

INFORMATION DOCUMENT

UNIFORM EXAMINATION

ENGLISH LANGUAGE ARTS

Secondary V

630-516

June 2007
August 2007
January 2008

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for double-sided printing.

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INTRODUCTION

This document conveys information concerning the Secondary V English Language Arts (630-516) examination scheduled for June 2007, August 2007 and January 2008. The primary aim of this document is to provide, in advance, sufficient information about the examination.

It contains essential information regarding the nature, scheduling and marking of the examination. It should be photocopied and distributed without delay to all Secondary V English Language Arts teachers and consultants, as well as all personnel concerned with examination scheduling.

It is useful to recall at this time that features incorporated into this examination have been determined through direct and ongoing consultation with English Language Arts teachers and consultants throughout the province. A committee consisting of teachers, consultants and administrators drawn from the English school sector meets regularly to make recommendations about the examination to the production committee. In addition, through such means as this document and provincial information sessions, all school personnel are kept abreast of the nature of the examination. Written commentaries received following the June 2006 examination have also been given consideration.

Please note that there is a return to an earlier format for administering the exam. In response to a formal request made by the English school boards to the Direction de la sanction des études (DSE), the 2007 exam will take place over six hours of classroom time immediately followed by one three-hour block on a schedule designated by the Ministère de l'Éducation, du Loisir et du Sport.

As the new curriculum moves gradually through secondary school, minor changes will begin to appear in the Secondary V English Language Arts exam. This is to prepare for full implementation of the program by 2010. For example, this year's June exam includes a media reading component, along with more information-based texts.

If further information is required, please contact:

Anne Doucet
Provincial Coordinator for Evaluation
Ministère de l'Éducation, du Loisir et du Sport
600, rue Fullum, 8^e étage
Montréal (Québec) H2K 4L1
Telephone: (514) 873-2161
Fax: (514) 873-2571
E-mail: anne.doucet@mels.gouv.qc.ca

1 OVERVIEW OF THE EXAMINATION

1.1 Purpose of the Examination

English Language Arts 516 is a secondary school certification examination developed by the Direction générale de la formation des jeunes in consultation with a committee of teaching professionals who are representative of the English schools in Québec.

1.2 Aims of the Examination

The English Language Arts 516 examination assesses how well students use language according to the language-learning principles of the *English Language Arts Secondary I-V Program (16-3236-A)* and follows the guidelines established in the document *Definition of Domain, English Language Arts, Secondary Cycles I and II*. The chart of concepts and abilities taken from that document is presented on page 12 of this document. Examination activities and assignments are predicated on the objectives of the program. Evaluation contexts in the examination reflect those stated in the program. The contexts embody the program objectives in specific language situations.

1.3 General Characteristics

The English Language Arts 516 examination is characterized by the following distinctive features:

- The framework through which the program objectives operate is context-based. The writing context is chosen by the student; the task, however, requires the student to examine his/her chosen context for appropriate purpose and audience.
- It is an examination that incorporates the processes and strategies commonly associated with reading, responding and writing.
- To accommodate the processes required by the curriculum, the examination takes place over six hours of classroom time and one three-hour block designated by the MELS.
- It requires criterion-referenced scoring, an approach that is intended to ensure consistent and uniform grading among individual scorers. Anchor papers and agreed-upon interpretations of the criteria achieve this consistency and uniformity. School boards and private schools are encouraged to take whatever steps are necessary to ensure the following:
 - teachers do not mark their own students' papers
 - teachers have sufficient time to examine each paper carefully
 - practice sessions with anchor papers give scorers the opportunity to reach a common understanding of the criteria and to apply them uniformly
 - two scorers evaluate a student's complete work
 - all discrepancies in marks are arbitrated

2 MATERIALS

2.1 Examination Materials

The examination package consists of the following materials:

- *DVD disk**
- *Resource Booklet*
- *Student Booklet Part I and Part II*
- *Student Booklet Part III*
- *Administration and Invigilation Guide*
- *Marking Guide*
- *Manila envelope*

***All schools must ensure access to DVD equipment. The MELS will provide the DVD disks for viewing.**

Schools will find it advantageous to have students write in pre-stapled booklets or non-coil notebooks, rather than on loose sheets of foolscap. Teachers have found that this saves marking time and makes it easier to control examination materials and routine.

2.2 Resource Booklet

The *Resource Booklet* presents students with nonfiction texts that have been considered for their contextual impact. Throughout the examination, students are able to capitalize on the advantage of returning to the texts, reflecting on ideas in new ways, considering the views of others and, ultimately, enriching their understanding of the links among the texts.

2.3 Part I and Part II: Reading, Writing, Reflection

(60 marks) Time: 6 hours

A) Reading and Oral Exchange

- Students will **view** a DVD film clip.
- Students will read **nonfiction selections** in the *Resource Booklet* independently. **Teachers must not read the texts aloud to the students.** Time will be provided for discussion in small groups. **N.B.: Students should make notes in order to analyze issues that are discussed in the texts.** Insights from Part I will be used and evaluated in Part III.

B) Writing

- Students will produce one piece of writing addressing an issue in the *Resource Booklet*. They will be given a choice of four contexts with specified forms upon which to base their writing (minimum 600 words).
- **The specified forms will be four of the following: editorial, argumentative essay, persuasive essay, speech, short story and philosophical essay.** See Appendix on p. 13.
- Within the chosen context, students will have to make decisions on audience, style, voice and language.
- Students will confer with peers and revise/edit as they are accustomed.

C) Reflection

- Students will be directed to reflect, in writing, on the decisions they made in order to allow readers more insight and background to the students' final products (minimum 250 words).
- Students will explain what in the *Resource Booklet* inspired their writing.
- Students will explain the development of their writing and the decisions they made within the chosen context: purpose, audience, form, style, writing techniques (i.e. figurative language, point of view, use of conflict, rhetorical devices, repetition, etc.).

2.4 Part III: Reading for Understanding

(40 marks) Time: 3 hours

New to the exam this year, Part III provides **two** texts for the students to read.

- Students will be given two **new texts** (poetry and fiction) to read.
- Students will explore one or both new texts by
 - identifying and analyzing significant ideas found in Part III, Reading
 - making connections between the **ideas** in Part III and the **issues** in the *Resource Booklet*
 - reflecting on one or more global/literary or media associations related to the texts
 - examining the writer's techniques by identifying, illustrating and explaining the effectiveness of at least two techniques used by **one** of the authors in Part III

2.5 June 2007 Examination

<p>TIME</p> <p>PART I AND PART II:</p> <p>Six hours of classroom time immediately preceding June 8</p>	<p>PART III:</p> <ul style="list-style-type: none"> • One morning session of 3 hours on June 8
<p>PLACE</p> <ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Classroom or Examination Room
<p>TASKS</p> <p>PART I AND PART II:</p> <p>Writing Component: Reading, Writing, Reflection Nonfiction texts (Conferring/Collaboration)</p> <p>A) Reading and Oral Discussion of <i>Resource Booklet</i></p> <p>B) Writing</p> <ul style="list-style-type: none"> • Minimum 600 words <p>C) Reflection</p> <ul style="list-style-type: none"> • Minimum 250 words 	<p>PART III:</p> <p>Reading Component: Reading for Understanding Poetry and fiction (Individual work)</p> <ul style="list-style-type: none"> • Read new texts • Complete the task according to specified guidelines • Minimum 600 words
<p>MARKS</p> <p>PART I AND PART II:</p> <p>Writing = 50 marks (according to specified criteria) Reflection = 10 marks (according to specified criteria)</p>	<p>PART III:</p> <p>Reading = 40 marks (according to specified criteria)</p>

2.6 August 2007 and January 2008 Examinations

<p>AUGUST 2007</p> <p>AND</p> <p>JANUARY 2008</p>	
<p>TIME</p> <p>PART I AND PART II:</p> <p style="text-align: center;">Date to be announced*</p> <p style="text-align: center;">3 hours a.m. 3 hours p.m.</p>	<p>PART III:</p> <p style="text-align: center;">Date to be announced*</p> <p style="text-align: center;">3 hours a.m.</p>
<p>PLACE</p> <p>Examination centre designated by school board or school</p>	
<p>TASKS</p> <p>PART I AND PART II:</p> <p style="text-align: center;">See June 2007 Examination, p. 3</p>	<p>PART III:</p> <p style="text-align: center;">See June 2007 Examination, p. 3</p>
<p>MARKS</p> <p>PART I AND PART II:</p> <p style="text-align: center;">Writing = 50 marks (according to specified criteria) Reflection = 10 marks (according to specified criteria)</p>	<p>PART III:</p> <p style="text-align: center;">Reading = 40 marks (according to specified criteria)</p>

* The dates on which the August 2007 and January 2008 examinations are to be held will be announced in an addendum to the Directives for General Education in the Youth Sector.

3 GENERAL PROCEDURES

3.1 Guidelines for Administration

Time is provided for students to apply responding and composing strategies. Specific contextual instructions will be given in terms of the nature of the activity, choice of writing forms and length of written work.

Teachers or invigilators may answer questions on procedures posed by students, but **must not enter directly into any of the activities**. At the same time, **teachers are responsible for monitoring against cheating**.

Throughout the Part I and Part II activities, students may work and confer as they are accustomed. Work in Part III will be done individually.

According to the Ministère de l'Éducation, du Loisir et du Sport guidelines, only students with ongoing, updated and certified Individual Education Plans (IEPs) may benefit from the **special considerations** they have been receiving all year. These may include extra time, word processing, auditory assistance or clarification of instructions.

The following points were clarified at a meeting of the Consultative Committee on April 15, 2003:

- Students may use a dictionary or thesaurus at any time.
- Bilingual dictionaries, that is, dictionaries with English and another language, are permitted.
- The use of computers or electronic devices **is not permitted** during this examination.
- Only students having an official derogation from the Ministère de l'Éducation, du Loisir et du Sport because of special needs may use computers and/or electronic dictionaries.
- For regular students who write the examination in January, conditions resembling those established for the June examination must be put in place. For those writing the January examination as a supplementary examination, schools will determine the dates for Parts I and II; the Ministère will determine the date for Part III.

These were moved and seconded by the members of the Consultative Committee and deposited with the Direction de la sanction des études (DSE).

No outside materials of any kind are permitted in the classroom or examination room throughout this examination. Invigilators must ensure that students work exclusively with materials provided specifically for the examination. **Schools are urged to pre-identify writing booklets as a way of controlling inadmissible papers. It is important to ensure the security of examination papers and envelopes throughout the course of the examination.**

Invigilating teachers unfamiliar with Language Arts examinations should be thoroughly coached in the format for English Language Arts assessment and should be referred to the Administration Guide for the examination.

4 EVALUATION COMPONENT OF THE EXAMINATION

4.1 Part I and Part II

Assessment for Part I and Part II of this examination will be based on two broad writing dimensions—Impact and Craftsmanship.

The Marking Guide will include descriptions of the Impact and Craftsmanship components at various performance levels.

Teachers should have as references the following texts:

- 1998 Ministère de l'Éducation publication 16-4611A, FOCUS ON FORM: EXEMPLARS OF STUDENT WRITING
- 1999 publication 16-4615A, FOCUS ON LANGUAGE: EXEMPLARS OF STUDENT WRITING SECONDARY CYCLE TWO
- 2004 publication 13-4603A, FOCUS ON FORM . . . REVISITED: EXEMPLARS OF STUDENT WRITING
- Exemplars of student writing based on June Examinations

IMPACT is the overall effectiveness of the written product in light of the assigned task. Several elements combine to give impact to writing: quality of ideas/impressions/issues, purpose, voice, form, language, audience, style. It is the fusion of these elements that determines the power of the communication.

CRAFTSMANSHIP is the skill and artistry shown by the student in structuring the written texts as derived from the strategies of planning, revising and editing. This dimension includes:

- use of the conventions of the chosen form
- organization of thoughts and ideas
- accuracy and effectiveness of language

REFLECTION is the student's explanation of the development and decisions involved in the writing just produced. It is an integral part of the writing assessment as it illuminates the writer's intent. See Evaluation Rubric, p. 10.

4.2 Part III

Students will be required to read two new texts. Students will be evaluated on their ability to read by examining and interpreting ideas in the given texts. Students will also be required to interrelate these ideas with issues from the *Resource Booklet*.

Assessment will be based on depth of understanding and development of ideas. The *Marking Guide* will include evaluation criteria at various performance levels. (Refer to "Reading for Understanding," p. 6.)

4.3 Writing Evaluation, Part II

CRITERIA		PERFORMANCE LEVELS					
		(1)		(2)	(3)	(4)	
		0 – 40% (0 – 12)	41 – 59% (12.5 – 17.5)	60 – 72% (18 – 21.5)	73 – 87% (22 – 26)	88 – 100% (26.5 – 30)	
Writing Task - Part A	IMPACT: the power of the writing as a result of the integration of elements within the chosen context Contextual elements include the chosen issue, audience, purpose, voice, form, style and language.	<ul style="list-style-type: none"> Writing is inadequate and underdeveloped. 	<ul style="list-style-type: none"> Writing is tenuous and limited. 	<ul style="list-style-type: none"> Writing is credible but ordinary. 	<ul style="list-style-type: none"> Writing is convincing and well conceived. 	<ul style="list-style-type: none"> Writing is compelling and insightful. 	/30
	CRAFTSMANSHIP FORM: use and control of chosen form in light of purpose	<ul style="list-style-type: none"> Form is uncontrolled, nonexistent, or other than that required in the chosen context. 	<ul style="list-style-type: none"> Form is uncertain, not identified or incorrectly identified. 	<ul style="list-style-type: none"> Form is discernible and basic. 	<ul style="list-style-type: none"> Form is solid and focused. 	<ul style="list-style-type: none"> Form is sophisticated and skillful. 	/20
	ORGANIZATION: sequencing, paragraphing, transitions, development, coherence, cohesion	<ul style="list-style-type: none"> Organization is disjointed and/or indiscernible. Contains errors that interfere with communication. 	<ul style="list-style-type: none"> Organization is sketchy and/or awkward. 	<ul style="list-style-type: none"> Organization is fundamental and evident. 	<ul style="list-style-type: none"> Organization is purposeful and controlled. 	<ul style="list-style-type: none"> Organization is crafted and distinctive. 	/20
	USE OF LANGUAGE: effectiveness and accuracy in harmony with purpose	<ul style="list-style-type: none"> Technical and usage errors impede communication. 	<ul style="list-style-type: none"> Language is simplistic, of limited choice, and/or inaccurate. 	<ul style="list-style-type: none"> Language is prosaic but competent. 	<ul style="list-style-type: none"> Language is well crafted and proficient. 	<ul style="list-style-type: none"> Language is artistic and polished. 	/20
Part B	REFLECTION: explanation of writing choices and connection to <i>Resource Booklet</i>	(0 – 4)	(4.5 – 5.5)	(6 – 7)	(7.5 – 8.5)	(9 – 10)	
		<ul style="list-style-type: none"> Explanations are unclear and/or absent. 	<ul style="list-style-type: none"> Explanations are limited and/or superficial. 	<ul style="list-style-type: none"> Explanations are basic and clear. 	<ul style="list-style-type: none"> Explanations are detailed and perceptive. 	<ul style="list-style-type: none"> Explanations are analyzed and insightful. 	/10
							/60

4.4 Reading Evaluation, Part III

CRITERIA	PERFORMANCE LEVELS					
	(1)	(2)	(3)	(4)		
	0 – 40% (0 – 4)	41 – 59% (4.5 – 5.5)	60 – 72% (6 – 7)	73 – 87% (7.5 – 8.5)	88 – 100% (9 – 10)	
Identifies and explains significant idea(s) found in one or both text(s).	<ul style="list-style-type: none"> Idea(s) and explanation(s) are unsustainable, irrelevant, muddy, and/or absent. 	<ul style="list-style-type: none"> Idea(s) and explanation(s) are unsustained and/or trite. 	<ul style="list-style-type: none"> Idea(s) and explanation(s) are discernible, evident, plausible, and remain at the literal level. 	<ul style="list-style-type: none"> Idea(s) and explanation(s) are clear, succinct, convincing, substantiated. 	<ul style="list-style-type: none"> Idea(s) and explanation(s) are incisive, intuitive, profound. 	/10
Makes connections to issues in two or more selections from the <i>Resource Booklet (Part I)</i>	<ul style="list-style-type: none"> Connections to issues are nonexistent or unsupported. 	<ul style="list-style-type: none"> Connections to issues are superficial and/or forced. 	<ul style="list-style-type: none"> Connections to issues are obvious, relevant and explained. 	<ul style="list-style-type: none"> Connections to issues are effective and well developed. 	<ul style="list-style-type: none"> Connections to issues are meaningful and unique. 	/10
Reflects on one or more global, literary, or media associations related to one or both text(s).	<ul style="list-style-type: none"> Association(s) are off-track, and/or nonexistent. 	<ul style="list-style-type: none"> Association(s) are shallow, sketchy, and/or one-track. 	<ul style="list-style-type: none"> Association(s) are pertinent and credible. 	<ul style="list-style-type: none"> Association(s) are thoughtful and probing. 	<ul style="list-style-type: none"> Association(s) are enlightening and universal. 	/10
Examines at least two techniques used by one of the authors (identifies, illustrates, explains effectiveness).	<ul style="list-style-type: none"> Analysis is inaccurate or nonexistent. 	<ul style="list-style-type: none"> Analysis is inadequate and/or simplistic. 	<ul style="list-style-type: none"> Analysis is adequate but basic. 	<ul style="list-style-type: none"> Analysis is thoughtful and perceptive. 	<ul style="list-style-type: none"> Analysis is insightful and sophisticated. 	/10
READING						/40
PART II						/60
TOTAL						/100

5 CHART OF CONCEPTS AND ABILITIES FOR CONTEXT

Within any one of a minimum of two communication contexts, the student will show the ability to **GENERATE** ideas through to **INTERRELATE** ideas, with an understanding of the **COMMUNICATION ELEMENTS** through to the **COMMUNICATION OF OTHERS**:

ABILITIES	CONCEPTS AND UNDERSTANDING							
	Communication Elements e.g. sender, receiver, message, etc.	Conventions of Language e.g. syntax, register, etc.	Precision and Semantic Awareness e.g. vocabulary, semantics, etc.	Functions of Language e.g. expressive, transactional, poetic	Media e.g. oral, visual, print, multimedia	Modes e.g. fiction, nonfiction, etc.	Organizational Strategies e.g. brainstorming, exploratory talk, revision, etc.	Communication of Others See Related Content, Objective six of the program
To generate ideas								
To clarify ideas								
To expand ideas								
To identify ideas								
To assume an individual voice in the communication of ideas								
To produce ideas								
To confirm ideas								
To reshape ideas								
To interrelate ideas								

Example: Within any given communication context, the student will show the ability to **reshape ideas** with an understanding of the **functions of language**.

APPENDIX

FORMS OF WRITING

Argumentative Essay

The purpose of the argumentative essay is to convince the reader through logic. It is assumed that the reader will respect the thoughts of the writer if those thoughts are presented in a logical way.

Argumentation through logic uses inductive (particular cases used to formulate a general rule) or deductive (a general principle applied to specific cases) reasoning. The tone is objective but persuasive. Language may be formal to informal, impersonal to familiar, connotative and denotative.

The organization of the argumentative essay follows a pattern: thesis statement, point development, conclusion. The viewpoint never wavers or wanders as the writer sets out to prove her or his case.

Editorial

An editorial is a statement on a current issue written by an editor or editorial board of a publication. The editorial, written or broadcast, commonly reflects the philosophy and position of the publication or media network.

Its purpose is to express ideas and opinions on a contemporary issue of interest to a particular public. This audience, although distant, is identifiable as the readership of a particular region, or the group most likely to buy a particular newspaper. The structure of the editorial includes a very brief introduction, concentrates on the development of the main argument, and concludes with an exhortation to action. Space and time limitations tend to keep editorials concise and to the point. Expository and persuasive language is used by the editor to develop his/her view on the issue. The voice and viewpoint of the editorial writer are clearly evident—the text is individualistic in style and diction. In print journalism the third person is used, while broadcast editorials use the first person. The tone may be provocative, satirical or didactic in order to make an impact on the audience, as in a call to action, a development of awareness or an evocation of feeling.

Persuasive Essay

The purpose of the persuasive essay is to convince the reader through emotion. The writer assumes that the reader will be reached through a passionate plea, which still must maintain credibility by avoiding overgeneralization and fallacious reasoning. Style and language are more informal than in an argumentative essay; the voice of the writer is emotional and biased.

Language may be colloquial and inflammatory. The writer's voice is predominant and highly expressive. Persuasive techniques include hyperbole, analogy, irony, repetition, appeals to emotions such as fear or integrity, provocative vocabulary and climactic conclusion.

Organization of points moves from weakest to strongest arguments and culminates in an inspired demand for reader response and/or a call for action.

Philosophical Essay

The philosophical essay explores and reflects on values and/or life experiences in a philosophical way. There is a certain universality implied in the search for understanding or the questioning of ideas/realities.

The purpose of the philosophical essay is to provide thought about the meaning of experiences shared by humankind as perceived by the writer. Insight and understanding are mature and profound. The philosophical essay may be humorous or serious, but is usually more subjective than objective.

The tone of the philosophical essay is speculative, contemplative and reflective. The exploration of ideas culminates in the writer's understanding of her or his central thesis. Language is generally sophisticated in its elegant simplicity or lofty elaboration. Rhetorical devices are often used in the reflective process.

Short Story

The short story is a work of highly concentrated narrative prose fiction. It is an evolving genre with which writers have experimented over the years. Some writers are attracted to the commercial style of the short story with its somewhat conventional themes, stereotypical characters and predictable endings. Others may experiment with less conventional themes and outcomes, complex characterizations, and innovative structures. The purpose of the short story is to elicit both enjoyment and understanding from its readers.

The short story is a literary genre characterized by certain identifiable structural elements: plot, characterization, setting, theme, conflict—though not all are necessarily present in all stories. The structural elements work together to create a unified whole (tightly organized plot with recognizable climax, one main character, consistency of mood, "slice of life" revelation).

The voice of the writer/storyteller shapes and is shaped by the story as it unfolds, establishing a tone which enables the reader to enjoy and appreciate the writing. The story frequently ends with an impact, a resolution which leaves the reader with an insight into the life experience.

Speech

The purpose of a speech is to influence, motivate, and/or inspire an audience with an oral presentation (formal or informal) prepared for a specific occasion. There is a direct interplay between speaker and listener, an impact involving the audience mentally, emotionally, and even physically. The structural elements of a speech usually include a salutation, recurring references to the listening audience, a conclusion (appeal, demand, challenge) and an expression of gratitude. The voice of the speaker will elicit an immediate and sustained response from the listener, using a written text which employs rhetoric, stylistic devices (pauses, lead-ins, points, repetitions, questions) and stylization to suit the particular context. Tone and voice reflect the personality and position of the speaker as well as his/her response to the situation. Depending on the purpose of the speech, the tone may be impassioned or reserved, informal or formal, determined by the context in which the speech is delivered and received.

