

Alberta Education, Government of Alberta

2020–2021

Examples of Descriptions Used in Audio Versions of Humanities

Diploma Exams:

*English Language Arts 30–1, English Language Arts 30–2,
Social Studies 30–1, and Social Studies 30–2*

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Contents

Introduction	1
General Guidelines for English Language Arts 30–1 Part A	2
Text	2
Visual(s)	2
General Guidelines for English Language Arts 30–1 Part B	3
Examples of Scripting Notes for English Language Arts 30–1	4
Visual for Part A	4
Example of a reading	5
Examples of questions with line references.....	6
General Guidelines for English Language Arts 30–2 Part A	7
Assignment I: Visual Reflection.....	7
Assignment II: Literary Exploration	7
Assignment III: Persuasive Writing in Context	7
General Guidelines for English Language Arts 30–2 Part B	8
Examples of Scripting Notes for English Language Arts 30–2.....	9
Example of a Literary Exploration Assignment	9
Example of Persuasive Writing in Context.....	10
Example of a Jordan reading	11
Example of a question with line references	12
Example of a Jordan question with line references	12
General Guidelines for Social Studies 30–1 and 30–2	13
Examples of scripting notes for Social Studies 30–1 and 30–2	14
Text	14
Diagrams.....	16
Tables.....	20
Graphs	21
Posters.....	24
Spectrums.....	25
Photographs	26
Political cartoons	27
Newspaper headlines	28
Graphic novels.....	29
Maps	31
ELA 30–1 Credits	32
Social Studies Credits.....	32

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

This document has been prepared by the Provincial Assessment Sector of Alberta Education. Its purpose is to provide school staff with examples of the descriptions of diagrams, illustrations, visuals, and questions used in diploma exam audio versions, which are available to students as an accommodation. Included here are both examples for content that is common across the humanities diploma exam subjects (English Language Arts 30–1, English Language Arts 30–2, Social Studies 30–1, and Social Studies 30–2) and examples that are specific to particular humanities diploma exam subjects. These examples are neither exhaustive nor prescriptive. Exam content is shown in black text and descriptions in blue text.

For students who are enrolled with a school, and who typically use audio for their coursework, no application is required to receive this accommodation when writing diploma exams. Such students may have visual impairments, physical disabilities, or learning disabilities. The audio version is used by students in conjunction with a print, digital, or Braille version of the exam.

Additional information on how to prepare for diploma exams can be found on the [Alberta Education website](#).

General Guidelines for English Language Arts 30–1 Part A

Text

For text instructions for the Personal Response to Texts assignment, each of the three texts is identified and numbered in the order each is presented, including the title and text creator. All text printed on the page is read aloud and any font details, such as bold print, are identified. Page numbers are also identified. When applicable, footnotes are identified at the beginning of a reading selection and repeated at their labelled placement within the reading selection. All instructions are read in their entirety.

For the Critical/Analytical Response to Literary Texts assignment, the instructions and the assignment are read in their entirety and any font details, such as bold print, are identified. Page numbers are also identified.

Visual(s)

Visual prompting texts for the Personal Response to Texts assignment are described in terms of composition and visual details. Objective components such as whether the visual is colour or black and white, whether the visual is a painting or a photograph, and elements included in the frame as well as their positions within the frame, are identified.

General Guidelines for English Language Arts 30–1 Part B

Each reading selection and its creator are identified and read in their entirety, followed by the associated questions. Footnotes and line notes, if applicable, are identified at the beginning of each reading selection and repeated at their labelled placement within the reading selection. Reading selections are read naturally, without excessive emphasis or dramatization.

Stand-alone visual selections and their associated questions are omitted for students with visual impairments using the audio version of the exam. These selections often include many details, such as facial expressions, compositional depth, shadows or colours, and other visual elements and techniques. Questions are typically based on the identification and interpretation of these details, so they cannot be described.

Students without visual impairments are instructed to refer to the printed or digital version of the exam.

Supplemental visuals that accompany another reading selection, but do not require students to answer questions based on them, may be briefly described in terms of basic details.

Each set of questions accompanying a reading selection is read following the associated reading selection in its entirety. When specified lines within the reading selection are referenced within a given question, these lines are repeated within the question. When general context within a reading selection is referenced, this context, depending on applicability, is identified and the lines are repeated prior to the reading of the question. For example, a question reading “The tone in lines 8 to 10 would most accurately be described as” would have an introductory note indicating that “Question __ refers to lines 8 to 10, which read as follows:”.

Examples of Scripting Notes for English Language Arts 30–1

Visual for Part A

The following visual is a reproduction of how the actual page from the January 2019 exam was read. The blue text is read in addition to the black text on the page as supplemental information for students with visual impairments.

The third text is a photo entitled

Portugal, 1964

by Thomas Hoepker



© Thomas Hoepker/Magnum Photos

Thomas Hoepker

The third text is a black and white photograph by Thomas Hoepker entitled “Portugal, 1964.” In the centre of the photograph, there is an older wealthy landowner seated for dinner alone at a dining room table. He has white hair, glasses, and is wearing a suit and tie. There are two empty chairs at the table. To the man’s left, a chair is partially pulled out, and an empty plate is at this setting. Sunlight from a skylight positioned almost directly above the table streams down and illuminates the old man and the table. The side and back walls of the room are in the shadow, where there are other furniture, pictures hanging on the walls, and doors and hallways leading out of the room.

Example of a reading

The following reading is a reproduction of how an actual page from the January 2011 exam was read. The blue text is read in addition to the black text on the page as supplemental information for students with visual impairments.

Reading II. Questions 12 to 21 in your Questions Booklet are based on this excerpt from a Shakespearean play.

There are four lines notes (Ln) to this excerpt, which read ... [read all line notes in the order they appear].

CHARACTERS:

YORK—Duke of York; cousin to both the former king, Richard II, and also to the new king, who is known as Bolingbroke in this scene

DUCHESS—Duchess of York; wife of the Duke of York

AUMERLE—their son; his name derives from the title of his estate

Richard II has just yielded his title as King of England to his cousin Bolingbroke, who is later crowned Henry IV. In Shakespeare's version, Richard had foolishly allowed himself to be influenced by his friends in court to the point that the country was suffering under his poor leadership. He eventually lost enough support that he was forced from his throne in favour of his cousin. This scene, which occurs after Bolingbroke escorts the defeated Richard back to London, takes place in the palace of Bolingbroke.

from THE TRAGEDY OF KING RICHARD THE SECOND, Act V, scene ii

Enter Duke of YORK and the DUCHESS.

DUCHESS: My lord, you told me you would tell the rest,
When weeping made you break the story off
Of our two cousins coming into London.

45 **DUCHESS:** Here comes my son Aumerle.

YORK: Aumerle that was;

But that is lost for being Richard's friend,
And, madam, you must call him Rutland now.

I am in parliament pledge for his truth

50 And lasting fealty Ln [Read the line note for line 50 at the side here]
to the new-made king.

⁵⁰ fealty—
allegiance

DUCHESS: Welcome, my son. Who are the violets now
That strew the green lap of the new-come spring?

AUMERLE: Madam, I know not, nor I greatly care not.
God knows I had as lief be none as one.

Shakespeare, William. *The Tragedy of King Richard the Second*. In *William Shakespeare: The Complete Works*, edited by Alfred Harbage. New York: Viking, 1969.

Examples of questions with line references

The following examples are reproductions of how actual questions from the January 2011 exam were read. The blue text is read in addition to the black text on the page as supplemental information for students with visual impairments.

Question 15 refers to lines 40 to 43, which read ... [read lines 40 to 43].

- 15.** In lines 40 to 43, York accepts Bolingbroke as the new king on the basis of his own
- A.** loyalty to the people of England
 - B.** belief in divine intervention
 - C.** admiration for Bolingbroke
 - D.** disappointment in Richard

Question 18 refers to lines 94 to 95, which read ... [read lines 94 and 95].

- 18.** Aumerle's response to being accused of treachery is one of
- A.** arrogance
 - B.** impatience
 - C.** resignation
 - D.** indignation

General Guidelines for English Language Arts 30–2 Part A

Assignment I: Visual Reflection

Students with visual impairments using the audio version of the exam are exempted from *Assignment I: Visual Reflection*. As the topic question is open-ended, students must be able to view the visual prompt in order to respond to the question.

Students without special visual accommodations are instructed to refer to the printed or digital version of the exam.

Assignment II: Literary Exploration

For *Assignment II: Literary Exploration*, texts are numbered in the order in which they appear in the examination. The page numbers on which the readings appear are also identified. All instructions are read in their entirety.

Assignment III: Persuasive Writing in Context

For *Assignment III: Persuasive Writing in Context*, the instructions are read in their entirety, page numbers are identified, and the nature and style of individual sources are described. For example, a description of a particular source may read:

The second source is a webpage from the Town of Prosper's Citizen Link site. The featured question is "What is your opinion of the proposed mandatory first aid course?" There are three responses: (*read source text*)

General Guidelines for English Language Arts 30–2 Part B

Each reading selection and author are identified. Texts are read in their entirety, followed by their corresponding questions. Footnotes are identified at the beginning of each reading selection and repeated at their identified placement within the reading selection.

Supplemental visuals that accompany a reading selection, but do not require students to answer questions based on them, are described in terms of composition and elemental details.

When specified lines within the reading selection are referenced within a given question, these lines are repeated within the question. When the general context within a reading selection is referenced, this context, depending on applicability, is identified and the lines are repeated within the question.

Questions on the knowledge of revision and editing (Jordan) section of the exam are described in sufficient detail for the student to be able to identify both Jordan’s original writing and her revisions, as well as her teacher’s comments. For example:

Question 65 refers to lines 21-28, which read... and to Jordan’s teacher’s Comment #3, which reads...

Examples of Scripting Notes for English Language Arts 30–2

Example of a Literary Exploration Assignment

The Assignment

In this excerpt, the narrator describes his experience at a rock concert as a defining moment in his life. It was here that he discovered his passion and decided to dedicate his life to a career in music.

What is your opinion of the idea that an individual’s life can be altered by a particular experience?

In this excerpt, the narrator describes his experience at a rock concert as a defining moment in his life. It was here that he discovered his passion and decided to dedicate his life to a career in music. The assignment, which is printed in bold type and contained within a box, reads, “What is your opinion of the idea that an individual’s life can be altered by a particular experience?”

Example of Persuasive Writing in Context

PROSPER High School
1701 Enterprise Way • Prosper, AB. T1A 1A1 • admin@prosperhs.ca

Dear Parents,

As part of the ongoing discussion regarding the proposal to adopt a four-day school week in Prosper High School for the 2017–2018 school year, we have developed a draft timetable that compares the proposed school schedule to the current one.

	Current Schedule Monday - Friday	Proposed Schedule Monday - Thursday
7:30 am		
8:30 am	BLOCK 1 8:30 – 9:35	BLOCK 1 7:55 – 9:18
9:30 am	BLOCK 2 9:45 – 10:50	BLOCK 2 9:26 – 10:49
10:30 am	BLOCK 3 11:00 – 12:05	BLOCK 3 10:57 – 12:20
11:30 am		
12:30 pm		
1:30 pm	BLOCK 4 1:05 – 2:10	BLOCK 4 1:10 – 2:33
2:30 pm	BLOCK 5 2:20 – 3:25	BLOCK 5 2:41 – 4:04
3:30 pm		
4:30 pm		

65 minute periods/
10 min break
60 minute lunch

83 minute periods/
8 min break
50 minute lunch

FastPoll.com

Do you think the Prosper School Board should accept the proposal to adopt a four-day school week?

Results:

Group	Yes	No	Undecided
Parents	22%	64%	14%
High School Staff	82%	5%	13%
High School Students	31%	33%	36%

Comments:

Kristina Oudet (workalot349): I want my kid in school Mon to Fri when I'm at work, not in front of the TV all day. The thought of unsupervised Fridays off gives me nightmares!

Paul Meyer (lotsafun_33): Long weekend every weekend! More time 2 spend with friends and an extra shift @ work.

Casey Schram (hoops79): bball practice starting at 4:15? How am I supposed 2 practice, get home, eat & do homework without being up till midnight & starting all over again at 6:00 am on the bus?

Prosper School Budget Maintenance, Operation and Transportation Costs

Category	Current (5 day week)	Projected (4 day week)
Operations	63	58
Maintenance	47	43
Transportation	80	65

Community groups see benefits to four-day school week

Many community groups are excited about a possible four-day school week at Prosper High School. "We will be able to schedule more Friday activities and attract more volunteers," says Dorothy Millar of Moms and Tots. "Access to school space on a weekday is also a tremendous boost for all local groups." In addition, Prosper Youth Centre programs such as Xtreme Gamers, Music Jam TeenFit!, and orienteering whose members are mostly high school students would be able to run on Fridays and make use of the school and school grounds. "Obviously we are aware that we have to respect school property."

Prosper Community News

Page 14 contains three information sources. Beginning at the upper left of the page and proceeding clockwise, the sources are as follows:

The first source is a letter to parents from the Prosper High School. The letter reads: *(read text)*

Laid across the bottom half of the letter is the second source, a page that details the current Monday to Friday school schedule and the proposed Monday to Thursday schedule. In the current schedule, Block 1 runs from 8:30 to 9:35, Block 2 from 9:45 to 10:50, Block 3 from 11:00 to 12:05, Block 4 from 1:05 to 2:10, and Block 5 from 2:20 to 3:25. Periods are 65 minutes, breaks are 10 minutes, and lunch is 60 minutes. In the proposed schedule, Block 1 runs from 7:55 to 9:18, Block 2 from 9:26 to 10:49, Block 3 from 10:57 to 12:20, Block 4 from 1:10 to 2:33, and Block 5 from 2:41 to 4:04. Periods are 83 minutes, breaks are 8 minutes, and lunch is 50 minutes.

Example of a Jordan reading

The entire text of a Jordan reading, including the context at the top of the page, is first read as it is written prior to Jordan’s revisions. Jordan’s revisions (or her teacher’s comments) are read only in relation to a question that references them.

- X. In preparation for Prosper High School Career Day, Jordan has volunteered to present a short speech on the topic of females in careers that are traditionally male-dominated. Read the first draft of Jordan’s speech, carefully noting the revisions, and answer questions 64 to 70 in your Questions Booklet.**

I’ve just read an article that was first published in 1992. If you think the problems ^{on gender issues} ^{in a newspaper} associated with choosing a career [^] and issues over a decade ago are dead or out-of-date, I’m asking you to think again. [^]

This article was written by a woman who chose to become an engineer and graduated from engineering in 1978. At that time, ^{6% of} ~~hardly any~~ engineering students were ^{15% of} women. In 1991, [^] ~~more than twice as many~~ first-year engineering students were

A question that references these lines would be scripted as follows:

Question 66 refers to lines 4 and 5. These lines originally read, “At that time, hardly any engineering students were women. In 1991, more than twice as many first-year engineering students were women.”

In the revised version, Jordan has replaced the phrase “hardly any” with the phrase “6% of” and the phrase “more than twice as many” with the phrase “15% of.”

Example of a question with line references

The following examples are reproductions of how actual questions from the January 2011 exam were read. The blue text is read in addition to the black text on the page as supplemental information for students with visual impairments.

- 24.** In context, the word “menial” (line 4) means
- A.** unskilled
 - B.** necessary
 - C.** hazardous
 - D.** exhausting

Question 24 refers to lines 3 to 6, which read: *(Read lines 3 to 6 from reading)*

Question 24. In context, the word “menial” (line 4) means: A. unskilled; B. necessary; C. hazardous; D. exhausting

Example of a Jordan question with line references

- 64.** Jordan’s teacher highlights the word in line 22 because it is
- A.** vague
 - B.** inaccurate
 - C.** misspelled
 - D.** inappropriate

Question 64 refers to lines 21 and 22, which read, “I was satisfied with this outcome.” In this sentence, the word *satisfied*, spelled S-A-T-I-S-S-F-I-E-D, has been highlighted.

Question 64. Jordan’s teacher highlights the word in line 22 because it is A. vague; B. inaccurate; C. misspelled; D. inappropriate

General Guidelines for Social Studies 30–1 and 30–2

In Social Studies 30–1 and Social Studies 30–2, scripting notes are written to describe sources that contain more than just text. Visual sources are described in such a way as to maintain fairness for all students. However, some visual sources are not scripted, as students may be required to visually analyze a source to determine trends or extrapolate a conclusion. As well, visual sources that contain minute details, such as a world map, may not be scripted as the amount of information given may be too overwhelming or may give students with access to audio an advantage over students who do not. In these situations, the scripting notes would direct the student to examine the printed or digital version of the exam booklet.

Examples of scripting notes for Social Studies 30–1 and 30–2

Text

Text sources include excerpts, speeches, quotations, and information. Generally, these sources are read as they appear. However, sometimes footnotes are inserted to define terms that students would be unfamiliar with and may not understand in the context of the source. When reading text sources with footnotes, the definitions of footnoted terms are read as the footnote appears.

Example

Let me tell you that you will never get any alteration in Sunday work, no alteration in any of your conditions or wages, unless you join together and form a strong trade union. Then you will be able to have a voice and say how long you will work, and how much you will do for a day's work. ...

It is easy to break one stick, but when fifty sticks are together in one bundle it is a much more difficult job. The way you have been treated in your work for many years is scandalous, brutal, and inhuman. I pledge my word that, if you will stand firm and don't waver, within six months we will claim and win the eight-hour day, a six-day week, and the abolition¹ of the present slave-driving methods in vogue² not only at the Beckton Gas Works, but all over the country.

¹ending
²popular

—from an 1889 speech by Will Thorne to a meeting of gas workers in London, England

The source would be read as it appears.

The last sentence of the source, which contains the footnotes, would be read as:

“I pledge my word that, if you still stand firm and don't waver, within six months we will claim and win the eight-hour day, a six-day week, and the abolition, **footnote 1 ending**, of the present slave-driving methods in vogue, **footnote 2 popular**, not only at the Beckton Gas Works, but all over the country.”

Thorne, Will. *My Life's Battles*. London: Lawrence and Wishart, 1989.

Some multiple-choice questions contain a table with the possible answers. In questions with this format, the headings of each column would be read for all four alternatives.

Example

Which of the following rows identifies terms that appropriately replace the question marks in the diagram?

Row	Viewpoint A	Viewpoint B
A.	Free enterprise	Social Darwinist
B.	Conventional	Progressive
C.	Interventionist	Reactionary
D.	Activist	Laissez-faire

Which of the following rows identifies terms that appropriately replace the question marks in the diagram?

Row A, Viewpoint A: Free enterprise, Viewpoint B: Social Darwinist

Row B, Viewpoint A: Conventional, Viewpoint B: Progressive

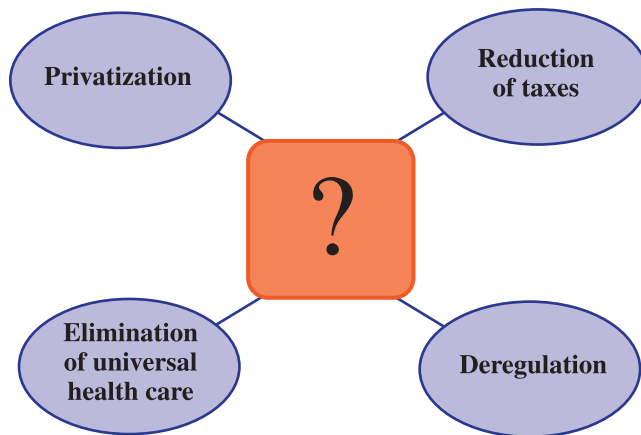
Row C, Viewpoint A: Interventionist, Viewpoint B: Reactionary

Row D, Viewpoint A: Activist, Viewpoint B: Laissez-faire

Diagrams

Web diagrams are scripted by starting with an explanation of the shapes, number of shapes, and their general placement in the diagram. When the details in the shapes are described, the first description is of the main shape, to which the other shapes are generally connected. Then the rest of the shapes are described, always starting in the top left of the web diagram and going through the shapes in a clockwise direction.

Example



A diagram is shown with a square in the centre that contains a question mark.

4 ovals with information are connected to the square. Starting with the upper left oval and going clockwise, the ovals read:

Oval 1 – Privatization

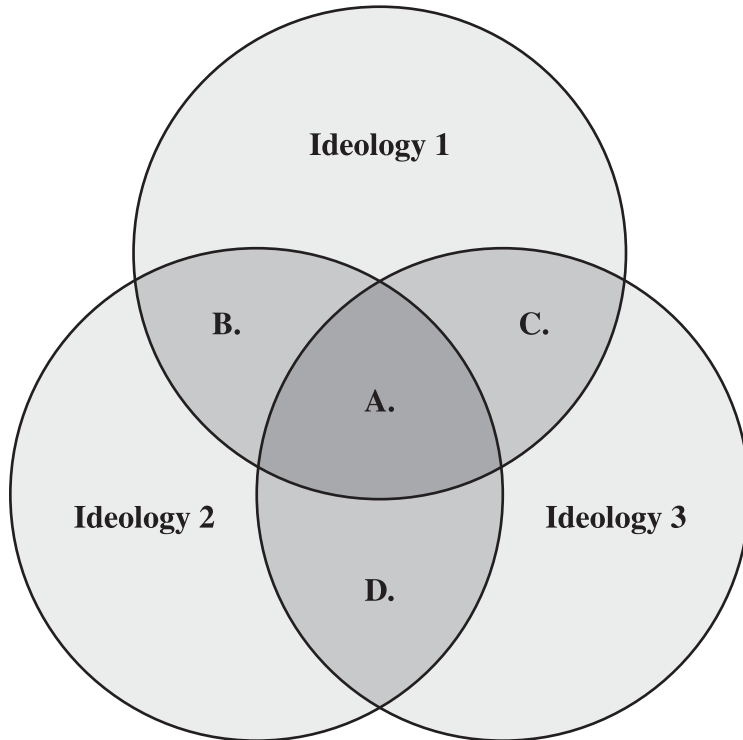
Oval 2 – Reduction of taxes

Oval 3 – Deregulation

Oval 4 – Elimination of universal health care

When diagrams with overlapping circles are scripted, a general description is given, going row by row and from left to right. First the labels in each circle are read, then the overlapping sections are described.

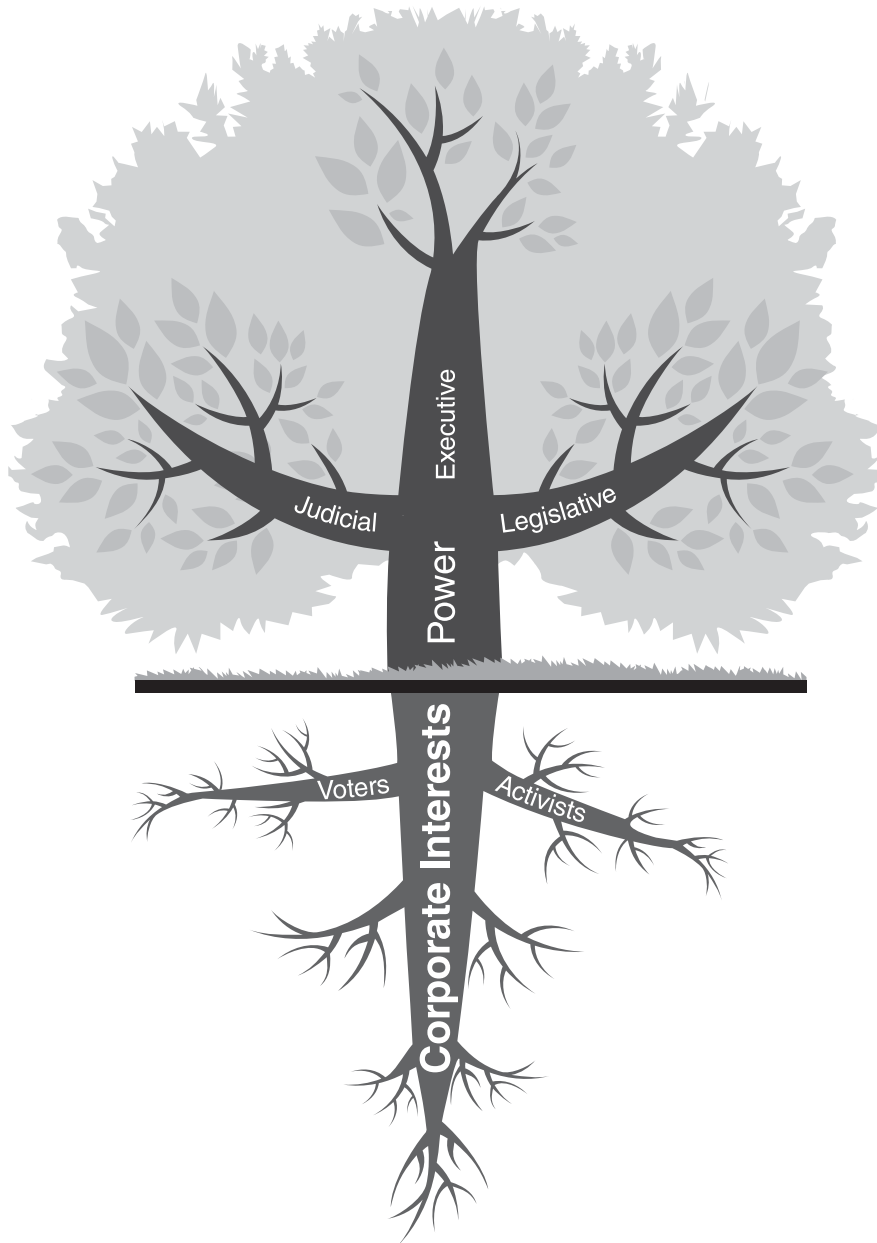
Example



The diagram shows three overlapping circles. One circle is in the top row and two circles are in the bottom row. The circle in the top row is labelled Ideology 1. The circle in the bottom left is labelled Ideology 2 and the circle in the bottom right is labelled Ideology 3. The area where all three circles overlap is labelled A. The area where the circles of Ideology 1 and Ideology 2 overlap is labelled B. The area where the circles of Ideology 1 and Ideology 3 overlap is labelled C. and the area where the circles of Ideology 2 and Ideology 3 overlap is labelled D.

Illustrations are scripted with a general description of the image, followed by the details as they appear from left to right, and from the top of the illustration to the bottom, where necessary.

Example 1



An illustration of a tree, above and below ground, is shown. Above ground, on the branches of the tree, three words appear. Starting on the left and going clockwise, the three words are “Judicial”, “Executive”, and “Legislative”. On the tree trunk, the word “Power” appears. Below the ground surface, a large taproot is shown supporting the tree. A number of smaller roots are attached to the large taproot. Two of the smaller roots are labelled. On the left root is the label “Voters”, and on the right root is the label “Activists”. The large taproot is labelled “Corporate Interests”. The words “Corporate Interests” appear in a much larger font than the rest of the words in the illustration.

Example 2



There is an illustration of four placards being held at a rally. Placard I has a question mark on it. Placard II reads, "The Workers MUST Rise Up!" Placard III reads, "Spread the wealth!" Placard IV reads, "UNITE AS ONE".

Tables

Information in tables is scripted beginning with the title of the table. Tables are then described in a left to right manner, one row being completed before the next one begins. The titles of each column are read before the data to ensure that the information can be easily referenced.

Example

A Comparison of Economic Policies				
	Country I	Country II	Country III	Country IV
Ownership of means of production	The state owns most utilities and some resource-based industries. Manufacturing and retail services are privately operated.	The state owns all means of production, with the exception of a small number of privately owned enterprises in the agricultural sector.	Private owners control most means of production.	The state owns some public utilities and several transportation services. The remainder of the economy is dominated by the private sector.
Provision of health care and education	Universal health services are provided by the state with no direct fees. All education (primary through university) is provided by the state with minimal user fees.	Health-care and education services are owned and operated by the state, with equal access for all citizens.	Most citizens purchase health-care services in a competitive marketplace. Public education is universally available, but private schools are commonplace.	Universal health care is provided in a state-controlled system; however, there are some private for-profit services. Education to the end of high school is offered in a publicly funded system.

A table is provided that is titled “A Comparison of Economic Policies” and reads as follows:

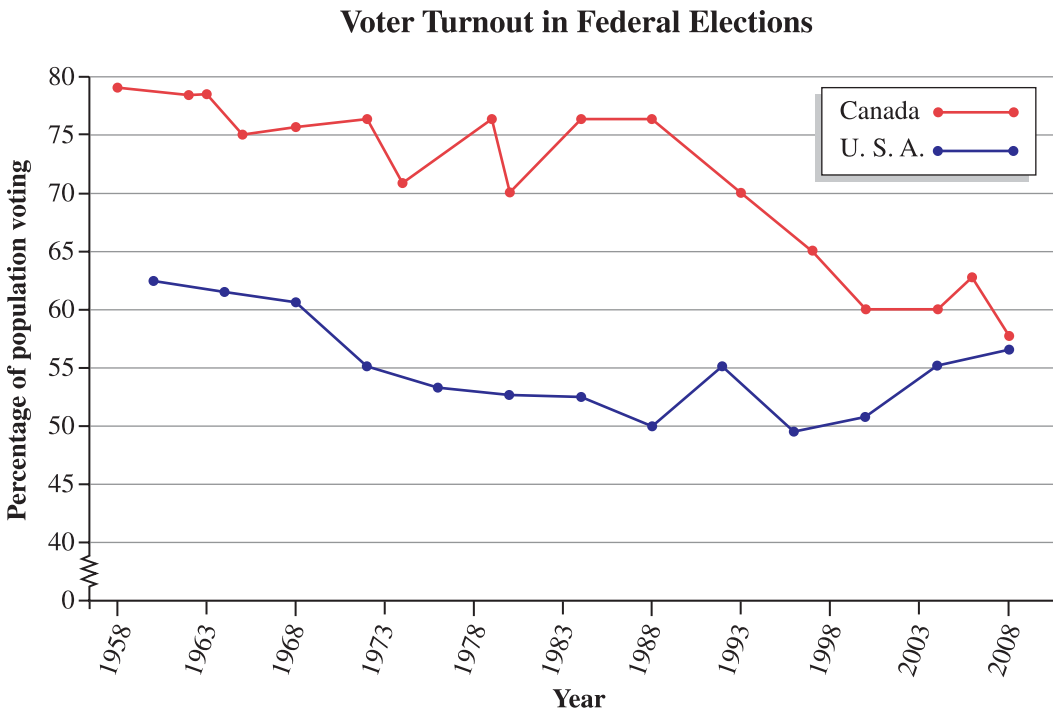
Row 1: Ownership of means of production. Country I: The state owns most utilities and some resource-based industries. Manufacturing and retail services are privately operated. Country II: The state owns all means of production, with the exception of a small number of privately owned enterprises in the agricultural sector. Country III: Private owners control most of the means of production. Country IV: The state owns some public utilities and several transportation services. The remainder of the economy is dominated by the private sector.

Row 2: Provision of health care and education. Country I: Universal health services are provided by the state with no direct fees. All education (primary through university) is provided by the state with minimal user fees. Country II: Health-care and education services are owned and operated by the state, with equal access for all citizens. Country III: Most citizens purchase health-care services in a competitive marketplace. Public education is universally available, but private schools are commonplace. Country IV: Universal health care is provided in a state-controlled system; however, there are some private for-profit services. Education to the end of high school is offered in a publicly funded system.

Graphs

Graphs are a visual source that may or may not be scripted. If the explanation of the graph is too difficult or would include details that students would be expected to interpret themselves, the graph may not be scripted (Example 1). If the information in the graph is easy to explain and identifying values are given on the visual copy, then the graph would have scripting notes (Example 2 and Example 3). When scripting graphs, first identify the title of the graph. Next, identify the horizontal and the vertical axis. Describe what values are on each axis and, if relevant, describe the numeric scale along the axis. Lastly, describe the data contained within the graph, only giving details that are explicitly identified in the visual.

Example 1

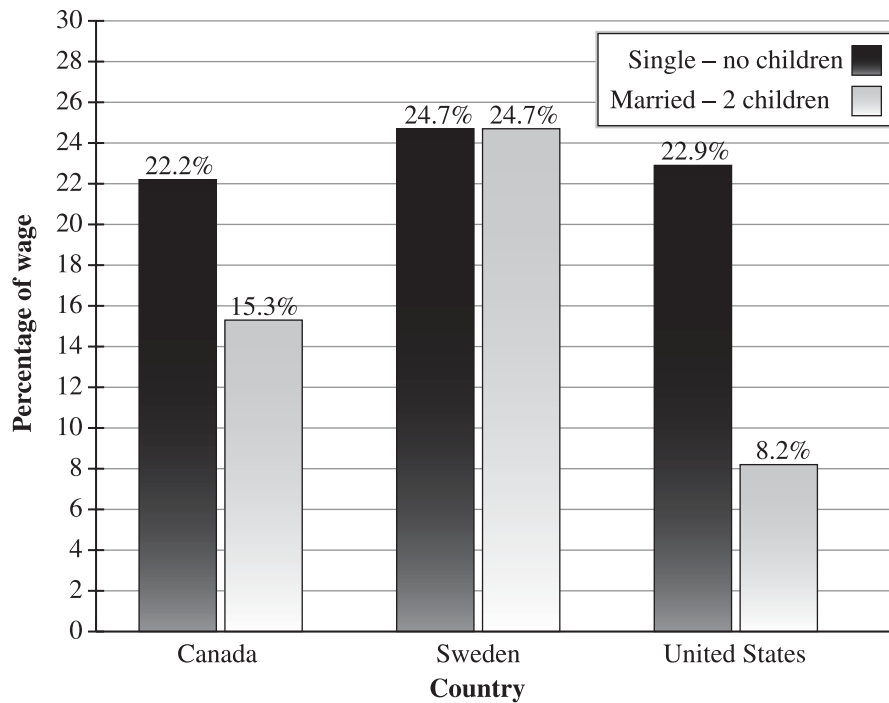


This is an example of a graph that would be too complex to explain. The scripting note for graphs such as this would be:

[Please refer to the printed or digital version of your examination.](#)

Example 2

Income Tax by Family Type as a % of Wage, 2010



—data from Organisation for Economic Co-operation and Development

This is an example of a graph that would have scripting notes. The scripting notes would be as follows:

A graph titled “Income Tax by Family Type as a Percentage of Wage, 2010”, is shown. The horizontal axis is labelled “Country.” The countries that appear on the horizontal axis are Canada, Sweden and the United States. The vertical axis is labelled “Percentage of wage.” The range of the vertical axis is from 0% to 30%. A legend on the graph shows that a black bar represents a single family with no children. A grey bar represents a married family with 2 children. Information present on the graph is as follows:

Canada – Single – no children – 22.2% of wage

Canada – Married – 2 children – 15.3% of wage

Sweden – Single – no children – 24.7% of wage

Sweden – Married – 2 children – 24.7% of wage

United States – Single – no children – 22.9% of wage

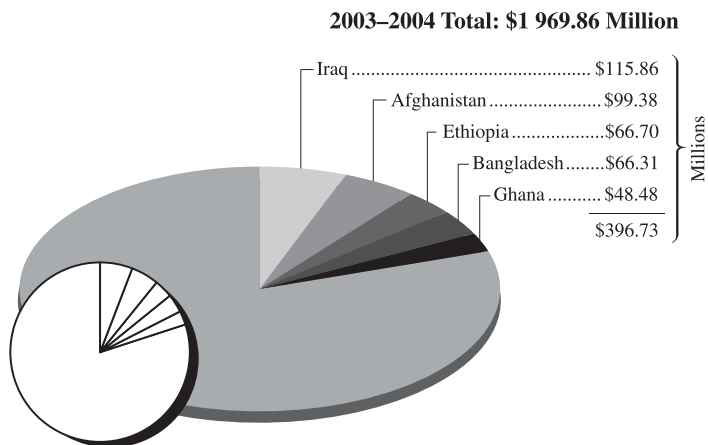
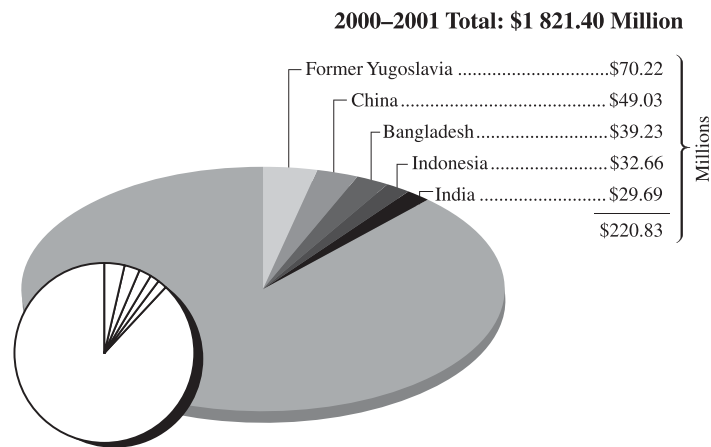
United States – Married – 2 children – 8.2% of wage

Data from Organisation for Economic Co-operation and Development

Data from Organisation for Economic Co-operation and Development. “Table 1.6: ‘All-in’ Average Personal Income Tax Rates at AW by Family Type.” In *OECD Tax Database, Sec 3: The Tax Burden on Wage Income, Part I: Taxation of Wage Income (2010)*. Accessed October 18, 2011. www.oecd.org/document/80/0,3746,en_2649_34533_1942460_1_1_1_1,00.html#tbw.

Example 3

Top Five Recipients of Direct Bilateral Foreign Aid from the Canadian International Development Agency (CIDA)



Two pie graphs are shown. The title of the two pie graphs is “Top Five Recipients of Direct Bilateral Foreign Aid from the Canadian International Development Agency (CIDA).” The part of the pie graph showing the top five aid recipients is enlarged so the data can be read.

The first pie graph is titled “2000–2001 Total: \$1 821.40 Million.” The data shows that Former Yugoslavia received \$70.22 million, China received \$49.03 million, Bangladesh received \$39.23 million, Indonesia received \$32.66 million, and India received \$29.69 million for a total of \$220.83 million.

The second pie graph is titled “2003–2004 Total: \$1 969.86 Million.” The data shows that Iraq received \$115.86 million, Afghanistan received \$99.38 million, Ethiopia received \$66.70 million, Bangladesh received \$66.31 million, and Ghana received \$48.48 million for a total of \$396.73 million.

Data from Canadian International Development Agency. “Table M: Total Net Disbursements by Country for 2000–01.” In *Statistical Report on Official Development Assistance, Fiscal Year 2000–2001*. February 2002. Accessed September 28, 2011. [www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/\\$file/STATrep02.pdf](http://www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/$file/STATrep02.pdf).

Data from Canadian International Development Agency. “Table M: Total Net Disbursements by Country for 2003–04.” In *Statistical Report on Official Development Assistance, Fiscal Year 2003–2004*. March 2005. Accessed September 28, 2011. [www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/\\$file/Stat_rep_03-04.pdf](http://www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/$file/Stat_rep_03-04.pdf).

Posters

Posters are scripted to generally describe the image, followed by more-specific details. Anything that is written on the poster is read.

Example



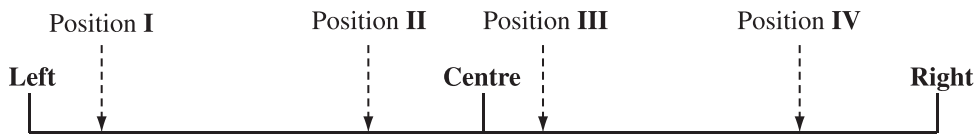
This visual is a depiction of surveillance methods that have become common in Western countries such as Great Britain. In the visual, the outlines of people are shown on sidewalks in a section of a city. On each lamppost shown there is a surveillance camera attached. At the front right of the visual is a lamppost with a sign on it. The sign reads, "ENTERING VIDEO SURVEILLANCE AREA". In the background above the people are three large shapes that look like eyes. Contained within the visual in large print is the phrase "OUR EYES SECURE YOUR SAFETY".

Spectrums

Spectrums may be described, depending on the complexity and precision of positioning. If a spectrum is straightforward, the title of the spectrum, if there is one, is scripted first. Next, the points of reference would be described where they appear on the spectrum. Lastly, the positions would be explained in terms of where they are relative to the points of reference.

Example

A Spectrum of Economic Ideology



This is an example of a spectrum that would be too complex to explain, particularly when describing the exact locations of the positions. The scripting note for spectrums such as this would be:

[Please refer to the printed or digital version of your examination.](#)

Photographs

Photographs are explained to identify the main aspects of the image. If they are relevant to answering the questions, the names of the individuals may be used. For example, a picture of Hitler would identify the man in the photograph as Hitler. If the identity of the individuals in the photograph is not needed to answer the question, it would not be given. A description of the details within the photograph is given. If a note is written below the photograph, that would also be read.

Example

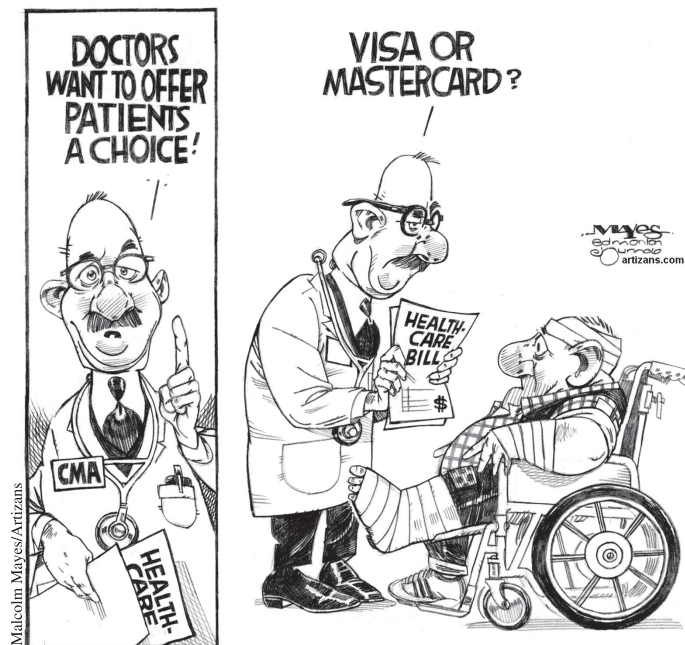


A photograph taken on the Brandon University campus in Manitoba, 1970, is shown. In the photograph, two smiling men are sitting at a table. On the front of the table hang two banners. The left banner reads, "TELEGRAMS PROTESTING THE WAR MEASURES ACT. TO: P.M. Trudeau + Premier Schreyer. SIGN HERE". The right banner reads, "We do "NOT" support FLQ. We do oppose the suspension of "YOUR" CIVIL Liberties". A picture hangs on the wall behind the men and a plant sits on the floor behind the table.

Political cartoons

Political cartoons often start with a description for how many frames there are. If there is more than one frame, they would be described in the order that the student would be expected to read them, row by row, from left to right. Each frame is clearly identified and then described. This includes characters that are in each frame, how they may appear, what they are doing, and what they are saying. Any notes that appear with the source would be read after the details.

Example



Note: CMA – Canadian Medical Association

A cartoon with 2 frames is shown. The frame on the left shows a doctor wearing a badge that reads, “CMA”. He is holding documents labelled “HEALTH-CARE”. He says, “DOCTORS WANT TO OFFER PATIENTS A CHOICE!” The frame on the right shows the same doctor talking with a patient in a wheelchair. The patient has bandages on one arm, one leg, and his head. The doctor is showing him a document that reads, “HEALTH-CARE BILL,” with a dollar sign at the bottom of the document. The doctor asks him, “VISA OR MASTERCARD?”

A note below the cartoon reads, “CMA—Canadian Medical Association”.

Newspaper headlines

Newspaper headlines are scripted starting with the number of headlines. The headlines are read starting with the one that appears in top left-hand corner of the diagram and then described in a clockwise direction.

Example



Four online newspapers are shown. The newspaper's names and headlines read as follows:

The Tribune Online: *Lobby group convinces Parliament to delay implementation of new environmental protection law*

The Post Online: *Prime Minister calls referendum on proposal to adopt system of proportional representation*

The Daily News on the Web: *Television documentary exposes corruption in government contracting process*

The courier web news: *Latest poll results force government to reconsider introducing tax reform bill*

Graphic novels

Graphic novels are scripted starting by reading any preamble that may appear before the pages of the graphic novel. The frames are then described in the order that they are to be read. For each frame, a description of the scene, characters, their actions, and what is said would be given. It is clearly identified when a new frame is being described.

Example

The graphic novel Fight for Rights tells the real-life story of the struggle by women to win the right to vote in Great Britain in the early 20th century. In this excerpt, the actions of two fictional characters, Mary Trent and her mother Mrs. Trent, are featured.



(Read the preamble)

The excerpt consists of five panels.

Panel one – Caption: “Manchester, 1905.” Four women are shown standing on a sidewalk talking. One woman, Mrs. Trent, says, “We’ve been working very hard to get the vote for women. Even the Labour Party supports us. I don’t know what more we can do.” One of the other women, Mary Trent (Mrs. Trent’s daughter), says, “It’s time for stronger action, mother.”

Panel two – Mary Trent says, “This upcoming election is our chance to speak up! I’ll ask questions at the candidates’ meeting.”

Panel three – Caption: “Inside a town hall...” A man standing at a podium says, “If I am elected, I promise -”.

Panel four – Mary Trent is addressing a question from the audience to the man standing at the podium: “Sir, will your party give votes to women?”

Panel five – Four men in suits are shown. The man on the left says, “Votes for Women?” The man next to him says, “What rubbish!” Another man says, “Shocking!”

Maps

Maps are generally not scripted due to the complexity of the visual information. Students are directed to use their print or digital version of the exam booklet.

Example



This is an example of a map that would be too complex to explain. The scripting note for maps such as this would be:

[Please refer to the printed or digital version of your examination.](#)

ELA 30–1 Credits

©Thomas Hoepker/Magnum Photos

Shakespeare, William. *The Tragedy of King Richard the Second*. In *William Shakespeare: The Complete Works*, edited by Alfred Harbage. New York: Viking, 1969.

Social Studies Credits

Thorne, Will. *My Life's Battles*. London: Lawrence and Wishart, 1989.

Data from Organisation for Economic Co-operation and Development. "Table 1.6: 'All-in' Average Personal Income Tax Rates at AW by Family Type." In *OECD Tax Database, Sec 3: The Tax Burden on Wage Income, Part I: Taxation of Wage Income (2010)*. Accessed October 18, 2011. www.oecd.org/document/80/0,3746,en_2649_34533_1942460_1_1_1_1,00.html#tbw.

Data from Canadian International Development Agency. "Table M: Total Net Disbursements by Country for 2000–01." In *Statistical Report on Official Development Assistance, Fiscal Year 2000–2001*. February 2002. Accessed September 28, 2011. [www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/\\$file/STATrep02.pdf](http://www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/$file/STATrep02.pdf).

Data from Canadian International Development Agency. "Table M: Total Net Disbursements by Country for 2003–04." In *Statistical Report on Official Development Assistance, Fiscal Year 2003–2004*. March 2005. Accessed September 28, 2011. [www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/\\$file/Stat_rep_03-04.pdf](http://www.acdi-cida.gc.ca/INETIMAGES.NSF/vLUIImages/stats/$file/Stat_rep_03-04.pdf).

October Crisis protest, (BUPC 5.1, SJ McKee Archives, Brandon University)

Malcolm Mayes/Artizans.com

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