Original Text in French

# Guide for Parents

**MINISTERIAL EXAMINATION**

**English as a Second Language, Enriched Program**

**Secondary V**

Understanding of texts          136-540

Written Production              136-550

**December 2024**

Votre
gouvernement

Québec

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## INTRODUCTION

This guide is designed to inform parents about the Secondary V ministerial examination for the English as a Second Language, Enriched Program. It presents the structure of the exam and the administration procedures, as well as sample documents from a past exam.

The *Document d'information* (in French only) is also a recommended resource. It provides complementary information as well as the most recent version of the rubrics.

## SECTION 1    MINISTERIAL EXAMINATIONS

### NATURE AND OBJECTIVES OF THE EXAMINATIONS

The Secondary IV and V ministerial examinations are set by the Minister of Education for the certification of studies and for awarding the Secondary School Diploma. Every year, the Ministère organizes three exam sessions for these examinations: one in December/January, one in May/June and one in August.

Each ministerial examination is designed to evaluate the learning set out in the Québec Education Program and is based on the Framework for the Evaluation of Learning and the Progression of Learning.

As everyone enrolled in any given exam session must write the same examination, the dates and times indicated in the official examination schedule must be respected. Only the Minister may authorize changes to the set schedule.

### CONDITIONS FOR ADMINISTERING THE EXAMINATIONS

Educational institutions are the main entities responsible for making the necessary arrangements for the exams to take place (e.g. providing examination rooms), regardless of the education model (teaching provided at school or homeschooling).

To ensure equity and justice, the exam conditions must be the same for all candidates in Québec who write the exams. For this reason, the individuals designated to administer the examinations are given precise instructions to follow.

During an examination, it is forbidden for anyone to help the candidates in any way whatsoever by, for example, clarifying the task, providing additional information, explaining or translating words or expressions, or reformulating instructions. Examinations where a staff member has overstepped the boundaries of their role may be declared invalid by the Ministère.

Measures that adapt the conditions for administering ministerial examinations may be taken to enable candidates with specific needs to demonstrate their learning. In order to request special measures, please communicate with the educational institution responsible for administering the examination at the beginning of the school year or, in the context of homeschooling, when setting up the learning project. The educational institution will analyze the candidate's needs and determine which adaptive measures will be permitted, if any.

## SECTION 2   OVERVIEW OF THE EXAMINATION FOR ENGLISH AS A SECOND LANGUAGE, ENRICHED PROGRAM

### EVALUATION OF COMPETENCIES

The Secondary V English as a Second Language, Enriched Program examination is designed to evaluate the following competencies:

- Competency 2, *Reinvests understanding of texts*
- Competency 3, *Writes and produces texts*

### SUMMARY OF THE EXAMINATION

The examination takes place in exam rooms at specific times, as set out in the official examination schedule. The exam is built around a topic and is carried out in the order presented below.

1. Introductory task

   At home, the candidates read the texts in the exam booklet provided. In the exam room, they listen to an audio recording and are invited to discuss it in English.

   Note that the introductory task is compulsory, but no marks will be allotted for this part of the examination.

2. Reinvestment and writing examination

   In the exam room, working individually, candidates have 3 consecutive hours to write a feature article of about 400 words in English for an online magazine. The article must address the topic prescribed in the task, which will be related to the topic of the exam.

   Candidates must base their written production on the texts they read and heard during the introductory task, applying their understanding of the texts.

Ministère de l'Éducation

## AUTHORIZED AND UNAUTHORIZED MATERIALS

### Authorized materials

Only print versions of the materials listed below may be brought to the examination and used.

| Introductory task | Reinvestment and writing examination |
|---|---|
| • Preparation Booklet provided during the introductory task<br>• Standard English dictionary<br>• Bilingual dictionary (English and another language) | • Preparation Booklet that the candidate has annotated as per the instructions provided below<br>• Standard English dictionary<br>• Bilingual dictionary (English and another language)<br>• Thesaurus<br>• Grammar book (must not include any text or part of a text that could be used verbatim or as a model) |

Candidates may bring their own reference materials or use those provided by the educational institution. Those who bring their own reference materials will not be permitted to share them with others.

### Unauthorized materials

The following materials are not authorized.

- All homemade documents (class notes, grammar book prepared by the school or at home, etc.)
- All materials that are handwritten, photocopied or printed from the Internet (except the handwritten notes allowed in the Preparation Booklet)
- All activity books or any other materials that explain how to produce or revise a text, or that provide examples of text that could be used verbatim or as a model
- All digital tools (electronic dictionaries, word-processing software, etc.) unless their use has been planned in conjunction with the educational institution responsible for administering the examination[1]

Candidates are also strictly forbidden to have **in their possession** any digital device (smartphone, wireless headphones or earbuds, smartwatch, etc.) that can be used to communicate, access the Internet, translate text, or create, save or consult data.

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[1] The use of digital tools (electronic dictionaries, word processing software, etc.) could be authorized under certain conditions but must be planned in conjunction with the educational institution responsible for administering the examination at the start of the school year or, in the case of homeschooling, when the learning project is implemented.

### INTRODUCTORY TASK

As of the date shown in the official examination schedule, each candidate receives a Preparation Booklet, which provides information about the exam, including the exam topic and some context. It also includes the texts that the candidates must read, as well as a guiding question to help them take notes.

Candidates take their Preparation Booklet home to begin preparing for the exam. However, it is forbidden to distribute any examination document, in whole or in part, at any time or by any means whatsoever, including social media.

Candidates have a few days to carry out the first part of the introductory task. First they read the information presented at the beginning of the Preparation Booklet. Then they read and annotate the texts, as per the instructions provided in the box below.

> The Preparation Booklet may contain handwritten notes, but no part of the article may be written in advance (headline, controlling idea, sentences, etc.). No sheets or sticky notes may be added to the booklet.

The Preparation Booklet will be verified on the day of the examination. If the booklet does not meet the requirements, the examination may be declared invalid by the Ministère.

A few days after receiving the Preparation Booklet, candidates must complete the last two parts of the introductory task in the exam room. This will take a total of 60 minutes.

- First, candidates listen to an audio recording and take notes in their Preparation Booklet, which they must remember to bring with them. The recording, which lasts about 10 to 12 minutes, is played twice.

- Second, in teams of four, candidates are invited to discuss, in English, the texts they have read and heard in order to better understand the topic.

After the introductory task, candidates may take their Preparation Booklet home in order to continue preparing for the exam.

Excerpts from a Preparation Booklet are presented on pages 6 to 10. These include an example of a feature article.

### REINVESTMENT AND WRITING EXAMINATION

#### Writing the examination

On the day of the exam, candidates must bring their Preparation Booklet to the exam room. Each candidate receives two more booklets: a Writing Booklet and a Final Copy Booklet. Working individually, they will have 3 consecutive hours to write an information-based issues-and-trends feature article in English. The article must inform the target audience about the topic presented in the task and it must be about 400 words long.

At the start of the exam, candidates have 5 minutes to read the instructions, the writing guidelines and the task, which are presented in the Writing Booklet. Candidates hear the audio recording a third and final time in order to complete their notes in the Preparation Booklet in light of the task to be carried out. They plan their article and write a rough draft in the space provided in the Writing Booklet.

Excerpts from a Writing Booklet are provided on pages 11 to 13.

Candidates must base their article on the texts they have read and heard during the introductory task in order to reinvest their understanding of the texts. It is essential that they write an original text: they must not copy passages from the texts provided, nor use patchwriting[2] (see the instructions to this effect in the excerpt on p. 11 and in the rubrics in Appendices I and II).

Lastly, after revising and improving their article, candidates write the final copy of their text in pencil or in pen in the Final Copy Booklet. **Only the Final Copy Booklet will be marked.** Candidates must plan their time carefully to finish writing their text in this booklet within the allotted time.

If after 3 hours a candidate has not finished writing the exam, 15 more minutes may be allotted, as specified in the [Administrative Guide for the Certification of Studies and Management of Ministerial Examinations](#).

At the end of the examination, candidates must hand in to the examiner all their exam booklets, including the Preparation Booklet, before leaving the examination room.

No candidates may leave the examination room before at least half the time allotted for the exam has elapsed. Any candidate who has a good reason to leave the examination room must be accompanied by an authorized person designated by the educational institution.

### Marking

The corrector will mark the texts using the rubrics included in the [*Document d'information*](#). These rubrics can be found in Appendices I and II, in both English and French.

The corrector will mark the candidate's text in two ways: first, in terms of Competency 2, *Reinvests understanding of texts* and second, in terms of Competency 3, *Writes and produces texts.*

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[2] Patchwriting involves using phrases from research materials, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with one's own writing.

## SECTION 4    EXCERPTS FROM AN EXAMINATION FOR ENGLISH AS A SECOND LANGUAGE, ENRICHED PROGRAM

The excerpts in this section are taken from the exam entitled *What's the Buzz About Drones?*

### EXCERPTS FROM A PREPARATION BOOKLET

### Introduction

What's the Buzz About Drones?

**INTRODUCTORY TASK—PART I** (outside of class)

From:    J. T. Williams <senior.editor@beyondthesurfacemagazine.com>
To:      freelancer@eesl.com
Cc:
Subject: Feature article for *Beyond the Surface* magazine

Attention: Freelance journalist

As the title of the magazine suggests, the mandate of *Beyond the Surface* is to take a critical look at a variety of issues facing the world today. We really try to peel back the layers and get at the heart of the stories.

Our magazine prides itself on being written for young adults, by young adults. (Please refer to the magazine's mission statement below.)

Attached is a file folder of research materials, which include various text types: clippings, articles, images, a report, etc. Your job is to write an issues-and-trends feature article for our upcoming edition which will be dedicated to the topic of drones. The magazine cover will read "What's the Buzz About Drones?" In the days to come, you will be provided with an audio documentary containing essential additional information on the subject.

I will be contacting you again soon with the specific angle you will have to tackle in your article. In the meantime, please read through and listen to everything carefully, and take notes for your article, keeping in mind the title of next month's issue, "What's the Buzz About Drones?" and the guiding question, *What are the advantages and disadvantages of drones?*

Sincerely,


J. T. Williams
Senior Editor
*Beyond the Surface*

*Beyond the Surface* is a magazine for spirited young adults with a passion for knowledge. Its mission is to educate and entertain its readers with general-interest topics that combine substance with savvy.

EXCERPTS FROM A REPORT

# DRONE 101

### Drone Terminology: What is a drone?

Many people generally understand the term "drone" to describe an aircraft without an on-board pilot, or unmanned aircraft. In effect, the term "drone" is a catch-all term that refers to any vehicle that can operate on surfaces or in the air without a person on board to control it; and that can vary in size, shape, form, speed, and a whole host of other attributes. A drone can be a model aircraft someone purchases in a store, a mini-helicopter used by some police forces, or a large plane-sized aircraft sent to a war zone.

In the industry, and across different regions, drones are also called Unmanned Air Vehicle (UAV), Unmanned Air System (UAS) or Remote Piloted Aircraft Systems (RPAS). The International Civil Aviation Organization (ICAO) has set a new definition referring to drones as RPAS, which will soon become the recommended term internationally as ICAO moves towards developing standards for member states. . . .

### Drone Attributes: What can drones do?

Drones are often referred to as a desirable alternative to manned flights, and it is largely due to their flexibility and unique capabilities. Drones can be a persistent, highly targeted and cheap form of surveillance. Drones can be deployed on demand and can generally stay in the air longer than manned aircraft. They are flexible in terms of the tasks they can perform, they can support high-resolution imagery and sensors, and the "plug and play" payload capability makes them easy to tailor to a specific flight purpose. Furthermore, they can cover vast and remote areas. Some of the advanced surveillance technologies that can be mounted on drones include:

• **High-power zoom lenses** that could increase the chances of individuals being surveilled from a great distance.

• **Night vision, infrared, ultraviolet, thermal imaging, and LIDAR (light detection and ranging)** that enables UAVs to detect and enhance detail.

• **Radar technologies** that can penetrate walls and earth enabling the tracking of individuals even inside buildings, through cloudy conditions and through foliage.

• **Video analytics technology**, which is improving rapidly and would be able to recognize and respond to specific people, events and objects, or even flag changes in routines to identify particular movement patterns as "suspicious." This could also include things like license plate readers.

• **Distributed video**, whereby a number of UAVs work in concert with multiple video cameras.

• **Facial recognition or other "soft biometric recognition"** that enables the UAV to recognize and track personal attributes such as height, age, gender and skin colour.

. . . [In the United States] the FAA [Federal Aviation Authority] is estimating that 30,000 drones will be approved to fly in U.S. skies in the next 20 years, up from the current 300 authorization certificates that have been issued to date.

Source: Research Group of the Office of the Privacy Commission of Canada, *Drones in Canada*, March 2013, pp. 2-4, 8.

# THE ROBOT OVERHEAD

**After starting their career with the armed forces, drones are now entering civilian life—and creating concerns about safety**

. . . Ready-to-fly drones are now available from around $1,000. Some have been developed from radio-controlled model aeroplanes. But their ability at low cost to operate autonomously comes from the use of commodity electronics developed for consumer gadgets. Mobile phones, for instance, contain a number of devices useful in making drones, such as gyroscopes, accelerometers, wireless transmitters, signal processors and GPS units. As a result the use of drones is spreading rapidly beyond their now familiar military roles. Civilian drones are being used by businesses ranging from surveyors to utilities, delivery firms, news organisations and farms.

Businesses can save a lot of money with drones. Dillon Consulting, a Canadian company, hired one for about $7,000 to survey a landfill site in Ontario. It reckons chartering a manned aeroplane or helicopter would have cost at least three times as much. GeoGIS Consultants, a firm in Belgrade, Serbia, maps landscapes with lasers and other sensors for road and rail construction. It bought a drone two years ago for around $31,000 and stopped using manned aircraft. The drone's cost was recovered in just two months, says Tosa Ninkov, the company's owner.

> " The use of drones is spreading rapidly beyond their now familiar military roles. "

**Cancel the helicopter**

Drones can improve safety, adds Dillon's John Fairs. They are increasingly used to inspect wind turbines for cracks instead of workers kitted out with climbing gear. Drones are also being operated for power-line inspections. As this can involve lowering from a helicopter engineers clad in insulating suits and safety harnesses to crawl along a pair of high-voltage cables strung shoulder-width apart, it can be a "recipe for disaster", adds Mr Fairs.

Data collected by drone are often more accurate than information gathered by other means. Fitted with two cameras for stereo vision, a drone called AeroHawk can map the dimensions and contours of a road at a resolution of about 2 cm, says Scott McTavish, boss of a British Columbian firm called Accuas that surveys infrastructure. The best a commercial satellite can offer is about 30 cm, but it could take more than four months to book one and might cost at least $10,000, adds Mr McTavish. The aircraft-like AeroHawk does not need a runway. It is tossed into the air and recovered by parachute.

Eight months ago Jean-Baptiste Bruggeman began flying a drone over his 210 hectares of farmland in La Louptière-Thénard, France. The robot's multiple lenses photograph his fields from nine angles in infrared, near infrared and visible wavelengths. After the data are uploaded to a server, agronomists at Airinov, a Paris company, analyse details such as the level of moisture in the topsoil, the chlorophyll content of the crop and its biomass. Within 48 hours Mr Bruggeman receives an electronic map with encoded instructions. When uploaded to his GPS-equipped tractor, it automatically adjusts the spread of fertiliser to the optimal amount required for every part of his fields.

The benefits are enormous. Improving fertiliser allocation boosts yields . . . . The wheat's protein content is also higher. As less fertiliser is applied, polluting run-off into streams is reduced. Mr Bruggeman is now starting a sideline to fly his drone for other farmers. Airinov already analyses drone data for more than 2,000 French farmers, and expects that to become 5,000 within a year.

Besides surveying, drones can seed and spray fields without compacting topsoil or crushing plants. Large helicopter drones, such as Yamaha's petrol-powered RMAX, fly lower than manned crop-dusting aeroplanes,

so less pesticide is carried off by the wind. Rotor wash from the drone produces a finer mist and shakes leaves to help cover their underside with spray. By one reckoning, this cuts in half the amount of liquid that would otherwise be sprayed by tractor. The RMAX is widely used in Australia, Japan and South Korea. It is transported to fields in the back of a pickup truck, but costs a princely $125,000. . . .

Nevertheless, there are risks. In February photojournalists at El Salvador's biggest daily, *La Prensa Gráfica*, began taking pictures and video with three Phantom 2 Vision+ quadcopters. . . . One of *La Prensa Gráfica*'s drones nearly struck a power line and fell into a crowd attending a parade. Luckily no one was injured.

Operators are trying to improve safety. Drones often connect to a number of GPS satellites, so records of their flight paths are usually precise. 3D Robotics has put online a test version of a database to which the co-ordinates of flights will be uploaded from dozens of manufacturers' drones. Unmanned aircraft synchronised to the system, called DroneShare, can then be instructed to follow routes that have already been safely navigated and avoid danger spots (a flagpole, say).

Prudence is in order, says Sean Cassidy, head of safety for the Air Line Pilots Association, International. He points to the US Airways plane that ditched safely on the Hudson River in New York in 2009 after its engines ingested geese, which are the size of some small drones. Software can help prevent that by automatically reining in drones if they venture too far or too high, says Josh Brookes-Allen, founder of Alphaflight Aerospace, an operator of cinematography drones in Sydney, Australia.

NASA, America's space agency, is building an air-traffic-control system for drones. Operators will log on to a website and reserve blocks of airspace for flights. An early version of the system is expected online shortly. Flights will be forbidden near airports and capped at

an altitude of about 120 metres. That leaves enough airspace for what Accenture, a consultancy, considers to be the most complex mission for civilian drones—automated delivery.

Amazon says that a drone-delivery service called Prime Air that it has tested in Canada will be ready by early 2015, assuming the FAA [Federal Aviation Administration] ban is lifted. Following recent testing in Australia, Google has also determined that deliveries with self-flying vehicles are practical, says Phil Swinsburg of Unmanned Systems Australia, a firm working on Project Wing, as the Google drone effort is known.



**DHL's parcelcopter leaves for work**

DHL, a logistics giant based in Germany, has already begun to deliver medicine by a "parcelcopter" drone (pictured) to Juist, a small island in the North Sea. An Australian startup called Flirtey expects to begin delivering books with six-rotor hexacopters before the end of the year. Delivery will cost more than sending the books in a van, at least initially. But it will be faster—Flirtey's drones fly about 80 km per hour (50 mph) and pay no heed to traffic lights. Parcels are lowered from above to recipients. Matt Sweeny, the firm's chief executive, is also talking to fast-food chains about drone delivery.

. . . The commercial lure of drones is a powerful incentive for a new industry to get airborne, but without sensible safety and other procedures there will be stormy skies ahead to navigate. ∎

Source (text and image): "The Robot Overhead," *The Economist*, Vol. 413, No. 8916, December 6, 2014, p.11.

What's the Buzz About Drones?

## INTRODUCTORY TASK—PART II (in an examination setting)

In the following audio documentary, entitled "Dealing With Drones," Denis Guindon, from Transport Canada, addresses some of the issues surrounding drones.

**Note:** The interview was conducted solely for the purpose of this examination. All interview excerpts contained in this audio documentary are authentic.

### Instructions

- Listen to the audio documentary, which will be played twice (2 x 10 min 27 s).
- Take notes in the box below, keeping in mind the guiding question, *What are the advantages and disadvantages of drones?*

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**NOTES ON AUDIO DOCUMENTARY**

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Ministère de l'Éducation

# WRITING BOOKLET
## General Instructions

1. Stick the student identification label on the cover page of the Final Copy Booklet. If no label has been provided, fill in the information requested.

2. Read the instructions on page 3 of the Writing Booklet.

3. Listen to the audio documentary one last time and take additional notes if you wish to.

4. Plan your text and write your rough draft in the Writing Booklet.

5. Write your final copy in pencil or ink in the Final Copy Booklet. Only the Final Copy Booklet will be marked.

6. The final copy of your work should be single-spaced.

7. You must reinvest your understanding of the research materials provided (**print and audio**).

8. You must create an original work. This means you cannot copy word for word from the research materials or use patchwriting[1] and present the work as your own.

9. You must use quotations; however, they must represent only a small portion of your article.

10. You will be significantly penalized if:

    - you do not address the angle prescribed on page 3
    - your article presents little information drawn from the research materials (**print and audio**)
    - you rely too heavily on quotations
    - you copy passages from the research materials or use patchwriting
    - your article is mostly incomprehensible

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[1] Patchwriting involves using phrases from research materials, verbatim or by making minor changes here and there (e.g. deleting, adding or substituting words; changing verb forms or word order), and combining them with your own writing.

## Sample task



From:    J. T. Williams <senior.editor@beyondthesurfacemagazine.com>
To:      freelancer@eesl.com
Cc:
Subject: Feature article for *Beyond the Surface* magazine
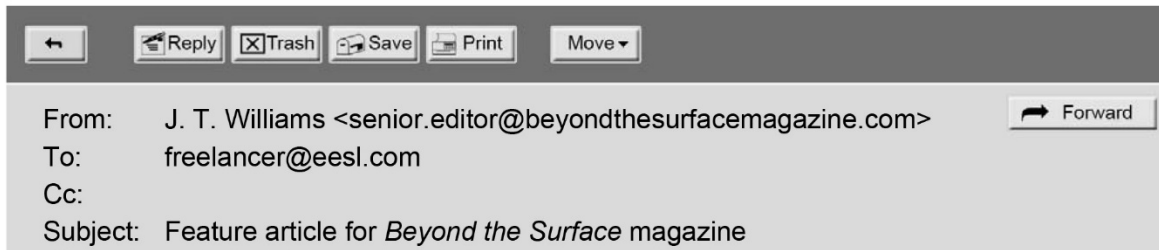
Attention: Freelance journalist

I trust you have had ample time to investigate the topic of drones by reading and listening to the research materials. Our editing team here at *Beyond the Surface* has discussed the specific angle we want you to address in the issues-and-trends feature article you will submit for our upcoming edition, "What's the Buzz About Drones?" and we have decided on the following:

| **Examine the impact of drones on safety.** |
| :---: |

Please read our magazine's writing guidelines on the following page before you begin.

Sincerely,

J. T. Williams
Senior Editor
*Beyond the Surface*

# Writing Guidelines

The mission of *Beyond the Surface* magazine is to educate and entertain its readers, who come from various backgrounds and share a passion for knowledge on a wide range of topics. An issues-and-trends feature article for *Beyond the Surface* is informative and should be a tightly focused, non-academic piece of writing aimed at a non-specialized English-speaking audience.

To submit an issues-and-trends feature article to *Beyond the Surface*, you must follow these guidelines:

- Write an original article of approximately 400 words.
- Provide readers with a critical overview of the topic **from the angle prescribed on page 3** and do not assume your readers have prior knowledge of the topic.
- Preferably write in the third person.
- Use an appropriate language register and do not include inappropriate content (e.g. personal attacks, profanity, shocking content).
- Remember that footnotes and endnotes are rarely used in a feature article.
- Do use quotations, but sparingly.
- Incorporate at least two additional **relevant** components such as an image (with or without a caption), a pull-quote or a sidebar to enhance the article. In the case of an image,[3] it is not necessary to draw a picture. A box with text indicating what the image is will be sufficient.

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[3] The image may or may not be inspired by those in the Preparation Booklet, but should definitely not be cut out of the Preparation Booklet and pasted into your article.

| Task Requirements[1] | A+ | A | B+ | B | C+ | C | D+ | D | E |
|---|---|---|---|---|---|---|---|---|---|
| **Evaluation criterion: Use of knowledge from texts in a reinvestment task**<br><br>Analysis of the topic from the prescribed angle<br>**AND**<br>Tailoring[2] of the content to the purpose and the target audience<br><br>Select relevant information/ideas from the research materials provided (**print and audio**).<br>**AND**<br>Develop and shape the selected information/ideas into an original,[3] coherent feature article that provides the target audience with a critical overview of the topic **from the prescribed angle.** | The analysis provides the target audience with a sophisticated overview of the topic from the prescribed angle. Lapses, if any, are very few and have no impact on the overall effectiveness of the article.<br><br>Analysis displays **all or most** of the following:<br>• accurate content<br>• content that is relevant to prescribed angle and is sometimes insightful<br>• content that is developed around a clear controlling idea that stems from prescribed angle<br>• content that is skilfully shaped in light of prescribed angle and target audience<br>• content that is not copied verbatim or patchwritten from research materials provided | | The analysis provides the target audience with a solid overview of the topic from the prescribed angle. Lapses are few and have only a minor impact on the overall effectiveness of the article.<br><br>Analysis displays **all or most** of the following:<br>• accurate content<br>• content that is satisfactory and relevant to prescribed angle<br>• content that is developed around a clear controlling idea that stems from prescribed angle<br>• content that is adequately shaped in light of prescribed angle and target audience<br>• content that is not copied verbatim or patchwritten from research materials provided | | The analysis provides the target audience with a general overview of the topic from the prescribed angle. Lapses have a moderate impact on the overall effectiveness of the article.<br><br>Analysis displays **one or more** of the following:<br>• minor inaccuracies<br>• some content that is irrelevant to prescribed angle<br>• some content that is repetitive or too general<br>• information that is slightly misleading or contradictory<br>• some content that is unevenly developed and shaped (e.g. lack of focus, listing of ideas, insufficient explanation or clarification)<br>• very little content that is copied verbatim or patchwritten from research materials provided | | The analysis provides information but leaves the audience confused or ill-informed. Lapses have a significant impact on the overall effectiveness of the article.<br><br>Analysis displays **one or more** of the following:<br>• significant inaccuracies<br>• much content that is irrelevant to prescribed angle<br>• much content that is repetitive or too general<br>• information that is seriously misleading or contradictory<br>• content that, for the most part, is poorly developed and shaped (e.g. lack of focus, listing of ideas, insufficient explanation or clarification)<br>• text that, for the most part, reads like an opinion piece<br>• some content that is copied verbatim or patchwritten from research materials provided | | Text is incomplete.<br>OR<br>Text presents little content drawn from research materials provided.<br>OR<br>Text shows poor understanding of issues, research materials provided or task requirements.<br>OR<br>Content is mostly irrelevant to prescribed angle. |
| | 50 | 46 | 43 | 40 | 35 | 30 | 27 | 22 | 15 |

[1] Use the rubric even if the student's text is not a feature article. The student will likely be penalized in the tailoring of the content (as the information/ideas will probably not be developed and shaped in light of the prescribed purpose and audience).

[2] *Tailoring* means developing and shaping the information/ideas drawn from the research materials provided in order to achieve the purpose, i.e. to provide the target audience with a critical overview of the topic from the prescribed angle.

[3] In this context, *original* means the student adapts the information/ideas to the task, therefore not copying it/them verbatim or patchwriting from research materials.

## GRILLE D'ÉVALUATION DE LA COMPÉTENCE 2, *RÉINVESTIR SA COMPRÉHENSION DES TEXTES*

| Exigences de la tâche[1] | A+ | A | B+ | B | C+ | C | D+ | D | E |
|---|---|---|---|---|---|---|---|---|---|
| **Analyse du sujet sous l'angle prescrit** **ET** **Adaptation[2] du contenu à l'intention de communication et au destinataire ciblé** Tirer des informations et des idées pertinentes des textes de référence fournis (**écrits et audio**). **ET** Développer et modeler ces informations et ces idées pour produire un article de fond original[3] et cohérent qui offre au destinataire ciblé une vue d'ensemble critique du sujet **sous l'angle prescrit**. | L'analyse offre au destinataire ciblé une vue d'ensemble éloquente du sujet sous l'angle prescrit. Les défaillances, s'il y en a, sont rares et n'ont pas d'effet négatif sur l'efficacité de l'article. L'analyse comporte **tous ou presque tous** les éléments suivants : <br>• un contenu exact; <br>• un contenu pertinent et parfois perspicace par rapport à l'angle prescrit; <br>• un contenu développé autour d'une idée maîtresse claire qui découle de l'angle prescrit; <br>• un contenu modelé habilement en fonction de l'angle prescrit et du destinataire ciblé; <br>• aucun contenu copié ou assemblé à partir des textes de référence fournis. | | L'analyse offre au destinataire ciblé une bonne vue d'ensemble du sujet sous l'angle prescrit. Les défaillances sont rares et ont un effet négatif minime sur l'efficacité de l'article. L'article comporte **tous ou presque tous** les éléments suivants : <br>• un contenu exact; <br>• un contenu pertinent et satisfaisant par rapport à l'angle prescrit; <br>• un contenu développé autour d'une idée maîtresse claire qui découle de l'angle prescrit; <br>• un contenu modelé adéquatement en fonction de l'angle prescrit et du destinataire ciblé; <br>• aucun contenu copié ou assemblé à partir des textes de référence fournis. | | L'analyse offre au destinataire ciblé une vue d'ensemble générale du sujet sous l'angle prescrit. Les défaillances ont un effet négatif modéré sur l'efficacité de l'article. L'analyse comporte **un ou plusieurs** des éléments suivants : <br>• de légères inexactitudes; <br>• quelques informations ou idées sans lien avec l'angle prescrit; <br>• quelques informations ou idées répétitives ou trop générales; <br>• des informations légèrement trompeuses ou contradictoires; <br>• quelques idées développées et modelées inégalement (p. ex. : manque d'unité, juxtaposition d'idées, explications ou éclaircissements insuffisants); <br>• très peu d'éléments copiés ou assemblés à partir des textes de référence fournis. | | L'analyse informe, mais déroute le destinataire ciblé ou le renseigne mal. Les défaillances ont un effet négatif important sur l'efficacité de l'article. L'analyse comporte **un ou plusieurs** des éléments suivants : <br>• d'importantes inexactitudes; <br>• de nombreuses informations ou idées sans lien avec l'angle prescrit; <br>• de nombreuses informations ou idées répétitives ou trop générales; <br>• des informations fortement trompeuses ou contradictoires; <br>• du contenu en grande partie mal développé et mal modelé (p. ex. : manque d'unité, juxtaposition d'idées, explications ou éclaircissements insuffisants); <br>• une grande partie du texte semblable à un texte d'opinion; <br>• certains éléments copiés ou assemblés à partir des textes de référence fournis. | | Le texte est incomplet. OU Le texte renferme peu d'informations tirées des textes de référence fournis. OU Le texte manifeste une mauvaise compréhension des problématiques, des textes de référence fournis ou des exigences de la tâche. OU La majeure partie du contenu est sans lien avec l'angle prescrit. |
| | 50 | 46 | 43 | 40 | 35 | 30 | 27 | 22 | 15 |

*Critère d'évaluation : Utilisation des connaissances tirées des textes dans une tâche de réinvestissement*

**Notes.**
– Déterminer quel descripteur représente le plus fidèlement la performance de l'élève. Dans un cas où la performance de l'élève tend vers le descripteur supérieur sans tout à fait l'atteindre, ajouter « + » à la cote (p. ex. : B+), si la grille le permet.
– Pour chacun des descripteurs, les seuls résultats possibles sont ceux indiqués dans la grille. Il est interdit d'accorder tout autre résultat.

1. Utiliser la grille d'évaluation même si le texte de l'élève n'est pas un article de fond. Il y a de fortes chances que les informations et les idées tirées des textes de référence fournis ne soient pas bien développées ni bien modelées en fonction de l'intention de communication et du destinataire, lesquels sont prescrits. L'élève sera donc probablement pénalisé pour cet aspect.
2. L'élève doit développer et modeler les informations et les idées tirées des textes de référence fournis en fonction de l'intention de communication, soit offrir au destinataire ciblé une vue d'ensemble critique du sujet sous l'angle prescrit.
3. Un article est *original* si l'élève adapte les informations et les idées en fonction de la tâche et ne les copie pas mot pour mot et s'il ne recourt pas à de l'assemblage à partir des textes de référence.

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| | Task Requirements[1] | A+ | A | B+ | B | C+ | C | D+ | D | E |
|---|---|---|---|---|---|---|---|---|---|---|
| **Evaluation criteria: Content and formulation of the message** | **Text form** Use the required text components[2] to **structure** and **enhance** the article: headline, secondary headline, controlling idea, lead, grouping of ideas into paragraphs (with or without subheads), close, at least one direct or indirect quotation AND at least two relevant additional components (i.e. image with or without a caption, pull-quote or sidebar). | All or all but one of the components are present and work or mostly work together to structure and enhance the article (i.e. all or most components are an asset to the article). AND A few components stand out because they are particularly engaging. **15** | **14** | All or all but one of the components are present and work or mostly work together to structure and enhance the article (i.e. all or most components are an asset to the article). **13** | **12** | All or most components are present and sometimes work together to structure and enhance the article (i.e. components are only partially effective). **11** | **9** | Several components are missing OR components rarely enhance the article. **8** | **6** | Poor use or lack of components makes the text confusing or misleading. **4** |
| | **Language repertoire (vocabulary and language conventions)** Use correct vocabulary, grammar and mechanics.[3] | Errors, if any, are few and do not impede readability or understanding.[4] **20** | **18** | Errors and/or awkward structures do not or very rarely impede readability AND do not impede understanding. **17** | **16** | Errors and/or awkward structures sometimes impede readability AND/OR very rarely impede understanding. **14** | **12** | Errors and/or awkward structures frequently impede readability AND/OR sometimes impede understanding. **10** | **8** | Errors and/or awkward structures frequently impede understanding. **6** |
| | **Language repertoire (language register and idiomatic language)[5]** Use proper register in light of **purpose** and **target audience**, as well as idiomatic language. | Register is appropriate AND language is idiomatic. **15** | **14** | Register is appropriate AND language is mostly idiomatic. **13** | **12** | Register is appropriate or mostly appropriate AND language is sometimes idiomatic. **11** | **9** | Register is mostly inappropriate AND/OR language is rarely idiomatic. **8** | **6** | Register is inappropriate (regardless of accuracy of language conventions or use of idiomatic language) AND/OR language is not idiomatic. **4** |

[1] Use the rubric even if the student's text is not a feature article. The student will likely be penalized in the use of required text components and language register.

[2] Text components must be more than simply present; they must be purposeful and be an asset to the article. Inappropriate or poorly used text components weigh down or detract from the article, often misleading or confusing readers. For example, a headline that reflects the prescribed angle of the article AND is catchy enhances the article. However, a headline that is too general or that indicates an angle other than the one prescribed does not enhance the article and can be puzzling. An image that is useful will enhance the article, while one that is merely decorative will not.

[3] Mechanics include capitalization, punctuation and spelling.

[4] Readability is impeded when the reader has to slow down but does not have to stop reading. Understanding is impeded when the reader has to either stop reading to figure out what the student meant or reread a passage in order to understand it.

[5] Idiomatic language refers to language and sentence structures that are typical of the English language, e.g. use of gerunds, tag endings, phrasal verbs. It goes beyond inserting a few expressions into the text.

# GRILLE D'ÉVALUATION DE LA COMPÉTENCE 3, *ÉCRIRE ET PRODUIRE DES TEXTES*

| | Exigences de la tâche[1] | A+ | A | B+ | B | C+ | C | D+ | D | E |
|---|---|---|---|---|---|---|---|---|---|---|
| **Critères d'évaluation : Contenu et formulation du message** | **Genre** Employer les éléments constitutifs[2] requis pour **structurer** et **enrichir** l'article : grand titre, sous-titre, idée maîtresse, attaque, regroupement des idées en paragraphes (avec ou sans intertitres), chute, au moins une citation directe ou indirecte ET au moins deux éléments complémentaires pertinents (image avec ou sans bas de vignette, citation en vedette ou encadré). | Les éléments constitutifs sont tous présents, sauf peut-être un, et contribuent tous ou presque tous à structurer et à enrichir l'article (c'est-à-dire qu'ils représentent tous ou presque tous une valeur ajoutée). ET Quelques éléments se démarquent parce qu'ils suscitent particulièrement l'intérêt du lecteur. | | Les éléments constitutifs sont tous présents, sauf peut-être un, et contribuent tous ou presque tous à structurer et à enrichir l'article (c'est-à-dire qu'ils représentent tous ou presque tous une valeur ajoutée). | | Les éléments constitutifs sont tous, ou presque tous, présents et contribuent parfois à structurer et à enrichir l'article (les éléments ne sont qu'en partie efficaces). | | Plusieurs éléments constitutifs sont absents OU les éléments enrichissent rarement l'article. | | Le texte est déroutant ou ambigu étant donné l'absence ou la mauvaise utilisation d'éléments constitutifs. |
| | | 15 | 14 | 13 | 12 | 11 | 9 | 8 | 6 | 4 |
| | **Répertoire linguistique (vocabulaire et conventions linguistiques)** Utiliser avec justesse le vocabulaire, les structures grammaticales, les majuscules, la ponctuation et l'orthographe d'usage. | Si l'article contient des erreurs, celles-ci sont rares et ne nuisent ni à la lecture ni à la compréhension[3]. | | Les erreurs ou les structures maladroites nuisent très rarement ou ne nuisent pas à la lecture, ET elles ne nuisent pas à la compréhension. | | Les erreurs ou les structures maladroites nuisent parfois à la lecture OU nuisent très rarement à la compréhension. | | Les erreurs ou les structures maladroites nuisent fréquemment à la lecture OU nuisent parfois à la compréhension. | | Les erreurs ou les structures maladroites nuisent fréquemment à la compréhension. |
| | | 20 | 18 | 17 | 16 | 14 | 12 | 10 | 8 | 6 |
| | **Répertoire linguistique (registre de langue et langage idiomatique[4])** Recourir à un registre convenant à l'**intention de communication** et au **destinataire ciblé**, et utiliser un langage idiomatique. | L'article présente un registre approprié ET un langage idiomatique. | | L'article présente un registre approprié ET un langage qui est en grande partie idiomatique. | | L'article présente un registre approprié ou presque toujours approprié ET un langage parfois idiomatique. | | L'article présente un registre plutôt inapproprié OU un langage rarement idiomatique. | | Le texte présente un registre inapproprié (nonobstant le respect ou non des conventions linguistiques ou l'utilisation ou non d'un langage idiomatique). OU Le texte ne présente pas de langage idiomatique. |
| | | 15 | 14 | 13 | 12 | 11 | 9 | 8 | 6 | 4 |

**Notes.**

− Déterminer quel descripteur représente le plus fidèlement la performance de l'élève. Dans un cas où la performance de l'élève tend vers le descripteur supérieur sans tout à fait l'atteindre, ajouter « + » à la cote (p. ex. : B+), si la grille le permet.

− Pour chacun des descripteurs, les seuls résultats possibles sont ceux indiqués dans la grille. Il est interdit d'accorder tout autre résultat.

1. Utiliser la grille d'évaluation même si le texte de l'élève n'est pas un article de fond. Il y a de fortes chances que le texte présente des lacunes sur le plan des éléments constitutifs requis et du registre de langue. L'élève sera donc probablement pénalisé pour ces aspects.
2. Il ne suffit pas que ces éléments soient présents; ils doivent être utiles et apporter une valeur ajoutée à l'article. Un élément constitutif qui ne convient pas ou qui est mal utilisé alourdit l'article ou y nuit, ce qui déroute souvent le lecteur. Par exemple, un grand titre qui reflète l'angle prescrit ET suscite l'intérêt du lecteur enrichit l'article. Par contre, un grand titre qui est trop général ou qui indique un autre angle n'enrichit pas l'article et peut être déroutant. Une image qui est utile enrichit l'article, contrairement à une image qui est uniquement décorative.
3. La lecture est entravée lorsque le lecteur doit ralentir sa lecture sans toutefois devoir l'interrompre. La compréhension est entravée lorsque le lecteur doit interrompre sa lecture afin d'arriver à comprendre ce que l'élève voulait dire, ou lorsqu'il doit relire un passage afin de le comprendre.
4. Langage idiomatique : relatif au langage et aux tournures de phrase propres à la langue anglaise, p. ex. : utilisation de *gerunds*, de *tag endings* ou de *phrasal verbs*. Un langage idiomatique ne se résume pas à l'insertion de quelques expressions dans un texte.

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